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# **MANUAL FOR PLANNING AND EVALUATION OF ACADEMIC STAFF PERFORMANCE**

**Gjilan, 18 December 2023**

Based on Law No. 04/L-037 on Higher Education in the Republic of Kosovo, the Statute of the University "Kadri Zeka" in Gjilan, the Regulation for Quality Assurance and Evaluation at the University "Kadri Zeka" in Gjilan, the Senate of UKZ in the meeting held on the date 18.12.2023, approved:

# **MANUAL FOR PLANNING AND EVALUATION OF ACADEMIC STAFF PERFORMANCE (Reviewed)**

## **1. Introduction**

Kapacitet The capacities of academic staff and their work results are crucial for the development and excellence in the teaching process, research, and the achievement of UKZ objectives. The University 'Kadri Zeka' in Gjilan (UKZ) engages a total of one hundred and twelve (112) academic staff members, out of which seventy-five (45) are regular full-time academic staff, and fifty-three (53) are external collaborators with employment contracts ranging from six (6) months to one (1) year. For this purpose, it is essential for UKZ to evaluate the capacities and performance of each academic staff member, including managerial positions. In this regard, the UKZ Senate has established a working group for the review of the Guidelines for Planning and Evaluation of Academic Staff Performance (GPEASP) at UKZ, a document that was drafted and approved in 2020.

Meetings with the working group and consultations with all stakeholders (academic staff, administrative staff, students, representatives of Alumni, etc.) have been held for the review of this Manual. During the review, the working group consulted relevant UKZ documents and considered the recommendations of the Quality Assurance and Evaluation Oversight Council, which assessed the need for the Guidelines to be revised for easier implementation.

This Guideline delineates the manner and mechanisms for evaluating all academic staff at UKZ, including professors, lecturers, assistants, external collaborators, and managerial academic staff. The Manual is structured into several sections: legal basis, purpose, evaluation principles, evaluators and evaluatees (who will be served), evaluation period, evaluation criteria, and procedures

## **Planning and Evaluation of Academic Staff Performance**

*Planning* entails the development of an individual developmental plan by each academic staff member of UKZ, based on which the one-year work objectives are determined.

By the term '*performance evaluation*,' it means assessing the abilities and capacities of the academic staff of UKZ and their contribution to enhancing the quality and development of the University.

### **2. The goal and importance of evaluating the performance of the academic staff of UKZ**

The purpose of the GPEASP is to create a mechanism to assist UKZ staff in their career development process, contribute to the quality of work at the university, and align their work with the strategic objectives of UKZ.

Therefore, the importance of planning and evaluating the performance of the academic staff at UKZ is twofolded, both at the individual level and at the institutional level:

2.1 *At an institutional level*, the Manual is important for planning, monitoring, evaluating, developing, and affirming excellence in performance in:

- Fulfillment of the mission and objectives of UKZ,
- Improvement of services to society and students through quality teaching,
- Enhancement of curricula and study programs; enables the alignment of academic staff performance objectives with performance standards set by the Kosovo Accreditation Agency,
- Identification of the level of competencies of academic staff in the field of research and the conditions for their research work provided by UKZ

2.2 *At the individual level*, the evaluation of academic staff and supervisors enables:

- Provides the opportunity to affirm the work of academic staff for UKZ;
- Boosts motivation and engagement of academic staff towards higher quality academic and scientific activities;
- Establishes work priorities and expectations for the performance of academic staff during the upcoming annual evaluation period;
- Reflects on benefits, corrections, and recommendations for changes in parallel positions in different units/departments;

- Contributes to their promotion to academic titles in cases of evaluations lasting 3 and/or 4 years according to the Regulation for Appointment, Re-appointment, and Advancement of Academic Staff and competitions announced for this purpose.

### **3. Principles of Evaluation**

The evaluation is conducted by several assessors: the supervisor (Board of Directors, Rector, Dean, or Vice Dean), students, and self-assessment. The evaluation must be fair, honest, and in accordance with the rules of the Code of Ethics of UKZ. During the evaluation, the following principles should be considered:

1. *The principle of fairness and equality in evaluation* requires that the assessment follows a fair and equal process based on the use of the same criteria, in the same manner and using measurable methods, meaning their evaluation should be uniform and measurable.
2. *The principle of Confidentiality* implies that the assessment documents and evaluations conducted by the assessor and included in this manual must be handled in full compliance with applicable privacy regulations in the Republic of Kosovo.

The data is managed by the Office for Academic Development and Quality (OADQ) (in cases where the evaluation is conducted in physical form, the data is managed in collaboration with quality coordinators), while after analysis and result extraction, this data is forwarded to the Office for Academic Development and Quality. This data is not made public and is used for internal reviews.

### **4. Assessment period**

Evaluations for regular and engaged academic staff, from questionnaires *student - professor*, are conducted on a semester basis, while *self-assessment* and *dean - professor* evaluations are conducted annually. Evaluation for meeting objectives can occur at different time intervals as they are not conducted by the quality office.

The assessment of the academic staff's work objectives is based on the Academic Development Plan managed by the Office for Academic Development and Quality in collaboration with the deans of academic units. Meanwhile, the management of the questionnaires *student - professor*, *self-assessment*, and *dean - professor* evaluations is carried out by the Office for Academic Development and Quality.

Supervisors should continuously monitor the work of the academic staff and have a clear opinion regarding their performance. Reports and completed forms related to the work objectives of the academic staff should be submitted to the department for academic affairs at the Rectorate level and processed in accordance with legislation on the protection of personal data and based on the principle of confidentiality.

After assessing the work objectives managed by the Office for Academic Development and Quality in collaboration with the dean, and after receiving the results from OADQ from the

questionnaires *student-professor*, *self-assessment*, and the *dean-professor*, the Office for Academic Development calculates the average performance of the staff based on these four assessments. The result of the performance is communicated to the evaluated staff and the dean of the academic unit.

## 5. Evaluators and the evaluated

The evaluation process involves two parties: evaluators and the evaluated. The assessment of the academic staff in the academic units of UKZ is carried out by the evaluators specified in the following table. These evaluators must consider ethical rules as follows:

- Procedures and criteria to be used for evaluation must be declared beforehand, and each involved party should have clarity from the beginning of the academic year.
- Parties involved in the assessment must declare any conflicts of interest they might have with specific academic staff. This declaration should be in writing.
- Each involved party in the evaluation must strictly maintain the confidentiality of the data. In case of disputes, only the unit's director can provide additional data or information.
- Reports must be transmitted in full without modifications to the evaluated, the dean, the rector, the Vice-Rector for Academic Development and Quality, and in specific cases, other responsible bodies in accordance with applicable legislation in Kosovo.
- Each involved party must take personal ethical responsibility, which must be signed by them. Any violation of ethical rules will be considered a serious professional breach and intentional harm. Such cases will be handled within the Ethics Council or other UKZ bodies based on applicable legislation in Kosovo.

On the other hand, the evaluated individuals must provide all the required information and complete the dossier according to the assessment criteria

The evaluators and those being evaluated of the academic staff at the "Kadri Zeka" University are as follows:

Nr.	Evaluated	Evaluators			
		First evaluator	Second evaluator	Third evaluator	Fourth evaluator
	Staff	Dean	Colleague-colleague	Selfevaluation	Student
<b>1.</b>	<b>RECTORY</b>				
1.1.	Rector	Steering Council	Evaluation	Selfevaluation	Students with whom they conduct classes
1.2.	Vice-Rector	Rector	Colleagues	Selfevaluation	Students with

			of the managerial staff		whom they conduct classes
<b>2.</b>	<b>FACULTIES</b>				
2.1.	Dean	Rector	Peer evaluation	Selfevaluation	Students with whom they conduct classes
2.2.	Vice-Dean	Dean	Peer evaluation	Selfevaluation	Students with whom they conduct classes
<b>3.</b>	<b>DEPARTMENTS</b>				
3.1.	Department Coordinators	Dean	Staff	Selfevaluation	Student
3.3.	Professors (Ass.Dr., Assoc.Dr., Prof.Dr.)	Dean	Staff	Selfevaluation	Student
3.4.	Assistants, tutors, and lecturers	Dean	Staff	Selfevaluation	Student
3.6.	Stakeholders	Vice-Dean	Staff	Selfevaluation	Student

**Tabela 5:** Evaluators and the evaluated of UKZ

## 6. Performance evaluation elements

Based on the Law on Higher Education in Kosovo and Article 211 of the Statute of UKZ, the academic staff's activities encompass four elements: teaching, research and development, professional activities in the interest of the university or academic administrative services, and professional activities in the interest of society or services for society.

The weight of these activities may vary during the academic staff's career development.

*6.1. Within the elements for planning and assessing the teaching process, the following activities are included:*

- 1) Student evaluation
- 2) Pass rate average of students
- 3) Teaching materials and syllabus development for other subjects and involvement in curriculum development
- 4) Application of innovative teaching methods (Preparation of texts, documents, and audio-visual tools created specifically to enhance the quality and level of teaching)
- 5) Activities contributing to better student outcomes:
  - a) Monitoring individual or group work of students in labs and practical work related to the respective subject;

- b) Involving students in activities related to its continuation in the field of consultation, course 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.

*6.2. Within the framework of elements for planning and evaluating the academic research and development process, the following activities are included:*

- 1) Publications (educational texts, authorized lectures, monographs, scientific articles, as well as creating other materials with innovative content for teaching purposes), publications co-authored with students, concerts, and other artistic works.
- 2) Research projects/subsidized activities: Subsidized or commissioned activities from public institutions or private organizations related to various benefits or the development of technological environments.
- 3) Collaboration activities with public and private partners at national, regional, and international levels as research and development activities.
- 4) Supervised research within the framework of a diploma thesis.
- 5) Mobility (lecturing outside UKZ) for the purpose of scientific research or professional development of academic staff.
- 6) Other similar activities of significance for academic development and scientific research processes.

*6.3. Within the framework of elements for planning and evaluating Academic Administrative Services, the following activities are included:*

For other categories of professors and other staff, administrative tasks are considered :

- 1) Services for UKZ and its faculties:
  - a) Participation in Faculty Council, Senate, and Executive Council meetings, etc.
  - b) Participation in various committees at the UKZ and its faculties' levels.
- 2) Organizational activities related to research:
  - c) Organizing conferences, seminars, panels, concerts, festivals.
  - d) Directing and coordinating projects within teams for the development of human and physical resources in cases where actions are taken within a working group.
  - e) Drafting other projects for the development of UKZ, etc.
- 3) Mentoring and counseling activities: Supervising student work as mentors, co-mentors, members of assessment committees, etc.

*6.4. Within the elements for planning and evaluating professional services in the interest of society, the following activities are included:*

Services carried out in the interest of society by the academic staff are based on the request of the University/Faculty or initiated by them for an external organization recognized by the Faculty/University.

1) Participation in various committees/boards on behalf of UKZ:

2) Participation in scientific, professional, and artistic committees/councils on behalf of UKZ:

- a) Participation in various international scientific-artistic activities.
- b) Active participation in professional bodies operating within the mission areas of departments and faculties.

## **7. The evaluation process**

### *7.1. Individual development plan*

The evaluation of staff will be conducted through individual development plans that encompass the assessment objectives based on the elements and activities presented in point 7. Each element's achievement will involve various types of activities, and these activities should be part of the assessment for the specific element and carry their weight within that evaluation. For instance, the teaching process component comprises multiple activity types, such as lecture preparation, curriculum review, syllabus revision, preparation of new teaching techniques, etc. For each activity, objectives are set that academic staff and academic leaders should accomplish during the academic year.

The types of activities and assessment objectives within each component will be determined at the beginning of the academic year, aligning with the objectives of academic units and the institution as a whole. This process will be individualized for each academic staff member, considering the specificities of their work. The activity types for each component of academic staff work should be derived from point 7 of this Manual, approved by the Senate. Inclusion of non-approved activities is not permitted.

As presented in point 7, the elements of academic staff work will include: Teaching Process, Research Activities, Administrative Academic Services, and Societal Services. The evaluation of each of these elements is within the competence of the evaluators specified in point 6 of this Manual, based on the planning form (see Annex 1).



### 7.2. The Assessment Table, Weight, and Assessment Levels

Based on the individual development plan outlined in Annex 1, the academic staff is committed to achieving objectives in a timely and quality manner. By the end of the academic year, each member completes the table of predefined objective achievements (see Annex 2), which must be documented in a separate file within the academic unit. This table is reviewed by the dean of the academic unit or the Rector in the case of deans, vice-rectors, and signed by the same.

The assessment will be conducted at different levels: The first level assessment involves monitoring the achievement of detailed objectives for each activity, assigning them a value based on the assessment scale presented in Annexes No. 3 and 4. Additionally, at this level, the assessment of the dean-lecturer is included, based on the questionnaire managed by the Quality Office. The assessment is conducted by the supervisor (Dean or Rector) and signed by the academic staff member based on the performance assessment levels outlined in Annexes No. 3 and 4. The assessment of the teaching process will be conducted by the academic staff through a self-assessment form (see Annex No. 5), and the assessment of the academic staff's work by the students will be done through a more specific questionnaire (see Annex No. 6).

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

1. Dean: Evaluation through staff objectives and the evaluation dean professor, which is conducted through the quality office, 40%
3. Selfevaluation 30%
4. Students 30%

After this process, based on the evaluation of each activity element by each evaluator, the Quality Monitoring and Evaluation Council (QMEC) in collaboration with the dean (or vice dean) of the academic unit can provide comments on the academic staff's activities and assign a score ranging from 0 to 100 points according to the following scale:

Excellent	Very good	Good	Adequate	Insufficient
81%-100%	61%-80%	41%-60%	21%-40%	0-20%

### 8. Evaluation procedure and institutional responsibilities

The performance evaluation report needs to be completed by the supervisor (Dean or Rector for evaluating deans and vice-rectors) and presented to the academic staff in an individual meeting organized for discussing performance. During this meeting, the academic staff member's needs and next year's objectives can be discussed.

Following the evaluation of job objectives managed by the Office for Academic Development in collaboration with the dean, and upon receiving the results from the Quality Office through student-teacher questionnaires, self-assessment, and the dean's assessment, the Office for

Academic Development computes the average performance of the staff based on these four evaluations. The result is communicated to the evaluated staff and the dean of the unit.

The Dean of the Faculty continuously monitors the process of achieving the academic staff's objectives and after receiving the results from the Office for Academic Development and Quality from the questionnaire *student-professor* and *selfevaluation*, the accepted evaluations are conducted by the dean – professor.

The evaluators must give maximum priority to the manner and quality of conducting this process to ensure a correct and unbiased assessment. Any comments noted should be clear and substantiated with facts.

The steps to be followed for evaluating the performance of academic staff are:

1. At the beginning of September, when the academic year starts, the Rector and academic unit Deans present their annual tasks within the academic units, which are transformed into objectives for each academic staff. These objectives are included in the individual one-year development plan for each academic staff member.
2. A data management system (file) will be established for each academic staff member regarding the completion of tasks to ensure an objective, fact-based process.
3. Evaluation is based on achieving objectives substantiated with figures.
4. By the end of June, the Office for Academic Development notifies the staff and supervisors about the assessment of staff objectives, while for other assessments (student-teacher, self-assessment, dean-student), the commencement of the process is informed by the Quality Office, according to the set deadlines in the Annual Calendar for quality assurance.
5. The Office for Academic Development notifies the staff and supervisors about the assessment of staff objectives, while for other assessments (student-teacher, self-assessment, dean-student), the commencement of the process is informed by the Quality Office, according to the set deadlines in the Annual Calendar for quality assurance.
6. Through the dean/associate dean, the CMCE (Council for Quality Assurance and Evaluation) can analyze the assessment made for different individuals either by its initiative or upon request from a specific academic staff member. It can provide opinions on the completed assessment but also address the needs of the academic staff member for improvement or development in specific aspects.
7. Each evaluated academic staff member will be notified of the assessment results via email and physical mail, and they are required to confirm receipt of the notification.
8. The assessment results report is placed in the personal file of each academic staff member.

## **9. Review of the MPPEAS and the mechanism for monitoring the implementation of this plan**

The MPPEAS is not a static but a dynamic document that can be reviewed, changed, or supplemented. The manual will be reviewed regularly, annually, or biennially, depending on the needs that may arise during its implementation process. For the review of the MPPEAS, the UKZ Senate establishes a special commission tasked with the review of the MPPEAS, also based on the implementation monitoring reports.

The QEOC is responsible for monitoring the implementation of the MPPEAS by preparing an annual report on the progress of implementation by academic units. This report should contain general data on whether all academic units have implemented the MPPEAS and possible challenges that may arise for the parties involved in the assessment process based on the MPPEAS. This report will serve as a fundamental document for the review of the MPPEAS.

## Anex No. 1. Academic Staff Objective Planning Process

Name dhe Surname: \_\_\_\_\_

Faculty/Department: \_\_\_\_\_

Planning Period: \_\_\_\_\_

Date: \_\_\_\_\_

No.	Objectives	Activities for objective	Realization of activities		
			YES	NO	REMARK
1.	Learning Process;  <ul style="list-style-type: none"> <li>• Lectures</li> <li>• Consultations with students</li> <li>• Assessment</li> <li>• Teaching materials and syllabuses</li> </ul>	Lectures are held in full and on time			
		Consultations with students were held regularly			
		Student evaluation is done in a timely and objective manner			
		Students had access to teaching materials and syllabus			
	Overall		% Yes	% No	
2.	Scientific research work	Scientific papers are published			
		The subjects of the diploma are monitored			
		Participation in Scientific Conferences			
		Participation in Erasmus + Projects			
	Mobility (Lecture outside UKZ) for the purpose of scientific research or professional development of academic staff.				
Overall		% Yes	% No		
3.	Managerial/Administrative Services	Regular participation in the Council Faculty and relevant Commissions			
		Participation in			

		Faculty/University activities as requested by management			
	Overall		% Yes	% No	
4.	Services for Society	Participation in commissions/Boards etc. on behalf of UKZ			
		Participation in various international scientific-artistic activities.			
	Overall		% Yes	% No	
	Total				

**Anex No. 2. TABLE OF ACHIEVEMENT OF OBJECTIVES BY THE ACADEMIC STAFF**

Name and Surname \_\_\_\_\_

Department \_\_\_\_\_

Date: \_\_\_\_\_

Nr.	Objectives	Comments on the achievement of objectives	Percentage rating
1.	Learning Process		
2.	Scientific research work		
3.	Managerial/Administrative Services		
4.	Services for Society		

**A) Comments from the reviewer:**

It is an important person in the department \_\_\_\_\_

The need to perfect his work: \_\_\_\_\_

The need for professional growth in the direction of \_\_\_\_\_

*Concluding Comments*

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*Proposals:*

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*Objectives for the future:*

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Objective No. 1. \_\_\_\_\_

Objective No. 2. \_\_\_\_\_

Comments from the assessee (academic staff):

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Signature of the Evaluator (Dean or Vice Dean or Rector): \_\_\_\_\_

Signature of the evaluator (academic staff/academic director): \_\_\_\_\_

**Anex NR. 3. TABLE OF EVALUATION SCALE OF ELEMENTS OF PERFORMANCE OBJECTIVES**

Nr.	Performance evaluation scales	Description
1	Level 5 – Excellent (81%-100%)	<p><b>Meets and exceeds expectations significantly:</b></p> <p>The academic staff member consistently meets expectations for a given responsibility and significantly exceeds them. The performance of this level is special and concerns the cases when the academic staff has given exceptional results or excelled due to efforts, expertise and willingness to work persistently.</p>
2	Level 4 - Very good (61%-80%)	<p><b>Meets expectations as predicted:</b></p> <p>Assessment at this level takes place when academic staff fully meet annual performance targets. The performance at this level is higher than average and is evaluated on a scale of 61% to 80%. This assessment is based on contribution, quality criteria, quantity and timescales of work.</p>
3	Level 3 – Good (41%-60%)	<p><b>Meets expectations:</b></p> <p>The academic staff at this level continuously fulfills the expectations related to the annual performance objectives. At this level, it is evaluated when the achievements are satisfactory and the measure of achievement of the objectives is in the range of 41% to 60%. This situation is related to the cases when the academic staff member may exceed the expectation in some directions, but may not achieve them in some other directions and for which the management may ask for improvements in the following year. In this case, the academic staff generally met the objectives.</p>
4	Level 2 - Adequate (21%-40%)	<p><b>It does not fulfill all expectations and there is no continuity in the realization:</b></p> <p>The assessment at this level foresees the cases when the member of the academic staff fails to fulfill some of the planned tasks and in order to fulfill these tasks it is necessary for him/her to make some improvements in his/her work. In some aspects he performs the tasks well, but in some he needs additional monitoring and the degree of his improvement in these directions should be re-evaluated again after 1 year. For certain objectives that I was unable to meet, the university offers additional training. Evaluation at this level is provided when the academic staff member achieves the objectives in the range of 21% to 40%.</p>
5	Insufficient Level (0-20%)	<p><b>Below expectations:</b></p> <p>The member of the academic staff at this level has failed to meet his/her objectives in almost all or in part, and has not shown during the year the interest in work commitment, and has not shown his/her willingness to improve. In this case, the academic staff is evaluated on a scale from 0% to 20%. When the academic staff is evaluated with this percentage, the management undertakes the following MEASURES:</p> <ul style="list-style-type: none"> <li>- For the first time, the management will provide proper training in the areas where it is stuck;</li> <li>- If he/she is evaluated with the same percentage in the following year, the management will warn him/her in writing to warn him/her of the termination of the contract and will again offer additional training;</li> <li>- If the same result is repeated in the third year, the management of UKZ, based on the decision of the Senate of UKZ, decides to terminate the employment relationship.</li> </ul> <p>When external collaborators are evaluated with this percentage for two consecutive semesters, UKZ management will not engage them during the following year.</p>

## Anex NR. 4. ACADEMIC STAFF SELF-ASSESSMENT QUESTIONNAIRE

December 2023

Dear academic staff,

"Kadri Zeka" University in Gjilan, within the framework of quality assurance processes, in order to make more comprehensive assessments regarding the performance of the academic staff as well as other issues related to teaching, learning and research-scientific work .

UKZ has prepared this questionnaire which aims to identify potential areas for the improvement and development of the academic staff.

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

Thank you for your cooperation!

Name:

Surname:

Call:

The faculty:

Subject:

Date of evaluation:

### Self-evaluation of the academic staff

Please give your answers on a scale of 5 to 1 (5\* strongly agree, 4\* fair, 3\* good, 4\* very good, 5\* excellent)

A	Work Conditions	Strongly Agree	Agree	Neutral	Dont Agree	Dont Agree at all
1	I am satisfied with the working conditions offered by the University	5	4	3	2	1
2	I find management support for any eventual difficulties and challenges	5	4	3	2	1
3	My workload is easily manageable	5	4	3	2	1
4	I am aware of the University's mission, vision and strategic goals	5	4	3	2	1
5	I participate in the policy-making and decision-making processes of the University	5	4	3	2	1
6	I am free to express my ideas and the proposals of the UKZ management	5	4	3	2	1
7	The University space meets all the necessary conditions for effective	5	4	3	2	1



	learning					
<b>8</b>	The space is equipped with adequate equipment (projector, table, desk, chair, etc.)	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>9</b>	Academic staff have easy access to technical services where required	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

<b>B</b>	<b>Teaching and personal development</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Dont Agree</b>	<b>Dont Agree at all</b>
<b>1</b>	I manage to accurately present the purpose and objectives of the syllabus	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>2</b>	I manage student exams and assessments with ease	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>3</b>	I use contemporary teaching methodologies	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>4</b>	The number of students in the hall is suitable for the realization of the learning process	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>5</b>	I feel motivated for my work as a teacher at UKZ	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>6</b>	I feel integrated within the University	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>7</b>	UKZ organizes enough scientific conferences for the academic staff	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>8</b>	UKZ organizes enough activities aimed at the development of the academic staff	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>9</b>	I am satisfied with the opportunities offered by UKZ for my personal development	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

<b>C</b>	<b>Administration</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Dont Agree</b>	<b>Dont Agree at all</b>
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<b>1</b>	Communication with the administration is effective	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>2</b>	The behavior of administrative officials is correct and professional	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>3</b>	Every request of mine is fulfilled in a quick time by the administrative service	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>4</b>	The administration is always available for additional clarification and assistance	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>5</b>	I am informed in time by the administration about any change in the schedule of lectures, exams or the teaching process	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

Please list the main challenges you potentially face at UKZ:

- 1.
- 2.
- 3.

Please list the elements that you think should be improved by the University to improve working conditions that affect your performance:

- 1.
- 2.

**THANK YOU FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE!**

**ANEX No. 5. EVALUATION QUESTIONNAIRE: STUDENT – PROFESSOR  
SEMESTER... 2023/24**

Dear students,

"Kadri Zeka" University in Gjilan invites you to complete this questionnaire, which aims to continuously improve the quality of teaching and learning of students. Please, your answers be honest, because only in this way we will be able to identify the possible challenges within the University and we will make efforts to remove them.

We inform you that the completion of 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!

**The faculty \***

The faculty is written

**Study program \***

The study program in the faculties is written

**Data:**

**Year of studies \***

Second year

Third year

Fourth year

**Teacher/Assistant \***

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**Subject \***

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**Questions for the Professor \***

Please give your answers on a scale of 5 to 1 (5\* strongly agree, 4\* fair, 3\* good, 4\* very good, 5\* excellent)

<b>A</b>	<b>Questions for the Professor</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Don't Agree</b>	<b>Dont agree at all</b>
1	The teacher is prepared for the subject	5	4	3	2	1
2	The teacher is clear in the lectures	5	4	3	2	1
3	The teacher is transparent	5	4	3	2	1
4	The teacher is right in his assessment	5	4	3	2	1
5	The teacher is punctual	5	4	3	2	1
6	The teacher is creative in the development of the lesson and other activities	5	4	3	2	1
7	The teacher creates activities that make the subject more understandable	5	4	3	2	1
8	The teacher encourages student cooperation and participation	5	4	3	2	1
9	The student can freely ask the teacher questions	5	4	3	2	1
10	The teacher requires interactivity during lectures	5	4	3	2	1
11	The behavior of the teacher is in accordance with the regulation	5	4	3	2	1
12	The teacher is always available for consultation	5	4	3	2	1

<b>B</b>	<b>Pyetje për lëndën</b>	<b>Pajtohem plotësisht</b>	<b>Pajtohem</b>	<b>Neutral</b>	<b>Nuk pajtohem</b>	<b>Nuk pajtohem aspak</b>
1	The content of the syllabus is in line with contemporary literature	5	4	3	2	1
2	The purpose and objective of the course is clearly defined in the course syllabus	5	4	3	2	1
3	The lectures are continued in accordance with the syllabus	5	4	3	2	1
4	Course materials are available	5	4	3	2	1
5	The course is organized in such a way that it helped me to understand the concepts of the course	5	4	3	2	1

<b>6</b>	The course materials (literature, lectures, slides, etc.) have influenced the development of knowledge and skills in the relevant field	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>7</b>	Assessment activities (tests, presentations, papers, etc.) have helped me better understand course materials/concepts	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>8</b>	The tests and exam cover the material covered in class	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>9</b>	The classroom environment encourages expression of thoughts/ideas	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>10</b>	The assessment structure is fair and appropriate	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

<b>C SUGGESTIONS AND REMARKS</b>	
<b>1</b>	What did you like the most about the subject or the teacher?
<b>2</b>	What would you change about this course or the teacher??
<b>3</b>	Free comments

<b>Ç ADDITIONAL SELF-ASSESSMENT INFORMATION</b>	
<b>1</b>	What grade (grade) did you expect in this subject?
<b>2</b>	How many hours a week do you work at work if you are employed?
<b>3</b>	How many hours (credits) of commitment do you devote to this semester?
<b>4</b>	How would you describe your participation in class?
<b>5</b>	How well do you prepare yourself for lectures, exercises and assignments?
<b>6</b>	How many hours do you read during the day?
<b>7</b>	Are you able to commit more to the preparation of this subject? If not, why?

**THANK YOU FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE!**