



East-West University Personnel Management Policy

EWUNI

East-West University

Approved by the Order of the President № 01-12

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Table of Contents

Introduction.....	3
Section I: Personnel Selection and Management Procedures	3
Article 1. Overview	3
Article 2. Administrative and Other Staff Selection	3
Recruitment Process.....	3
Terms of Appointment	4
Article 3. General Management Procedures	4
Methodology for Defining the Number of Academic, Scientific, and Invited Staff by Programmes	4
Section II: Workload Planning Methodology.....	8
Article 1. Workload Distribution for Academic Personnel	8
Article 2. Workload Distribution for Administrative Staff	9
Components of Administrative Workload.....	9
Workload Allocation	9
Monitoring and Evaluation.....	10
Professional Development	10
Section III: Performance Evaluation and Development	10
Article 1. Performance Evaluation.....	10
Objectives of Evaluation	10
Evaluation Criteria	10
Evaluation Process.....	11
Frequency	12
Performance Rating Scale.....	12
Article 2. Professional Development.....	13
Development Opportunities.....	13
Mentorship Programs.....	13
Recognition and Reward System.....	14
Article 3. Monitoring and Feedback	14
Continuous Monitoring	14
Feedback Mechanism	14
Section IV: Documentation and Record-Keeping	14

Article 1. Purpose and Objectives	14
Article 2. Categories of Records	14
Article 3. Storage and Security	15
Article 4. Record Retention and Disposal	15
Article 5. Access and Retrieval.....	16
Article 6. Monitoring and Compliance	16
Section V: Final Provisions.....	16
Article 1. Procedure for Adoption and Amendment of the University Statute.....	16
Section VI: Annexes	16
ANNEX 1.....	16
ANNEX 2.....	17
ANNEX 2.....	18
ANNEX 4.....	21
ANNEX 5.....	22
ANNEX 6.....	23
ANNEX 6.....	25

• Introduction

The Personnel Management Policy of East-West University (EWU) establishes the principles and procedures for the recruitment, development, evaluation, and management of all personnel, including academic, clinical, and administrative staff. This policy ensures compliance with national legislation, institutional goals, and international best practices while fostering a supportive and inclusive work environment.

At EWU, our personnel are central to achieving academic excellence, advancing research, and providing quality education. This policy aligns with the university's mission to promote societal development through knowledge sharing, innovation, and a student-centered approach. It is designed to support staff's professional growth, ensure transparent and fair processes, and encourage collaboration among stakeholders.

This document outlines the procedures for personnel selection, affiliation, workload planning, and evaluation methodologies. It reflects our commitment to equity, diversity, and quality assurance while meeting the evolving needs of our academic community. The policy also incorporates mechanisms for stakeholder participation, ensuring continuous improvement and responsiveness to feedback.

By adopting this policy, EWU reaffirms its dedication to maintaining a professional, ethical, and collaborative organizational culture that upholds the highest standards in education and research.

Section I: Personnel Selection and Management Procedures

Article 1. Overview

The Personnel Selection and Management Procedures at East-West University (EWU) are designed to ensure the recruitment and retention of highly qualified, motivated, and competent staff. These procedures are rooted in principles of fairness, transparency, and alignment with national legislation and institutional goals. The university seeks to promote diversity, equity, and inclusivity while supporting professional growth and organizational effectiveness.

Article 2. Administrative and Other Staff Selection

The selection process for administrative and other non-academic positions is conducted through **regular recruitment procedures** that prioritize fairness, transparency, and alignment with institutional requirements.

Recruitment Process

1. **Job Announcement:** Vacancies are announced publicly, specifying the qualifications, duties, and selection criteria.
2. **Application Review:** Applications are reviewed by the relevant department or office to ensure candidates meet the stated requirements.

3. **Interviews:** Selected candidates are invited for interviews to assess their suitability for the position.
4. **Decision and Appointment:** The hiring decision is made by the head of the respective department, with final approval from the head of university administration.

Terms of Appointment

1. Appointments are formalized through employment contracts, specifying duties, responsibilities, and terms of employment.

Article 3. General Management Procedures

1. **Orientation and Onboarding:** New staff members receive an orientation to familiarize them with the university's policies, mission, and expectations.
2. **Performance Management:** Staff performance is regularly evaluated based on predefined criteria to ensure alignment with institutional goals.
3. **Training and Development:** EWU provides opportunities for professional growth through training programs, workshops, and other development initiatives.
4. **Conflict Resolution:** Mechanisms are in place to address grievances or conflicts, ensuring a respectful and supportive work environment.

Methodology for Defining the Number of Academic, Scientific, and Invited Staff by Programmes

East-West University (EWU) employs a structured methodology to determine the appropriate number of academic, scientific, and invited staff for each program. This methodology ensures compliance with national higher education regulations, aligns with program goals, and meets institutional standards for quality education and research.

Purpose

The purpose of this methodology is to:

- Define a sustainable and optimal staff-to-student ratio for effective teaching, mentoring, and research activities.
- Ensure adequate staffing levels to support program delivery, including core and elective courses, research supervision, and clinical or practical components.
- Maintain compliance with accreditation and quality assurance standards.

General Principles

1. **Program-Specific Needs:** Ratios are adjusted based on the nature of the program (e.g., lecture-based, clinical, research-intensive).

2. **Flexibility:** Staffing numbers are reviewed annually to accommodate changes in enrollment, curriculum, or institutional priorities.

Methodology for Defining Ratios

The number of academic, scientific, and invited staff is determined by the following key factors:

Academic Personnel-to-Student Ratios

1. The academic staff-to-student ratio is defined based on:
 - 1.1. **Nature of the Program:**
 - 1.1.1. Lecture-based programs: 1 academic staff member per 20–30 students.
 - 1.1.2. Practical/clinical programs: 1 academic staff member per 5–15 students.
 - 1.1.3. Research-intensive programs: 1 academic staff member per 5–10 students.
 - 1.2. **Level of Study:**
 - 1.2.1. Undergraduate programs typically require a higher staff-to-student ratio due to larger class sizes.
 - 1.2.2. Graduate and doctoral programs demand smaller ratios to ensure intensive supervision and mentorship.

Scientific Personnel Allocation

1. Scientific staff are allocated based on the program's research objectives and the volume of ongoing research projects:
 - 1.1. Research-active programs require a minimum of 1 scientific staff member per 15 students engaged in research activities.
 - 1.2. Multi-disciplinary programs may require additional scientific staff to support diverse research areas.

Invited Staff Allocation

1. Invited staff are allocated based on:
 - 1.1. Specialized course requirements that cannot be covered by full-time academic personnel.
 - 1.2. Enrollment numbers in elective or niche courses.
 - 1.3. Guest lectures or workshops that enhance the program's academic diversity.
2. Ratio: Up to 20% of total teaching hours may be allocated to invited staff.

Steps to Define Staffing Requirements

1. **Calculate Student Enrollment:** Determine the total number of students enrolled in each program and the expected growth trends.
2. **Analyze Curriculum Requirements:** Identify the number of courses, credit hours, and the type of delivery (e.g., lectures, labs, clinical rotations).
3. **Apply Ratios:**
 - Calculate the required number of academic and scientific personnel using the ratios specified above.
 - Adjust for program-specific requirements, such as clinical practices or capstone projects.
4. **Evaluate Workload Distribution:** Ensure that the calculated numbers align with workload planning policies to prevent overburdening staff.

5. **Incorporate Feedback:** Consult with program directors, faculty councils, and quality assurance offices to refine staffing requirements.

Monitoring and Review

- Staffing ratios and requirements are reviewed annually by the Quality Assurance Office and Deans' Office to ensure alignment with institutional goals and accreditation standards.
- Adjustments are made based on:
 - Changes in student enrollment or program scope.
 - Feedback from faculty and students.
 - Results of internal and external evaluations.

Section II: Workload Planning Methodology

The workload planning methodology at East-West University (EWU) ensures an equitable and transparent distribution of responsibilities for academic and administrative personnel. It is designed to align with institutional goals, national standards, and international best practices while fostering a supportive work environment. This methodology outlines specific workload distribution policies for academic personnel and administrative staff, ensuring optimal performance and professional satisfaction.

Article 1. Workload Distribution for Academic Personnel

The workload for academic personnel at EWU is structured to balance teaching, research, and service responsibilities, adhering to the principles outlined in relevant Georgian regulations and institutional guidelines.

Components of Academic Workload

The academic workload is divided into the following key components:

1. Teaching and Mentorship:

- Classroom teaching, clinical instruction, and supervision of student projects or theses.
- Mentorship responsibilities, including academic advising and career guidance.
- Workload allocation:
 - Lecture hours: Defined based on the program's curriculum.
 - Supervision of theses or research projects: Counted as additional hours based on student count and project scope.

2. Research and Scholarship:

- Conducting individual or collaborative research projects.
- Publishing in peer-reviewed journals and presenting at academic conferences.
- Participation in research grants and innovation initiatives.

3. Administrative and Service Duties:

- Membership in university councils, committees, or working groups.
- Contribution to curriculum development, accreditation processes, and quality assurance activities.

Workload Allocation

The distribution of academic workload is planned as follows:

- **Teaching:** 40–60% of total workload.
- **Research:** 30–50% of total workload.
- **Service:** 10–20% of total workload. The exact allocation may vary based on the academic role (Professor, Associate Professor, and Assistant Professor, Assistant as well as Affiliation), program requirements, and individual agreements.

Flexibility and Adjustments

- Faculty with significant research output or administrative responsibilities may receive reduced teaching loads.
- Adjustments are made annually based on performance evaluations and institutional needs.

Monitoring and Compliance

- The workload of academic personnel is monitored by the Dean's Office and Quality Assurance Office.
- Compliance is reviewed against individual contracts and institutional objectives.

Article 2. Workload Distribution for Administrative Staff

The workload for administrative staff at EWU is designed to ensure the efficient operation of the university while promoting work-life balance. Administrative duties are distributed based on the department's needs and individual job descriptions.

Components of Administrative Workload

The administrative workload comprises the following:

1. Core Responsibilities:

- Execution of daily operational tasks as defined by job descriptions.
- Support for academic and student services, including admissions, library operations, and examinations.

2. Strategic and Planning Activities:

- Contribution to institutional development initiatives, including marketing, public relations, and project management.
- Participation in quality assurance and process improvement activities.

3. Collaboration and Communication:

- Coordination with academic departments, external stakeholders, and university leadership.
- Attendance at meetings, training sessions, and workshops.

Workload Allocation

Administrative workload is planned and allocated as follows:

- Core operational tasks: 70–80% of total workload.
- Strategic initiatives and process improvement: 15–20%.
- Collaboration and professional development: 5–10%.

Monitoring and Evaluation

- Administrative workload is monitored by department heads and the Human Resource Management and Document Processing Office Policy.
- Adjustments are made based on performance evaluations, department priorities, and institutional changes.

Professional Development

- Administrative staff are encouraged to participate in training programs to enhance skills and knowledge.
- Time for professional development is factored into workload planning.

Section III: Performance Evaluation and Development

The Performance Evaluation and Development at East-West University (EWU) ensures a structured approach to assessing the performance of academic and administrative personnel while fostering their professional growth. This aligns with institutional goals, national standards, and international best practices to promote a culture of excellence, accountability, and continuous improvement.

Article 1. Performance Evaluation

Performance evaluations aim to assess the contributions and effectiveness of personnel in their roles, ensuring alignment with institutional objectives.

Objectives of Evaluation

- Ensure accountability and transparency in personnel performance.
- Identify strengths and areas for improvement.
- Recognize and reward outstanding contributions.
- Provide a basis for decisions on promotions, renewals, and professional development opportunities.

Evaluation Criteria

Academic Personnel:

1. Teaching Effectiveness:

- Student evaluations.
- Peer reviews and teaching portfolios.
- Alignment with course objectives and learning outcomes.

2. Research and Scholarship:

- Number and quality of publications.
- Participation in research projects and conferences.
- Grant acquisition and collaborative initiatives.

3. Service and Contribution to the University:

- Committee work and administrative roles.
- Participation in accreditation and quality assurance processes.
- Contributions to curriculum development.

4. Community Engagement:

- Involvement in outreach programs.
- Knowledge transfer and societal impact.

Administrative Staff:

1. Task Efficiency and Effectiveness:

- Completion of assigned duties within deadlines.
- Quality and accuracy of work.

2. Team Collaboration:

- Contribution to team objectives.

- Communication and cooperation with colleagues and stakeholders.
- 3. **Innovation and Problem-Solving:**
 - Initiative in improving processes.
 - Handling challenges and implementing effective solutions.
- 4. **Professional Conduct:**
 - Adherence to university policies.
 - Commitment to institutional values.

Evaluation Process

- **Self-Assessment:** Staff members complete a self-assessment form to reflect on their achievements and areas for improvement.
- **Supervisor Evaluation:** Supervisors assess performance based on established criteria and institutional expectations.
- **Peer and Stakeholder Feedback:** Peer reviews and feedback from relevant stakeholders are included where appropriate.
- **Review Meeting:** A formal meeting is held to discuss evaluation outcomes, set goals, and plan for development.

Frequency

- Academic personnel are evaluated annually, with a comprehensive review every three years.
- Administrative staff are evaluated biannually or as per their job contract.

Performance Rating Scale

Rating	Performance Level	Description
1	Below Expectations	Performance is significantly below the benchmark; requires immediate improvement.
2	Needs Improvement	Performance is slightly below the benchmark; improvement actions are needed.
3	Meets Expectations	Performance meets the benchmark; satisfactory results.
4	Exceeds Expectations	Performance exceeds the benchmark; commendable effort and results.

5	Outstanding	Performance far exceeds the benchmark; exceptional and innovative contributions.
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Methodology for Calculating Overall Performance Rating (1–5)

The Overall Performance Rating provides a comprehensive summary of an individual’s performance across all evaluation categories. This rating is calculated based on individual scores for key performance indicators (KPIs) within each category, weighted according to their relevance to the role. The methodology ensures a standardized and transparent approach to calculating the overall performance rating, aligning with institutional priorities and promoting fairness in evaluations.

Steps for Calculation

1. **Assign Ratings for Each Indicator**
 - For each evaluation category (e.g., Teaching Effectiveness, Research, Service), assign a performance rating (1–5) based on benchmarks and the individual’s performance.
2. **Determine Weights for Categories**
 - Each category is assigned a weight that reflects its importance to the specific role (e.g., academic or administrative).
 - The sum of all weights must equal 100%.
3. **Calculate Weighted Scores for Each Category**
 - Multiply the performance rating for each category by its assigned weight.
 - Formula: $\text{Weighted Score} = \text{Category Rating} \times \text{Category Weight (as a decimal)}$
4. **Sum the Weighted Scores**
 - Add all weighted scores to calculate the total performance score.
5. **Determine the Overall Performance Rating**
 - The total performance score represents the overall rating.
 - Round to the nearest whole number for simplicity or retain decimals for detailed evaluations, based on institutional preferences.

Formula for Overall Performance Rating

$$\text{Overall Rating} = \sum (\text{Category Rating} \times \text{Category Weight})$$

Article 2. Professional Development

EWU prioritizes the continuous growth of its personnel through targeted development programs that align with institutional objectives and individual aspirations.

Development Opportunities

1. **Training and Workshops:**

- Pedagogical skills for academic staff.
- Leadership and administrative skills for staff in managerial roles.

2. **Research and Innovation Support:**

- Access to research grants and resources.
- Opportunities to participate in collaborative research projects.

3. **Continuing Education:**

- Sponsorship for higher education or certification programs.
- Language and technical skills training.

4. **Conference Participation:**

- Financial support for attending and presenting at national and international conferences.

Mentorship Programs

- Senior staff mentor junior colleagues, providing guidance in teaching, research, and administrative responsibilities.

Recognition and Reward System

- Outstanding contributions are recognized through awards, promotions, and public acknowledgment during institutional events.

Article 3. Monitoring and Feedback

Continuous Monitoring

- Performance and development progress are monitored throughout the year by department heads and collaboration with Quality Assurance Office and Human Resource Management and Document Processing Office.

Feedback Mechanism

- Regular feedback sessions are held to address challenges, review progress, and adjust development plans.

Section IV: Documentation and Record-Keeping

University ensures the proper management, storage, and retrieval of personnel-related records. The aim is to support transparency, accountability, and compliance with institutional, national, and international standards.

Article 1. Purpose and Objectives

- To maintain accurate and comprehensive records of all personnel activities, including recruitment, affiliation, workload, performance evaluations, and professional development.
- To ensure compliance with legal and regulatory requirements.
- To provide a reliable basis for decision-making in personnel management.

Article 2. Categories of Records

The following types of records are maintained for academic and administrative personnel:

Recruitment and Affiliation Records

- Job advertisements and selection criteria.
- Applications and supporting documents (CVs, certifications, references).
- Selection committee reports and decisions.
- Signed affiliation agreements for academic staff.

Workload Records

- Annual workload plans for academic and administrative personnel.
- Adjustments to workloads due to performance evaluations or institutional needs.

Performance Evaluation Records

- Self-assessment forms.
- Supervisor and peer evaluation reports.
- Stakeholder feedback forms.
- Final performance evaluation summaries.

Professional Development Records

- Training participation certificates.
- Records of conference attendance and research outputs.

Contractual and Employment Records

- Employment contracts.
- Terms of appointment and renewal documents.
- Records of disciplinary actions (if any).

Article 3. Storage and Security

Digital Records

- All records are maintained in a secure, centralized digital database managed by the Human Resources Office.
- Access is restricted based on roles and responsibilities to protect confidentiality.

Physical Records

- Essential documents (e.g., contracts and signed agreements) are stored in secure filing systems.
- Physical records are digitized where feasible to ensure backup and easy retrieval.

Data Protection

- Personnel data is protected in compliance with national data protection laws and university policies.
- Measures include encryption for digital files and restricted access to physical records.

Article 4. Record Retention and Disposal

Retention Periods

- Recruitment records: Retained for five years.
- Workload and performance evaluation records: Retained for ten years.
- Professional development records: Retained for the duration of employment plus five years.
- Employment contracts and agreements: Retained indefinitely for legal and historical reference.

Disposal of Records

- Records no longer required are securely disposed of to prevent unauthorized access.
- Physical documents are shredded, and digital records are permanently deleted from systems.

Article 5. Access and Retrieval

- Personnel records are accessible to authorized personnel, including the individual staff member, their supervisor, and relevant administrative offices.
- Requests for access to records must be submitted in writing and approved by the Human Resources Office.

Article 6. Monitoring and Compliance

- The Quality Assurance Office regularly audits documentation and record-keeping practices to ensure compliance with institutional policies and legal requirements.
- Non-compliance is addressed through corrective actions, including staff training and process improvements.

Section V: Final Provisions

Article 1. Procedure for Adoption and Amendment of the University Statute

1. This policy is approved by an order of the President of the university.
2. Amendments to this document are made by an order of the President of the university.

"Approved"

President of East-West University

Giorgi Khurodze

Section VI: Annexes

ANNEX 1

Template for Staffing Needs Assessment by Program

This annex provides a standardized template for assessing and documenting the staffing needs of academic, scientific, and invited personnel for each program. It helps ensure transparency, consistency, and alignment with the institutional methodology outlined in the policy.

Staffing Needs Assessment Template

Program Name:	Program Level:
Academic Year:	School:

1. Student Enrollment and Program Characteristics

Parameter	Details
Total student enrollment (current year)	
Projected student enrollment (next year)	

Type of program delivery	
Number of courses	
Total credit hours	

2. Staffing Requirements Based on Ratios

Category	Ratio Applied	Total Requirement	Current Staffing	Additional Needs
Academic staff	Lecture-based: 1:20–30			
	Practical/Clinical: 1:5–15			
Scientific staff	Research: 1:5–10			
Invited staff	Specialized teaching: Max 20%			

3. Detailed Staffing Allocation

Course/Activity	Hours Required	Academic Staff (Name/Position)	Scientific Staff (Name/Position)	Invited Staff (Name/Position)
Course 1 (e.g., Anatomy 101)				
Course 2 (e.g., Research Methods)				
Clinical Rotations				
Research Supervision				

4. Summary of Recommendations

Category	Recommendation
Academic staff	Increase/reallocate/reduce staffing for certain areas.
Scientific staff	Add personnel for research support or supervision.
Invited staff	Engage additional expertise for specialized courses.
Infrastructure considerations	Ensure adequate resources (labs, classrooms, etc.).

ANNEX 2

Workload Scheme for Academic Personnel

Category	Activity	Percentage of Total Workload	Details
Teaching and Mentorship	Classroom teaching, clinical instruction	40–60%	Includes lectures, seminars, lab work, and clinical rotations.
	Supervision of theses or student research projects		Allocated based on student numbers and project scope.
Research and Scholarship	Conducting research and publishing	30–50%	Includes participation in grant-funded projects and presenting at conferences.
	Innovation and creative activities		Development of patents, new teaching methods, or innovative solutions in the field.
Administrative and Service	Membership in councils or committees	10–20%	Includes quality assurance, curriculum development, and participation in institutional bodies.

ANNEX 3

Academic Personnel Workload Table Template

Below is a template for documenting and managing the workload of academic personnel. It can be tailored to the specific needs of the institution, including teaching, research, and administrative duties.

Name of Academic Staff Member:	Position/Title:	Department:	Academic Year:

Category	Activity	Hours per Semester	Percentage of Total Workload	Notes/Remarks
Teaching and Mentorship	Classroom teaching (lectures, labs)			Specify course codes, titles, and hours.
	Supervision of student theses			Indicate number of students and level of supervision.
	Advising and mentorship			Academic advising hours per week or semester.
Research and Scholarship	Conducting research projects			Include funded and unfunded projects.
	Publishing articles or books			Detail ongoing or completed work.
	Participation in conferences			Specify conference name and role.
Administrative Duties	Committee membership			Indicate the specific committee and responsibilities.
	Curriculum development			Outline contributions to course/program design.
	Quality assurance activities			Include accreditation, self-assessments, etc.
Other Activities	Professional development			Training, certifications, or workshops attended.
	Community engagement			Outreach, social impact projects, etc.

| Total Hours | | | 100% | |

Instructions for Use:

1. **Category Breakdown:** Clearly define activities under each category based on the institution's workload policy.
2. **Hours per Semester:** Record actual hours spent or planned for each activity during the semester.
3. **Percentage of Workload:** Convert hours into a percentage of the total workload to ensure balance and compliance.
4. **Notes/Remarks:** Add any relevant comments, such as adjustments, special projects, or deviations from standard workloads.

This table serves as a standardized tool for academic personnel workload planning, ensuring transparency and alignment with institutional goals.

ANNEX 4

East-West University	
Academic Staff Self-Assessment Form	
Name:	Position/Title:
Department/School:	Academic Year:
Date of Submission:	
1. Teaching and Mentorship	
Question	Response
How many courses have you taught this year? List course titles and levels.	
Describe the innovative teaching methods or tools you have used to enhance learning.	
Provide an example of how you have adapted your teaching to address student needs.	
How many students have you supervised for theses, research projects, or clinical training?	
What steps have you taken to improve your teaching effectiveness?	

2. Research and Scholarship

Question	Response
How many research papers, books, or articles have you published this year? Provide titles and publication details.	
Have you presented at any national or international conferences? If yes, provide details.	
List any grants or funding you have secured for research projects.	
Describe your current research projects and their impact.	
What professional networks or collaborations have you established or strengthened this year?	

3. Service and Contribution to the Institution

Question	Response
List the committees, councils, or working groups you have participated in this year.	
Have you contributed to curriculum development or accreditation processes? If yes, provide details.	
Describe how you have supported the university's mission or strategic goals.	
What outreach or community engagement activities have you participated in?	

4. Professional Development

Question	Response
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What training programs, workshops, or conferences have you attended? Provide details.	
How have you applied new skills or knowledge gained from professional development activities?	
What steps have you taken to stay updated in your academic or research field?	

5. Goals and Reflection

Question	Response
What were your key accomplishments this year?	
What challenges did you face, and how did you address them?	
What are your professional goals for the next academic year?	
What support or resources do you need to achieve your goals?	

Acknowledgment

| Signature of Academic Staff Member: | Date: |

ANNEX 5

Performance Evaluation Table for Academic Personnel

Indicator Category	Indicator	Benchmark	Assessment Method	Frequency

Teaching Effectiveness	Student satisfaction scores	≥ 85% positive feedback in student evaluations.	Student feedback surveys	Semesterly
	Peer review of teaching	≥ 80% score in peer assessments based on a standardized rubric.	Peer review reports	Annual
	Use of innovative teaching methods	Evidence of active learning strategies in ≥ 50% of courses taught.	Syllabus review, classroom observations	Annual
Research and Scholarship	Number of publications	Minimum of 2 peer-reviewed publications per academic year.	Faculty self-report, citation databases	Annual
	Conference participation	Presentation at ≥ 1 national or international conference annually.	Conference attendance records	Annual
	Research funding acquired	Contribution to at least 1 funded project every 2 years.	Grant documentation	Biennial
Service and Contribution	Committee participation	Active membership in at least 1 committee per academic year.	Committee meeting minutes	Annual
	Curriculum development	Contribution to the development or revision of at least 1 course/module annually.	Program development documentation	Annual
Student Engagement (doesn't apply to the MD program)	Thesis/project supervision	Successful supervision of at least 3 students annually.	Student records, completion reports	Annual

ANNEX 6

Performance Evaluation Table for Administrative Personnel

Indicator Category	Indicator	Benchmark	Assessment Method	Frequency
Task Efficiency	Completion of assigned tasks	95% of tasks completed within deadlines.	Task tracking systems	Quarterly
	Accuracy of work	≤ 5% errors in submitted documents and reports.	Supervisor reviews	Quarterly
Collaboration and Teamwork	Participation in team initiatives	Active participation in ≥ 90% of team meetings and projects.	Meeting attendance logs	Quarterly
	Stakeholder satisfaction	≥ 85% positive feedback from internal and external stakeholders.	Stakeholder surveys	Annual
Innovation and Problem-Solving	Process improvement suggestions	At least 1 actionable suggestion implemented annually.	Supervisor assessment, implemented changes	Annual
	Crisis management effectiveness	Successfully resolved ≥ 90% of critical incidents.	Incident reports, supervisor feedback	Annual
Professional Development	Participation in training programs	Completion of at least 2 training sessions annually.	Training attendance records	Annual
	Application of new skills	Evidence of skill application in ≥ 50% of assigned tasks.	Supervisor evaluation	Annual

ANNEX 7

Academic Personnel Performance Evaluation Form

East-West University

Academic Personnel Performance Evaluation Form

Name:	Position/Title:
Department/School:	Academic Year:
Evaluator Name:	Evaluation Date:

1. Teaching Effectiveness

Indicator	Benchmark	Performance Rating (1-5)	Comments/Notes
Student satisfaction scores	≥ 85% positive feedback in evaluations.		
Peer review of teaching	≥ 80% score in peer assessment.		
Use of innovative teaching methods	Active learning in ≥ 50% of courses.		

2. Research and Scholarship

Indicator	Benchmark	Performance Rating (1-5)	Comments/Notes
Number of publications	Minimum 2 peer-reviewed publications.		
Conference participation	Presentation at ≥ 1 national/international conference.		
Research funding acquired	Contribution to ≥ 1 funded project every 2 years.		

3. Service and Institutional Contribution

Indicator	Benchmark	Performance Rating (1-5)	Comments/Notes
Committee participation	Active membership in at least 1 committee.		
Curriculum development	Contribution to ≥ 1 course/module revision annually.		
Quality assurance activities	Participation in accreditation or evaluation processes.		

4. Student Engagement and Mentorship

Indicator	Benchmark	Performance Rating (1-5)	Comments/Notes
Thesis/project supervision	Successful supervision of ≥ 3 students annually.		
Academic advising	Regular engagement with assigned students.		

5. Professional Development

Indicator	Benchmark	Performance Rating (1-5)	Comments/Notes
Participation in training programs	Completion of at least 2 training sessions annually.		
Application of new skills	Evidence in $\geq 50\%$ of tasks.		

6. Overall Performance and Recommendations

Category	Comments and Feedback
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Strengths	
Areas for Improvement	
Recommended Actions/Training	

7. Final Performance Rating

Overall Rating (1–5):
Evaluator Signature:
Academic Personnel Signature:

ANNEX 6

Administrative Staff Performance Evaluation Form

East-West University			
Administrative Staff Performance Evaluation Form			
Name:	Position/Title:		
Department/Office:	Evaluation Period:		
Evaluator Name:	Evaluation Date:		

1. Task Efficiency and Effectiveness

Indicator	Benchmark	Performance Rating (1–5)	Comments/Notes
Completion of assigned tasks	95% of tasks completed within deadlines.		

Accuracy of work	≤ 5% errors in submitted documents.		
Time management	Adherence to set schedules and priorities.		

2. Collaboration and Teamwork

Indicator	Benchmark	Performance Rating (1–5)	Comments/Notes
Team participation	Active participation in ≥ 90% of team meetings.		
Stakeholder satisfaction	≥ 85% positive feedback from stakeholders.		
Communication effectiveness	Timely and clear communication with team and stakeholders.		

3. Innovation and Problem-Solving

Indicator	Benchmark	Performance Rating (1–5)	Comments/Notes
Process improvement suggestions	At least 1 actionable suggestion implemented annually.		
Crisis management effectiveness	Successful resolution of ≥ 90% of critical incidents.		
Initiative in solving challenges	Evidence of proactive problem-solving.		

4. Professional Development

Indicator	Benchmark	Performance Rating (1–5)	Comments/Notes
Training participation	Completion of at least 2 training sessions annually.		
Application of new skills	Evidence of applying acquired skills in $\geq 50\%$ of tasks.		
Engagement in institutional development activities	Contribution to at least 1 project annually.		

5. Overall Performance and Recommendations

Category	Comments and Feedback
Strengths	
Areas for Improvement	
Recommended Actions/Training	

6. Final Performance Rating

Overall Rating (1–5):
Evaluator Signature:
Administrative Staff Signature: