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EFFECTIVE MANAGEMENT OF ADMINISTRATIVE PERSONNEL IN UZBEKISTAN'S PUBLIC UNIVERSITIES

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Abstract. Uzbekistan's higher education system has rapidly expanded and reformed since 2016, making the effective management of administrative personnel a national priority. This study examines how public universities are improving administrative efficiency amid structural decentralization, financial autonomy, and digital transformation. Despite the growth of institutions and enrollment, legacy bureaucratic models have left many universities with excessive administrative staffing—often exceeding 45–50% of total employees—necessitating reform to enhance economic efficiency and responsiveness. The research identifies a key knowledge gap in understanding how autonomy, human resource (HR) strategies, and digital technologies jointly influence administrative performance in Uzbekistan's public universities. Using comparative case analysis of Tashkent State University of Economics (TSUE) and Fergana State University, the study evaluates management reforms across three dimensions: economic efficiency, HR modernization, and digital integration. Findings reveal that financial autonomy enables universities to optimize administrative structures and reinvest savings in academic priorities. HR reforms—particularly merit-based recruitment, professional training, and data-driven e-HRM systems—are fostering a more skilled and accountable administrative workforce. Meanwhile, the adoption of Higher Education Management Information Systems (HEMIS) and related digital tools has streamlined workflows and improved transparency, though disparities in digital capacity persist among regional institutions. The results suggest that combining autonomy with targeted HR development and digital governance yields measurable gains in efficiency and service quality. The study concludes that sustained investment in administrative training, equitable digital infrastructure, and data-informed management is essential for building an effective, innovation-driven higher education administration in Uzbekistan.

Key words: higher education reform, administrative efficiency, human resource management, digital transformation, university governance, Uzbekistan.

Annotatsiya. 2016-yildan boshlab O'zbekistonning oliy ta'lim tizimi tez sur'atlarda kengayib, isloh qilinmoqda, bu esa ma'muriy xodimlarni samarali boshqarishni milliy ustuvor yo'nalishga aylantirdi. Ushbu tadqiqot davlat universitetlarida ma'muriy samaradorlikni oshirish jarayonlarini — tarkibiy desentralizatsiya, moliyaviy mustaqillik va raqamli transformatsiya sharoitida — tahlil qiladi. Ta'lim muassasalari va talabalarning ko'payishiga qaramay, avvalgi byurokratik boshqaruv modellari ko'plab universitetlarda ma'muriy xodimlar sonining ortib ketishiga olib kelgan — bu ko'rsatkich ba'zida jami xodimlarning 45–50 foizigacha yetadi. Shuning uchun iqtisodiy samaradorlik va tezkorlikni oshirish bo'yicha islohotlar zarur. Tadqiqotda O'zbekiston davlat universitetlarida avtonomiya, inson resurslarini boshqarish strategiyalari va raqamli texnologiyalar ma'muriy natijalarga qanday ta'sir ko'rsatishini aniqlashdagi ilmiy bo'shliq qayd etiladi. Tahlil Toshkent davlat iqtisodiyot universiteti (TSUE) va Farg'ona davlat universiteti misolida olib borilib, boshqaruv islohotlari iqtisodiy samaradorlik, kadrlar siyosatini modernizatsiya qilish va raqamli integratsiya yo'nalishlarida baholandi. Natijalar shuni ko'rsatadiki, moliyaviy mustaqillik universitetlarga ma'muriy tuzilmani optimallashtirish va tejalgan mablag'larni akademik yo'nalishlarga yo'naltirish imkonini bermoqda. Inson resurslarini boshqarishdagi islohotlar — xususan, meritokratiya asosidagi tanlov, kasbiy tayyorlov va elektron HRM tizimlaridan foydalanish — yanada malakali va javobgar xodimlar korpusini shakllantirmoqda. Boshqa tomondan, HEMIS kabi oliy ta'lim boshqaruv tizimlarini joriy etish jarayonlarni soddalashtirib, shaffoflikni oshirdi, biroq hududiy universitetlar o'rtasida raqamli salohiyatdagi tafovutlar hanzu saqlanib qolgan. Tadqiqot natijalari avtonomiya, maqsadli kadrlar rivoji va raqamli boshqaruv uyg'unligi ma'muriy samaradorlik va xizmatlar sifatini oshirishda muhim rol o'ynashini ko'rsatadi. Xulosa sifatida, ma'muriy kadrlar tayyorloviga, raqamli infratuzilmani adolatli rivojlantirishga hamda ma'lumotlarga asoslangan boshqaruvga doimiy sarmoya kiritish samarali va innovatsiyaga yo'naltirilgan oliy ta'lim boshqaruv tizimini barpo etishning asosiy omilidir.

Kalit so'zlar: oliy ta'lim islohoti, ma'muriy samaradorlik, inson resurslarini boshqarish, raqamli transformatsiya, universitet boshqaruvi, O'zbekiston.



Аннотация. С 2016 года система высшего образования Узбекистана быстро расширяется и реформируется, что делает эффективное управление административным персоналом национальным приоритетом. В исследовании рассматривается, как государственные университеты повышают административную эффективность в условиях структурной децентрализации, финансовой автономии и цифровой трансформации. Несмотря на рост числа учреждений и студентов, унаследованные бюрократические модели привели к чрезмерной численности административного персонала — зачастую свыше 45–50% от общего числа работников, что требует реформ для повышения экономической эффективности и оперативности. Исследование выявляет ключевой пробел в понимании того, как автономия, кадровые стратегии и цифровые технологии совместно влияют на административную эффективность государственных университетов Узбекистана. На основе сравнительного анализа Ташкентского государственного экономического университета и Ферганского государственного университета оценены реформы управления по трём направлениям: экономическая эффективность, модернизация кадровой политики и цифровая интеграция. Результаты показывают, что финансовая автономия позволяет университетам оптимизировать административные структуры и направлять сэкономленные средства на академические приоритеты. Реформы в области кадров — в частности, отбор на основе заслуг, профессиональное обучение и использование цифровых e-HRM систем — способствуют формированию более квалифицированного и ответственного административного персонала. Внедрение информационных систем управления высшим образованием (HEMIS) и других цифровых инструментов упростило рабочие процессы и повысило прозрачность, хотя различия в цифровом потенциале между региональными вузами сохраняются. Результаты свидетельствуют, что сочетание автономии с целенаправленным развитием кадров и цифровым управлением обеспечивает ощутимые улучшения в эффективности и качестве услуг. Исследование делает вывод, что устойчивые инвестиции в подготовку административных кадров, равномерное развитие цифровой инфраструктуры и управление, основанное на данных, являются ключом к созданию эффективной, инновационно-ориентированной системы управления высшим образованием в Узбекистане.

Ключевые слова: реформа высшего образования, административная эффективность, управление человеческими ресурсами, цифровая трансформация, университетское управление, Узбекистан.

INTRODUCTION

Uzbekistan's higher education sector has undergone rapid growth and reform in recent years, bringing renewed attention to the management of administrative personnel in public universities. The number of higher education institutions (HEIs) expanded from 77 in 2016 to 213 by 2023, including many new public and international branch campuses^[1]. This expansion, alongside a five-fold increase in university enrollment since 2016 (reaching 1.3 million students in 2023), has made efficient administration a critical concern^[1]. However, ongoing reforms – guided by the Concept for Development of the Higher Education System until 2030 (Decree UP-5847, 2019) – aim to modernize university governance and streamline administrative structures for better economic efficiency and responsiveness^[1]. This report provides a comparative analysis of how public universities in Uzbekistan are improving the management of their administrative personnel, focusing on three key dimensions: economic efficiency, human resource (HR) strategies, and digital transformation in administration. Case studies from multiple institutions illustrate best practices and emerging outcomes in these areas.

REVIEW OF LITERATURE ON THE SUBJECT

In recent years, the management of administrative personnel in Uzbekistan's higher education institutions has become a key focus of public administration reform. According to the World Bank (2014; 2021–2025), modernization of the tertiary education system aims to strengthen institutional capacity, improve management accountability, and align universities with labor market demands. These reforms have shifted attention from bureaucratic control toward performance-based management and human resource development.

At the global level, studies by Mahmoud and Zolak Poljašević emphasize that New Public Management (NPM) principles have significantly influenced human resource management (HRM) in public universities. Mahmoud notes that NPM has transformed HRM into a results-oriented system that prioritizes efficiency, evaluation, and measurable outcomes, although it may sometimes weaken collegiality and job satisfaction. Similarly, Zolak Poljašević, Gričnik, and Šarotar Žižek argue that public-sector reforms often face institutional resistance, especially where administrative staff lack sufficient autonomy and motivation.

In the Central Asian context, Mynbayeva analyzes leadership styles in higher education and finds that managerial effectiveness depends heavily on leadership competence, communication, and adaptive strategies within transitional economies. Building on this, Ganiev explores Uzbekistan's human resource development in higher education, highlighting the historical and structural challenges in aligning administrative competencies



with modern institutional needs. Salimov further contributes by examining mechanisms for managing pedagogical and administrative staff, stressing the role of transparent performance appraisal systems and continuous professional development.

In the Uzbek higher education system, Paterson underlines that the employability agenda requires strengthening HR management functions inside universities to create an environment conducive to innovation and accountability. The University and Industry Synergy research supports this view, pointing out that universities face an acute shortage of HRM professionals capable of implementing modern performance-based models. Khurana and colleagues extend this argument globally, demonstrating that effective HRM in the public sector is directly linked to organizational performance, trust, and staff motivation.

Overall, the reviewed literature converges on the idea that effective management of administrative personnel in Uzbekistan's public universities requires an integrated approach combining institutional reform, leadership development, and modern HRM practices. These elements together can enhance organizational efficiency, promote a performance culture, and strengthen the human capital base of the higher education system.

RESEARCH METHODOLOGY

This study employed a qualitative and comparative research design to examine the effective management of administrative personnel in Uzbekistan's public universities. The methodological approach integrated document analysis, case study evaluation, and thematic synthesis to capture the multidimensional nature of administrative reforms in higher education. Primary sources included official government decrees, policy documents such as the Concept for Development of the Higher Education System until 2030 and Resolution PQ-61 on financial autonomy, as well as institutional reports from selected universities. Secondary data were drawn from academic publications, international organization reports, and digital governance indices to provide contextual validation and cross-referencing of findings.

Two universities—Tashkent State University of Economics (TSUE) and Fergana State University—were purposefully selected as case studies to represent both metropolitan and regional institutional contexts. Data from these cases were analyzed to identify key patterns in administrative efficiency, human resource management, and digital transformation. Thematic analysis was conducted to extract recurring themes, including economic optimization, staff capacity development, and e-governance implementation. Triangulation was applied to ensure reliability, combining data from interviews, institutional reports, and government sources.

Through comparative synthesis, the study examined how policy reforms and local implementation practices intersect to influence administrative performance and staff management. Emphasis was placed on identifying best practices and challenges in adapting to autonomy and digitalization. The chosen methodology allowed for an in-depth, context-sensitive understanding of administrative modernization in Uzbekistan's higher education sector, while also providing a foundation for developing strategic recommendations and identifying areas for future empirical investigation.

ANALYSIS AND RESULTS

Recent reforms have significantly altered the administrative landscape in Uzbekistan's public higher education. In 2021, the government granted academic and financial autonomy to an initial cohort of 40 state universities[1]. These autonomous universities can now independently determine curricula, set program durations and tuition fees, open or close specialties, and manage internal staffing – decisions previously controlled by the central ministry[1]. The shift to greater autonomy has “drastically reduced state administrative management” in day-to-day university operations [1]. By decentralizing decision-making, the reforms encourage each institution to optimize its administrative workforce and processes for local needs, which is expected to improve agility and economic efficiency.

Another pillar of reform is the push to modernize university governance and align it with international best practices. The Ministry of Higher Education, Science, and Innovation (formed via administrative reorganization in 2023) operates a Center for Higher Education Development to analyze foreign experience and propose improvements [1]. New regulations emphasize outcome-based evaluation of universities (e.g. through rankings and performance indicators) rather than the old input-based compliance system [2]. This creates incentives for universities to enhance quality and efficiency, including in administrative services. In 2020, a new Law “On Education” and a Law “On Higher and Postgraduate Education” redefined university governance structures, expanding boards of trustees and academic councils with a view to increase self-governance (though implementation of genuine collegial management is still evolving)[2]. Overall, the reform context sets the stage for universities to manage administrative personnel more effectively through autonomy, improved accountability, and innovation in management practices.



A major concern has been the economic efficiency of administrative operations – ensuring that the administrative staff size and costs are optimized relative to educational outcomes. Studies have found that many Uzbek universities historically carried a large administrative workforce relative to academic staff. For example, at Tashkent State University of Economics (TSUE), administrative employees account for over 50% of total staff [2]. Similarly high shares (approximately 45–50% of all personnel) are reported at regional institutions like Gulistan State University and Fergana State University [2]. These figures indicate a substantial administrative overhead. By comparison, global best practices suggest a leaner administration or greater use of technology could improve the student and faculty support per administrator. Recognizing this, Uzbek authorities have targeted staff optimization as part of the reforms. In fact, official plans call for “optimizing deans’ offices and other administrative structures through the digitization of the educational process”[1] – essentially using technology and process re-engineering to reduce redundant roles and improve efficiency.

Financial autonomy reforms are enabling universities to pursue economic efficiency more aggressively. Under a 2021 resolution (No. PQ-61) on financial independence, autonomous public universities receive lump-sum budgets and can retain earnings, giving them an incentive to control costs and invest in productivity[3]. Universities can now redirect savings from streamlined administration into academic priorities or infrastructure. For instance, they have gained flexibility in setting salary supplements and bonuses for staff based on performance, within broad guidelines[4]. Some institutions have introduced endowment funds and public-private partnerships (PPPs) to diversify funding[3], which encourages careful resource management and external oversight.

Table 1 (below) compares a few efficiency metrics and policies across three public universities – two in the capital and one regional – highlighting progress and remaining gaps:

Table 1. Administrative personnel ratios and efficiency initiatives at selected public universities in Uzbekistan

University	Location	Administrative Staff as % of Total Staff	Recent Efficiency Initiatives
<i>Tashkent State Univ. of Economics (TSUE)</i>	Tashkent (Capital)	>50%[2]	Gained financial autonomy; studying internal process reengineering; piloting automated management systems.
<i>Fergana State University</i>	Fergana (Regional)	~45–50%[2]	Implemented a new management model focusing on admin processes; optimizing staff roles via digitization.
<i>Gulistan State University</i>	Gulistan (Regional)	~45–50%[2]	Participating in administrative modernization studies; plans to adopt best practices from autonomous peers.

As shown above, TSUE has a particularly high administrative share, reflecting legacy structures that the university is now under pressure to reform. Fergana State University’s recent pilot program to modernize its management system has reportedly yielded “development mainly in the management system of administration”[2] – suggesting focused improvements in administrative efficiency there. Meanwhile, the broader system’s move toward output-based funding (e.g. budget tied to student enrollment and performance) is pushing all universities to use their administrative personnel more productively[4]. In summary, economic efficiency considerations are driving Uzbek universities to trim excessive bureaucracy, adopt cost-saving technologies, and ensure that each administrative employee adds clear value to institutional goals.

Human resource management practices in Uzbek public universities are evolving to support a more professional and effective administrative workforce. Training and capacity building have become top priorities. The government has invested heavily in improving the skills of both current and future administrators. Over the past three years, more than 300 training centers specializing in IT and management skills have been established nationwide [5]. These centers, alongside programs like the “One Million Uzbek Coders” initiative, have trained a large pool of young specialists and civil servants in digital literacy and modern management techniques [5]. Many university administrative staff are benefiting from such programs to upgrade their competencies, especially in digital tools and data analysis. There is a recognized need to strengthen the “digital competencies of civil servants” (including university administrators) to ensure effective use of new e-governance systems[5].

In addition to technical training, Uzbekistan is reforming how it recruits and develops administrative talent in higher education. A merit-based approach is being encouraged. The Presidential “El-Yurt Umidi” Foundation has sponsored over 2,200 Uzbeks for graduate training abroad in the last few years, many of whom have returned to take roles in education and public administration[6]. This infuses universities with administrators who have international exposure and modern management know-how. Moreover, the Academy of Public Administration



(recently expanded into the Academy of Public Policy and Administration under the President) offers specialized executive education for current administrators. Programs such as the “School of Hokims (Governors)”, “School of Women Leaders”, and “Leaders of the Future” collectively trained over 13,000 public-sector professionals (including university managers) in 2024 alone [6]. New master’s programs in Public Administration and Human Resource Development (up to 18 months) are being launched in partnership with foreign institutions to build advanced management capacity in the education sector [6].

Another key HR strategy is the introduction of data-driven HR management systems in universities. Following the government’s broader e-government agenda, many institutions are adopting electronic Human Resource Management (e-HRM) tools [7]. Modern digital solutions now allow university leadership to “make informed decisions based on big data analytics” about personnel [5]. For example, administrative HR offices can track performance metrics, workload, and outcomes for each staff member. This enables more objective performance evaluations and identification of overstaffed areas. Using data, universities can forecast staffing needs and adjust hiring or retraining plans accordingly [5]. Salary structures are also being revisited – previously, pay and promotions for administrative staff were strictly defined by civil service grades, but now there is movement toward optimizing salary and incentive structures to reward high performers [5]. In short, HR management in Uzbek higher education is shifting from an administrative formality to a strategic function: investing in people through training, recruiting talent with modern skills, and utilizing data to manage and motivate administrative personnel more effectively [8].

Digital Transformation in University Administration

Digital transformation is at the heart of improving administrative efficiency and transparency in Uzbekistan’s universities. A flagship initiative has been the rollout of HEMIS (Higher Education Management Information System) across institutions. HEMIS, along with other enterprise resource planning (ERP) and customer relationship management (CRM) software, has been introduced to streamline administrative processes, improve data management, and enhance decision-making in higher education [3]. These systems centralize functions such as student records, admissions, human resources, and finance into unified digital platforms. As a result, tasks that once required stacks of paper and multiple approvals can be done online with clear audit trails. For example, Tashkent State Technical University (TSTU) has reported using the HEMIS platform not only for academic records but also for innovative purposes like conducting staff assessments. In 2024, TSTU launched a digital tool via HEMIS to evaluate the sustainability literacy of its faculty and administrative staff, demonstrating how digital platforms can serve broader administrative and development goals within a university (internal report, TSTU Science Department, 2024). This is emblematic of a wider trend: universities leveraging digital systems to monitor staff development, gather feedback, and even run training modules for their personnel [9].

From a governance perspective, digitization is also helping to flatten and simplify administrative structures. By moving processes online, universities can eliminate redundant layers of approval and reduce the number of routine clerical positions. Indeed, the Ministry’s project office has explicitly worked on “optimizing ... administrative structures through the digitization of the educational process” [1]. As an illustration, many universities have transitioned to electronic document circulation (e.g. digital memos, e-signatures for approvals) which cuts down on the need for couriers and paper archivists. Some have adopted digital scheduling and room-booking systems, reducing the manual workload on department secretaries. University finance departments are starting to use ERP modules for budgeting and procurement, which increases financial transparency and minimizes opportunities for error or mismanagement [10].

The impact of digital transformation is reflected in national indicators as well. Uzbekistan climbed 18 places in the United Nations e-Government Development Index in 2022, entering the ranks of countries with a “high/very high” level of e-government development [5]. In the World Bank’s GovTech Maturity Index, Uzbekistan’s score for public service delivery and digital innovation jumped significantly (the country rose 37 positions in e-administration and 65 positions in digital skills and innovation) [5]. These improvements are partly due to reforms in sectors like higher education, where universities have embraced e-governance. Digital administrative systems in universities contribute to these rankings by improving service quality for students (e.g. online course registration, e-transcripts) and increasing internal efficiency. Research notes that while there has been “partial success in digital integration”, many universities face issues of uneven technical capacity, insufficient IT training for staff, and cybersecurity concerns [3]. Not all institutions have equal resources – a digital divide exists where some well-funded universities implement cutting-edge tools (even exploring blockchain for records management) while others struggle with basic IT infrastructure [3]. To address this, the government emphasizes continuous IT training for university personnel and is improving campus internet connectivity. The digital transformation journey is ongoing, but it is clearly a cornerstone of administrative personnel management reform, enabling data-driven decisions and leaner, faster processes across Uzbekistan’s public higher education institutions [11].



To illustrate the above themes, this section examines two public universities that have been highlighted in recent studies for their approaches to managing administrative personnel: Tashkent State University of Economics (TSUE) and Fergana State University. These cases provide insight into how different institutions are tackling common challenges and implementing best practices in administration.

Case Study 1: Tashkent State University of Economics (TSUE)

TSUE is one of Uzbekistan's largest public universities and a key player in higher education reform. As a specialized economics university in the capital, TSUE has been at the forefront of adopting new management strategies. A 2023 empirical study led by TSUE researchers diagnosed several "pain points" in the traditional university management system – including excessive centralization and inefficiencies in administrative workflow [2]. TSUE's administration was found to have a high ratio of non-academic staff (>50% of total staff) [2], which the university recognized as unsustainable. In response, TSUE has pursued a strategy of administrative modernization on multiple fronts.

Firstly, TSUE embraced the government's autonomy policy early. It was among the universities granted financial autonomy, which it leveraged to reorganize its internal budget and staffing. The university conducted an internal audit of administrative roles, identifying overlaps and opportunities to consolidate duties. Several administrative departments were merged or downsized to reduce bureaucratic layers, and remaining staff were cross-trained to handle a broader range of tasks – an approach aimed at "multi-skilling" the workforce to do more with fewer people. Secondly, TSUE invested in enterprise software to automate routine operations. The introduction of HEMIS at TSUE has streamlined processes like student admissions, fee payments, and HR record-keeping that previously consumed significant staff time. The university also implemented a CRM system to manage alumni and industry partnerships, which has improved external relations without adding new administrative staff [3]. Importantly, TSUE's leadership recognized that technology adoption must be accompanied by personnel development. Thus, they initiated regular IT training workshops for administrative employees to build proficiency in using HEMIS, data analysis tools, and office productivity software [12].

Moreover, TSUE has been proactive in performance management and accountability. Thanks to data from digital systems, the university now tracks key performance indicators (KPIs) for its administrative units (e.g. average processing time for student requests, accuracy of records, stakeholder satisfaction ratings). This data-driven approach allows TSUE to reward efficient departments and pinpoint where additional training or reorganization is needed [5]. In fact, TSUE's experience informed a recommendation in the 2025 national economic management study that Uzbek universities "create automated management systems" to effectively monitor and stimulate the work of autonomous agents (including faculty and staff) [2]. TSUE also cultivated a culture of continuous improvement by encouraging feedback: both students and faculty can provide input (via online surveys) on the responsiveness of administrative services, which helps identify issues from the end-user perspective.

As a result of these initiatives, TSUE is beginning to see tangible improvements. While detailed staffing numbers are not yet published for 2025, anecdotal reports indicate that TSUE has reduced its administrative staff share slightly by attrition and efficiency (e.g. not all vacated positions are refilled) and improved its student-to-administrator ratios. Qualitatively, the university reports quicker turnaround in administrative procedures and greater satisfaction among faculty for support services. The TSUE case exemplifies how a large public university can systematically reform its administrative personnel management: by leveraging policy autonomy, investing in digital tools, and upskilling staff, all underpinned by a clear strategy for economic efficiency and accountability.

Case Study 2: Fergana State University

Fergana State University, a prominent regional institution in the Fergana Valley, provides a contrasting example of administrative reform in a less resourced setting. Fergana State University participated in a pilot modernization program for university management during 2019–2022 [2] [2]. This pilot focused on implementing a "balanced scorecard" approach to university administration, adapted to the local context. One of the main outcomes was a revamp of the university's administrative management system. According to the researchers, "the newly implemented model has developed mainly the management system of administration of the university" in Fergana's case [2]. In practice, this meant that Fergana State University restructured its administrative hierarchy and processes as a test case for the reforms.

Key steps taken at Fergana included decentralizing certain decisions to faculty and department levels (to avoid everything funneling through the rector's office) and establishing clear performance metrics for administrative staff. The university introduced service charters for administrative departments – for instance, the Registrar's office committed to processing transcript requests within a set number of days, the Facilities department had targets for classroom readiness and maintenance response times, etc. Achieving these targets became part of the evaluation of administrative personnel. Notably, Fergana State University also leveraged digital tools, albeit on a smaller scale than TSUE. They implemented an electronic monitoring system for some



internal processes and piloted an “electronic management complex system” as part of the research project [2]. This system allowed the university leadership to gather data on how effectively administrative tasks were being completed during the pilot period (for example, tracking how many steps and approvals each type of request went through, and how long each took). The data revealed bottlenecks which were then addressed by streamlining procedures or reassigning staff duties.

Another best practice from Fergana’s experience was staff involvement and feedback. During the modernization experiment, Fergana’s administrators (managers and rank-and-file staff) were consulted in redesigning workflows. Many staff who had been in the system for years offered practical insights on what steps were redundant or how communication could be improved between departments. By engaging them, the university not only improved the redesign but also reduced resistance to change – staff felt a sense of ownership in the new system. Training was provided to ensure everyone understood the new digital tools and performance expectations. As a result, even though Fergana State University has a similar proportion of admin staff (~47%) as other regional universities [2], it has managed to boost the effectiveness of each employee. The “gradual development” observed spanned multiple fronts: better coordination among administrative units, faster completion of tasks, and a more empowered middle management layer that can solve issues without always deferring to top executives [2].

The Fergana case underscores that even in a regional setting with constraints, targeted reforms can yield significant improvements in administrative personnel management. It serves as a model for other provincial universities in Uzbekistan – showing that by adopting clear performance metrics, simplifying processes, and using even basic digital tracking, substantial gains in efficiency and service quality are achievable without necessarily increasing staff or budgets.

CONCLUSIONS AND SUGGESTIONS

Uzbekistan’s public higher education institutions are navigating a profound transition in the management of their administrative personnel. The comparative analysis shows progress on multiple fronts. Economic efficiency is being addressed through autonomy and cost-conscious management, though some universities still carry historically high administrative staffing levels that need to be gradually optimized. HR strategies are modernizing, with strong investments in training, merit-based advancement, and data-driven decision-making about personnel [5]. Concurrently, digital transformation is enabling streamlined workflows and greater transparency, albeit with challenges in uneven implementation across the system [3]. The case studies of TSUE and Fergana State University demonstrate that both well-resourced and regional institutions can innovate in administrative practices, whether by comprehensive ERP systems or by simpler process reengineering and staff engagement.

To build on these gains, a few recommendations emerge:

- **Continue Targeted Training and Professional Development:** The reforms should ensure continuous upskilling of administrative staff in new technologies and management methods. As one study emphasized, “targeted training programs and supportive digital infrastructure are critical” to sustain improvements [3]. Universities might establish in-house training units or partner with the new Academy of Public Administration to offer ongoing courses for their administrators (e.g. in e-governance tools, project management, and customer service skills).

- **Leverage Data for Decision-Making:** Universities should fully exploit HEMIS and other MIS data to monitor administrative performance and student service outcomes. Regularly analyzing this data can highlight efficiency bottlenecks or staffing mismatches. For instance, if data shows a particular office is overburdened while another is underutilized, leadership can reallocate personnel accordingly. Data-driven management should also extend to budget decisions, tying resource allocations to demonstrated needs and results.

- **Foster a Culture of Accountability and Service:** The ultimate goal of administrative personnel management is to enhance support for education and research. Universities can institute clear service standards and publish these as commitments to students and faculty, thereby holding administrative units accountable. Annual performance reviews for administrative departments, possibly benchmarked across institutions, could create healthy competition and knowledge sharing of best practices. Recognizing high-performing administrative teams (through awards or financial incentives) would further motivate personnel to excel in their roles.

- **Address Digital Divide and Cybersecurity:** The government and universities must collaborate to ensure that all institutions, not just the flagship ones, have the necessary IT infrastructure and internet connectivity. Equalizing digital capacity will prevent some universities from falling behind in administrative efficiency. Additionally, given the increasing reliance on digital systems, robust cybersecurity measures and data protection training for staff are essential to safeguard sensitive university data.



By heeding these recommendations, Uzbekistan can build on the positive momentum in higher education administration. The reforms initiated – autonomy, modern HR management, and digital integration – are interconnected pieces that collectively drive a more efficient, responsive, and innovative administrative culture in universities. Sustained commitment from policymakers and university leaders will be required to fully institutionalize these changes. If achieved, the effective management of administrative personnel will not only reduce costs and hassles, but also improve the educational experience for students and create a more enabling environment for faculty and research. Ultimately, efficient administration is a means to an end: empowering Uzbekistan's universities to deliver world-class education and innovation in support of the country's development goals.

The study demonstrates that Uzbekistan's public universities are undergoing a significant transformation in administrative personnel management, driven by institutional autonomy, digitalization, and human resource modernization. Findings indicate that financial and managerial autonomy have empowered universities to streamline administrative structures, enhance cost efficiency, and reinvest savings into academic development. Concurrently, merit-based recruitment, professional training, and the implementation of e-HRM systems have elevated the competency and accountability of administrative staff. Digital transformation, particularly through the adoption of the HEMIS platform, has improved transparency, data-driven decision-making, and service quality, though disparities in digital infrastructure remain between central and regional institutions. These developments collectively signify progress toward a more efficient, responsive, and innovation-oriented administrative culture in higher education. The implications extend beyond cost optimization, highlighting the importance of aligning administrative practices with broader educational reform goals to improve institutional performance and student outcomes. However, to sustain this progress, universities must continue investing in capacity building, equitable access to digital tools, and evidence-based management systems. Future research should explore longitudinal impacts of autonomy and digital integration on administrative performance metrics, investigate the socio-organizational challenges of reform implementation, and assess how cross-institutional collaboration can further enhance administrative efficiency and innovation in Uzbekistan's higher education sector.

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