The strategic goals of the modernization of the domestic higher school are to increase the competitiveness of Russian universities among the world’s leading research and educational centers according to the world rating (DECREES OF THE PRESIDENT OF THE RUSSIAN FEDERATION Nos. 599, 2012). In the context of the proposed measures and measures related to changes in remuneration in higher education institutions. The target indicators of changes in the salary of university teachers are focused on increasing the welfare of employees and improving the quality of services provided.

The need to develop an innovative system for evaluating the effectiveness of the results of the achievements of scientific and pedagogical workers was indicated in the Decree of the President of the Russian Federation No. 597 “On measures for the implementation of the state social policy” (May 7, 2012). The program of gradual improvement of the remuneration system in state (municipal) institutions for 2012-2018 (approved by the order No. 2190-r of the Government of the Russian Federation dated November 26, 2012) contained new opportunities for improving the system of remuneration of scientific and pedagogical workers associated with the transition to an effective contract based on the results of its activities within the framework of the performed labor function (THE PROGRAM FOR THE GRADUAL IMPROVEMENT, 2012). The same document contains the definition of an effective contract as an employment contract with an employee, specifying his/her official duties, terms of remuneration, indicators, and criteria for evaluating the effectiveness of activities for assigning incentive payments depending on the results of work and the quality of state (municipal) services provided, as well as social support measures (THE PROGRAM FOR THE GRADUAL IMPROVEMENT, 2012).

The transition of the national higher school to an effective contract is an innovative tool for the functioning of both universities themselves in new socio-economic conditions, and the professional activity of scientific and pedagogical workers in the conditions of the introduction of a criterion-evaluation system for determining their work results. Meanwhile, the contract system of work of teachers at universities abroad has a long history. Thus, the new horizons that have opened up and, in this regard, the prospects dictate the need for further development of the problem of evaluating the results of professional activity of a teacher in higher education within the framework of the policy of effective contracts, which will create opportunities for the competent development of a model for monitoring individual professional achievements based on the principles of reliability and transparency.

The purpose of the research is to reveal the world experience of using the effective contract system as an innovative contour for evaluating the results of the professional activity of a teacher in higher education.

The research hypothesis was based on the assumption that an effective contract as a means of evaluating the results of a teacher’s professional activity in higher education will become...
an effective tool for individual support of a teacher’s professional development in the context of changing educational policy, if its development is based on a reflexive technology for evaluating results that allows promoting his/her professional growth. Such monitoring should provide an informational basis for the teacher’s professional achievements, career growth opportunities, motivation, and activation of his/her subject position.

Objectives of the study: To describe the concept of an effective contract and its functions; to identify the historical roots of the introduction of the policy effective contract abroad and in Russia; to present the experience of the evaluation of the results of professional activity of a teacher in a high school abroad; to analyze the practice of implementing effective contracts for scientific and pedagogical workers in several Russian universities; to identify the benefits and prospects of an effective contract in modern realities.

The study of the problem. The problem of developing a system of indicators of the performance of a university teacher is the subject of a long-term discourse of foreign and domestic scholars. One of the key issues of modern discourse is the formation of an ergonomic model for evaluating the effectiveness of the results of a scientific and pedagogical worker based on key indicators. Works concerning the indicators of the effectiveness of scientific work of university teachers have appeared abroad since the second half of the 20th century (KATZ, 1973; SIEGFRIED; WHITE, 1973; ROZOFSKY, 1990; GOMEZ-MEJIA; BALKIN, 1992; WALDMAN, 1990; FAIRWEATHER, 1993). More recent studies describe the experience of a contract system with teaching staff at universities in individual countries (CHATTERJEE; MARSHALL, 2005; CARLIER; GAUMONT, 2008; BARDI; ABDULLA, 2004). Several modern foreign studies present the determinants of the activity of a university teacher and methods for evaluating the results of his/her work (SCHERMUND, 2019; ARORA; BELENZON; SHEER, 2021; ARORA; BELENZON; SUH, 2021).

The issues of implementing an effective contract in the practice of Russian universities were studied by S.E. Ushakova, S.E. Soldatova (2019), T.N. Poddubnaya, A.A. Yurchenko (2020), E.L. Zadneprovskaya (2020), I.G. Pavelev (2021) and others. J.B. Musatova, D.A. Shtykhno, Yu.L. Saginov, M.S. Melnikov (2014) carried out a comparative analysis of the assessment of the labor indicators of university teachers at universities in the United States and Europe, Y.A. Kobets, M.A. Masych, E.V. Kaplyuk – at universities in the USA, India, Germany, Great Britain, France (MASYCH; KOBETS; KAPLYUK, 2014; KOBETS; MASYCH; KAPLYUK, 2016). Despite the ambiguity of scholars' positions on the evaluation of the results of professional activity of teachers of higher educational institutions, most studies state the significant role of the effective contract policy as an innovative management mechanism in educational organizations in a competitive environment. The problem under study requires further theoretical justification and generalization of experience, which confirms the relevance of this article.

METHODS
General scientific methods of cognition were used to achieve this goal:

- analysis (provided for the study of the foreign and domestic practice of evaluating the performance of university teachers);
- synthesis (made it possible to combine individual practices as parts of a whole, establish their relationship and identify global trends in evaluating the results of a teacher’s work and the advantages of such an assessment);
- comparison (used for comparative analysis of the studied phenomenon in the activities of individual universities);
- generalization (allowed identifying trends in the development of a system for evaluating the results of work of a higher school teacher in the comparative context of foreign and Russian practices, identifying the main theoretical approaches underlying its development).
The theoretical basis is the research of foreign and Russian authors on the problem of implementing an effective contract, the empirical base is the local documents of universities, the official websites of Russian and foreign universities. Twenty-seven sources of information were studied, including 16 sources in foreign languages, 11 sources in Russian, 1 monograph, 16 articles in scientific journals, with journals from the Scopus and Web of Science databases, 2 articles in collections based on the materials of scientific conferences, 6 websites of higher educational institutions, 4 normative documents, including local acts of educational organizations (Figure 1).

**Figure 1. Primary and secondary sources of information, number (compiled by the authors)**

| Source                               | Number |
|--------------------------------------|--------|
| Monographs                           | 1      |
| Regulations                          | 4      |
| Websites of educational organizations | 6      |
| Articles in collections based on the materials of scientific conferences | 2 |
| Articles in scientific journals      | 16     |
| Sources in the Russian language      | 11     |
| Sources in foreign languages         | 16     |

Source: Search data.

Structurally, the study included: 1) a consistent analysis of the features of evaluating the performance of university teachers at universities in the United States and Europe, including the historical aspect; 2) a description of the experience of Russian universities in developing and implementing an effective contract; 3) identifying general trends and particular aspects in foreign and domestic practice; 4) determining the prospects for the results obtained.

**RESULTS AND DISCUSSION**

The systematic assessment of the effectiveness of scholars' activities dates back to the second half of the 20th century and represents a quantitative assessment. The indicators of such an assessment included publication activity, patents, and other results of scientific activity (USHAKOVA; SOLDATOVA, 2019, p. 553). The analysis of foreign experience allows asserting that there are no unified criteria for evaluating the effectiveness of scientific work at the level of university employees.

Foreign scholars, studying the salaries of teachers and labor productivity at US universities in the second half of the 20th century, described the indicators of the effectiveness of scientific work of university teachers, including the number of published/edited books, published articles (especially in journals with a high impact factor), graduate students prepared for the defense of their thesis, citations, the availability of externally funded applied research projects, as well as the time spent on research work (KATZ, 1973; GOMEZ-MEJIA; BALKIN, 1992; FAIRWEATHER, 1993; SIEGFRIED; WHITE, 1973). R. Gomez-Mejia, D.B. Balkin (1992, p. 928) called these indicators "the determinants of teacher salaries". John J. Siegfried and K. J. White, having studied the model of monetary remuneration of teachers at the University of Wisconsin, revealed that the dominant factor of teacher performance determining academic salary was publication activity, especially in high-quality journals (with a high impact factor). The salary determination model also included variable components: experience, the number of published works and their level, the effectiveness of teaching (evaluated in points), the
H. Rozovský described the specifics of contracts at US universities in the 1990s. The contract system of hiring teachers forms the basis of the functioning of universities and implies a "trial" period (3-5 years), after which the management decides on the permanent hiring of an employee based on the results and quality of his/her work. The scholar notes a significant difference in the contract system in the field of higher education compared to other areas. For example, the contracts of the teaching staff demonstrate the "up-or-out" principle, when after the end of the probationary period, a promotion for a professor is regarded as obtaining a guarantee of lifelong employment, and its absence is considered as the need to leave the university (ROSOVSKÝ, 1990). As a rule, low wages are initially prescribed in contracts of the "up-or-out" type. Later, when the university decides to keep the teacher, his/her salary increases (WALDMAN, 1990).

Scholars of the State University of Pennsylvania, K. Chatterjee and R.S. Marshall in their work "Obligations to work in academic circles throughout life" described three types of contracts with teaching staff at US universities: 1) a fixed-term one-period contract with a salary for the second period (can be renegotiated in the last, third period); 2) a contract with a guarantee of compensation (it specifies the amount of compensation in case of dismissal at the time of the second contract and salary for the third period, if the employee is not fired); 3) a permanent employment contract, in which the university guarantees the teacher lifetime employment with a salary in the third period. During the time between the first and second periods of the contract, universities inform the employee about the expected type of contract in the future, which may contain information about the amount of salary in the second period, as well as information about the university's ability to select alternative employees. The teacher has the exclusive right to refuse the proposed contract (CHATTERJEE; MARSHALL, 2005).

According to scholars, guarantees of permanent employment are the result of competition for the best teachers, and a contract of permanent employment with the possibility of renegotiating the terms with a contract that guarantees compensation (WALDMAN, 1990; CHATTERJEE; MARSHALL, 2005).

At the beginning of the 21st century, G. Carlier and D. Gaumont described the so-called "two-phase model" of the contract for university teachers. The first phase of the contract included the salary of university employees based on their position, rank, and academic load performed. The second phase consisted of incentive allowances according to three criteria: educational, scientific, and methodological work. This approach contributed to improving the quality of students' education (CARLIER; GAUMONT, 2008). A group of American authors (A. Arora, S. Belenzon, A. Patacconi, L. Scheer, M. Shankerman, J. Suh) in their research presented a system of indicators that are incentives and goals for development in the scientific community: the impact factor of research, patents, the impact factor of knowledge, the impact factor of knowledge absorption (ARORA; BELENZON; SHEER, 2021; ARORA; BELENZON; SUH, 2021). In general, the competence of the teacher of a modern American university includes three main types of work: 1) teaching (reading from 2 to 4-5 courses per year); 2) research (active publication activities and presentations at scientific conferences); 3) organizational and administrative (participation in the work of committees). The assessment of the effectiveness of his/her work includes expert assessments of students and colleagues, as well as an assessment of the collected portfolio. The 360° assessment system is practiced by many universities in the United States when a teacher is evaluated by colleagues, students, management, and various commissions and departments of the university. The results of the evaluation of the teacher's work form the basis of his/her material and moral motivation.

Scholars of the University of the United Arab Emirates Masood A. Badri and Mohammed H. Abdullah, studying the issues of evaluating the effectiveness of teachers in higher education institutions, revealed the emerging trend of most higher education institutions, according to which universities attach the greatest importance to scientific research, and less to training and service. The authors point out that at the University of the United Arab Emirates, research performance of administrative duties. The authors analyze the advantages of focusing on a certain type of work - research, teaching, administrative, expressing doubts that good researchers become good teachers (SIEGFRIED; WHITE, 1973).
is considered an important criterion even when hiring teachers, as well as in the process of further academic advancement (when a teacher is promoted to the position of associate professor or docent, the proportion of scientific research in the overall structure of indicators of his/her professional activity should be 40%, the remaining 40% for teaching and 20% of social work) (BARDI; ABDULLA, 2004).

The number of scientific publications is among the most important indicators of the performance of university teachers in the Federal Republic of Germany. To obtain a position permanently under a contract, a teacher shall decide at an early stage whether he/she has the potential to become a professor in the future. The presence of publications in journals with a high impact factor, having a strict publishing system and a high reputation, is of great importance for a scientific career (SCHMERMUND, 2019). The system of criteria and performance indicators is also used when applying for a job at the university, further promotion, and determining the amount of remuneration of professors. Universities have developed three groups of performance indicators: research, teaching, and other indicators (USHAKOVA; SOLDATOVA, 2019, p. 554-555). The teachers of the higher school agree that the modern German education system does not fully take into account those university employees who see their vocation primarily in teaching and are less engaged in research (SCHMERMUND, 2019).

There are two types of contracts in universities in the UK and Austria, similar to the American system: permanent (concluded for 5 or more years) with professors and short-term (for 1-2 years) with associate professors and teachers. The architectonics of evaluating the results of the effectiveness of a teacher’s professional activity is based on expert assessments of students, colleagues, and the collected portfolio confirming the results of his/her achievements. Each applicant is evaluated by a fellow expert who attends his/her classes. Expert assessments are included without fail in the portfolio. Teachers with whom a permanent contract is concluded prepare their portfolios once every 5 years, the rest annually (MUSATOVA et al., 2014). At the University of Southampton (Great Britain), the basis of an effective contract is the presence of separate trajectories in the areas of career growth: scientific activity; teaching activity; administrative activity. The practice of career mentoring has been developed. Within each trajectory, an employee can perform tasks of an increased level of responsibility and receive a supplement to the basic salary based on the results of their implementation (UNIVERSITY OF SOUTHAMPTON, n.d.).

The indicators of the effective contract of the University of Utrecht in the Netherlands are integrated with the goals of the Strategic Plan until 2025. An effective contract reflects the five guiding principles defined by the university as part of its mission:

1) cooperation across borders (the university is international with multidisciplinary education and research; demonstrates cross-border cooperation in the field of teaching and research; supports the strategy of improving the skills of students to work in the globalizing labor market);

2) a future-oriented learning culture (the university’s mission is focused on quality and innovation as the basis of the future society);

3) close-knit community (integration of involved students, employees, and graduates, creating a space for development, communication with each other, knowledge exchange, and open dialogue);

4) open science (full commitment to the openness and accessibility of the results obtained and new achievements);

5) sustainable development (the focus on sustainable development is an integral part of education, research, and operational management of the university).

Moreover, the main role belongs to teamwork, in which each teacher can make a personal contribution. The individual achievements of an employee are evaluated based on the results of their contribution to the implementation of the strategy at their faculties. Special attention is paid to the recognition of the achievements of employees in the academic environment.
The principle of openness is the basic one in the contract system (UTRECHT UNIVERSITY, n.d.).

A team of scholars from the Plekhanov Russian University of Economics conducted a comparative analysis of the performance indicators of university teachers used in the United States and European countries, based on which they identified the areas of professional activity of teachers who act as the basis for evaluating the effectiveness of their work based on indicators established by universities. The list of indicators includes the following types of activities: teaching, research, and socially useful activities (MUSATOVA et al., 2014).

Thus, the study of foreign experience in evaluating the results of professional activity of a teacher at a higher school has revealed the following factors: the main evaluation mechanism is the contract system; contracts contain a set of employee performance indicators determined individually by each university following its strategic goals and mission; contracts allow accumulating professional achievements of a teacher in the form of an employee’s portfolio or another version of presenting results; contracts act as a means of motivating teachers, a means of transparent monitoring of their professional achievements, a means of determining the trajectory of future career growth.

Russian universities are still researching to develop a balanced system that allows ergonomically assessing the effectiveness of the work of a scientific and pedagogical worker in two contours-quantitative and qualitative. The system of implementing an effective contract in Russia pursues several goals, the quintessence of which is the integration of the interests of an educational organization and research and teaching staff (ZADNEPROVSKAYA; PODDUBNAYA, 2020; PODDUBNAYA et al., 2020; PAVELEV et al., 2021; PODDUBNAYA; YURCHENKO, 2020). Below we will consider approaches to the formation of a set of indicators for evaluating the performance of scientific and pedagogical workers on the example of several universities in the country.

The model of an effective contract in Russian universities provides for the decomposition of criteria and indicators for the formation of the volume of work of a scientific and pedagogical employee for the reporting period (calendar/academic year, semester, which in some universities depends on the share of the occupied rate. The indicators of an effective contract are transparent and accessible. They are reflected in the relevant local acts of higher educational institutions - the provisions on an effective contract. Performance indicators are set for each position held: from assistant to a professor, as well as for categories of employees holding the positions of heads of departments, deans of faculties, directors of institutes, etc. The criterion model for evaluating the achievements of a scientific and pedagogical worker can have several options (PODDUBNAYA; YURCHENKO, 2020).

For example, at the Platov South-Russian State Polytechnic University criteria model for assessing the effectiveness of activities includes mandatory (scientific publication Scopus, Web of Science, participation in a conference, publication of a textbook, monograph, etc.) and additional (scientific article of the Higher Attestation Commission, preparation and maintenance of an electronic educational resource, knowledge of a foreign language, etc.) indicators differentiated by categories of employees. Monitoring of the results is carried out annually, based on the results of the work for the previous academic year (from September 1 of last year to August 31 of this year). The evaluation of information on each teacher is carried out by a rating commission, which prepares an individual questionnaire based on the results of the examination of the developed indicators. The final results of the analysis of the teacher’s work are the basis for making several managerial decisions, namely, taking into account indicators when conducting a competition for a position, with material and moral incentives (SOUTH-RUSSIAN STATE POLYTECHNIC UNIVERSITY, n.d.).

Meanwhile, there is also a more flexible system of effective contract - the criterion model of efficiency assessment is not developed for each position of an employee, but is universal for the entire teaching staff of the university. It is based on the following blocks: educational and methodological, research, and other activities. These blocks are part of the mandatory indicators chosen by the employee. The information is collected by each employee in blocks. An effective teacher’s contract is considered fulfilled if all the mandatory indicators are met. In case of non-fulfillment of any mandatory indicator, points are not awarded for the entire
An effective contract as an innovative contour for evaluating the results of a teacher’s professional activities.

The standards for the implementation of planned indicators for an effective contract are set concerning the occupied rate. The total number of planned indicators and the number of mandatory indicators for all types of work are determined for each rate size. The report on the effective contract is prepared by the teacher per semester.

The independent Commission, created by the order of the rector, studies the plans-reports of the heads of departments on the results of the effectiveness of each teacher, submits the summary information to the deans of the faculties to summarize the information, and then transfer the information to the chancellor of the university. All approved indicators are taken into account for the next semester when calculating the incentive allowance. This practice is followed by the Kerch State Marine Technological University (FSBEI HE “KERCH STATE MARINE TECHNOLOGICAL UNIVERSITY”, n.d.).

At the Ammosov North-Eastern Federal University, decomposition of performance indicators is represented by three blocks: indicators of educational activities (management of educational programs, development of test items for online testing, publication of a textbook, preparation of students/teams – winners of Olympiads, sports events (depending on the level), creation and placement on the form of an online course, etc.); indicators of research activities (publication of articles in journals indexed in the Web of Science/Scopus databases, review of articles, number of citations, applications for grants, competitions, funded applications for grants, patents, dissertation opposition, etc.); indicators of international activity (recruiting foreign students, organizing international educational events for foreign students, etc.). These blocks are synchronized with the levels. Level 1 includes key indicators of the effectiveness of scientific and educational activities of the university, level 2 - deans of faculties/directors of institutes, level 3 - heads of departments/laboratories, heads of educational programs, heads of departments/directors of centers, level 4 - scientific and pedagogical workers. For each position held, minimum points are set for each planned calendar year, the implementation of which is mandatory. The higher the position of the employee, the greater the minimum threshold, which is planned for him/her (NORTH-EASTERN FEDERAL UNIVERSITY NAMED AFTER M.K. AMMOSOV, n.d.).

Some universities use a rating assessment of the effectiveness of research and teaching staff. According to the results of the rating for the calendar year, incentive payments are made to teachers for the next calendar year at the Adyghe State University. It should be noted that the performance indicators of various categories of teaching staff (teacher, head of the department, dean of the faculty/director of the institute) of the university differ, but they can be divided into the following groups: academic work, scientific work, educational and extracurricular work, image activities and career guidance work. The performance indicators of the head of the department consist of two parts: the first is a personal rating, the second is the performance indicators of the department. The effectiveness of the activity of the dean of the faculty/director of the institute is evaluated based on the system indicators of the activity of the structural unit headed by them. Incentive payments are established by the order of the rector based on the submission of the head of the structural unit within the incentive payments fund (ADYGHE STATE UNIVERSITY, n.d.).

All universities adhere to a point-based assessment system, according to which points are indexed in incentive payments. The daily and final results can be presented by each teacher either in his/her Account or in the form of a manually filled out form of an effective contract and a collected portfolio (ZADNEPROVSKAYA; PODDUBNAYA, 2020; PODDUBNAYA et al., 2020; PAVELEV et al., 2021).

As we can see, the system of effective contracts in Russian universities is based on a differentiated assessment of criteria and indicators of the volume of work of scientific and pedagogical workers, often commensurate with the share of the occupied rate and position. Meanwhile, a special role belongs to research activities as one of the basic indicators of the effectiveness of the university as a whole. The analysis of the practice of implementing the policy of effective contracts in the domestic higher school allowed identifying the most significant criteria and indicators of the research productivity of teachers (Table 1).
Table 1. Key scientometric indicators of teachers’ research productivity for the reporting period (compiled by the authors)

| No. | The most significant criteria | Indicators |
|-----|-------------------------------|------------|
| 1.  | Publication activity          | 1.1. The number of published monographs/chapters in monographs. |
|     |                               | 1.2. The number of published scientific articles in peer-reviewed collections and journals. |
|     |                               | 1.3. The number of published scientific articles in journals with a high impact factor. |
|     |                               | 1.4. The number of published scientific articles in journals/collections included in the Scopus database, Web of Science. |
| 2.  | Citability                    | 2.1. Citation in the RSCI database. |
|     |                               | 2.2. Citation in the Scopus database, Web of Science. |
| 3.  | Authoritativeness             | 3.1. The general indicator of the citation of works. |
|     |                               | 3.2. The number of highly cited works. |
|     |                               | 3.3. The h-index. |
|     |                               | 3.4. Evidence of scientific and pedagogical recognition. |
|     |                               | 3.5. The number of graduate students and doctoral students protected under the supervision of the scholar. |

Source: Search data.

Digital values of indicators for each scientific and pedagogical worker are available on the eLibrary.ru.

The study of the strategy of foreign and Russian universities for the development and implementation of a system for evaluating the results of professional activity of a teacher in higher education allowed identifying the following main theoretical approaches underlying the development of effective contracts.

An integrated approach - provides for a combination of elements (blocks, criteria, indicators, points, etc.) within a single whole (an effective contract).

The environmental approach is due to the impact of the environment on the development and subsequent change of the parameters of an effective contract, depending on the requests of time (the possibility of a co-existence status).

A differentiated approach is the development of the architectonics of an effective contract based on the position of scientific and pedagogical workers, as well as the differentiation of criteria and indicators by type of activity (educational, scientific, public, international, etc.) and by blocks (a block of mandatory indicators and a block of indicators chosen by an employee).

The criterion approach is based on a criteria-based assessment of the parameters of the work of a scientific and pedagogical worker based on the developed criteria, i.e. objective indicators of the severity of this parameter. Allows selecting individual elements of the teacher’s work and evaluating them piecemeal.

The economic approach provides for stimulating the work of scientific and pedagogical workers based on the results of their activities through material interest. It is manifested in the development of a system of incentives and remuneration of employees by taking into account the performance of indicators of an effective contract.

The motivational approach is based on the functional purpose of an effective contract as a tool for stimulating the effective activity of a teacher. An effective contract stimulates incentives for effective work through individual incentives and allows performing work functions with a focus on results.

CONCLUSIONS

Based on the results of the study, the following conclusions have been formulated.

1. An effective contract represents a balanced decomposition of criteria and indicators of the real contribution of each teacher to the development of an educational organization, which affects the amount of remuneration for his/her work and the possibility of promising career growth, the development of an internally competitive environment in an educational institution.
2. An effective contract in each country has its own traditions, specifics, and opportunities due to the socio-cultural conditions and the academic environment of the educational organization.

3. The quintessence of the development of an effective contract model is a set of theoretical approaches: complex, environmental, differentiated, criteria-based, economic, motivational.

4. An effective contract allows providing an informational basis for professional achievements, motivates teachers with two types of awards: material (provides a competitive salary level based on the results of work based on the developed indicators) and moral (scientific recognition, awards, career growth opportunities).

5. In the world practice, the criterion model of evaluating the results of professional activity of a teacher in a higher school dominates, focused on calculating quantitative indicators in points and taking them into account in the subsequent evaluation of the effectiveness of an educational organization.

6. The practice of using objective automatic accounting and control of the results of the activity of a scientific and pedagogical worker by creating an information and software complex is growing.

7. A general trend can be considered an increase in the weight of expert evaluation as the main tool for evaluating the results of a teacher’s activity, which is a basic component of the contract system abroad (USA, Great Britain, Austria, Germany, etc.), as well as an increase in the importance of qualitative indicators of scientific activity (publication in journals with a high impact factor, indexing of articles and citations in leading international databases Scopus and Web of Science, patent and grant activity).

8. Not all Russian universities impose strict requirements when developing an effective contract: setting a minimum number of points, mandatory fulfillment of the threshold value, the quality of publications, however, this trend is growing.

The performed study allowed confirming the hypothesis put forward. The perspective of the obtained conclusions is determined by the possibility of applying the results to develop an optimal integrated system for evaluating the effectiveness and motivation of teachers and other management decisions in higher educational institutions, as well as further research on the problem under consideration.

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An effective contract as an innovative contour for evaluating the results of a teacher's professional activity in higher school

Um contrato efetivo como contorno inovador para avaliar os resultados da atividade profissional de um professor no ensino superior

Un contrato efectivo como contorno innovador para evaluar los resultados de la actividad profesional de un profesor en la escuela superior

Resumo
O objetivo da pesquisa é revelar a experiência mundial de utilizar o sistema de contratação eficaz como contorno inovador para avaliar os resultados da atividade profissional de um professor no ensino superior. Resultados e discussão. O conceito de contrato efetivo foi divulgado e suas funções foram definidas. As raízes históricas da introdução da política contratual efetiva no exterior e na Rússia foram reveladas. Os pontos de vista sobre a avaliação dos resultados da atividade profissional de um professor em um ensino superior no exterior têm sido mostrados. A principal atenção tem sido dada à análise comparativa da prática externa e interna de contratos efetivos. As abordagens teóricas subjacentes ao desenvolvimento de um modelo de contrato efetivo foram determinadas, foram identificadas as vantagens e perspectivas de um contrato efetivo em realidades modernas.

Palavras-chave: Sistema de contratos. Instituição de ensino superior. Indicadores de desempenho de um professor universitário. Critérios. Indicadores.

Abstract
The purpose of the research is to reveal the world experience of using the effective contract system as an innovative contour for evaluating the results of the professional activity of a teacher in higher education. Results and discussion. The concept of an effective contract has been disclosed and its functions have been defined. The historical roots of the introduction of the effective contract policy abroad and in Russia have been revealed. The points of view on the evaluation of the results of professional activity of a teacher in a higher school abroad have been shown. The main attention has been paid to the comparative analysis of the foreign and domestic practice of effective contracts. The theoretical approaches underlying the development of an effective contract model have been determined, the advantages and prospects of an effective contract in modern realities have been identified.

Keywords: Contract system. Higher educational institution. Performance indicators of a university teacher. Criteria. Indicators.

Resumen
El propósito de la investigación es revelar la experiencia mundial de utilizar el sistema de contratos efectivo como un contorno innovador para evaluar los resultados de la actividad profesional de un maestro en la educación superior. Resultados y discusión. Se ha divulgado el concepto de contrato efectivo y se han definido sus funciones. Se han revelado las raíces históricas de la introducción de la política contractual efectiva en el extranjero y en Rusia. Se han mostrado los puntos de vista sobre la evaluación de los resultados de la actividad profesional de un profesor en una escuela superior en el extranjero. Se ha prestado especial atención al análisis comparativo de la práctica extranjera y nacional de los contratos efectivos. Se han determinado los enfoques teóricos que subyacen al desarrollo de un modelo de contrato efectivo, se han identificado las ventajas y perspectivas de un contrato efectivo en las realidades modernas.

Palabras-clave: Sistema de contratos. Institución de educación superior. Indicadores de rendimiento de un profesor universitario. Criterios. Indicadores.