Based on Law no. 04/L-037 on Higher Education in the Republic of Kosovo, the Statute of University Haxhi Zeka in Peja no. 04 - V - 622, the Regulation on Quality Assurance and Management at University "Haxhi Zeka" in Peja, the Decision ref. no. 2953/19, dated on 14.11.2019, UHZ Senate in its meeting held on 10.02.2020, approved:

**MANUAL FOR PLANNING AND ASSESSMENT OF THE PERFORMANCE OF THE ACADEMIC STAFF**
**UNIVERSITY "HAXHI ZEKA" PEJA**

### I. Introduction

University "Haxhi Zeka" in Peja (UHZ) employs one hundred and twelve (112) academic staff members; seventy-five (75) of them are full-time academic staff, and one hundred twenty five (125) are as external associates with employment contracts of six (6) months to one (1) year. The capacities of the academic staff and their results in work are a prerequisite for the development and excellence of the teaching process, research, and achievement of the UHZ objectives. To this end, it is important for UHZ to evaluate the capacities and performance of each academic staff including those with leadership positions. In this regard, the UHZ Senate, on November 2019 has established the Commission for drafting the UHZ Manual for Planning and Assessment of The Performance of The Academic Staff (MPVPSA). To draft this manual, five workshops have been organized and all stakeholders (academic and administrative staff, students, alumni representatives, etc.) have been consulted. The drafting committee has consulted relevant UHZ documents, national documents and model manuals from the University of Tirana, South East European University, the University of Tetovo and models from other universities outside the region.

This manual defines the method and mechanisms of evaluation of all the UHZ academic staff including professors, lecturers, assistants, external collaborators and academic managerial staff. The manual is structured in several parts: legal basis, purpose, evaluation principles, evaluators and evaluatees (to whom it will serve), evaluation period, evaluation criteria and procedures.

### II. Planning and Assessment of the Performance of the Academic Staff

*Planning* means the drafting of an individual development plan by each member of the academic staff of UHZ, which sets out the objectives of a one-year's work.

The term "*performance assessment*" means the assessment of the skills and capacities of the academic staff of UHZ and their contribution towards enhancing the quality and development of the University.

### III. The purpose and importance of performance assessment of the UHZ academic staff

The purpose of the MPVPSA is to create a mechanism to help the HZ staff develop during their career building process, to contribute to the quality of their work, and to harmonize their work with UHZ's strategic objectives. Therefore, the importance of planning and assessing the performance of the UHZ academic staff is twofold, both individually and at the institutional level:

*3.1. At the institutional level,* the manual is important to plan, monitor, evaluate, develop, and affirm performance excellence in: meeting UHZ's mission and objectives, improving services to the society and students through quality teaching; improving curricula and study programs; enables the harmonization of the performance objectives of the academic staff with the performance standards set by Kosovo

Accreditation Agency and the identification of the level of competence of the academic staff in the field of research and the conditions for their research work provided by UHZ.

*3.2. At the individual level*, the assessment gives the academic staff member and supervisor the opportunity to affirm the work of the academic staff for UHZ; enhances the motivation and commitment of the academic staff for a higher quality teaching and research activity; establishes work priorities and expectations on the performance of academic staff during the next annual assessment period; reflects on the benefit, correction, and recommendations for changes to parallel positions in the various units/departments and contributes to their promotion to academic titles in the case of three (3) or four (4) year assessments under the Regulation for appointment and promotion of the academic staff and the vacancies announced for this purpose.

## IV. Assessment principles

This assessment is done by several evaluators: the supervisor (Board, Rector, Dean or Vice-Dean), students, and self-evaluation. The assessment must be fair, honest and in accordance with the rules of the UHZ Code of Ethics. The following principles should be taken into account when evaluating:

*1. The principle of fairness and equity* in evaluation requires that evaluation be followed by a fair and equitable process on the basis of the use of the same criteria, the same manner and measurable methods, i.e., their assessment should be the same and measurable.

*2. Principle of Confidentiality* implies that the valuation documents and valuations carried out under this manual should be treated in full compliance with the privacy rules applicable in the Republic of Kosovo. The data are managed by the Dean, the quality coordinator, the Academic Unit Studies Committee and the senior management according to their responsibility (Rector and Vice-Rector for Teaching, Student Affairs, and Scientific Research). This data is not made public in any case.

## V. Assessment period

*a) Short Term Assessment*: Academic staff engaged by UHZ in the capacity of external associates is evaluated on a semester basis (in the winter and summer semester) or on an annual basis if engaged on a one-year contract.

*b) Long-term Assessment*: For all the staff on a regular basis, the evaluation is carried out in periods of 1 to 3 years (assistants, lecturers, and coaches), or 4 years (academic staff with Prof. Ass. and Prof. Assoc. titles). Student evaluations, self-evaluation, and supervisor evaluations are done on an annual basis. Questionnaires and the performance appraisal report should be completed based on the technical guidance of the Department for Academic Affairs. The Quality Coordinator and the Academic Unit Studies Committee, together with the Dean, carry out the evaluation process according to their responsibilities.

Supervisors should follow the work of the academic staff on a regular basis and have a clear view of their performance. The completed report and evaluation forms should be submitted to the Department for Academic Affairs at the Rectorate level and handled in accordance with the legislation on the protection of personal data and based on the principle of confidentiality. The quality assurance coordinators (in academic units) submits statistical reports on the overall averaged performance appraisals of the academic staff to the Department of Quality Assurance.

### 6. Evaluators and evaluatees

The assessment process has two sides: evaluators and evaluatees. The evaluation of the academic staff in the academic units of UHZ is done by the evaluators listed in the following table. Those evaluators should consider the following ethical rules:

- The procedures and criteria to be used for evaluation must be stated in advance and each party involved should be made clear at the beginning of the academic year.
- The parties involved in the evaluation should declare any conflicts of interest they may have with specific the academic staff. This statement is made in writing.
- Each party involved in the evaluation must strictly maintain the confidentiality of the data and in case of dispute, only the unit manager can provide additional data or information.
- Reports should be transmitted in full without modifications to the evaaluator, Dean, Rector, Vice-Rector for Academic Affairs and Excellence, and in special cases to other responsible bodies in accordance with applicable legislation in Kosovo.
- Each party involved must undertake a personal ethical commitment, which must be signed by them. Any mistake towards the rules of ethics will be considered a serious professional fault and willful harm. Such cases will be dealt with within the Ethics Council or other UHZ bodies based on the applicable legislation in Kosovo.

On the other hand, evaluators should make all the required information available and complete the file according to the evaluation criteria requirements.

The evaluators and evaluatees of the academic staff at University Haxhi Zeka are as follows:

| Nr. | Evaluatees | Evaluators | | | |
|---|---|---|---|---|---|
| | | First Evaluator | | Third Evaluator | Fourth Evaluator |
| | Staff | Dean | | Self-assessment | Student |
| **1.** | **RECTOR** | | | | |
| 1.1. | Rector | Steering Committee | | Self-assessment | Students with which classes are held |
| 1.2. | Vice-Rectors | Rector | | Self-assessment | Students with which classes are held |
| **2.** | **FACULTIES** | | | | |
| 2.1. | Dean | Rector | | Self-assessment | Students with which classes are held |
| 2.2. | Vice-Dean | Dean | | Self-assessment | Students with which classes are held |
| **3.** | **DEPARTMENTS** | | | | |
| 3.1. | Department Heads | Dean | | Self-assessment | Student |
| 3.3. | Professors (Ass.Dr., Assoc.Dr., Prof.Dr.) | Dean | | Self-assessment | Student |

| 3.4. | Teaching Assistants, Coaches, and Lecturers | Dean | | Self-assessment | Student |
|---|---|---|---|---|---|
| 3.6. | External collaborators | Vice-Dean | | Self-assessment | Student |

### 7. Elements of the performance assessment

Based on the Law on Higher Education in Kosovo and Article 211 of the UHZ Statute, the activity of the academic staff includes four elements of activity: teaching, research and development, professional activities in the interest of the university or academic administrative services and professional activities in the interest of the society or services to the society. The weight of these activities may vary as the academic staff career progresses.

*7.1. The following activities are included within the elements for planning and assessment of the learning process:*

1) Student Assessment
2) Average student passing rate
3) Teaching materials and syllabus design for other subjects and participants in the design of study programs
4) Applying innovative teaching methods (preparing texts, documents and audiovisual instruments specifically designed to enhance the quality and level of teaching)
5) Activities that contribute to achieving better student outcomes:
   a. Monitoring of individual or group work of students in laboratories and internships related to the subject;
   b. Involvement of students in activities related to their continuation in the field of consulting, subject assignments, counseling, etc.
6) Other relevant activities related to the teaching process that depend on the nature of the subjects taught by the academic staff.

*7.2. The following activities are included within the elements for planning and evaluating the research and academic development process:*

1) Publications (textbooks, authorized lectures, monographs, scholarly articles, and the creation of other instruments that have an innovative approach in teaching), publications with co-students, concerts, and other artwork.
2) Research projects/subsidized activities:
   a. Subsidized or commissioned activities by public institutions, or private organizations concerned with the realization of various benefits or the development of technological facilities;
3) Cooperation activities with public and private partners at national, regional and international level in research/development activities
4) Research conducted in the framework of a doctoral thesis (Dissertation) and supervised research;

5) Mobility (Lecturing outside UHZ) for the purpose of scientific research or professional development of the academic staff.

6) Other relevant activities relevant to the process of academic development and research.

*7.3. The following activities are part of the planning and evaluation elements of Academic Administrative Services:*

For the other categories of professors and other staff the administrative duties are considered:

1) Services for UHZ and its Faculties:
   a. Participation in the meetings of the Faculty Council, Senate, and Steering Committee, etc.
   b. Participation in the process of receiving and analyzing files for students applying to be admitted/enrolled in study programs and various courses.
   c. Participation in various committees at the UHZ level and UHZ faculties.

2) Organizational activities that relate to research:
   a) Organization of conferences, seminars, round-tables, concerts, festivals
   b) Directing and coordinating projects in teams for both human and physical development when acting within a working group;
   c) Serving as a reviewer, editor, artistic director, producer, etc.
   d) Drafting of other UHZ development projects, etc.

3) Mentoring and counseling activities:
   a. Supervising students' work as mentors, co-mentors, evaluation committee members, etc.

*7.4. The following activities are included within the elements for planning and evaluation of professional services in the interest of the society:*

Services performed in the public interest by academic staff are based on the University's/Faculty's requirement, or on its own initiative, for an external organization recognized by the Faculty/University.

1) Participation in various committees/boards in the name of UHZ:
   a) Participation in various bodies of education institutions at local and central level such as: councils of education, administration, local government, etc.
   b) Participation as a member of associations-network of Public and Private Universities, local and abroad;
   c) Active participation in higher education mechanisms.

2) Participation in scientific, professional and artistic committees/boards on the behalf of UHZ:
   a. Participation in various international scientific-artistic activities.
   b. Active participation in professional bodies that exercise their activity within the departmental and faculty mission areas.

3) Other similar activities that are in the interest of the society.

## 8. The assessment process

*8.1. Individual development plan*

The assessment of the staff will be done through individual development plans containing assessment objectives based on the elements and activities outlined in point 7.

The realization of each element is done through different types of activities and which activities should be part of the assessment of the relevant element and have their own weight of evaluation within that element. For example, the learning component contains several types of activities such as: lecture preparation, curriculum review, syllabus review, preparation of new teaching techniques, etc. Objectives are to be achieved for each activity by the academic staff and academic leadership during the academic year.

The types of assessment activities and objectives under each component will be determined at the beginning of the academic year according to the objectives plan for the academic units and UHZ. This will be done individually for each member of the academic staff, based on the specifics of each person's work. The types of activities for each component of the academic staff's work activity must be taken from item 7 of this manual, approved by the Senate. Inclusion of unauthorized activities is not allowed.

As presented in point 7, the elements of the academic staff's work activity will be: The learning process; research work, academic administration services, and services in society. The measurement of each of these elements is left to the evaluators specified in point 6 of this manual based on the planning form (see Annex no. 1).

*8.2. Scoreboard, weight and rating levels*

On the basis of the individual development plan presented in Annex No. 1, the academic staff engages in the achievement of timely and quality objectives and at the end of the academic year each of them completes the foreseen objective realization table (see Annex No. 2), which must be documented in a separate file at the academic unit. This table is analyzed by the Dean of the academic unit or the Rector in the case of the Deans, Vice-Rectors, and is signed by them.

Evaluation will be done at these levels: Evaluation at the first level is about controlling the achievement of the detailed objectives for each activity, giving them a value according to the degree of assessment presented in Annexes No. 3 and No. 4. This assessment is done by the Supervisor (Dean or Rector) and signed by the academic staff member himself based on the description of the performance appraisal rates as set out in Annexes 3 and 4. The evaluation of the teaching process will be done by the academic staff themselves through the self-assessment form (see Annex No.5) and the assessment of the academic staff's work by the student, which is done through a more specific questionnaire (See Annex No.6).

The grade weight given by each evaluator is differentially measured according to this priority:

1. Dean 50%
2. Self-Assessment 30%
3. Students 20%

Following this process, based on the assessment of each element of the activity and by each evaluator, the study committee in cooperation with the Dean (or Vice-dean) of the academic unit may comment on the activities performed by the academic staff and place a grade between 0 and 100 points based on the following scale:

| Excellent | Very good | Good | Satisfactory | Not satisfactory |
|-----------|-----------|------|--------------|------------------|
| 81%-100% | 61%-80% | 41%-60% | 21%-40% | 0-20% |

## 9. Assessment procedure and institutional responsibilities

The performance assessment report must be completed by the supervisor (Dean, or Rector for the evaluation of Deans and Vice-rectors) and presented to the academic staff through individual meetings organized to discuss performance. During this meeting, the needs of the academic staff member and the next year objectives can be discussed.

Evaluation reports should be completed electronically through a module built for this purpose and available at the Department of Academic Affairs (DCA) at the Rectorate level. Whereas, the Department of Quality Assurance receive statistical reports on the results of assessments for the academic staff in general, including the assessment benchmark for regular academic staff and external collaborators.

The DCA is responsible for carrying out this process, adhering to the evaluation principles and applying the entire methodology set out in this manual and in other guidelines. Whereas, at the level of the academic units, the Quality Coordinators are responsible for carrying out this process in cooperation with the study committees for the questionnaires for the evaluation of the academic staff by the students and self-assessment. The process of assessment by the supervisor is performed by the Dean of the academic unit or the Vice-dean of that unit in the case of evaluation for external collaborators.

Evaluators should give an utmost priority to the manner and quality of this process so that we can have a fair and impartial evaluation. Any comments noted should be clear and substantiated.

The steps to be taken to evaluate the performance of the academic staff are:

1. At the beginning of September, when the academic year begins, the Rector and the Deans of the academic units present their annual duties within the academic units, which tasks turn into objectives for the academic staff. These objectives are included in the individual one-year development plan of each of the academic staff.
2. A system of record keeping will be established for each of the academic staff so that the process is objective and fact-based.
3. Evaluation is based on the realization of the objectives argued in figures.
4. At the end of June, the DCA notifies all the academic staff and their supervisors of the start of the annual performance assessment process.
5. Upon completion of the assessment report by the Dean/Vice-Dean, the Study Committee may analyze the evaluation made for different individuals, either on its own initiative or at the request of an individual academic staff member. They can give their opinion regarding the assessment performed, but also on the needs of the academic staff member for improvement or development in specific aspects.
6. Each evaluated academic staff will be informed by e-mail and physical paper of the outcome of the evaluation, and they must confirm receipt of the notification.
7. The report on the evaluation results is placed in the personal file of each member of the academic staff.

## 10. Review of MPVPSA and the mechanism for monitoring the implementation of this plan

The MPVPSA is not a static, but live document that can be revised and amended or supplemented. The manual will be reviewed on an annual or bi-annual basis depending on the needs that may arise during the implementation process. For the MPVPSA review, the UHZ Senate establishes a special committee that will be tasked with reviewing the MPVPSA based on implementation monitoring reports.

DCA is responsible for monitoring the implementation of the MPVPSA by drafting an annual report on the progress of implementation by academic units. This report should contain general information on whether all academic units have implemented the MPVPSA and the potential challenges that may arise for the parties involved in the assessment during the MPVPSA assessment process. This report will serve as the basic document for the revision of the MPVPSA.

**ANNEX NO. 1. PROCESS OF PLANNING OBJECTIVES FOR THE ACADEMIC STAFF [1]**

Name and surname _____

Faculty / Department _____

Date: _____

| No. | Elements of Task (Activity) | Activity | Objectives for each activity | Measurement Unit | Amount | Working hours per unit calculated | Total Hours | Percentage evaluation of each activity and objective |
|---|---|---|---|---|---|---|---|---|
| 1 | **Learning Process** | | | | | | | **60 %** |
| | | 1. Design of new lectures | - Study and collection of literature | | | | | 10% |
| | | | - Writing chapters | | | | | 15 % |
| | | 2.Syllabus processing | - Processing existing syllabuses | | | | | 10 % |
| | | | - Elaboration of two new syllabuses for two master programs | | | | | 5 % |
| | | 3.Holding the lecture | - Preparation for lecture | | | | | 10 % |
| | | | - Preparing for new lectures | | | | | 10 % |
| 2. | **Scientific research, artistic work** | | | | | | | **30%** |

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[1] Completion of this table is done only to show how to control the realization of the plan. The data are examples.

| | | 1. Preparation of monograph (Equivalence by the Faculty of Arts) | - Study context analysis | | | | | 3% |
|---|---|---|---|---|---|---|---|---|
| | | | - Analysis of scientific papers carried out in Kosovo | | | | | 2 % |
| | | | - Literature research | | | | | 3% |
| | | 2. Preparation of scientific article (Equivalence by the Faculty of Arts) | - Literature analysis | | | | | 6 % |
| | | | - Grumbullimi dhe studimi i të dhënave | | | | | 6 % |
| | | | - Writing Article | | | | | 10% |
| 3. | **Administrative Services** | | | | | | | **5 %** ___ |
| | | | | | | | | |
| 4. | **Society Services** | | | | | | | **5 %** __ |
| | | | | | | Total hours | | |

Objectives were confirmed by:

1. Academic staff _____
2. Dean _____

**Annex Nr. 2. TABLE OF IMPLEMENTATION OF OBJECTIVES FROM THE ACADEMIC STAFF**

Name and surname _____

Department _____

Date:_____

| No. | Type of Activity Planned and Implemented | Objectives for each activity | Comments on the achievement of objectives | Rating from zero to 100 points | Percentage (%) | Points earned |
|---|---|---|---|---|---|---|
| I | | A C T I V I T Y | **TEACHING** | | | |
| | 1. Design new lectures / exercises | - Study and collection of literature | Almost all the necessary literature has been collected | 90 | 5 % | 4.5 |
| | 2. Syllabus processing | - Writing chapters | The writing of the chapters has not begun, but they are only sketched | 20 | 4 % | 0.8 |
| | | - Processing existing syllabuses | | | | |
| | | - Elaboration of two new syllabuses for two master programs | | | | |
| | 3.Ligjërata/Ushtrimeve | - Preparing for existing lectures / exercises | | | | |
| | | - Preparing for new lectures / exercises | | | | |
| II | | A C T I V I T Y | **RESEARCH WORK** | | | |
| | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| III | | A C T I V I T Y | **ADMINISTRATIVE WORK** | | | |
| | | | | | | |
| IV | | A C T I V I T Y | **WORKING FOR SOCIETY** | | | |
| | | | | | | |
| | Total points earned | | | | | 81/100 |

### A) Comments from the Evaluator:

He is an important person in the department _____

Need to refine his work: _____

The need for professional growth in terms of _____

### Final comments

 _____

_____

_____

### Proposals:

_____

### Objectives for the future : _____

Objective No. 1. _____

Objective No. 2. _____

Comments from evaluatee (academic staff):

_____

_____

_____

Signature of evaluators (Dean or Pro Dean or Rector)_____

Signature of evaluatee (academic staff / academic leader):_____

**ANNEX NR. 3. TABLE FOR PERFORMANCE OBJECTIVE ELEMENTS EVALUATION SCALE**

| No. | Performance evaluation scales | Description |
|---|---|---|
| 1 | Level 5 - Excellent (81% -100%) | **It meets and exceeds expectations significantly:**<br><br>The academic staff member consistently fulfills the expectations for a given responsibility and exceeds them significantly. The performance of this level is unique and relates to cases where academic staff have achieved outstanding results or have excelled because of the effort, expertise and willingness to persevere. |
| 2 | Level 4 - Very good (61%-80%) | **Fulfills expectations as forecast:**<br><br>Evaluation at this level is done when the academic staff fully meets the annual performance objectives. Performance at this level is higher than average and is estimated at 61% to 80%. This evaluation is based on the contribution, quality criteria, quantity and timing of work. |
| 3 | Level 3 - Good (41% -60%) | **Fulfill expectations:**<br><br>Academic staff at this level consistently meet expectations regarding annual performance objectives. At this level, it is evaluated when the achievements are satisfactory and the measure of achievement of the objectives is 41% to 60%. This situation relates to cases where a member of the academic staff may exceed expectations in some areas but may not perform in some other areas and for which management may require improvements in the following year. In this case, the academic staff has generally fulfilled the objectives. |
| 4 | Level 2 - Enough (21% -40%) | **It does not meet all expectations and there is no continuity in realization:**<br><br>Assessment at this level provides for cases where a member of the academic staff fails to perform some of the planned tasks, and in order to perform these tasks, it is necessary for him / her to make some improvements in his / her work. In some respects it does its job well, but in some it needs additional monitoring and the extent of its improvement in these areas after 1 year needs to be re-evaluated. The university offers additional training for certain objectives it has not met. Evaluation at this level is foreseen when the academic staff member achieves the objectives of 21% to 40%. |
| 5 | Insufficient level (0-20%) | **Lower than expected:**<br>The academic staff member at this level has failed to meet his or her objectives in almost all or part, and has not shown interest in hiring during the |

year, and has not shown his / her readiness to improve. In this case, the academic staff is rated at 0% to 20%. When academic staff are assessed at this percentage, management undertakes the following **MEASURES:**

- **For the first time, managers will provide appropriate training in areas where it has stalled;**

- **If assessed at the same rate in the following year as well, management will warn him / her in writing of the termination notice and offer additional training again;**

- **If the same result is repeated in the third year, UHZ management decides on termination of employment based on the decision of UHZ Senate.**.

External collaborators when assessed at this percentage for two consecutive semesters, UHZ management will not engage it during the following year.

**ANNEX NO. 4. TABLE OF EVALUATION EVALUATION SCALES**

| No. | Activity Type and Objectives for each activity type | Ponderation | Rating Scales on points | | | | | | |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| | | | 1 | 2 | 3 | 4 | 5 | on | earned |
| 1 | 1. Design of new lectures | 10 % | 20 | 40 | 60 | 80 | 100 | | |
| | - Study and collection of literature | 5 % | 20 | 40 | 60 | 80 | 100 | 80 | 4 |
| | 2. Writing chapters | 5 % | 20 | 40 | 60 | 80 | 100 | 60 | 3 |
| 2 | | | 20 | 40 | 60 | 80 | 100 | | |
| 3 | | | 20 | 40 | 60 | 80 | 100 | | |
| 4 | | | 20 | 40 | 60 | 80 | 100 | | |
| 5 | | | | | | | | | |
| **A C T I V I T Y   R E S E A R C H   W O R K** | | | | | | | | | |

**A C T I V I T Y     T E A C H I N G**

| 1 |  |  | 20 | 40 | 60 | 80 | 100 |  |  |
|---|---|---|----|----|----|----|-----|---|---|
| 2 |  |  | 20 | 40 | 60 | 80 | 100 |  |  |
| 3 |  |  | 20 | 40 | 60 | 80 | 100 |  |  |
| 4 |  |  |  |  |  |  |  |  |  |
| 5 |  |  |  |  |  |  |  |  |  |

| A C T I V I T Y   ADMINISTRATIVE WORK | | | | | | | | | |
|---|---|---|----|----|----|----|-----|---|---|
| 1 |  |  | 20 | 40 | 60 | 80 | 100 |  |  |
| 2 |  |  |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |  |  |
| 4 |  |  |  |  |  |  |  |  |  |
| A C T I V I T Y   WORKING IN THE COMMUNITY | | | | | | | | | |
| 1 |  |  | 20 | 40 | 60 | 80 | 100 |  |  |
| 2 |  |  |  |  |  |  |  |  |  |
| 3 |  |  |  |  |  |  |  |  |  |

**ANNEX 5. QUESTIONNAIRE FOR THE ACADEMIC STAFF ASSESSMENT**
**SEMESTER ........ 2019/2020**

Dear academic staff,

University "Haxhi Zeka"  in Peja is expanding the scope of quality assurance processes in order to make more comprehensive assessments of academic staff performance and other issues related to teaching, learning and research - scientific.

In this regard, UHZ has prepared this questionnaire which aims to identify potential areas for improvement and development of academic staff.

The results of this questionnaire will be for internal use only and will not be disclosed to any third party.

Thank you for your cooperation!

Name:

Surname:

Academic Title:

Faculty:

Course:

Date of evaluation:

**Self-evaluation of academic staff**

Please give your answers on a scale of 1 to 5 (1 * weak, 2 * enough, 3 * good, 4 * very good, 5 * excellent)

| | **Work conditions** | **Weak** | **Enough** | **Good** | **Very good** | **Excellent** |
|---|---|---|---|---|---|---|
| 1 | I am satisfied with the working conditions offered by the University | 1 | 2 | 3 | 4 | 5 |
| 2 | I find support from management for any difficulties and challenges | 1 | 2 | 3 | 4 | 5 |
| 3 | My workload is easily manageable | 1 | 2 | 3 | 4 | 5 |
| 4 | I am aware of the mission, vision and strategic goals of the University | 1 | 2 | 3 | 4 | 5 |
| 5 | I participate in the University's policy-making and decision-making processes | 1 | 2 | 3 | 4 | 5 |
| 6 | I am free to express my ideas and proposals to the UHZ management | 1 | 2 | 3 | 4 | 5 |
| 7 | The University space meets all the conditions necessary for the realization of effective learning | 1 | 2 | 3 | 4 | 5 |
| 8 | The space is supplied with adequate equipment (projector, tables, desks, chairs, etc.) | 1 | 2 | 3 | 4 | 5 |
| 9 | Academic staff have easy access to technical services where required | 1 | 2 | 3 | 4 | 5 |

| B | **Teaching and personal development** | **Weak** | **Enough** | **Good** | **Very good** | **Excellent** |
|---|---|---|---|---|---|---|
| 1 | I manage to present accurately the purpose and objectives of the syllabus | 1 | 2 | 3 | 4 | 5 |
| 2 | I easily manage exams and student assessment | 1 | 2 | 3 | 4 | 5 |
| 3 | I use contemporary teaching methodologies | 1 | 2 | 3 | 4 | 5 |
| 4 | The number of students in the hall is suitable for teaching process | 1 | 2 | 3 | 4 | 5 |
| 5 | I feel motivated for my work as a teacher at UHZ | 1 | 2 | 3 | 4 | 5 |
| 6 | I feel integrated within the University | | | | | |

| 7 | UHZ organizes enough scientific conferences for academic staff | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| 8 | UHZ organizes enough activities aimed at developing academic staff | 1 | 2 | 3 | 4 | 5 |
| 9 | I am pleased with the opportunities offered by UHZ for my personal development | 1 | 2 | 3 | 4 | 5 |

| C | Administration | Weak | Enough | Good | Very good | Excellent |
|---|---|---|---|---|---|---|
| 1 | Communication with the administration is effective | 1 | 2 | 3 | 4 | 5 |
| 2 | The behavior of administrative officials is correct and professional | 1 | 2 | 3 | 4 | 5 |
| 3 | Every request of mine is handled promptly by the administrative service | 1 | 2 | 3 | 4 | 5 |
| 4 | The administration is always available for additional clarification and assistance | 1 | 2 | 3 | 4 | 5 |
| 5 | I am timely informed by the administration of any changes to the lecture schedule, exams or teaching process | 1 | 2 | 3 | 4 | 5 |

Please list the three main challenges you potentially face in UHZ:

1.
2.
3.

Please list three elements that you think should be improved by the University to improve the performance of your work:

1.
2.

**THANK YOU FOR THE TIME CONTAINED IN FILLING THIS QUESTIONNAIRE!**

**ANNEX NO. 6. ASSESSMENT QUESTIONNAIRE: STUDENT – TEACHER**
**SEMESTER - 2019/2020**

Dear students,

University "Haxhi Zeka" in Peja invites you to fill out this questionnaire, which aims to continuously improve the quality of teaching and student learning. Please be honest with your answers, because only in this way will we be able to identify potential challenges within the University and make efforts to remove them. Please be informed that filling out this questionnaire is completely anonymous. Your answers will only be used by the senior management of the University and will not be disclosed to any other party.

Thank you very much for your cooperation!

**Faculty** *
Faculty of Business
Law Faculty
Faculty of Management in Tourism, Hotels and the Environment
Faculty of Agribusiness
Faculty of Arts

**Faculty of Business**
**Study program** *
Business Administration – Bachelor
Business Administration (Bosnian language) – Bachelor
Accounting and Finance – Bachelor
Business Administration (Bosnian language) – Master
Accounting and Finance – Master
Human Resource Management - Master

**Faculty of Arts**
General Music Education – Bachelor
Music Education – Bachelor
Artistic Education in Wind Instruments – Bachelor
Directing Film and TV - Bachelor

**Law Faculty**
**Program** *
General Law – Bachelor

**Faculty of Management in Tourism, Hotels and the Environment**
**Program** *
Management in Tourism, Hotels and the Environment - Bachelor
Tourism Management (Bosnian language) - Bachelor

**Faculty of Agribusiness**
**Program** *
Plant Production Technology - Bachelor

Agroecology and Agri-environment – Bachelor

Food Technology - Bachelor

**Information:**

**Year of studies** *

Second year

Third year

Fourth year

**Teacher / Assistant** *

_____

**Course** *

_____

_____

_____

**Questions for the Teacher** *

Please give your answers on a scale of 1 to 5 (1 * weak, 2 * enough, 3 * good, 4 * very good, 5 * excellent)

| A | Questions for the Teacher | Weak | Enough | Good | Very good | Excellent |
|---|---|---|---|---|---|---|
| 1 | The teacher is prepared for the subject | 1 | 2 | 3 | 4 | 5 |
| 2 | The teacher is clear in the lectures | 1 | 2 | 3 | 4 | 5 |
| 3 | The teacher is transparent | 1 | 2 | 3 | 4 | 5 |
| 4 | The teacher is fair in assessment | 1 | 2 | 3 | 4 | 5 |
| 5 | The teacher is accurate on the hour | 1 | 2 | 3 | 4 | 5 |
| 6 | The teacher is creative in the development of teaching and other activities | 1 | 2 | 3 | 4 | 5 |
| 7 | The teacher creates activities that make the subject more comprehensible | 1 | 2 | 3 | 4 | 5 |
| 8 | The teacher encourages student collaboration and participation | 1 | 2 | 3 | 4 | 5 |
| 9 | The student can freely ask the teacher questions | 1 | 2 | 3 | 4 | 5 |
| 10 | The teacher requires interactivity during the lectures | 1 | 2 | 3 | 4 | 5 |
| 11 | Teacher behavior is in accordance with the regulations | 1 | 2 | 3 | 4 | 5 |
| 12 | The teacher is always available for consultation | 1 | 2 | 3 | 4 | 5 |

| B | Course questions | Weak | Enough | Good | Very good | Excellent |
|---|---|---|---|---|---|---|
| 1 | The syllabus content is in line with contemporary literature | 1 | 2 | 3 | 4 | 5 |
| 2 | The purpose and objective of the course are clearly defined in the course syllabus | 1 | 2 | 3 | 4 | 5 |
| 3 | Lectures are followed in accordance with the syllabus | 1 | 2 | 3 | 4 | 5 |
| 4 | Course materials are available | 1 | 2 | 3 | 4 | 5 |
| 5 | The course is organized in such a way that it helps me to understand the concepts of the subject | 1 | 2 | 3 | 4 | 5 |
| 6 | Course materials (literature, lectures, slides, etc.) have influenced the development of knowledge and skills in the relevant field. | 1 | 2 | 3 | 4 | 5 |
| 7 | Assessment activities (tests, presentations, papers, etc.) have helped me to better understand course materials / concepts. | 1 | 2 | 3 | 4 | 5 |
| 8 | Tests and exams include materials that are discussed in class | 1 | 2 | 3 | 4 | 5 |
| 9 | The classroom environment encourages expression of thoughts / ideas | 1 | 2 | 3 | 4 | 5 |
| 10 | The structure of the evaluation is fair and appropriate | 1 | 2 | 3 | 4 | 5 |

| C | SUGGESTIONS AND REMARKS | |
|---|---|---|
| 1 | What did you like most about the subject or the teacher? | |
| 2 | What would you change in this subject or in the teacher? | |
| 3 | Free comments | |

| Ç | ADDITIONAL SELF-EVALUATION INFORMATION | |
|---|---|---|
| 1 | What grade did you expect in this course? | |
| 2 | How many hours per week do you work if you are employed? | |
| 3 | How many hours (credit) of commitment do you dedicate to | |

| | | |
|---|---|---|
| | this semester? | |
| 4 | How did you describe your classroom participation? | |
| 5 | How well do you prepare yourself for lectures, exercises, and assignments? | |
| 6 | How many hours do you read during the day? | |
| 7 | Are you able to get more involved in preparing this course? If not, why? | |

**THANK YOU FOR THE TIME CONTAINED IN FILLING THIS QUESTIONNAIRE!**

Explanation: This regulation is translated in English but signed and protocoled in Albanian.