

THE SYSTEM OF ASSESSMENT OF RESEARCH AND DIDACTIC PERSONNEL AT THE OSKAR LANGE UNIVERSITY OF ECONOMICS IN WROCLAW

The importance of assessment the personnel qualification has been considered as well as the questionnaire for estimation the professional level of research and didactic personnel

1. Introduction

The assessment systems are extremely important for development, both professional and personal of workers in each company. It is especially important at the Universities, where people conducting research and didactics should develop themselves constantly in order to be able of conducting research and educating the students both. Each good assessment system should measure the attitudes, effects and the quality of the work done. The system of assessment of research and didactic personnel at the Oskar Lange University of Economics in Wrocław is aimed to meet those requirements.

2. Assessment of didactic work

The system of assessment of didactic work is aimed to help in heightening the level of teaching at the university and developing the people working in the didactic process. The special procedure is used. The assessment sheet had been constructed and it used to be handed to the students during their lectures or workshop in order to give their impression about the quality of the teaching provided by academic stuff. Then, in order to give the questioned students more anonymity and also to give the authorities of University better overall view on the quality of didactics, special electronic system was introduced. The special website put on the University internet pages exists. The student have to log in using their students id and their own password. Then they have the list of their teachers and they have to answer the questions provided using the marking scale which. Each characteristic of a teacher and his lecture or workshop can be ranked from 5 (which means “very good” and is the higher mark) to 2 (which stands for “unsatisfactory”). Also the lack of opinion can be shown. Also the number

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of the lectures or workshops when the teacher was absent, late or substituted, should be given by a student. Moreover, there is a possibility of adding remarks on the teacher and his lectures or workshops and adding commentaries on the questionnaire itself. The whole questionnaire is showed below in the Table 1.



Table 1 Questionnaire on didactic quality addressed to the students

Marking scale									
5	Very good	4	Good	3	Satisfactory	2	Unsatisfactory	-	I do not hale an opinion

title name of teacher name of subject and type (workshop, lecture etc.)

Questions	Mark				
1. Presentation of syllabus, literature and the demands	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Level of realization of presented program	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Practical side of lecture/workshop	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The ability of making audience interested	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Usage of didactic help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Communicativity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Helpfulness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Personal culture, politeness	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Just treatment of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
10. Personal engagement	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Overall view	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please give the number of meetings where:	Number of lectures or workshops
a) the person fulfilling his questionnaire was absent	<input type="text" value="0"/>
b) do not take place because of the teacher's fault	<input type="text" value="0"/>

c) the teacher was late	<input type="text" value="0"/>	
d) the teacher was being substituted	<input type="text" value="0"/>	
Other remarks		
		
Remarks on questionnaire		
		

Thank you for filling the questionnaire

Source: Oskar Lange University of Economics website (www.ae.wroc.pl)

As shown above, the questionnaire is aimed to check different aspects of the lecture or workshop quality it also checks the attitude and professionalism of a given academic teacher. The fact that marks are put in a standardized way makes the standardization of the results possible. Also it gives a possibility of giving some personal remarks by filling the “Remarks” field. Also the form of questionnaire can be bettered in the future thanks to remarks given possibly in the “Other remarks of questionnaire” field. It should be added that giving remarks in an optional choice of each student therefore the questioned are not forced to put the artificial remarks.

The answers of all the students that assess the particular person’s lectures or workshop are converted by the system in the way which provides to each of the teachers his own evaluation The website can be accessed only by the particular teacher and by his superiors. The outcome of questionnaire form is given n the Table 2.

Table 2 Questionnaire outcome

Questionnaire
Attention! Marking scale is: 2 – 5

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Academic year	Semester	The number of questionnaires filled	The position in ranking	Average mark
2003/2004	Winter			
2003/2004	Summer			
2004/2005	Winter			

Remarks			
Number	Academic year	Semester	Remark
1			
2			
3			
4			
5			

Source: Oskar Lange University of Economics website (www.ae.wroc.pl)

As can be seen, the assessment website shows not only the average point number for the particular teacher. It also gives the position in the ranking. Also it is shown how many students assessed the particular person. Also the remarks can be read. As has been mentioned before, the outcome is known to the authorities of the university. Moreover, the mark achieved from the students' questionnaires is incorporated into the whole system of assessment of the academy personnel.

3. Research and organizational work assessment

The other parts of the assessment system are connected with the research work and organizational work. As for the research work it is marked by its outcome meaning the publications. Each scientific publication is given points. The number of points depends on the sort of publication (monographic publication, article etc.) and the prestige of the source where it is published. For example:

- the conference materials from different conferences can be marked differently,
- the articles published in different specialist magazines can be marked differently.

Of course it should be stressed that only reviewed pieces of writing can be given any points. As for reviews usually the special review sheets are used.

The organizational work can consist of conference organization, participation of student recruitment, conduction of postgraduate studies etc. The points are given by superiors. There are some points limitations depending on how many people work in each organizational unit.

Not only the points are given Also the bosses of each person give their written opinion about their personnel. The outcome is usually important for career path at the University.

4. Usage of the assessment system

Although the assessment system presented is quite complex, its outcomes are not as widely usage as they should be. They are used when passing the certain levels of career path but they do not matter in terms of financial motivation. Namely, the remuneration do not depend on the number of points given in a assessment system. Therefore usually there are no motivation of improving the teaching or research standards at the level of university. The bosses of each organizational unit can use other motivating factors, such as development possibilities (for example participation in conferences or research projects).

The system of assessment of research and didactic personnel at the Oskar Lange University of Economics in Wrocław can be judges as good one in terms of methodology used, structure, etc. but sill it is not as widely used as it should be.

LITERATURE:

1. www.ae.wroc.pl