

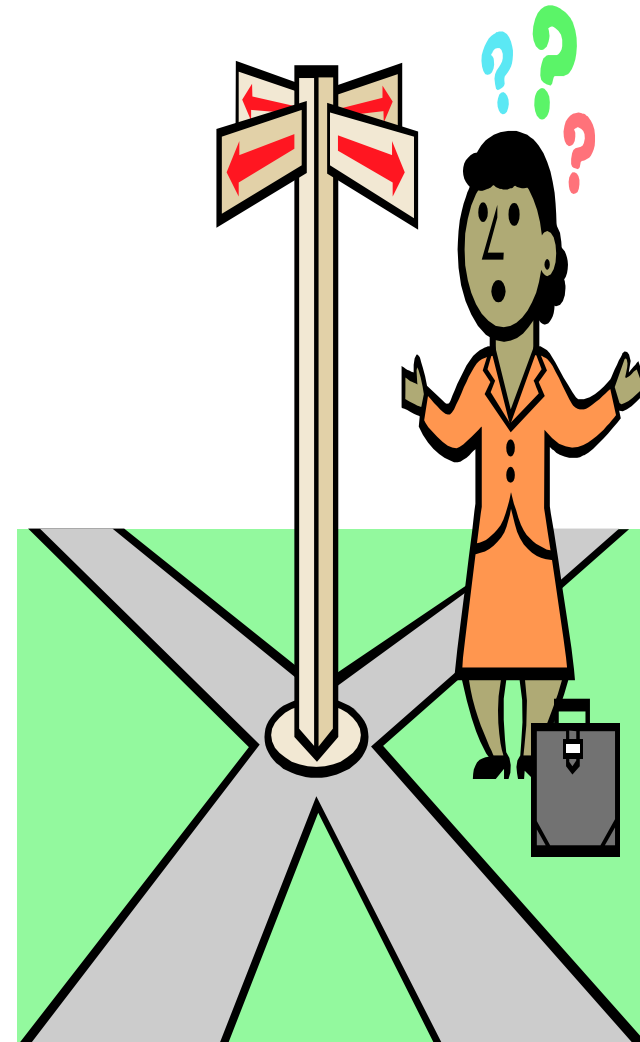
# ASSESSMENT OF ACADEMIC PERFORMANCE

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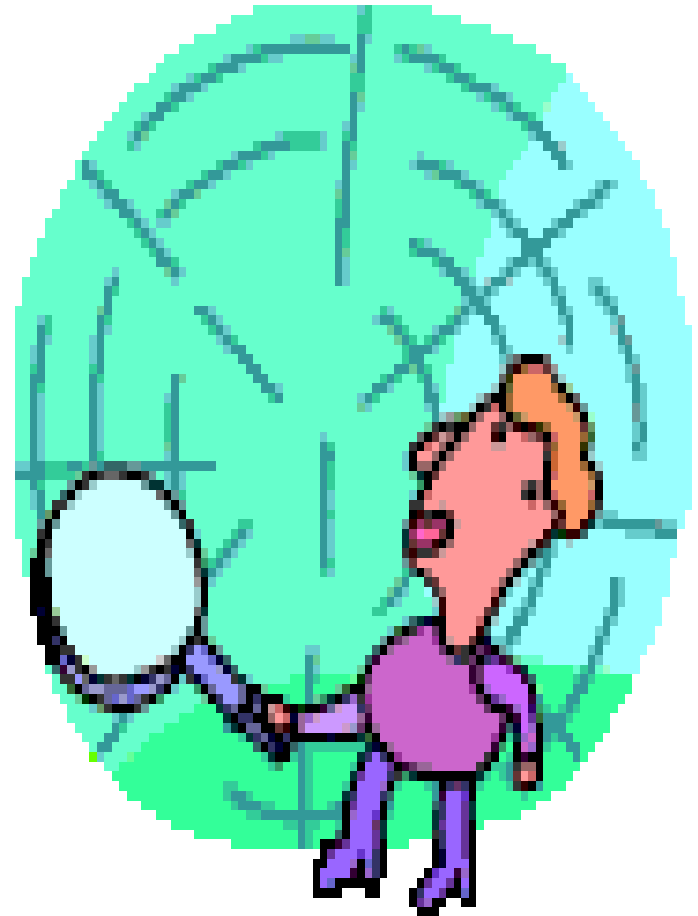
1. Theoretical aspects
2. Legislative and regulatory requirements  
for performance evaluation
3. Elaboration of evaluation criteria
4. Conclusions

- ***Performance criteria and indicators are driven by:***
  - *values, organizational culture and objectives developed by university management*
  - *required by law*
  - *institutions that evaluate teaching performance*



- ***Evaluation of human resources:***

- *appreciation of efforts / results*
- *given by the correct definition of objectives*
- *use of methods and appropriate tools to provide reliability and objectivity*



# • ***Elaboration of evaluation criteria:***

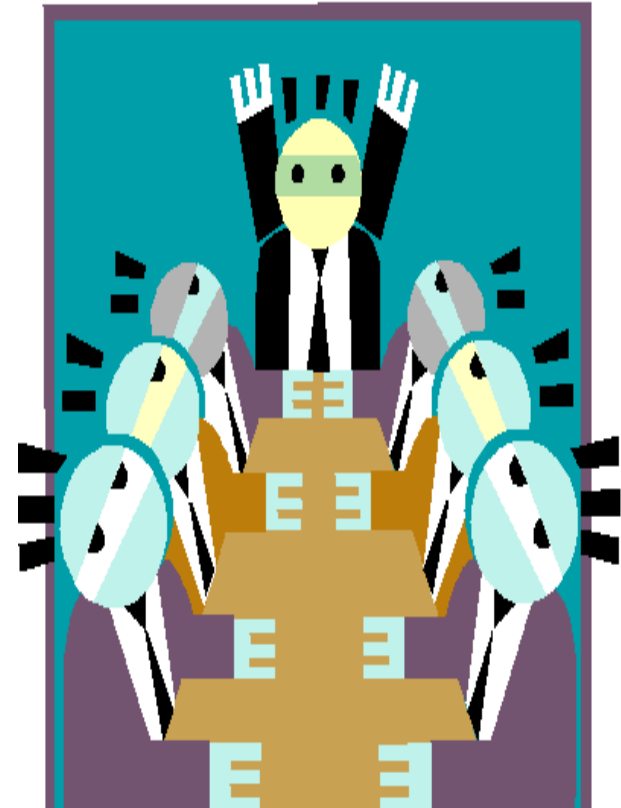
- *identifying the major groups of activities*
- *define of performance standards*
- *performance descriptors*
- *expressed indicators as a value*
- *impose a certain level by using a common language: assessor - assessed.*



- ***Assessment by using descriptors and indicators allows it to be characterized by:***
  - *transparency,*
  - *balance,*
  - *fidelity,*
  - *validity,*
  - *objectivity,*
  - *equivalence assessments,*
  - *high sensitivity*
  - *applicability.*



- *The steps process of performance evaluation system:*
- *Analysis session regarding the practical application of the evaluation grid and the issues raised during the evaluation.*
- *Forwarding the proposals to the Quality Assurance Department*
- *Registration of proposals*
- *Appointment of a committee to review proposals*
- *Committee meeting for the discussion of the received proposals*
- *Development of a proposal for a new evaluation grid*
- *Submission for public academic debate of the new evaluation grid*
- *Recording observations and suggestions*
- *Analysis and introduction of received amendments*
- *Approval of the evaluation scale in the university senate.*



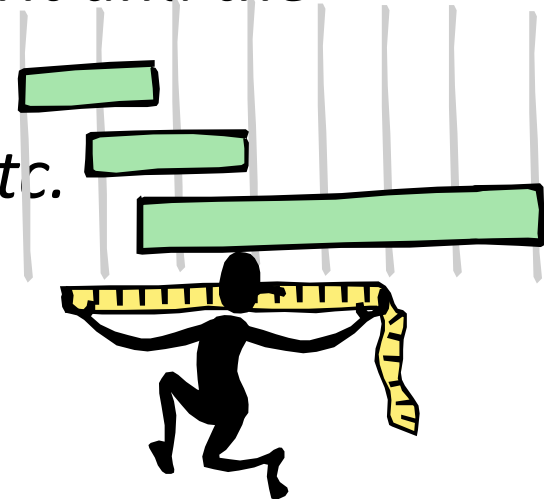
- ***The evaluation grid:***
  - ***Teaching performance:*** 15 - Performance indicator; 5 - Distinguishing features
  - ***Scientific research:*** 25 - Performance indicator; 5 - Distinguishing features
  - ***National and international recognition:*** 22 Performance indicator; 6 - Distinguishing features
  - ***Student related activities:*** 11 - Performance indicator; 4 - Distinguishing features
  - ***The activity in the academic community:*** 10 - Performance indicator; 5 - Distinguishing features



- ***The score used to prioritize activities was established by taking into account:***
  - *the strategic objectives established in the strategic and operational plan of the university;*
  - *scientific assessment of the effect in the academic world;*
  - *location of impact levels - local, national or international;*
  - *the number of participants for the activity;*
  - *the impact certain activities have upon scientific effort;*
  - *the contribution to attract revenue to the university budget or towards the infrastructure.*



- ***The evaluation will maximize the benefits arising out of:***
  - *recognition of teachers' value,*
  - *clarification of the position and role that teachers have in the faculty;*
  - *the development of the team spirit and the involvement of all employees,*
  - *the stability of "best practices" etc.*



# Thank you!

*Now is time to implement!*

