

KOLEGJI "BIZNESI"

Nr. 142-1/25 Data 28.04.2025
PRISHTINË



KOLEGJI - COLLEGE
BIZNESI
Prishtinë

**MANUAL FOR EVALUATING TEACHING, CURRICULUM AND COLLEGE
PERFORMANCE**

Revised version

2025

Missions to the UN

The Biznesi College continues to create a positive academic environment for its students, implementing standards for teaching, scientific studies and community outreach, helping the country's economic specialists.

For all a food culture in the BC for all three academic fields and non-academic fields with which they are observed in organizational efficiency by the administration, faculty, staff and students.

Definition of Assessment

This process is a process that involves understanding and learning from students. This will involve making our expectations clear and public; setting different criteria and high standards for teaching and learning; collecting and interpreting evidence systems for analyses conducted with those expectations and standards; and providing the appropriate information to support, explain, and document them.¹

The Importance of Evaluation

Assessment is an integral part of instruction, as accountability or not educational goals. Assessment in decisions about grades, advancement, teaching decisions, curricula and in some cases even funding. It inspires us to ask some solution questions: "Are they teaching the intended curriculum?", "Are they teaching the intended curriculum?", "Is there another way to teach more effectively, in order to encourage learning to be extracted and used?"

Academic and Non-Academic Spheres

Assessment in academic and non-academic areas should address the following issues:

1. **Academic assessment** - the program's mission, student learning outcomes (RNS), course materials, data collection criteria/outcomes for successful completion , becoming outcomes for learning the RNS instructional program, core values, and academic goals for the coming year.

- a. **Miscellaneous (internal) improvement** - Did you learn the results of the observation data in the curriculum? Do our results correspond to the help of students and society? Do our services match the expectations of our academic community?
- b. **Accountability (external and internal)** - and provides evidence of student learning to accrediting school groups, local government groups, and other community stakeholders.

2. **Non-academic evaluation** - the executive summary of the unit, its objectives and targets, its operational tools, success criteria, results, plans due to the results of the results of the results to help, major changes and the next year's operational goals and objectives.

¹ Thomas A. Angelo, AAHE Bulletin, November 1995, p.7, <https://www.aahea.org/index.php/aahea-bulletin>

- a. **Miscellaneous Improvement (of the body)** - Is our unit meeting the goals and objectives of each year? Do our goals for the College's care, health, and community outreach correspond? Do our services match the expectations of our community?
- b. **Responsibility (to do internal and external parts)** to present evidence of the mission and goals of the Collegiate – due to their internal accreditation groups, local government groups and other community stakeholders.

Purpose of the Assessment

The level of academic staff can be categorized:

1. **In the individual aspect:** it affects the motivation and level of commitment of the teacher in carrying out the teaching process and scientific research with high standards and characteristics. This study considers and will affect the change in the levels of motivation, commitment and activity of academic staff in the teaching and research process. The level achieved in this regard will aim to reflect on, correct or make recommendations for the future of staff membership. Various reports, according to cases and when necessary, to give an opinion on the continuity of employment contracts (for example: in the case of my part-time staff and in the case of other part-time staff), on various changes in salary, on job promotions and academic titles, on changes in positions in study programs, etc.

2. In institutional terms

In institutional terms, it will have effects on:

- Improving the training offer at the Biznesi College, by making decisions regarding teaching programs, curricula, their continuation or improvement, cancellation, etc.;
- Gathering information on program and lecture information by documenting student satisfaction and assessing the quality and analysis of academic methods after comparing them;
- Improving the management of the teaching or training process, by considering whether to continue as is or change the subjects and current knowledge information in programs, lectures and learning resources;
- Promoting excellence in teaching, including techniques for awarding excellence awards to high-level academic staff;
- Assistance in the management of academic staff, in the processes of personnel selection and renewal of engagement;
- Development and consolidation of competencies in the field of teaching in Higher Education institutions;
- Decisions to find new resources in function of the intended results and objectives;
- Recognition of teachers' competencies in the field of scientific research.
- The assistance that will be provided to teachers by creating conditions for research work, increasing the levels of completion (filling) of laboratory auditoriums with the necessary tools and finding financial resources for scientific research.

The objectives of the study are as follows:

1. The process of the process must have feedback information to make the unit can companies .
2. **To inform** . the process of the process should inform department heads and other decision makers about their contribution and impact for a person and a person.
3. **To try** . The process of the process should summarize and demonstrate the unit to students, teachers, administrative staff, and community stakeholders.
4. **Support** . The project process should include decision-making activities such as reviewing the strategy planning process, as well as external account activities such as accreditation.

Efforts for a sensitive atmosphere will be made visible by:

- Coordinated and documented the processing of studies (plans and reports) for study programs, studies and educational studies.
- Ensure that student learning outcomes, goals and objectives, outcomes and programs are established and published in a manner that works on their planet.
- Assisted in identifying relevant quality methods and success criteria.
- Developed and documented study plans, study reports, and schedules for academic programs, while also providing an academic education.
- Serve as a resource for issues that concern me.
- Facilitated in their communication regarding peer reports.

Shared responsibilities of Biznesi College staff and action team members

Representatives appointed by each study program, administration, and students form **the Results Delivery Team** . Team members work to achieve the academic, student, and other goals and objectives of the College, which are as follows:

- To understand and promote the importance of the role of research in student learning.
- To periodically conduct activities and current data and data collection methods.
- Disseminate information to the wider College community regarding their policies, practices and activities.
- To promote professional and academic staff (training and education) in the field of activity.
- The resources to create and maintain a food culture.
- To review the plan and annual reports, evaluate and provide information (recommendations and suggestions) for study programs.
- Ensure that they use through the use of data results

College activity team roles and performance expectations

The roles and responsibilities of the College Team members for the work have remained constant since their inception and are listed below:

- All as liaisons for study programs at the College.

- Found in comparing the suitability and measurement of current objectives, student learning outcomes, and study program outcomes.
- Facilitate the linking, coordination and documentation of feedback plans and reports for a college and a specific support.
- Found in the identification of analysis instruments for study programs at the College.
- Obtain feedback from peer responses to other members of the Assessment Team.
- Attend and participate in professional development opportunities.

The aim of the studies is an excellent program and a non-academic support service. These processes carried out will refine the structures of the College to use the highest standards, knowledge and excellence in teaching and learning for students. The responsibilities are listed as follows:

Administrators

Responsibility for assessment is a process of all staff managers, academics, administrative and support staff. While the main responsibility for teaching and subject outcomes remains with teachers, the role of management is to integrate resources from the sources of resources into the response that is related to the challenges. Management is responsible for:

1. Encouraging and discovering the results of results at all levels, are included in the study program and activities for those who are his.
2. Facilitating changes to courses and programs are designed by teachers in response to findings during course study.
3. Encouraging dialogues and interactive activities that support this activity and their teachers' skills across the curriculum.
4. Expanding and supporting curriculum changes for the subject or study programs whose challenges are determined by their institutional activities.

Principles of evaluation

The following principles should be taken into account when conducting the study:

a. Fairness in assessment

It must follow a fair process, based on the use of criteria for actions, as well as the ways of their use and their function are the same. In this regard, it must be taken into account the respect of common principles of organization, cooperation in the service industry, procedures and interactive cooperation.

b. Confidentiality

The assessments carried out by the various actors should be treated with respect to the fulfillment of the secret and their documents should be treated according to the rules. The assessment by the evaluating parties should serve to improve the work of the teacher, therefore, groups of related groups can also participate in this type of teaching.

c. Liability

Academic staff should have a fixed term of 1 to 3 years, and should be primarily engaged in teaching or research activities. The main actor in the administration of the process is the Dean's Office and the Study Program.

d. Fitness

During the data process, there may be criteria that are also present in other educational institutions in the country or even abroad.

e. Reflection

Teachers should reflect on their improvement and the elimination of identified problems. For this, it is recommended that a work plan be drafted and assistance be provided by the College to resolve some problems and improve performance.

Rating levels

The evaluation of the academic staff in the Biznesi College and in the study programs that are part of their parts is carried out by various evaluators who must adhere to the principles of the study level in this manual. The study commission may include all members, including external sources, according to the needs and requirements of the study programs. The procedure and criteria that will be followed during the preliminary study of the studies that have been published and the academic staff at the beginning of the year. Each member of the group must declare what any potential conflict of interest with other members of the academic staff declares. The assessees must provide all the information requested by the analysis committee and complete the documentation according to the assessment criteria.

The evaluators and evaluators of the academic staff at the Biznesi College are:

The evaluated		evaluators			
1	Dean of	BD	PPS	Self Assessment	
2	Dean	Dean of	PPS	Self Assessment	Panels
3	SP Manager	Dean of		Self Assessment	Panels STUDENTS
4	Deputy Head of the PS	Dean of	PPS	Self Assessment	Panels STUDENTS
5	The teacher	Dean of	PPS	Self Assessment	Panels STUDENTS

Elements of the study of the educational and educational process

Based on the Law on Higher Education in the Republic of Kosovo No. 04/L-037, and the provisions of the Statute of the Biznesi College, the activity of the academic and scientific staff is divided into four elements: teaching, scientific research, contribution to the College and professional in the interest of the community. Educational activities include curricular, co-curricular and extra-curricular activities.

Types of educational activities of academic staff		
curriculum	Co-curricular	Extracurricular

Lecture	Consultations with students	Organization of open lectures ² , visits to enterprises, various organizations and communities within the lecture cycle for which teachers are the actions
Seminar ³	Professional Practice Leadership	Engagement in extracurricular activities that are a continuation of consultations, tutoring, projects, course assignments, etc.
Tutorial	Mentoring of BA and MA Topics	Educational activities that are not part of the curricular educational process, such as: preparation of academic instruments, communication and consultation on results, etc.
exercise	Knowledge testing (exams, quizzes, tests)	
Laboratory	Individual preparation	
Lawn projects	Preparing lecture material for knowledge according to the syllabus	
Subject assignment	Monitoring of individual work groups, laboratory work or practical training for relevant subjects	
Practical work	Planning the learning process, literature and other materials we need to look for at the level of teaching	

In more detail, the objectives of the activities for other possible activities are channeled into the following internet directions:

ScieNtific	Types of academic staff activities	
	institutional	For the community
Participation in national research programs, national conferences, BBC, seminars, congresses, workshops,	Dean	Professional experts
Publication of scientific papers with impact factor on Scopus and WoS platforms	Pro Dean	Dissemination of scientific and technological knowledge for teaching
Publications: monographs, articles and national or BBC scientific papers	Responsible for the SP	Trainings for the transfer of technology, science and innovation in teaching
Member of the boards of national scientific journals or the BBC	Deputy Head of the SP	Drafting of national projects and reports
Member of the Committee for Doctoral Studies	Drafting the PS curriculum	Participation in WGs at local, regional and international levels
Preparation of projects and requests in national projects and declarations	Drafting regulations, manuals or other documentation	Member of Councils, Commissions and other Organizations in various Institutions

²Open speech to the general public (public lecture)

³Lectures in the amphitheatre are for students in academic lectures that explain and academic groups study topics, are discussions in small groups (panel discussions) led by staff, tutorials are in a small seminar, usually a one-on-one session.

Preparation of academic materials such as: academic textbooks, practical courses and other innovative academic educational tools	University Publications	Participant in professional society
Works or studies of an innovative technological nature, new products or processes	Member of ad-hoc committees	Contribution to the field of education, with other educational-educational lessons
Collaboration with public, private or business organizations within the framework of the College's research and development activities to support them	Member of BC or SP bodies	Participation in combined or other BC activities
Activities commissioned by public, private or business organizations for the realization of various or diverse ecological events	Member of the WG	Other product tasks from the BC or SP
Communication of research results (seminars, conferences, congresses, scientific publications, etc.)	Member of the Registration Committee	
Carrying out expertise within the framework of their mission	Member of the WG for the Review of the SP	
Document support within projects related to technology innovations	Member of Standing Committees	
	Supervision of Student Projects	

Criteria for performance evaluation

To carry out measurements of the general elements of the discovery activities in the College of Business, quantitative and evaluative measurements are required. The Measurement Instruments aim to ask as precise a question as possible and other questions about the required quantity and the accomplishment of tasks by the academic staff.

No.	Evaluation criteria	
	Quantitative indicator	Qualitative indicators

<p style="text-align: center;">The education process</p>	<ul style="list-style-type: none"> ▪ The realization of a certain importance from the point of view of a certain percentage or in absolute terms, ▪ Numerical realization of the objectives found according to the elements found; 	<ul style="list-style-type: none"> ▪ Original content of the language of instruction, (publication of texts and academic papers, their translation or use abroad, etc.) ▪ Experience in teaching and reflecting new knowledge in lectures, seminars and exercises; ▪ Clarity of lecture explanation; ▪ The way of transmitting knowledge to other groups of students; ▪ Respecting discipline throughout the lesson; (arrival on time, communication of good lesson time with information, etc.) ▪ The activity of student participation in seminars and laboratory work and the measure of encouraging debate around various scientific topics; ▪ The degree of teacher commitment, which is expressed through information on competence and connectedness; ▪ Fairness and objectivity in response; ▪ Guaranteeing literature for all subjects; ▪ The level of depth of the teacher for the relevant subject; ▪ network to manage the room and discussions, when they are not efficient or not in the right direction; ▪ Other criteria that the UN deems reasonable, but declared at the time of drafting the objective plan at the beginning of the academic year;
<p style="text-align: center;">Scientific research</p>	<ul style="list-style-type: none"> ▪ Numerical realization of the objectives found according to the elements of the activity; ▪ Articles published in scientific journals; ▪ Measuring article citations; ▪ Capacity to coordinate scientific research; ▪ Scientific editing of books; ▪ Writing chapters in collective works; ▪ Translation of books from and into foreign languages; ▪ Leading national and international programs; ▪ Editor-in-chief, editor in national and counter-national magazines; ▪ Reviews in journals and conferences, national and international; ▪ Organizing national symposiums and congresses and talks; ▪ Participation in committees and public institutions of a research nature, etc.; 	<ul style="list-style-type: none"> ▪ New knowledge brings you to work; ▪ Originality, creativity, innovation, theoretical and practical values, etc. ▪ The contribution to these of the disciplines that the studies teach; ▪ Contribution to these professional practices and production technologies; ▪ Methodology used; ▪ Scientific level and form of presentation and public statements; ▪ Preliminary writings that are subject to publication or further processing; ▪ Dissertation completed when appointed to the position of initial teacher; ▪ Communication (abstracts) at scientific or professional congresses and conferences;
<p style="text-align: center;">Institutional contributions</p>	<ul style="list-style-type: none"> ▪ Completion of the administrative work mentioned in the hours; ▪ Hours spent on each activity; meetings, committees in test committees, parents in competitions, students of students, student orientation, cooperation of public expert organizations, coordination of studies, evaluation of results and correction, etc.; 	<ul style="list-style-type: none"> ▪ The rate of productivity achieved in administrative work (number of hours divided by the number of activities); ▪ Percentage of time spent on administration compared to the country's total annual time; ▪ Various assessments made by internal or external administrative bodies carried out in favor of an organization or external as well as within K
<p style="text-align: center;">Professional contributions</p>	<ul style="list-style-type: none"> ▪ Numerical and percentage realization of the elements of this section; 	<ul style="list-style-type: none"> ▪ Evaluation of proposals and activities related to technology transfer; ▪ Determination of expertise performed in the sector or various institutions, various certificates, examinations or other means necessary for this purpose. ▪ The quality and extent of innovations brought to the teaching process;

		<ul style="list-style-type: none"> ▪ All received in connection with various training activities for the development of technology and other innovations in the teaching process; ▪ Through the opinions of national and international project design specialists; ▪ The Council of Regional Work Leaders of the Ministry, the Prime Minister, from the leadership group of others, the pedagogue participated; ▪ List of specialists in various fields with authorization and request from the directors of the basic unit;
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Evaluation period

Full-time teachers are subject to the teaching process every academic year, while their producers must submit the results in the last days up to 1 year (probationary period). In this case, the termination is made only by the Dean, the Head of the Study Program and by the study. The probationary period is the first year of the school of work at the College. During this period, the teacher must be carefully terminated by the Head of the Study Program, in order to collect facts for making decisions on the status of permanent teacher or renew the contract. **The termination must be made 30 working days before the deadline for the termination of contracts.**

Full-time/part-time teaching staff

Teaching practice is to understand and all the teaching lessons from the educational activity of the College. It is in the interest of teachers to provide guidance provided by professional lessons and responsible teaching results based on their responsibilities. The assessment of student learning outcomes is to be the first and most important of teachers. Part-time teachers to professional work with full-time teachers, as many of their activities are similar. In fact, given their familiarity with the environment, part-time teachers are not expected to develop very actively in the planning and activities of the study activities of subjects, programs and institutional levels. In such activities, part-time teachers should be activities in different activities:

1. Implement learning in order to focus student learning and implement instructional strategies that support and drive student outcomes.
2. Reports classroom learning in order to share ideas and strategies with colleagues and support institutional documentation and accreditation action.
3. Participates in the planning and execution of special studies of subjects and programs and works with colleagues to analyze studies of teaching of subjects and programs.
4. Collaborates with the College Experience team on general and other data activity activities.

STUDENTS

Students must remain active in the activity. It is the responsibility of students to participate in both direct activities (tests, projects, projects, seminars, etc.) and indirect activities of the activity (interviews, surveys, focus groups, etc.). Other roles that can be taken on in these are as follows:

1. Participation in institutional exams, surveys and focus groups.
2. Participation in focus groups and surveys on their subjects and programs as students and alumni.
3. Participation in national surveys on student learning and satisfaction as required by them.
4. Provide feedback on College activities and services.
5. Facilitate and participate in their peer-to-peer experience activities.

Process of the process through questionnaires

The study process through questionnaires for **the study of the teacher, subjects, and study program and the College** is carried out according to the procedures specified below:

1. Drafting the annual food schedule
 1. The Central Commission for Security of Each and the Office for Security of the Council shall draft the annual Schedule for Determining Questionnaires.
2. Preparatory activities
 1. Office for the provision of care questionnaire for response
 2. Central Commission for the Provision of Each Questionnaire for the Benefits
 3. The coordinator/chair of the committee for securing accounts at the faculty level and informs the teacher in advance about the actions of the questionnaire;
3. Formation of Groups to implement improvement
4. Training of groups conducted by questionnaires
5. Conducting the analysis through questionnaires
 1. It is asked by the number of the last weeks of each semester;
 2. Throughout the time students are completing the questions, teachers should not be present in the classroom or auditorium;
 3. The completion of the questionnaires by the request is anonymous and confidential;
6. Collection of questionnaires
 1. Immediately after the questionnaires are copied, the coordinators/leaders or members of the Commission ensure that the minutes are completed in the presence of the teacher and the same is signed by the teacher;
 2. The completed questionnaires and the minutes are placed in an envelope;
 3. The envelope is closed in the presence of the teacher, and is sealed and signed by the coordinator/chair or by the members of the Student Insurance Committee at the level of the study program and also signed by the evaluated academic staff;
7. Ensuring the work process and materials
 1. The sealed envelopes with the questionnaire and minutes are sent in real time (immediately) to the Office for the Assurance of Each;
8. Commentary conclusion activities
 - 8.1. After completing the questionnaire questions, the Committee for Ensuring Accounts at the Study Program Level, in collaboration with the Office Staff Responsibilities, holds a meeting of meetings at which the subsequent envelopes

are entered, processed and tabulated, as well as the results of the hours;

9. Drafting the Response Report

9.1. After processing and tabulating the data, the Quality Assurance Committee at the level of the Study Program drafts the minutes of the evaluation results, which are signed by the members of the committee, and submits the same in physical form to the Quality Assurance Office, while an electronic copy is sent to the official e-mail of the Chairperson of the Central Quality Assurance Committee and the Head of the Quality Assurance Office;

9.2. Members of the Committee for Securing Accounts at the Study Program Level are obliged to maintain the confidentiality of the results of their publication until their moment;

9.3. All processes for deviation, manipulation or falsification of the analysis process are punishable and sanctioned according to the amendments and regulations in force.

10. Communicating the results from the Response Report

10.1. Each evaluated teacher who receives his/her results from the QAO electronically.

10.2. Students receive information about the questions through reports mentioned by the Dean to the teacher, mentioning also the reports from other student groups and the subsequent selections. The QAO reminds teachers of the need to accept the student's reports in oral form.

10.3. This is very special and different and some of the students appreciate in choosing the elected members.

10.4. Study Program Directors receive all results for their program.

10.5. The Dean and Vice Deans receive all the results for the College.

11. The results of the teacher performance study are also sent to the Curriculum Review Committee, which takes these results into account when reviewing them;

12. Committee for the Insurance of Members, after reviewing and analyzing the results of the general analysis, must recommend to the management and decision-making bodies to take measures for the approval of the conditions or for decision-making in accordance with the Statute and related regulations;

13. After processing the results and receiving recommendations from the Commission for their implementation, a meeting is organized regarding the structures of the College's body structure.

The current planning in the LLB Law School is carried out according to the Decision of the HESC - *Activity and educational workload of the academic staff in the Biznesi College*, where employees that each member of the academic staff employed full-time must work a working week for the working time before 1520 hours per year (**38 weeks x 40 hours per week 5 - semester 4**). According to the decision, the activity of the academic staff, the elements of which are defined in this Manual: the educational process, scientific research work, administrative activities in the institution and professional activities in the community.

The planning of activities for the academic year is a regular academic staff who completes the Activity Planning Form (Annex 1) and submits it in the second week of **September** . Based on the academic objectives that are set for the next year, the academic staff is engaged in their timely and quality implementation. At the end of the academic year, each teacher drafts a report on the implementation of the objectives of the brain, which must be documented and submitted to the PPS. This report is approved or not by the PPS for accuracy and signed if approved as correct. The Objective Implementation Form (Annex 2) includes the activities, the type of activities, the objectives for each type of activity, comments on the degree of implementation of the objectives, the assessment at the point of implementation of the objective, the weighting and the actual points obtained. The assessment is done in levels (from zero to 100 points) from 1 to level 5, assigning to all criteria related to all objectives and giving each objective of the type of activity a value that matches the levels for each level of the assessment level No. 2. objective. In this way, it is proceeded for all objectives of each type of activity from where the number of the total number of points for each type of activity, which is in continuation being used for all vertical points, the number of the number of points for an activity of the activity of teachers. In the funds, the points of each component of the activities (teaching, research, administration in the institution and professional activity in the community) are collected from where the number of the total number that a teacher receives.

The evaluation of the educational process is also carried out by knowledge through the Student Satisfaction Survey Form (Annex 3). This form aims to take into account the realization of student satisfaction. With its conclusion by all those who work, also included here, it is realized that taking into account the point assigned by each weight and each of their actors. The weight of the points of each actor for the other importance: will be

The weight of fulfillment by each actor

	Naming the activity actors	Evaluation weight	Points collected	Total points
1	Dean of	30%		
2	SP Manager	20%		
3	Self Assessment	15%		
4	Panels	15%		
5	STUDENTS	20%		

If it is very close to the level of the predecessor or successor, it should be reviewed to eliminate any subjectivity in increasing or decreasing the assessment. This should be done by all stakeholders together. Based on the results of the conclusion, a recommendation is also made by the Dean regarding the promotion or extension of the employment contract.

The evaluation of each teacher is carried out regularly, announced and unannounced, but not less than once a year. It is an opportunity for the Dean to get acquainted with the style and teaching skills of the teacher. This activity can result in suggestions for improvement, as well as praise for specific points. This is an opportunity for the teacher to have comments on the completion and

development of the dialogue between the Dean and the teacher. Awareness of teaching learning in higher education teaching can be in preventing problems in the classroom.

Description of the analysis scale		
Description	Rating scales	
<p>It meets and exceeds expectations in the way it: The teacher of filling a certain space to be involved to a large extent. Makes proposals, rationalizations both in the field of teaching and in the field of theory and application in the productive and applied sectors. The performance of the level is special and has to do with the case of teaching that has yielded results or has excelled due to its effects, and the will to work persistently.</p>	81-100 points	FINE
<p>Meets expectations according to rating: The assessment is in line with the teachers' case for this level of the job, balance, goals and performance objectives. The employee has done very well. This decision is based on the contribution, the required criteria, the amount and deadlines of the work.</p>	61-80 points	Very good
<p>Meets the priorities: The teacher at these levels in relation to the appropriate objectives in terms of work activity. This method deals with the case of the teacher may have high expectations in some directions, but may not be realized in some other points, other good and good objectives.</p>	41-60 points	Good
<p>It does not have all the expectations and there is no continuity in the implementation : Assessment in predicting cases when teachers fail to achieve these levels that are important for the realization of his duties. In order to do the duties is that the teacher makes some improvements in his. In some aspects he performs the task well, but in some objective aspects, he needs additional monitoring and the degree of his improvement in this regard should be reviewed again after 6 months or 1 year.</p>	21-40 points	FAIRLY
<p>Below expectations: The teacher at these levels has data in fulfilling his objectives in all or partially in specific elements of the objective. The teacher has not shown during the year the interest and the appropriate degree of motivation and commitment to the work. He, he has not shown his willingness to do.</p>	0-20 points	INSUFFICIENT

Publication of the results of the result

A standard clause in the e-mail with the analysis data which is accurate that the results should be sensitive and therefore should be treated confidentially. If less than 30% of the students or less than five students have the questionnaire, the results should be made available only to the teacher. To interpret the study results, the Office for the Assurance of This provides the model for the questions for all subjects of the faculty. The 10% of the best results of the results are visible to the general public on the College's websites. The 10% best results are defined as the 10% of the subjects of each Study Program with the best average results during the overall responses.

Follow-up measures

Not only the process of study, but also the results of the results of the results they make in their selection. Follow-up measures are referred to either the individual teacher or the study program, if necessary.

Evaluation report

Each study program annually reports on each study. In the report, the study program analyzes the results of the study of the subjects and teachers, provides information on measures to ensure protection and drafts plans for this purpose.

To the Dean of Academic Affairs for a reporting model of approximately two-three pages, without narrative parts, aiming for improvement/follow-up measures,

The report does not have personalized links (exception: public data such as the top 10% of respondents) and must be sent to all members of the study program.

Academic staff promotions

The results of the teacher studies are part of all promotion procedures (promotion to a higher academic grade, promotion to a held position, etc.). The relevant regulation on the promotion of academic staff will specify the minimum level of promotion required for promotion to a higher level. The Office for Assurance provides the results of the last year's analyses to the relevant committees.

The College will promote staff based on evidence of high performance in teaching, scientific publications, intercollegiate reports, and contribution to the College and the community.

Faculty councils will, each year, propose the promotion of their academic staff, following up with the report included in the results of a high evaluation;

Advancement in academic staff

The results of the study are part of all evaluation interviews. Employees and their students can benefit from improvement measures such as pedagogical training or peer counseling.

- The College will offer programs for the training of new academic staff (new professors and assistants) in the first two years of work with the aim of supporting them;
- Participation in academic staff training is mandatory;
- The College will also provide a supportive program of training for high-level academic staff, results for performance outcomes.

Repetition of poor performance

If teachers are included in the group of those with results lower than the average twice a year, the Vice Dean for Academic Affairs and Other Promotions invites them to an improvement interview, respectively additional training for the improvement of teaching. If the teacher does not complete this information, or if his/her performance does not communicate it; the Vice Dean for Academic Affairs and Other Promotions initiates his/her meeting with the Dean. The measures after the meeting are:

- Written notice from the Dean of the relevant academic unit.
- In case of ignoring the remarks, the measure will be submitted to the Ethics Committee,
- Depending on the type of warning, deductions from wages will be initiated.
- Other measures in the regulation of disciplinary measures and procedures against academic staff and the Code of Ethics.

Measures against academic staff with poor performance

Poor performance of teaching staff, academic study results are assessed with an overall score below 50% (five to fifteen percent) from studies in subjects and teachers of studies, collegiate studies, studies by the dean, studies of scientific publications, contribution to the College and society.

1. In case of poor performance (1.00-2.99), the following measures are initiated against academic staff:
2. In the first bad case, a verbal warning is issued by the Dean of the College;
3. In case of repetition of the second performance for the second time in a row, a written warning is issued by the Dean and other measures are taken;
4. In case of repetition of poor performance for the third time, a measure is imposed.
 - a) Failure to advance academically for one year;
 - b) Appearance before the Ethics Council;
 - c) Other measures in accordance with the Statute and Regulations of the College.

In case of repeated poor performance, the measure of more agreements in the College will be imposed. All these measures will be included in the Regulation on the procedures for elections, re-election and advancement of academic staff of the BIZNESI College and in the Regulation on disciplinary measures against academic staff of the College.

Complaint to academic staff

Complaints and studies of academic staff regarding life outcomes may be addressed in writing to the Vice Dean for Academic Affairs.

Pristina



 Dean: 

 Prof. Dr. Shyqeri Kabashi