

Batumi Shota Rustaveli State University
Quality Assurance Service

Analysis of the results of the survey of satisfaction with the services of professors and teachers

Autumn 2022

Technical details of the survey

Survey period: 19.12.2022 – 31.12.2022

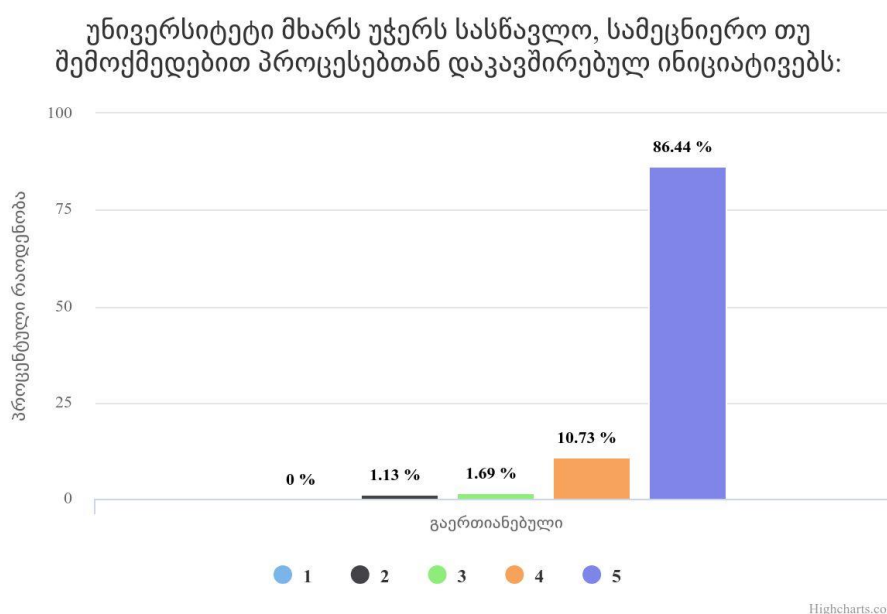
Number of participants: 180

Number of questions: 3

Comments: Several noteworthy comments were noted

The results of the survey

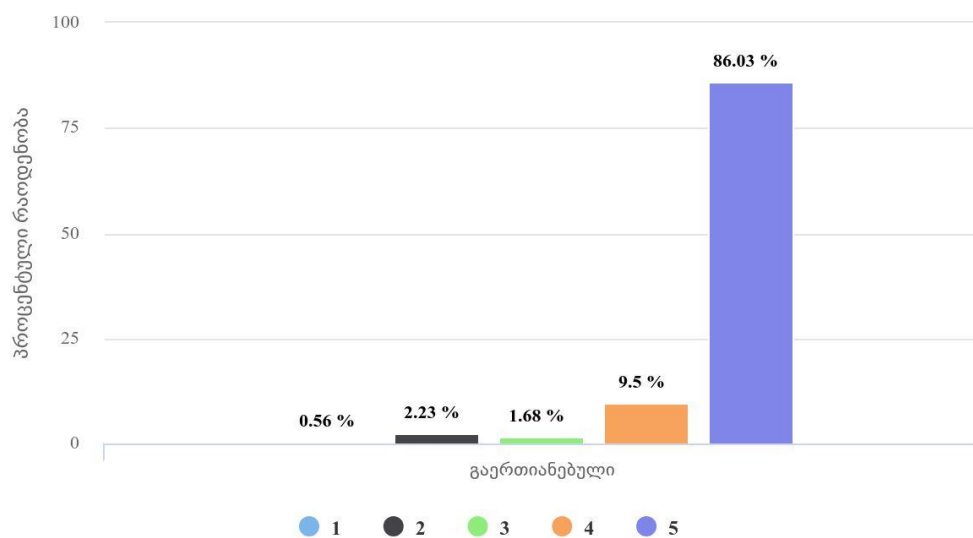
Answers to the question "Does the university support initiatives related to educational, scientific or creative processes" were distributed throughout the university as follows:



It seems that the vast majority of professors evaluate university support with the highest "5" points or "4" points. There is general favorability regarding the answers to this question.

The distribution of answers to the question "Do you constantly receive information about exchange programs, grant contests, etc." shows the same favorability as the distribution of answers to the first question. 86% of respondents give a rating of "5" on a scale of 1-5, and 10% give a rating of "4".

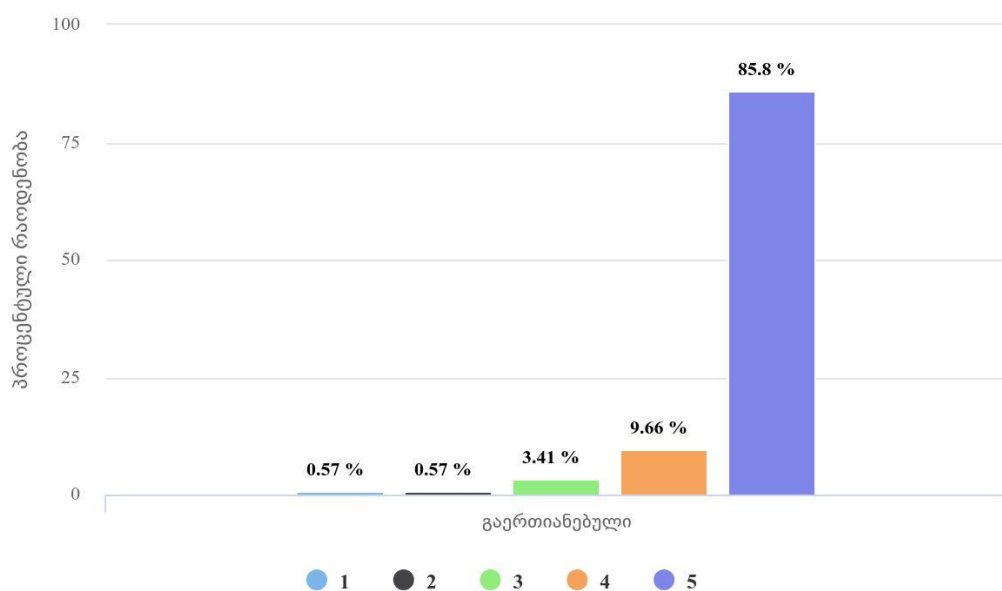
მუდმივად იღებთ ინფორმაციას გაცვლით პროგრამებზე,
საგრანტო კონკურსებზე და სხვ.:



Highcharts.com

A similar distribution of answers is recorded for the question "Library service is good." In this case, the share of "5" and "4" ratings is 86% and 10%, respectively.

საბიბლიოთეკო მომსახურება გამართულია:



Highcharts.com

On the whole, it can be said that positive evaluations absolutely predominate in the scoring section.

Analysis of comments

There are mostly positive comments that are not listed here. Amidst the positive comments, there are some negative comments which are recorded below

- Partially supported. Internal grants are conditional on specific individuals, there is a violation of the norms of professional ethics, nepotism, and the announcement of competition is only a formality. No one knows what the result of the financing of specific projects was.
- Almost by chance or at the last moment
- This platform is poorly developed. I mainly get information from sources outside the university
- In many cases, students express dissatisfaction with the service
- I do not use the information I get from the Internet. Paid services posted on the Internet are not presented. I am often forced to use them illegally.
- It would be better to discuss issues in other directions too in the survey of professors' satisfaction

Against the background of general goodwill, some comments leave the attempt to capture somewhat subjective views. However, the grant process and access to various paid online resources could be considered for refinement and improvement.

Conclusions

As a whole, the evaluations of almost the entire composition of professors and teachers are positive, which indicates a high degree of satisfaction. At the same time, in the light of general goodwill, several procedural and access issues may be discussed so that negative, perhaps subjective, comments do not arise.

Analysis of the impact of evaluation of scientific and pedagogical activities of academic and invited staff on the professional development of the staff

In the Autumn semester of the 2022-2023 academic year, the Quality Assurance Service carried out an analysis of the impact of staff evaluation on professional development.

The purpose of the study was to identify the impact of the process of evaluating the academic performance of BSU academic / invited staff. Several tasks were solved in the research process:

- the staff's attitude towards the evaluation process itself was assessed;
- the staff's attitude towards the technical side of the evaluation process was assessed;
- the self-development process and future plans of the personnel were identified;
- the incentives provided by the academic performance evaluation to the staff were evaluated.

An in-depth interview was chosen as the main tool of analysis. 14 respondents were selected by random sampling. In-depth interviews were planned, which took place over two weeks from 02.10.2023 to 16.10.2023 period. The duration of the interviews was the smallest 55 minutes, the longest 1 hour and 20 minutes.

The discussion plan consisted of the following topics:

1. If you could describe your attitude towards the assessment process in general. How necessary is such an assessment; How about an evaluation form; about periodicity; How effective is the evaluation made through the portal?
2. In your opinion, how effectively is the evaluation process organized. Tell us about your experience when filling out the self-assessment. What are the main technical problems you encountered while filling? How well functioning the scientific activity assessment application is? pedagogical activity assessment application?
3. How correct do you think it is you are evaluated by the employees of the Quality Assurance Service and the administration of the faculty; Do you think of any other form of assessment?
4. If you could describe to us the process of your professional development up to the present day, including the scientific and pedagogical side. Please distinguish the role of the university, the role of training outside the university, the role of self-development;
5. Please recall the assessments made in the last few academic years and describe the dynamics - improvement, stability or deterioration of the assessments. Please explain what, in your opinion, were the reasons for such a change / invariance in assessments.
6. Please describe the current content of your professional growth process - trainings, self-development, trainings; Please also highlight the role of the university in this process.
7. Please describe your future professional growth plans, both academically and professionally. Please highlight the role of the university in these plans.

The material obtained from the interview was coded according to the principle of open, axial and selective coding, which brought the following results:

Open codes	Axial codes	Selective codes
Self-evaluation requires some time. Administration ratings are important, especially comments.	Phenomenon University academic staff usually have a long-term self-development plan.	The internal university assessment of scientific and pedagogical activity gives the staff the opportunity to discover the weak points of their professional growth and

<p>Assessment on the portal complements other forms such as attendance at lectures.</p> <p>The procedure for verifying articles is a bit complicated</p> <p>The portal is convenient</p> <p>The quality management service provides useful advice</p> <p>Trainings</p> <p>Participation in conferences</p> <p>Creation of research teams</p> <p>Distribution of the financial burden</p> <p>Distribution of research operations</p> <p>It is convenient when the conference, training and publication are carried out within one visit</p> <p>Internal Science Grant</p> <p>University-sponsored trainings</p> <p>University-sponsored business trips</p> <p>There is a positive change in the evaluations.</p> <p>Assessment gives an opportunity to look at one's own growth process through the eyes of others and to discover weak areas.</p> <p>Sometimes the lecture load and other functions hinder the process of self-development.</p> <p>From a scientific point of view, development is more important in perspective.</p>	<p>Reasons</p> <p>Two strong incentives were distinguished - academic competition and internal evaluations.</p> <p>Results</p> <p>University academic staff.</p> <p>Strategies</p> <p>The staff is focused on various types of training, for which they receive the appropriate certificate.</p> <p>Research is carried out in (sometimes multi-disciplinary) groups, which allows for the sharing of work and publishing costs.</p> <p>Context</p> <p>The university environment and the policy of the university administration create opportunities to support the development of personnel in the pedagogical and scientific fields.</p> <p>Different conditions</p> <p>Financial support of the university</p> <p>Lack of time for self-development due to the need to perform other academic tasks.</p>	<p>to adjust the long-term plans of self-development accordingly.</p>
---	--	---

The following can be said for the conclusion: the analysis of the interview showed that the staff of the university is favorable towards the internal evaluation of the administrative and pedagogical activities. It seems that the internal university assessment of scientific and pedagogical activity gives the staff an opportunity to discover weak areas of their own professional growth and to adjust their long-term self-development plans accordingly.