

THE HUMAN RESOURCES AND EVALUATION MANAGEMENT IN THE ACADEMIC ENVIRONMENT

Loredana Văcărescu **Hobeanu**
Faculty of Financial Management Accounting, Craiova
Spiru Haret University, **Romania**
loredana.hobeanu@yahoo.com

Abstract

The evaluation of the performances in a higher education institution is found to have an important impact on teaching, on the social activity and on the organizational climate within the institution with direct repercussions on growth of the efficiency on the overall and of the quality of the education process in particular.

The current practice of the assessment at school level captures the specific aspects concerning the performances assessment for teaching and research staff, students and concerning the performances evaluation for the technical-administrative auxiliary staff of teaching and research.

Keywords: evaluation, human resource management, university, teaching activity, research.

JEL Classification: I2, I21, I28

1. Introduction

The evaluation of professional performances is the main activity of the human resources management to determine the extent at which the employees perform their tasks efficiently and the responsibilities which have been assigned to them.

The performances evaluation is an activity through which employees' motivation takes place, it maintains the personal contacts, recognizes the quality work and promotes a certain image on those issues that are evaluated. The knowledge of performances provides the evaluated with confidence in their own powers, as well as they constitute a mobilizing factor or a generating factor of positive attitude towards work.

The relevance of human resource is growing exponentially in an academic institution where the affirmation and development engine relies on the innovation at the spiritual and material level, where the opening of new fields of investigation, approaching of newly emerging phenomena and processes, formulating theories and hypotheses, measures and solutions for the needs of the immediate practice become the sine qua non conditions of the worthiness and of the performance.

The performances evaluation of the members of the academic community is a part of the continuous improvement process of these in accordance with the valid legislation. According to the usual formulation, the performance and the success of the faculty are represented by the totality of the results and the behaviors on the strength of which the contribution of individuals and groups is assessed.

2. The Professionalization of the Development and Training Process for the Didactic Career

The professionalization of the didactic career is an induced process through the elaboration and application of the professional standards, it implies the establishment of the evaluation criteria of the attainment level of those standards, but it's also a result of reflection and personal autonomy.

Regarding the phenomenon of career professionalization, Professor E. Păun (Păun, 2002) from the University of Bucharest, considers that it is "a forming process of a set of capabilities and skills in a given field, based on the assimilation of a set of (theoretical and practical) knowledge, a process which is controlled deductively by a model of that profession".

The dimensions of professionalization that can be drawn from this definition are:

- the professionalization involves describing or developing of the 'professional identity', in order to outline a set of structured knowledge and skills in a 'model professional' (professional standards), that can be assimilated systematically, scientifically;
- the professionalization seeks an appropriate effort to legitimize the teaching profession in the field of social activities and professions, using the model of the teaching profession.

The new interdisciplinary approaches imposed the bigger requirements of professionalization. Given the rapidly changing conditions of society, the initial formation must give way to the opportunities of professional conversion, the individual needing in addition to the competences which are specific to the teaching profession, the collateral experience which enables them to meet increasingly diverse social needs.

We subscribe to the view expressed by Marguerite Altet's style that defines 'professional' style around three basic components: 'to be' which refers to personal style, 'to enter into relationships - the individual's relational style and 'to teach'- teaching style. The teaching style consists of the emergence of three components. What 'you teach' is influenced by what 'you know' and 'how you transmit it', 'as you enter into relationships'.

All your efforts to professionalize have as aim the formation of an able personality to adapt to the requirements of the educational process. In terms of teaching, the educational behavior is an external reflection of the internal traits of personality (M. Altet, no. 4-5/1998).

The approach to legitimize the teaching profession among the social activities and professions is one of the essential dimensions of the professionalization of the teaching career. For this, of a paramount importance there is to develop a unified model of the teaching profession and of the standards of the teaching profession.

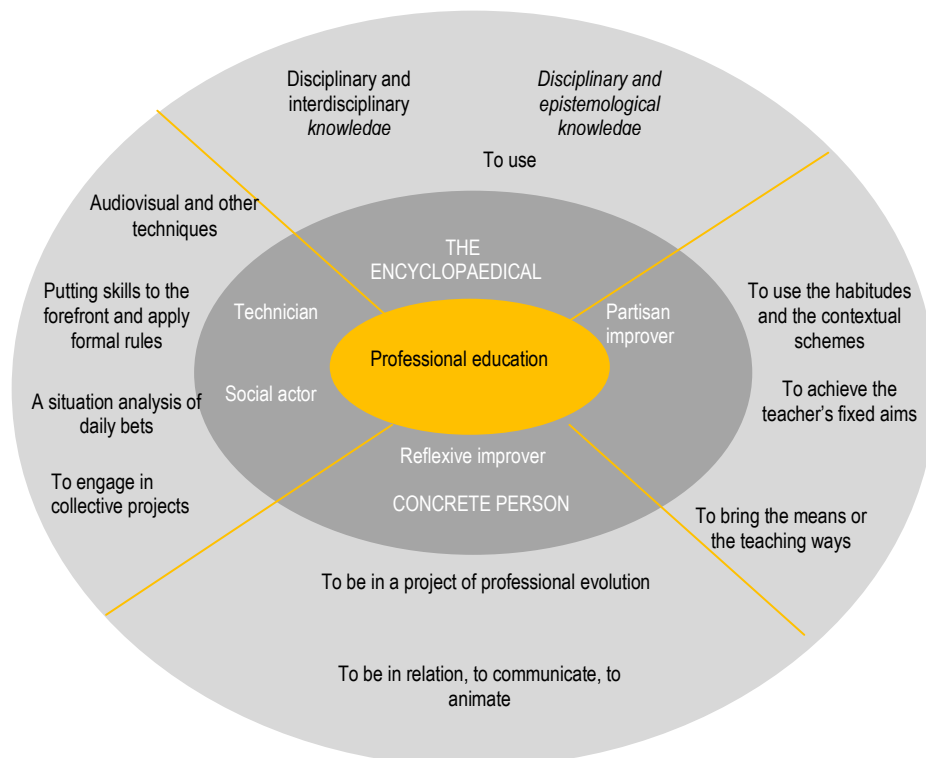


Figure 2. The model of the professionalization of the teaching career - from competency to proficiency Scheme of the 'Professional in education'

Source: Iucu Romiță, 2004, p. 125

According to the Romanian specialists who have developed the standards (Gliga, 2002), a professional standard is a complex structure that contains the following five elements: what activities are expected to be conducted by a teacher, what are the features that these activities must meet in order to appreciate that they are achieved at a quality level accepted by the society, the motivation of the society to perform these actions, which are the criteria used to assess the quality of the required activity and if the required activities will be appreciated.

Professional standards, understood in the sense of quality and quantity criteria of the teacher's benefit which is used both to describe and assess the professional work of a teacher, to do in various situations, an adequate selection of teachers, but also to improve initial and continuing training programs for the careers, they are fundamental to achieving that objective marker, which is why they constituted a major concern of the National Council for the Teachers' Training (NCTT).

By the standards of the teaching profession we understand the specific standards, at which we can relate the activity and training of the teachers. Among the advantages of standardization we include: the quality assurance of initial and continuing training, the possibility of career development, the creation of an effective mechanism of internal and external evaluation of the results, but also in teaching - the reward of performing teachers.

The experiences of other countries concerning the professionalization have proven to be positive, they can therefore be used as sources of inspiration in reorganizing and restructuring the teaching profession in Romania, but also in reforming the teachers' training strategies, to update and improve the quality of Romanian education.

3. Performance, Power and Human Creativity

The human performance is closely linked and conditioned by professional competence and subject to human creativity. We define performance as a prestigious result obtained by a person, a special accomplishment which is achieved in a field of practice or the result of a human action which is superior to other known results (Belous V, 1995, p. 5).

The literature distinguishes several levels of performance: individual and group, local, national, continental and global. When the reference system, to which the human performance is related, is linked to a particular individual and in relation to this intrinsically system the progress or the regress of the same individual is quantified - the performance is called 'individual performance or for regression, anti-performance' or 'nonperformance'.

In the sphere of professional activities, the individual performance is analyzed based on the results which are obtained by an employee against the performance standards agreed upon.

Unlike the individual's performance which is related to the individual, the group performance is related and defined in relation to the performance which is carried out at local or a national level.

The individual's performance has a decisive influence on the degree of performance achieved by the group. Considering the link between the performance and the human action and considering the efficiency of human action which is given by the degree of achieving its purpose, it is assumed that individual performance efficiency coincides with the action efficiency.

The individual's performance is under the influence of three main factors:

- the person's intrinsic factors, which may be: biological (genetic heritage, gender, age, health status), intellectual (general intelligence, divergent and convergent thinking, memory, specific intellectual skills); nonintellectual (internal motivation, courage, perseverance, temperament, character traits, attitude toward work);
- the workplace factors: work group, labor relations, awards, organizational motivation, the management;

- the environmental factors: geographical, natural, social, economic, intellectual, political, historical, cultural, educational.

Regarding the human performances, the following paragraphs show both the instances of HR as external factors and as internal factors. The internal factors influence through feedback positively or negatively on the external factors. The performance actions also influence, through feedback both internal factors and external ones.

The internal factors are manifested as a dynamic factor of the performance and can influence it positively or negatively. These factors may be one or more of the following: informational, psychological, educational, genetic, training or biorhythm.

The external factors, of informational-instructional and educational nature, are located in the school and in the family, and those technical, organizational and psychosocial natures are located in the public institutions and the market economy. If the action of the external factors is the brake, they become the obstacles to the performance.

The quality of the national education, its power to create the future creators, is the main factor that prefigures the future position of a nation in the world. For these reasons, the cultivation of individual and group creativity in the education generally and in the higher education in particular is the major imperative of the education.

The interdependence between the factors of influence and human performance is shown in Figure 3.

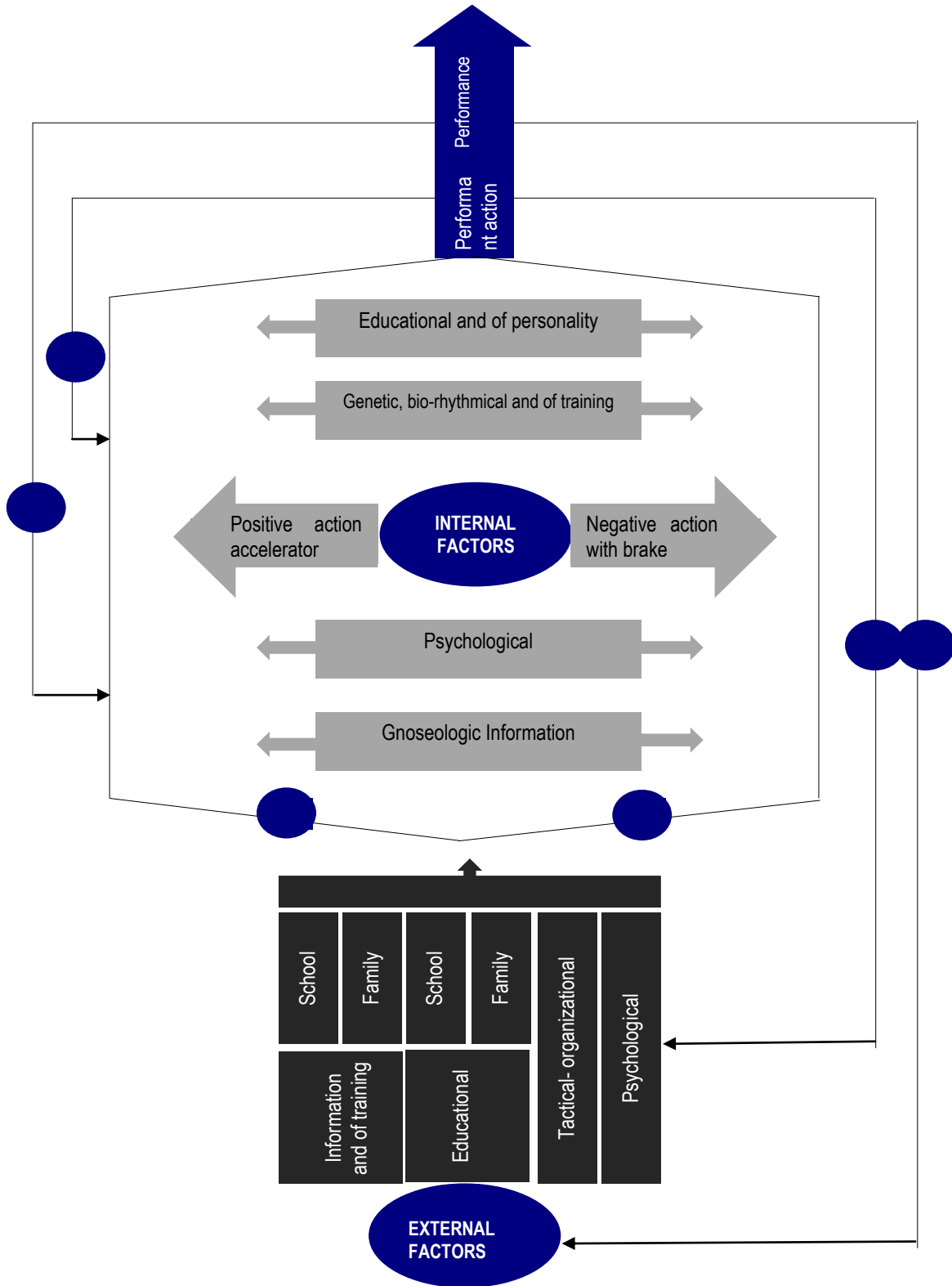


Figure 3. The interdependence of performance-factors

The creativity is seen as an individual's capacity to produce original and useful ideas by combining elements that already exist. Accompanied by innovation, which entails making changes based on original ideas of the creativity, the creativity truly acts as a source of professional performance.

The specialized researches concluded that the disposal of creating exists in the potential state for all individuals, but this ability varies from one person to another under the influence of a wide variety of factors, including: intelligence, education, environment, curiosity, motivation, cultural level.

The creativity is needed not only when they have innovated something, but when it brought a genuine change in an existing situation.

There are known three major applicative components of the creativity:

- creation, invention, innovation;
- solving problems;
- the optimization of what exists.

Creativity is necessary for each employee who has to fulfill at least one of these three missions, but for all those who want to have power over the conduct of their own professional existence, constituting the basis of individual performances.

The individual competence expresses all the factors and conditions related to the organization of the brain and which makes it able to respond adequately and to cope more or less optimal internal and external environmental demands of the body (Arsenal, 1983, p.25-31).

The various definitions of competence that are offered by the literature refer to the relationship between the act of doing business and the good results of one's work.

The professional competence leads to the actual performance if it is put into action. Knowledge, competence and performance represent a dialectical unity: the information determining competence, the competence determines the performance and the performance enriches the information with the new data and the high intensity laws (Figure 4).

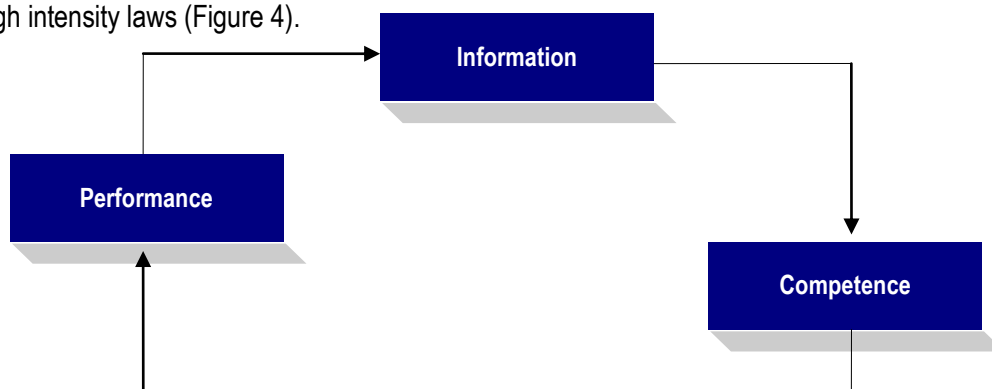


Figure 4. The interdependence between the information-competence-performances

Source: Vitalie Belous, 1995, page 29

The teaching competence in education is the central objective of all professional training programs.

The variety of approaches of the teaching competence issues leads to a variety of criteria on which the teachers' activity from the education is appreciated by all teaching staff. At the same time, the improvement of the professional training programs cannot be made than after the design of competence profile (model) design at a national level that can be taken as a reference unit, ensuring the coherence and the consistency of initial training as a prerequisite for the professionalization of teaching career.

The competence is related to a job, a profession, status, professional or social situation of reference, in this case to the teaching profession.

The outstanding contributions to elucidating the issue of professional training focused on the teaching skills were: X. Roegiers, I. Jinga, C. Cucuș, R. Iucu, L. Antonesei. For the proper understanding of the concept of competence it is essential to note the certain characteristics which are resulted from the results of Romanian specialists' researches and from professionals' researches from other countries, previously

remembered: the competence is affirmed in a real professional context, the competence develops gradually, falls into a continuum that goes from simple to complex; the competence is based on a set of skills and attitudes resources, the competence is a project, a finality without end.

The structure of teaching competence is approached differently by the specialists in education there are numerous classifications.

An operational typology of the training process of the teacher education is as follows: professional scientific competences, psychological and educational competences, psychosocial and relational competences, managerial competences, institutional competences.

The possession of these types of competences provides to the teachers the opportunity to assume the various professional roles which may be fulfilled at a time, the results of expectations expressed by their professional environment about their performance.

4. The Evaluation Process of the Professional Competences and its Role within the University Institution

The regular actions of assessment of the professional activity quality make the employees be aware of importance of their activity and through the feedback they receive, they have to make the efforts to recover their professional shortcomings as long as it is not too late (C. Brătianu, 2002).

The concept of performance evaluation has been defined over time by the leading specialists, each bringing a plus of value and a different orientation of the entire process.

The appreciation of the employees' professional value is a widespread practice in many institutions from many countries and from our country. The definition of appreciation enjoyed the attention of a wide number of specialists recording temporal differences.

In 1997, Cole GA (G. Cole A 1997) gives us an idea about what means performance evaluation: the performance evaluation concept usually refers to the assessment of teachers and managers activity, not the one submitted by workers.

Evolving over time, the concept of performance evaluation developed, reaching more ample and more complex definitions.

Stanciu (S. Stanciu., 2003, page 219) and Manolescu (Manolescu, A, 2003, page 389).- redefine the performance evaluation 'as an action, process or cognitive activity' by which a person's performance is compared to a pre-established standard and it's 'the mental representation, its own values system or its own thinking on the achieved performance'.

In the paper 'Human Resource Management - A Practical Guide' published in 2005, Professor Pânișoară present to us the performances evaluation in a institution as an important aspect of human resource management, the evaluation must be understood as the dynamic nature of the professional development and also to perceive the professional development as an ongoing process and not as a 'simple event' occurred in the employee's life.

The evaluation process of the professional performances focuses on how the employees perform their responsibilities and objectives and it aims at assessing potential, competences and results. The information resulting from the evaluation process of the professional performances are to the base of all personnel decisions relating to: better allocation of staff positions, according to the requirement of 'right man in the right place', the equitable remuneration by providing salaries, bonuses; identification of progress or regress occupational factors, identification of the most appropriate means of increasing the professional competence; each employee's his performance knowledge and increasing his confidence in his forces (Roșca, C., M. Vârzaru, Gheorghe, Roșca, I., 2005 p. 190).

The evaluation of human resources in a higher education institution, conducted as the internal evaluation, external or self assessment, can be made by: the managers who are located on different levels of the hierarchy of the higher education institution, directly responsible to the employees in question (for

teaching and / or managerial positions); the colleagues located on an equal footing, the evaluators from outside the institution (CNATDU, CNCSIS in Romania, for example), the joint evaluation committees, the teacher itself, in an auto-evaluative move.

The general objectives of teachers evaluation are: to identify training needs, improve teaching, to highlighting the personal qualities of teachers and research staff, to identify weaknesses, to support the employees in difficulty; creating a climate of mutual trust between the management of higher education institutions and teachers, to facilitate the personal and professional development; the self-knowledge and the awareness of personal and professional qualities and competences of teachers.

The needs for recruitment, selection, promotion and remuneration or dismissal of employees require some evaluation forms of performances.

The general aspects concerning the professional performances evaluation customize the specifics of the two institutions of higher education which belong to the public and private education, namely the Faculty of Economics and Business Administration (FEBA) from University of Craiova (UCV) and the Faculty of Financial Accounting Management Craiova (FFMC) from the Spiru Haret University (SHU).

4.1. The Evaluation of the Teaching and Research Staff

Through the teaching and research staff means the staff who legally owns one of the university or research titles under the laws in force, which belongs to an institution of higher education and carrying out teaching and / or research activities.

The level of professional competence acquired by each teacher based on my scientific titles, the experience and performance achieved in education and scientific research is expressed through the teaching function.

Teaching positions from the higher education institutions are: university assistant, university lecturer/ papers chief, pre-lector, university professor. The results and the performance of teaching and research activities of the teaching and research staff from the university are evaluated, at intervals not exceeding five years. The performances evaluation of teaching and research staff is based on evaluation criteria associated with the performance indicators from the evaluation individual *Sheet of annual activity*. Each performance indicator is assessed on a scale from 0-5.

The algorithm for calculating the individual score sheet is provided in the individual Sheet of evaluation of the annual activity.

The criteria for evaluating the professional performances of teaching and research staff are applied differentially in relation to the held teaching positions. The weight of each criterion in the evaluation of the individual professional performances is established annually by the University Senate, for each teaching position, in relation to the institutional development policy of the respective institution (Braica, A, 2008, 3).

The evaluation system is applied in the following cases:

- the regularly evaluation of the quality of teaching and research staff as part of the evaluation system of quality and assurance of the education quality . Each teacher will be evaluated at least every five years;
- the evaluation to fill trough the competition a teaching position;
- the evaluation for acquiring the quality of Doctorate Head;
- the evaluation to obtain the gradations and the wage incentives.

To assess the quality of teaching and research staff, there are called to the following criteria:

Criterion 1: Teaching Activity;

Criterion 2: Research Activity;

Criterion 3: Scientific Contribution

Criterion 4: Professional Prestige.

Criterion 1 - Teaching Activity is reflected in a report summarizing the activity which is done in the last academic year, which includes the information and the assessments from the following sources:

- the evaluation from the students;
- the evaluation from the colleagues;
- the evaluation from the department director;
- the self-evaluation of the teaching activity.

The evaluation from the students receives three categories of persons: the teachers who use the students' evaluations to get feedback on teaching to improve the courses and the teaching methods, the students who use the evaluation information to make an effective choice of the courses and the leadership which can use this comparative information within the human resources management.

The questionnaires which are for the students can be used to assess the teaching activities in general, of courses, seminars and other applicative activities, or to assess the studies programs of Bachelor, Master and PhD.

At the evaluations from the students there are the following participants: one representative of the Faculty Council Office (Dean), the head of the department to which the evaluated teaching staff belongs and a representative of the students. Scoring for the evaluation from the students is obtained as a simple arithmetic average of individual scores given by each student.

The results, which are obtained by students from the evaluation of the quality of the teaching and research staff from the two faculties in 2010, indicate a high level of the students' overall satisfaction, both for courses and seminars, they considered, in general, as favorable the learning environment.

The evaluation from the colleagues is made annually or whenever it is necessary. The questionnaires having as the documentary source the colleagues refers to the following investigated aspects: scientific knowledge and teaching experience in the field, relevance of the formulated objectives and the used teaching support, students' performances, quality of the teaching methods and of the evaluation procedures, interest for the teaching and the research, quality of the research activity and of the professional services.

Through the gathered information in the colleagues' evaluation there will be followed the aspects of the professional deontology and the personal qualities in relation to the staff members. The score for evaluation from the colleagues is obtained as a simple arithmetic average of the individual scores awarded by each department colleague (less its director). The transformation of the score in the grade is done according to an identical rating scale with the scale which is used by the students.

The result is considered valid if at least 50% of our colleagues have expressed their options. The statistical analysis of data concerning the colleagues' evaluation shows that most teachers enjoy a very good and even great appreciation from the colleagues, appreciating the teaching activities and his colleague's evaluated behavior.

The evaluation from the Director of Department will demonstrate its compliance with the performance standards by reporting to the appropriate grade teacher job and the office held by each member of the team, as well as reporting the requirements for optimal operation of the respective department. The results of such evaluation are considered in stimulating and promoting the teaching staff.

Also in 2010 there was made the self-teaching evaluation on the following dimensions: the preparation and the organization of the course, scientifically content of the course, communication skills, and relationships with the students, procedure and evaluation criteria, the usefulness and the relevance of the course.

Unlike the FEBA from UCV where to evaluate the teachers with university assistant grade there shall not be required the teaching self-evaluation, increasing by 10% share of the evaluation from students and 10% share of the evaluation from the Director of Department, at the Faculty of FFMC from SHU in Craiova, and the teachers' self-evaluation with university assistant grade is carried out with the rank of assistant teacher education.

The self-evaluation achieves a performances evaluation on the idea that the individual is the best judge of his own performances. The method allows the self-education of the staff, the stimulation of the self-advance efforts and the looking for those ways that can improve the employment potential of a superior didactic grade in the higher education structure.

Through the self-evaluation, each teacher will provide information on their activity, which individualizes them collectively through the teaching and research excellence.

Criterion 2 - Research activity- evaluates the contracts / grants for research, development, innovation, training the country / abroad, obtained through competition or business as a research team member or as a project manager, referring to the achievements from the past five years.

The scientific research activity is a necessary condition to obtain the academic degrees and the scientific titles.

In order to carry in the best conditions of the research activities in 2008-2012, at the FEBA there was adopted the strategy covering the organization and its performance.

Having in view the main fields of research listed in PNCDI-II and Community Program (PC7) of EU and considering the fields of research in which FEBA proved the competence and recorded the performance, they are proposed for 2008-2012 the following priority fields in the research activities: development of market economy and promotion of the entrepreneurial behaviors, development of new management and marketing methods, entrepreneurship development for the organizational competitiveness, developing models and methods for solving the main identified problems, quality of the employment, development of economic information systems.

According to the strategy of the research activity at university level, the scientific research mission in FEBA is to generate and transmit the knowledge, disseminate and exploit the knowledge gained through the scientific research.

The scientific research at the FEBA is reflected by published books from the appreciated publishing houses CNCSIS - 106, 5 published books abroad and 57 in the appreciated journals CNCSIS B and B + and through the articles which are published in the magazines in ISI – 25, in the international journals indexed BDI - 63 and 8 in the volumes of the international conferences.

The increasing of the international visibility of FEBA is reflected by the figure below:

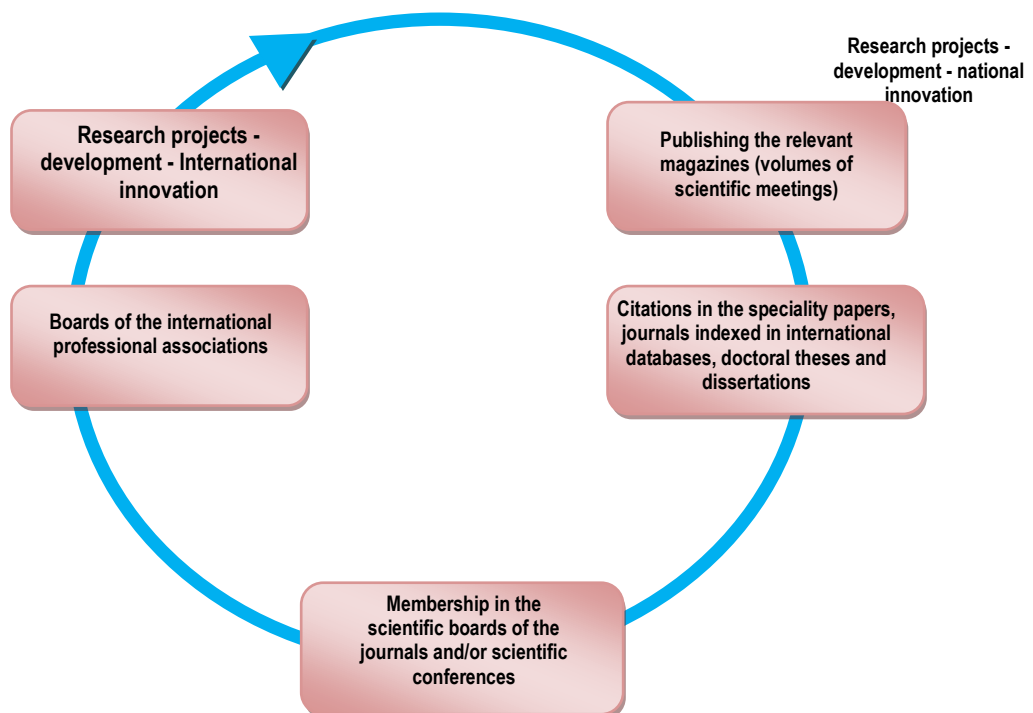


Figure 5. The Spiral of the visibility in the research

Adaptation after: Banabic Dorel, 2010, page 19.

The scientific research of teachers in the FFMC of Craiova performs mainly within the European Centre of Managerial Studies in Business Administration (CMSBA) in accordance with the Faculty Research Strategy for the period 2007 to 2013 and with the Activities Plan of the Research Centre, aiming to mobilize each teacher, to stimulate the own creative thinking and forces, the multilateral of the process of scientific creation in accordance with the research directions of the National Plan for Research Development and Innovation (NPRDI).

Among the specific objectives of quality research, FFMC from the University of Craiova is aimed mainly to promote the excellence in scientific research, transfer and use of knowledge, stimulating the competition for the funds raising orientation towards the identification and use of various resources and opportunities, conducting the research based on contracts, a full and complex exploitation of research results.

The FFMC from the University of Craiova is concerned to ensure the continuity and the regularity of the occurrence of two magazines published under CESMAA Research Centre. Journal of Applied Economic Sciences is accredited by CNCSIS, it has B + classification and it is currently under monitoring Thomson ISI - Web of Science. Journal of Applied Research in Finance is a new magazine, launched in 2009, as a discussion forum for innovative ideas in the finances field. The magazine succeeded that in late 2009 to gain the international visibility due to indexation in three international databases, and several international catalogs, for which the first decade of 2011 there will be prepared the file for the CNCSIS recognition.

The faculty has also organized the numerous conferences with the international participation.

The target of future in the scientific research aims the diversification of the internal and external sources of funding, the improvement of the activity of identifying and attracting of the grants and research projects which are appropriate to the research offer of the university.

The performance which is demonstrated by scientific publications ISI agreed to be the principal accepted criterion for evaluating and assessing the scientific performance.

It is necessary the persons' periodic re-evaluation from the research system, at all levels, based on the scientific performance demonstrated by publications. The interval between evaluations should still be large enough (five years) to allow for a stability of the research which is absolutely necessary.

The faculty evaluation shall be given significant weight for the criteria which aims the research activity and the scientific contributions of the teaching staff, so the final score of performance is influenced by these components of the academic performances. For the research activity there is done the omitted or assigned grade.

For *Criterion 3 - Scientific Contribution* – there are assessed the contributions to the knowledge development in the field, with reference to the distinct achievements of the last five years by: articles / studies published in journals recognized by the international (ISI or other international databases) or national (CNCSIS) movement, publishing the specialized books published in Romania or abroad recognized publishing houses, the published studies in the volumes of the international or national scientific meetings, recognized (by ISSN or ISBN), the communications participations of the international or national scientific meetings, the awards received in the scientific field; the membership of national and international scientific bodies, the contribution to the development of the university community.

For *Criterion 4 - Professional prestige* - there are envisaged the scientific achievements of the teacher assessed for the last five years, and evidence of recognition of professional prestige. The sub envisaged criterion refers to: citations in publications with national or international service, and expert evaluation activity, recognition of the professional prestige; doctorate; university management. For the *Criterion 4* there are given the very good, good, satisfactory and unsatisfactory grades.

The overall score obtained by a teacher (SG) is calculated as a weighted arithmetic mean of the partial scores obtained on the four evaluation criteria.

The score is determined according to: the increase coefficient of wage to base salary; the training needs, providing the various incentives.

4.2 Specific Forms of Assessment of Student Work

The students are considered the partners of the institutions of higher education and the equal members of the academic community, consisting of all persons studying at university structures and specific forms of learning and preparing for acquisition of the higher level qualifications.

The student status is subject to the systematic and quality training in the subjects and the activities provided in their curriculum, evidenced by notes and grades obtained in the examinations and other forms of evaluation and the results achieved in the scientific research and the practice.

The level and the students' training quality are determined through the evaluation of students' professional performance, in the objectives and the content of school subjects and general requirements specific to the higher education performance.

Students' work is subjected to two types of evaluation: quantitative and qualitative.

The quantitative side of the evaluation consists in the assessment of students' participation in the activities of permanent binding. The quantitative evaluation of students' work is done by record the attendance at courses, seminars, workshops, projects and other educational activities scheduled as planned. This recognition allows to the students to enter the final phase of evaluation by examination or seminar.

The qualitative side of the evaluation is recognition, by scoring, of the degree of accumulation of knowledge gained in the training process. The collective evaluation process is concluded by giving a grade which, together with the evaluation during the semester is the basis for the final grade.

Student assessment results are expressed in grades which are expressed through numbers or (accepted, rejected) qualifications. Numerical scoring of the students' responses is made on a scale of 10 to 1 (integer), minimum grade of promotion is 5.00.

The Faculty of Economics and Business Administration from UCV has a regulation concerning the students' examination and marking which is applied rigorously and consistently. The review involved, in addition to the holder of the course, at least one specialist teacher. The evaluation procedure is established at the department by the holders of disciplines on the following criteria: the activity during the semester (formative evaluations: projects, oral presentations, case studies, files) and the final test.

The FFMC belonging to the USH Craiova, the evaluation of the students' knowledge is achieved by using e-Learning Platform Blackboard Academic Suite, a modern evaluation system, now used by more than 3,600 universities worldwide.

Passing to the computerized examination, using the platform e - Learning Blackboard Web CT, is a superior qualitative stage of the training process, ensuring competitiveness USH increase causing the retrieve it among the best universities in Romania, Europe and worldwide. This form of evaluation has attracted the examined persons' unanimous forming them such as future specialists in the field of specialization they chose.

The examinations are held in the form of multiple choice tests, with different degrees of difficulty, designed to cover the entire range of knowledge gained by reading a discipline. By the electronic system of testing, Blackboard USH ensures to all students the equal opportunities to assess the gained knowledge. The ongoing evaluation is done through exams based on the tests which are introduced in the open courses for each semester, year of study, specialization of each faculty for a promotion.

For the final evaluation the tests are charged separately for all subjects from a semester (on specialization, year of study, promotion, etc.).

Since 2010 - 2011, in the final evaluation the ongoing examination accounts for 20%, providing that the students achieve at least grade 5 at the final evaluation.

The evaluation of students' knowledge is made with grades from 10 to 1.

The mark obtained by the students from the evaluation for a subject is obtained by calculating the arithmetic average of evaluation tests over time and weighted average by the final evaluation test. Thus, the student evaluation mark for a discipline consists of: the result expressed as a percentage obtained at the weighted evaluation of 20% and the percentage result obtained at the final weighted evaluation of 80%. The sum of the two results which are expressed in percentages is divided at 10 and rounded up or down to the mid-point.

If the student has not completed its evaluation on the course, the result for this is denoted by 0%, and the result expressed as a percentage obtained in the final evaluation is weighted at 80% and divided at 10.

The students who have not achieved a result which is expressed as a percentage of minimum 50% at the final evaluation test are declared debtors.

The lowest promotion grade is 5.

4.3 The Auxiliary and Technical- Administrative Staff and the Evaluation Way of This

The auxiliary research and teaching staff consists of the Secretaries, technicians, laboratory assistants, sub-engineers and staff with higher education, performing the activities in support of teaching process, structure of departments.

At the training of future specialists, a contribution, not insignificant, is brought by the technical and administrative staff by providing training and conversation received conditions of students. Such a contribution arises from the provisions of the university autonomy.

The technical-administrative staff performs the various (technical, socio-economic, administrative) services, manages or provides the support and the assistance for the use of assets in terms of efficiency and all the resources available to the university.

The administrative leadership is exercised by the General Administrative Director (GDA). By order of the Ministry of National Education No. 5647 of 22 December 1997, there has been redefined duties of GDA under the authority of the senate of the university and directly subordinated to the Rector (Brătianu C., 2002, page 156).

The General Administrative Director is responsible for the good administrative and financial-accounting functioning of the university. He is tasked to execute the strategic decisions which are taken by the academic authorities of the universities in accordance with the legal regulations.

At each level of the university there are imposed the additional clarifications, especially on the double plane of the relationship between GDA and incumbent vice-rector of administrative and financial problems and relationship between GDA and the chief accountant.

University of Craiova was among the first universities to recognize the separation of academic and administrative functions and have introduced the function of GDA.

In each faculty, GDA may delegate the responsibilities and the powers to a chief administrator, assisting the dean in the faculty management.

The graphic illustration of the spectrum of relationships of GDA with the leading factors is presented in Figure 6:

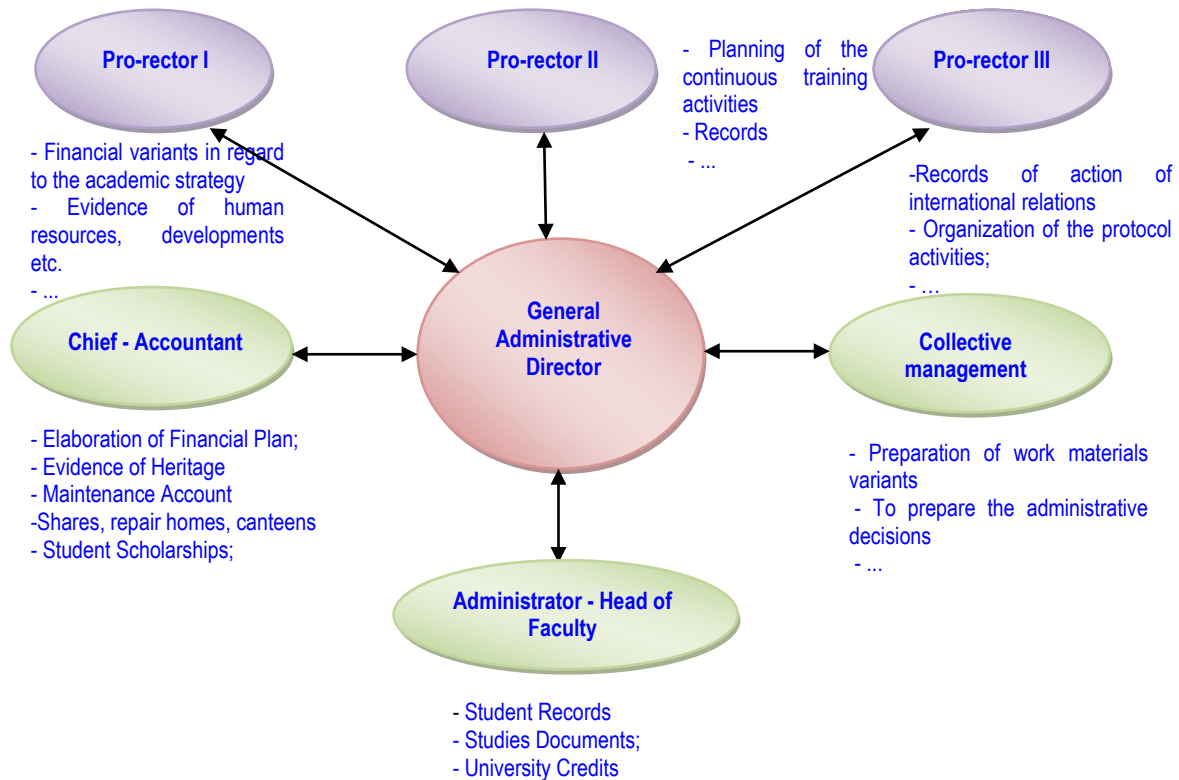


Figure 6. Functional relationships diagram for some activities of GDA

Source: Brătianu, Constantin, 2002, page 158

For employment and promotion of their technical and administrative staff, UCV chooses between the systems: competition, exam or competition-exam. At the university level the administrative staff is evaluated annually, according to the requirements of the job description, the employees receive the qualifications.

At FEBA from UCV, the auxiliary teaching, research and technical-administrative staff is composed of 21 persons. The auxiliary teaching and research staff is evaluated by the GDA through the structures that it coordinates.

The job evaluation criteria, their content, their weighting and the calculation way of the minimum, maximum and average scores, are: the job training which is imposed on the occupant of job, the job experience required for the performance of specific operations of the job, the difficulty of the specific operations of the position; the involved responsibility for the post; the sphere of relations.

Professional performances evaluation of the auxiliary teaching, research and technical-administrative staff is undertaken to achieve the following goals:

- the establishment of the strategy for training and the improvement of the staff;
- the establishment of the recruitment strategy of the staff in the implementation of projects;
- the determination of the employees' job professional performances over time, to anticipate their career development;
- the setting of the individual basic salary by applying of the objective criteria of efficiency, quality of work, behavior, initiative, efficiency and creativity;
- the setting of the appropriate wages for next year.

The application of the evaluation of professional performance of the auxiliary teaching, research and technical-administrative staff is done under the guidance of the administrative human resources department.

The staff performances evaluation is done by a committee having as GDA president, and as members: a teacher as representative of the Senate, head of the specialty Compartment, head of Staff Payroll Office.

The performances evaluation criteria are noted by points from 1 to 5 being: 1 = unsatisfactory, 2 = satisfactory, 3 = good, 4 = very good, 5 = excellent. The given point by those who are listed above will be placed in the evaluation form, which will contain the final grade obtained by the assessed person.

Following the score obtained by the assessed person can distinguish three situations:

- the obtained score is below the minimum limit of the job which is occupied by the assessed person. This implies that the person does not meet the job and for this the person will be included in a training program both on professional line and service-specific attributions on the workplace. As a result of this training this person will undergo a new assessment. If neither the second assessment results will not be satisfactory to the person concerned and this person will terminate the employment, or the person will receive the jobs to lower hierarchical basis of existing vacancies;
- the obtained score is between the minimum and at maximum limit of job which is occupied by the assessed person.. This implies that the assessed person corresponds to the job, but this person can be proposed for training to improve the future results;
- the obtained score is above the maximum limit of the job which is occupied by the assessed person. This implies that the assessed person is able to meet the demands of a superior position, so this person can be promoted.

The evaluation process will conclude by drawing up a protocol which will be referred to the conduct of the evaluation, the conclusions concerning the evaluation and the proposals for improving the activity.

Regarding the Craiova FFMC, this has an administration that respects the legal regulations in force and it is effective in the organization, manning the specialty, auxiliary teaching and research and technical-administrative staff, operating strictly by own functions and services. The auxiliary teaching and research and technical - administrative staff numbering 16 persons, can be evaluated based on the degree of achievement of the provisions which are specific to each job category.

The jobs evaluation is based on the following criteria: training required by the exigencies of the position, required experience by the job-performing operations, the difficulty of the specific operations of the position, involved responsibility for the position.

The performances evaluation is continuous in relation to occupied job requirements. The technical-administrative staff occupying the management positions will be professionally evaluated every four years.

6. Conclusions

After studying the problem of professional performances evaluation in the two higher education institutions, we reached the following conclusions:

- the students evaluation is based upon the premise that this is the most important group of clients and beneficiaries of the academic activity, the university management considering as priority the achievement of requirements and expectations of these concerning the academic training and the activity conditions in the institution;
- the evaluation of the teaching and research staff is a part of development system of the staff, aiming to establish the report between the proposed objectives and those made by the assessed person concerning this person's professional performances, in order to improve these under the teaching, scientific and behavioral aspect;
- the evaluation process intended to ensure the teaching and research staff of highly qualified and professional integrity, which would contribute to increase the efficiency and the educational and research and development activities;

- for the relevance of the evaluation of the teaching and research staff opinion is very important in the students' opinion, as direct beneficiaries of the teachers' activities, but also in the colleagues and superiors' opinion;
- the teachers evaluation results serve both to themselves and to the institution to which they belong, they can be exploited for information, or to adopt the various decisions relating to: pay, promotion, staff training, granting of rewards, penalties.
- the key performance constitutes a conscious and responsible involvement of all staff in fulfilling the university mission and goals. On the basis of individual responsibility reinforcing there is a process of continuous training of all the staff which is designed to develop a constructive institutional culture which is geared towards performance and based on the periodic evaluation of progress of the individual performance;
- the professional performance is closely linked to a personal competence and to a human creativity. The performance cannot be achieved without a man to be competent in his field, but it should be noted that only if it is put into action, the competence can lead to the actual performance. As for the creativity, it should not be seen and understood as a necessity only when something have to be innovated, but when there have to be brought a genuine change in an existing situation. The creativity forms the basis of the individual performances;
- the transfer from the ministry to the universities of a wide range of academic, administrative and financial responsibilities has led to the separation of the academic functions of the administrative functions, namely the individualization functions of the academic management and the administrative management;
- in the practice of the universities from our country as of other European universities, the academic management occupies of evaluation of the teaching staff, while the auxiliary staff is assessed by the general administrative director through the structures that he coordinates.

In the evaluation of the professional performances of the academic environment of UCV. and USH, we tried to identify and use the most appropriate criteria and standards as well as the suitable indicators through which there are revealed and evaluated the students' performances, the performances of the basic, auxiliary, teaching and research staff and the performances of the technical and administrative staff.

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