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**IMPACT OF A PERSONNEL PERFORMANCE
EVALUATION SYSTEM ON ORGANIZATION'S
OBJECTIVES ACHIEVEMENT – THE CASE OF
UNIVERSITY OF ALGARVE**



UNIVERSITY OF ALGARVE

Faculty of Economics

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Masters in Accounting

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Work Authorship Declaration

I declare to be the author of this work, which is unique and unprecedented. Authors and works consulted are properly cited in the text and are in the listing of references included.

SVETLANA SHRAM



(signature)

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RESUMO

Este estudo é parte de uma revisão de literatura existente sobre sistemas de avaliação de desempenho, tendo abordado a capacidade destes sistemas para ajudar organizações a implementar uma estratégia e para melhorar o seu desempenho.

O estudo investigou o atual sistema de avaliação de desempenho do pessoal docente da Universidade do Algarve e os objetivos estratégicos da Universidade. Com base nas percepções dos professores da Universidade, visava compreender se o primeiro contribui para alcançar o último.

Para coletar os dados necessários para responder à pergunta deste estudo, foi utilizado um questionário eletrónico que foi enviado via e-mail a todos os professores de todas as escolas e faculdades da Universidade do Algarve.

Os resultados obtidos mostram que, embora a maioria dos professores pense que o sistema de avaliação de desempenho do pessoal docente deveria existir na Universidade, muitos indicaram que não há coordenação suficiente entre os indicadores de desempenho do sistema e os objetivos estratégicos da Universidade para serem eficazes e alcançá-los.

Palavras-chave: avaliação de desempenho – implementação de estratégia – objetivos estratégicos – Universidade do Algarve.

ABSTRACT

This study revised the existing literature on performance measurement systems and its ability to help organizations to implement their strategies and enhance their performance.

It investigated the current academic personnel performance evaluation system of the University of Algarve and the University's strategic objectives. Based on perceptions of the University's professors it aimed to understand if the former helps to achieve the latter.

Self-administered questionnaires distributed via e-mails were used to collect necessary data to answer this study's question. Questionnaires were sent to all academics of all the schools and faculties of the University of Algarve.

Results show that although majority of professors think that academic personnel performance evaluation system should be in place at the University, many indicated that there are no sufficient linkages between the system's performance indicators and the University's strategic objectives in order to be effective in achieving them.

Key words: performance measurement – strategy implementation – strategic objectives – University of Algarve.

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ABBREVIATION LIST

APPES – Academic Personnel Performance Evaluation System

MDN – Median

NPM – New Public Management

PMS – Performance Measurement System

SPMS – Strategic Performance Measurement System

UALG – University of Algarve

CHAPTER 1. INTRODUCTION

1.1. The role of University and higher education in society

The role of universities and higher education in socio-economic aspect of societies is undeniable.

The institution of University had already existed since the 12th century “with the educational mission of transmitting knowledge from teachers to pupils” (Cortes-Aldana et al., 2009:811). In the past universities served as institutions where knowledge would be stored and shared. Serving the society was not a part of their agenda. Over the years universities’ goals changed and nowadays they play a significant part in societal evolution. It has a lot to do with academic revolutions taken place first, in the late 19th century, when besides teaching, research activity became a part of universities’ objectives, and second, in the late 20th century, when it became important for universities to take an active role in benefitting society by transferring the knowledge and innovation from the inside of the university to the outside (Cortes-Aldana et al., 2009). Current global economy forces societies to be highly competitive, which increases the role of universities (Kilicer, 2009).

In simple words, higher education institutions’ goals are to prepare well-educated young people to join the workforce and take the nation to the future. Universities offer training, conduct scientific research and serve the society’s needs with qualified specialists, technology and innovation.

1.2. Performance evaluation in public management

If higher education institutions play significant role in public life, then it is in everybody’s interest to maintain their efficiency and improve their performance.

According to Tuytens and Devos (2014) private management is usually viewed as a better one. And it is true that performance measurement is an instrument for accountability (Melnik et al., 2014) and performance improvement (Micheli and Manzoni, 2010). Thus, public sector adopted performance measurement mechanisms from private business to enhance its productivity (Tuytens and Devos, 2014).

Performance measurement systems

“based on broad and strategically aligned performance indicators [are supposed] to improve organizational outcomes by enhancing the decision-relevant information available to managers and thereby, facilitating strategy-consistent decision making” (Grafton et al., 2010).

Empirical studies proved that implementation of performance measurement systems can benefit organizations by improving their outputs, though the literature does not explain how exactly to achieve these benefits (Franco-Santos et al., 2012). Performance measurement is also beneficial for the employees, as “they stimulate employee initiatives to improve operational performance, especially when employees themselves participate in the development of their own departmental performance measures” (Groen et al., 2012).

Nevertheless, in public sector Dahler-Larsen (2014) points out that the literature describes negative aspects of performance management such as “gaming [behaviour]¹, tunnel vision, cream skimming (cherry picking), effort substitution, suboptimization, myopia, misrepresentation, misinterpretation and ossification”.

1.3. Performance measurement in education sector and the importance of teacher evaluation

To catch up with the markets’ development governments started New Public Management (NPM) reform in public sector, which characterizes by “economic rationality and efficiency” and adoption of private business’ managerial methods (Spekle and Verbeeten, 2014). Consequently, universities also became a subject of performance assessment using the private sector mechanisms (Bogt and Scapens, 2012).

Bogt and Scapens (2012) referred that governments of many countries started to subsidize their higher education institutions based on the outputs produced in teaching and research activities. The indicators to evaluate teaching performance might be: “numbers of students, the degrees awarded, and the quality of the education provided”. These metrics can be reinforced by students’ perceptions of teaching. The outcomes in research can be assessed, for example, with such measure as “number of publications in

¹ According to Dahler-Larsen’s literature review (2014): “a deliberate subversion to hit the target and miss the point”.

academic journals, with the international rankings of these journals being used as an indicator of quality” (Bogt and Scapens, 2012).

In private sector performance employee assessment serves such purposes as: “providing feedback to employees about their performance; determining who gets promoted...; encouraging performance improvement; motivating superior performance; setting and measuring goals...; improving overall organizational performance and [others]” (Grote, 2002:5). And it may be beneficial for an organization. But private businesses are not the same as education institutions. For higher education institution, unlike for private business,

“there are no customers or clients, but students; there is no market, but group of potential students and group in need of specific graduates; there are no employees, but academic and non-academic personnel and, there is no added value, but social, cultural, scientific and technological benefit” (Strategic plan of the University of Algarve 2013-2017:11).

According to Zhu and Xujie (2009) teacher is the core of higher education institutions’ services and is responsible for education’s quality and innovation. In a free world all organizations, private and public, including education entities, compete with their counterparts in order to survive. Teachers are the ones who ensure competitiveness of institutes of higher education (Zhu and Xujie, 2009). Additionally, universities’ budgets predominantly consist of expenses related to human resources (Arnautu and Panc, 2015). That justifies performance evaluation of academic personnel being a part of improvement of universities’ services.

“Effective performance evaluation of university teachers is supposed to guide teaching behaviours and teaching modes as well as improve teaching quality of higher education” (Li and Wang, 2015). Hence, teacher’s performance evaluation may help the higher education institution to improve its competitiveness and assist with keeping desirable levels of growth and technological creation (Zhu and Xujie, 2009). As a result, academic personnel’s performance evaluation is a necessary process to achieve the higher education institution’s objectives.

1.4. Study's objective and relevance

Always keeping in mind that performance measurement is considered to be helpful in execution of organizational strategy (Franco-Santos et al., 2012, Melnyk et al., 2014) and in fulfilment of organizational objectives (Chiesa et al., 2008, Star et al., 2016), the objective of this study is to examine whether the performance measurement system implemented by the University of Algarve to evaluate performance of its academic personnel positively contributes in the achievement of the University's strategic objectives, defined in the Strategic Plan of the University of Algarve 2013-2017.

This study is relevant because it is important to analyse current academic personnel performance measurement system of the University of Algarve to understand if there is a positive effect that the performance system has on the University's objectives and to detect possible problems caused by performance measurements to suggest further improvements.

For further notice, the relevance is even greater because of the concern expressed by Luis Magalhães, the President of the General Council of the University of Algarve, about the lack of "supremacy" of qualitative over quantitative features of the UALG's academic personnel performance evaluation system (The University of Algarve, 2013a:5).

1.5. Methodology and study's structure

Saunders et al. (2012:5) designated research "as activity that people take on to find out things in a systematic way, and, as consequence, increase their knowledge" and it must be based on facts, describe and justify data collection methods, discuss the results, describe the limitations and be finished in time. Research methods are the means of conducting the investigation and are extremely important in research process (Saunders et al., 2012:54).

First method that is suitable for this research is self-administered questionnaire (survey). According to Cooper and Schindler (1998:303) surveys, nowadays, are present everywhere. It has numerous advantages such as "...expanded geographic coverage,... perceived as more anonymous,... allows respondents time to think about questions,... allows contact with otherwise inaccessible respondents,... rapid data collection...", low-

cost and many others (Cooper and Schindler, 1998:304). Saunders et al. (2012:421) pointed out that the disadvantage of low response rate is significant for this type of research method. He explains that self-administered questionnaires (internet, intranet, post) may reduce people's will to participate, rising the unease about giving away sensitive data to a stranger and about the possibility of this data being abused (Saunders et al., 2012:378). Time also can be an issue because too many questions in each survey (Saunders et al., 2012:178), as well as the greater length of self-administered questionnaire as a whole can negatively affect the response rate (Ghauri et al., 1995:61). For this study, the major disadvantage of self-administered questionnaire research method is low response rate.

According to Cooper and Schindler (1998:291) another research method to gather valid and reliable information (Saunders et al., 2012:381) to meet the research objectives is interview. They pointed out that personal interviews are advantageous because interviewers can react to the progress of an interview by asking additional questions to collect more data and by changing the language if it seems to be problematic for the respondent. Interviewers also can spot if the respondent fits the sample (Cooper and Schindler, 1998:291), and can cover illiterate respondents (Cooper and Schindler, 1998:304). But interviews can be "costly, in both money and time" (Cooper and Schindler, 1998:291) and require skilled interviewers (Cooper and Schindler, 1998:304). For this study interviews, can be more time-consuming than money, and my qualification as a skilled interviewer is doubtful.

Additionally, Saunders et al. (2012:381) noted that the advantage of a personal interview can be spoilt by several biases. "Interviewer bias" may occur when the interviewer conducts the interview in a manner that infringes his way of thinking on an interviewee or when the interviewer explains the given answers through his own prism of opinions, which compromises the interviewer's trustworthiness in the eyes of an interviewee. As a result, the interviewee may keep to himself the useful data leading to "interviewee bias". This type of bias can also be resulted from the invasive nature of the interview. The interviewee may not share the whole information in order to stop the interviewer from asking additional questions to hide the sensitive matter (Saunders et al., 2012:381). Another type of bias, which can cripple the research sample, is "participation bias", which may be caused by the refusal by the suitable people to participate due to the

lack of time and the acceptance to participate of less desirable people (Saunders et al., 2012:382).

Major disadvantage of a personal interview for this study is that people might not say the truth if the question matter is very sensitive. Taking into consideration the advantages and disadvantages of the research methods, described above, self-administered questionnaire seems to be more appropriate for this study.

This study is an exploratory research and data will be collected via e-mail distributed self-completed questionnaires. Taking into account the response rate of 11% for surveys distributed via internet (Saunders et al., 2012:421), to increase the representation level, the population of this study will be all academic personnel of the schools: School of education and communication, School of management, hospitality and tourism, School of health, Institute of engineering, Department of biomedical sciences and medicine as well as all academic personnel of the faculties of the University of Algarve: Faculty of Human and Social Sciences, Faculty of Science and Technology and Economics Faculty. This would allow better establish the relationship between the academic personnel performance evaluation system adopted by the University of Algarve and how it correlates with the University's objectives.

Questionnaire will be carefully designed in both English and Portuguese languages to ensure good response rate. Closed questions will be used in this study as they are quick to answer, and the answers are convenient for comparison (Saunders et al., 2012:432). Online survey form will be created using SurveyMonkey™ so the respondents may complete the questionnaire online and return the data electronically.

Covering e-mail will be composed also in English and Portuguese languages and sent together with the survey questions to each participant. The content of this e-mail influence the response rate of self-administered questionnaires (Saunders et al., 2012:446).

According to guidelines by Saunders et al. (2012:449) the covering e-mail will contain the information about who I am, the intention of the survey, for what purpose do I conduct this study and about how much it will take to answer the questions. It will also point out the confidentiality of the responses, assuring that the survey will not require the information about respondent's name or address and that it will only contain few questions regarding personal professional information about an academic. Covering e-

mail will also explain that respondents are not under any pressure or obligation to complete this survey and that they can withdraw their participation in the survey at any time. But the time-frame to finish the questionnaire will be given. I will also provide with my personal contact, so the respondents would have the possibility to reach me for any clarifications. Respondents will see the covering e-mail before proceeding to questionnaire (Saunders et al., 2012:449), and I certainly hope that it will help to influence academics' decisions to participate in this study.

Designed questionnaire will be subjected to pilot testing. “[The] responses [of the pilot test] will provide ... with an idea of the reliability and suitability of the questions” (Saunders et al. 2012:452). Hence, without pilot testing it is harder to know whether the survey will answer the study's objectives (Saunders et al. 2012:451).

Collected data will be analysed and interpreted using IBM SPSS statistics. In order to answer this study's objective following hypothesis will be tested:

H₀: Academic personnel performance evaluation system (APPES) implemented by the University of Algarve has positive effect on the achievement of the University's strategic objectives, defined in the Strategic Plan of the University of Algarve 2013-2017;

H_a: APPES implemented by the University of Algarve does not have positive effect on the achievement of the University's strategic objectives, defined in the Strategic Plan of the University of Algarve 2013-2017.

Facts discovered from analysed data will be reported, discussed and interpreted, conclusions and recommendations will be made.

CHAPTER 2. PERFORMANCE MEASUREMENT SYSTEMS AND ITS EFFECT ON ORGANIZATION

2.1. The concept of strategy

“... Companies that focus myopically on improving organizational effectiveness jeopardize long-term success when they fail to develop a sustainable strategy... The essence of strategy is choosing to perform activities differently than rivals do and... consider[ing] strategic positioning and strategic fit when crafting strategies” (Thompson et al, 1998:78).

If “operational effectiveness” aims to improve the execution by the company of analogous activities in comparison with its competitors, “strategic positioning” differentiates the company from its competitors by activities it provides or by the way it provides analogous activities (Thompson et al., 1998:79). Both are important for the company, except, the first one is good to boost company’s profitability, while the second is necessary to secure its long-term performance and competitiveness by providing a “unique set of values” to customers (Thompson et al., 1998:82).

Santos (2008:114) mentioned that company should also compete for resources and not only for market positioning, which should be reflected in strategy. Moreover, strategies are applicable to all kinds of companies, including monopolies, companies that are unique in their area, non-profit and public organizations. Strategy achievement reflects in producing a greater value for stakeholders. As for non-profit organizations, other indicators can be used to evaluate their strategy success, such as indicators of effectiveness and efficiency that are used in private business (Santos, 2008:115).

Gimbert et al. (2010) pointed out that to form a strategy means to create a plan of what an organization aims to achieve in a long run. The goals of strategy formation include achievement of an upper hand in the environment where organization operates and improvement of organizational outcomes by optimizing organization’s inputs, processes and practices. This, however, is not enough. Organization should set up the strategy with knowledge how exactly to execute it and learn in order to, maybe, rethink and reset the strategy along the way of its implementation. The execution of the strategy is a set of actions that should lead to its fulfilment. That turns strategy formation and strategy execution into “interdependent” procedures (Gimbert et al., 2010). Interestingly,

performance measurement systems turned out to be an effective instrument in strategy implementation (Marinho and Cagnin, 2014).

In summary, according to Johnson et al. (2008: 3) “strategy is the direction and scope of an organization over the long term, which achieves advantage in a changing environment through its configuration of resources and competences with the aim of fulfilling stakeholder expectations”.

2.2. Performance and performance measurement system

“The need to establish the link between planning, decision, action and results has generated substantial interest in the measurement of organizational performance” (Micheli and Mari, 2014). While in the 1980s, researchers increased their focus on performance measurement systems to improve implementation of organizational strategy, lately, strategic PMS such as Balanced Scorecard and Performance prisms became prominent to study (Gimbert et al., 2010). These new performance measurement systems, in comparison to the old ones, are more complex, versatile and cause-and-effect oriented (Gimbert et al., 2010).

It is impossible to understand what performance measurement system is without defining such terms as efficiency, effectiveness and performance measures.

Santos (2008:28) defines effectiveness of the organization as “a degree to which the organization fulfils its objectives” and efficiency – as “a measure of the resources that were consumed in the process of achieving them”. According to Braz et al. (2011) organizational performance is designated by these two elements. Efficiency and effectiveness are evaluated by the performance measures. They are the core unit of the performance measurement systems and aim to help the organization to understand and fulfil its strategy and objectives (Braz et al., 2011).

Hence,

“Performance Measurement Systems... are concise sets of (financial and/or non-financial) metrics that support the decision-making processes of an organization by gathering, processing and analyzing quantified information about its performance, and presenting it in the form of a succinct overview (Gimbert et al., 2010).

It is important to eliminate any confusion between PMS and Strategic PMS. As Webb (2004) specified: “A Strategic performance measurement system (SPMS) is a set of causally linked non-financial and financial objectives, performance measures, and goals designed to align managers’ actions with an organization’s strategy.”

Consequently, SPMSs are aimed to affect strategy. Operational PMSs, on the other hand, are designed to improve operational/day to day activities (Star et al., 2016).

In this study, the discussion of the relationship between performance measurement systems and organizational strategy and objectives always assumes strategic PMS.

2.3. Positive and negative effects of performance measurement systems in business

2.3.1. The effect of PMSs on strategy and other positive outcomes of PMSs in private organizations

“Since the early 1990s, organizations have invested increasing amounts of money and resources in measuring their performance” (Micheli and Manzoni, 2010). Performance measurement systems became a recognized instrument in this field (Nudurupati et al., 2011).

Multiple research papers suggest that performance measurement systems can positively affect organizations in many ways, such as:

“formulation, implementation and review of organizational strategy; communication of results achieved to stakeholders and strengthening brand and reputation; motivation of employees at all levels, creation of a performance improvement culture, and fostering of organizational learning” (Micheli and Mari, 2014).

For this study, there is a particular interest in the influence that performance measurement systems have on strategy processes. After years of research many authors concluded that SPMSs are, in fact, useful mechanisms in implementing organizational strategy (Franco-Santos et al., 2012, Dossi and Patelli, 2010) by “a better understanding of the linkages between various strategic priorities; more effective communication of the association between objectives and actions; and more efficient allocation of resources and tasks” (Dossi and Patelli, 2010).

The main purpose of the analysis of 200 Australian largest manufacturers by Chenhall (2005) was to investigate integrative SPMSs to improve organizational “strategic competitiveness”. “Integrativeness” in this research was characterized 1) by the presence of “cause-effect linkages between operations and strategy and goals, and between... suppliers and customers”, which stimulates organizational learning, and 2) by performance indicators “in the area of financial, customer, business processes and long-term innovation”. The results confirmed that SPMS can improve competitiveness. Additionally, the results showed that “integrative SPMS enable organizations to achieve more effective strategies by assisting in the strategic alignment of manufacturing and organizational learning” (Chenhall, 2005).

Gimbert et al. (2010) empirically demonstrated that “SPMSs influence strategy (re)formulation by stimulating the development within the organization of a more comprehensive strategic agenda”. Authors strictly separate strategic performance measurement systems from operational ones by following characteristics:

- “1) the integration of long-term strategy and operational goals;
- 2) the provision of performance measures in the area of multiple perspectives;
- 3) the provision of a sequence of goals/metrics/targets/action plans for each perspective; and
- 4) the presence of explicit causal relationship between goals and/or between performance measures” (Gimbert et al., 2010).

The study’s findings also revealed that there is no difference in “nature of strategic agenda” between companies with PMS that are not defined as strategic and companies with no PMS, which strengthens the importance of the PMS’s design for strategic purposes (Gimbert et al., 2010).

Dossi and Patelli (2010) stated that non-financial measures in SPMSs are important in communication process between headquarters and subsidiaries, which leads to improved alignment with strategy and strategy fulfilment in international companies.

Micheli and Manzoni (2010) summarized the roles (or uses) of strategic performance measurement systems. For this study, the use of SPMSs for diagnostic and interactive purposes are more important, as the diagnostic role “relates mainly to the implementation of strategy” and the interactive use “is linked to the concept of organizational alignment and regards the SPMS as a means of communication within the organization and its external stakeholders, and as support to the emergence of new strategies” (Micheli and Manzoni, 2010). Therefore, Micheli and Manzoni (2010) argued

the importance of equilibrating diagnostic and interactive roles as it promotes “change initiatives and innovation strategies”, which is beneficial for unstable environments that require flexible SPMSs (Kolehmainen, 2010).

Talking about flexible SPMSs, it is important to acknowledge that changes in business surroundings may require changes in strategy and, consequently, lead to the alterations in performance measurement system. Strategy alignment takes too much time, which is inappropriate for the volatile markets (Melnyk et al., 2014). In order to achieve strategic alignment to benefit companies operating in such conditions Kolehmainen (2010) offered to introduce flexibility into SPMSs by empowering managers “to take primary responsibility for the relevance of measures”, by including “action-oriented strategic targets”, by reducing the amount of “individual-level targets”, and by “allowing considerable subjectivity in the performance evaluation and reward process”. Such flexible SPMSs are destined to be helpful in fulfilling organizations’ strategies in unstable environments (Kolehmainen, 2010).

More recently, Franco-Santos et al. (2012) performed the review of 76 empirical studies and resumed that

“[strategic performance measurement] systems facilitate the development, implementation, and review of business strategies by focusing people’s decisions and actions on strategic goals and by encouraging a continuous dialogue about strategic endeavours”.

However, the extent of this effects depends on managers’ cognitive abilities, PMS’s design and usage (Franco-Santos et al., 2012).

As business surroundings became volatile Melnyk et al. (2014) called most attention to the “fit” of “business strategy, organizational culture and external environment”, which should be dependent on the business volatility. This “fit” is crucial for the strategy implementation, which led Melnyk et al. (2014) to actually suggest that performance measurement systems should be “co-created” with strategy and not developed from it for the companies acting in volatile environments (Melnyk et al., 2014).

Besides being useful for the organizational strategy, there are other positive effects of performance measurement systems on organizations’ outcomes, as was mentioned above. Let’s consider several examples.

Webb's study (2004) demonstrated that SPMS and its "cause-effect content" provide managers with pertinent information and benefits "goal commitment", interestingly, when it is not incentivised. Performance measurement systems also positively influence "staff['s] perceptions about motivation, opportunity and capability to learn" (Yuan and Yi, 2008). According to Marginson et al. (2014) diagnostic and interactive use of performance indicators decrease "role ambiguity"².

Performance measurement systems also can be used as the mechanism for communication³ and establishing the boundaries⁴ (Micheli and Manzoni, 2010). Van Veen-Dirks (2010) also referred to "decision-facilitating⁵ [and] decision-influencing⁶ roles" of performance indicators.

Having acknowledged these positive effects that performance measurement systems can have on organization, it is important to note that in order to be beneficial SPMS should be an integral part of overall organizational managerial system (Manzoni and Micheli, 2010). Artz et al. (2012) also justified the importance of "the properties of performance measures" on the outcome of their use. Empirical study by Lee and Yang (2011) pointed out that it is beneficial for the organization to merge performance indicators and "organization structures". They also submitted that PMSs without "the cause-and-effect linkages between the operations and strategies" are unsatisfactory for competitive environments (Lee and Yang, 2011).

Studies alike led Franco-Santos et al. (2012) to the conclusion that favourable outcomes of SPMSs on overall performance, and not only on strategy, depend on their design and defined uses.

² According to Marginson et al. (2014) an employee encounters "role ambiguity" when he is unsure about objectives, actions to take to achieve them and performance assessment methods.

³ "Performance indicators can be seen as communication tools when they are introduced to communicate core values such as mission statements, credos and vision statements, or to drive desired behaviours" (Micheli and Manzoni, 2010).

⁴ "Indicators can be used to set boundary systems designed to restrain employee behaviour and define limits of freedom within the organizational context" (Micheli and Manzoni, 2010).

⁵ According to Van Veen-Dirks (2010) "refers to the provision of information to guide decisions and managerial actions [and] to decision-improving potential of this information".

⁶ According to Van Veen-Dirks (2010) "refers to the use of information for motivating and controlling managers and employees [and] ensuring that...[they] exhibit organizationally desirable behaviors".

2.3.2. Negative outcomes of PMSs in private organizations

The evidence presented above shows that performance measurement systems can be effective in helping the organizations to fulfil their objectives but PMSs also can miscarry their functions or even cause harm (Micheli and Manzoni, 2010, Micheli and Mari, 2014).

Franco-Santos et al. (2012) clarified that SPMS can be time- and money-consuming, put a strain on workforce relationships and cause “perceptions of unfairness and subjectivity”. “It has been accused of undermining manufacturing competitiveness, encouraging local optimisation and fostering a lack of strategic focus” (Melnyk et al., 2012). Other studies highlighted that in unstable environments SPMSs can be ineffective due to their rigidity caused by enforced strategic alignment (Kolehmainen, 2010); can wrongly redirect the organization trying to implement strategic changes; and diagnostic use of SPMSs can negatively influence innovation (Micheli and Manzoni, 2010).

2.4. Performance measurement systems in public sector

2.4.1. Consequences of PMSs implementation in public sector

For a long time, governments were interested in measuring public organizations’ performances to help to better manage public spending and services, which led to the emergence of a New Public Management movement with performance measurement system as an essential piece in the puzzle of improving organizations’ efficiency and effectiveness (Arnaboldi and Azzone, 2010).

NPM’s concept relies on trust in private business managerial proceedings and on assumption that well-defined targets should improve employees’ performance, consequently, helping public sector organizations achieve their goals (Spekle and Verbeeten, 2014). But according to Arnaboldi and Azzone (2010) the implementation of PMSs in public sector proved to be uneasy as this process encountered following obstacles: “the diverse nature of public sector services, the wide range of users, the difficulties in defining targets, and the lack of competences”.

2.4.2. *The effect of performance measurement systems in education*

As was mentioned in previous chapters, there is substantial proof about performance measurement systems' ability to be beneficial to organization's outcome. But what happens when quantitative performance measurement principles are transferred from business to education services? The answer is that this transportation can lead to several unforeseeable results (Adcroft and Willis, 2005).

NPM is supposed to bring accountability and improve effectiveness and efficiency of public sector (Spekle and Verbeeten, 2014), including higher education organizations. Frost and Brockmann (2014) in their study of German Universities stated that according to research scholars' performance assessment may improve academic results but scholars may also start "to behave less like homo academicus⁷ and more like homo strategicus⁸", which promotes "tunnel vision..., gaming strategy and play[ing] safe". When "qualitative productivity is equated with quantitative productivity" scholars tend to focus more on activities that can be measured and not on activities that have significance to society, for example, engage in research (that can be measured by the number of publications) at the expense of teaching. Research also suggests that large portion of academics manipulate investigative data in order to get their reward or reproduce past investigations instead of searching for new knowledge (Frost and Brockmann, 2014).

Adcroft and Willis (2005) argued that business based performance assessment in higher education institutions can lead to "commodification" of their services. For example, as there is a pressure for innovation, research can be viewed as a commercialized product which can be bought and sold. As a result, "deprofessionalisation" occurs as scientists turn into "paid wage labourers" and are no-longer "value-driven" (Adcroft and Willis, 2005).

Ter Bogt and Scapens (2012) in their investigation of PMSs (more objective systems of evaluation) in Accounting and Finance departments in universities claimed that they still remain subjective. Though the judgement is transferred from the academic's

⁷ As Frost and Brockmann (2014) mention, "homo academicus is characterized by self-discipline, strong curiosity and the ability to follow research and teaching interests" and is motivated intrinsically by the academic exercise itself.

⁸ Homo strategicus is a scholar who is motivated extrinsically, by monetary reward or by reputation for good performance (Frost and Brockmann, 2014).

level (department) to a more remote level (faculty), which “creates uncertainty and anxiety about how the systems are used” (for example, for promotions). PMSs force academics to achieve performance targets, which also can lead to increased stress (Ter Bogt and Scapens, 2012).

SET (Student Evaluation of Teaching) became a part of academic personnel performance evaluation in higher education (Langbein, 2008). This method has its own problems. Sproule (2002) ferociously called university bodies to admit “that the SET data are contaminated with non-trivial, and incalculable, systemic errors, and that the presence of these errors render the FEC [Faculty Evaluation Committy] decision rule invalid, unreliable, and otherwise hopelessly flawed”. According to literature SET scores depend on students’ grades, and positive students’ scores result in good SETs (Ewing, 2012). Langbein (2008) criticized this system by showing that monetary rewards dependent on SETs incentivize the faculties to overvalue students’ grades, which leads to “grade inflation”.

All the negative effects of performance measurement systems in higher education institutions described above pose a threat to the education process and its objectives and, consequently, its academic mission. Therefore, it is important to inspect current academic personnel performance measurement system of the University of Algarve to understand its impact on the achievement of UALG’s strategic objectives.

CHAPTER 3. THE UALG'S OBJECTIVES AND ACADEMIC PERSONNEL PERFORMANCE EVALUATION

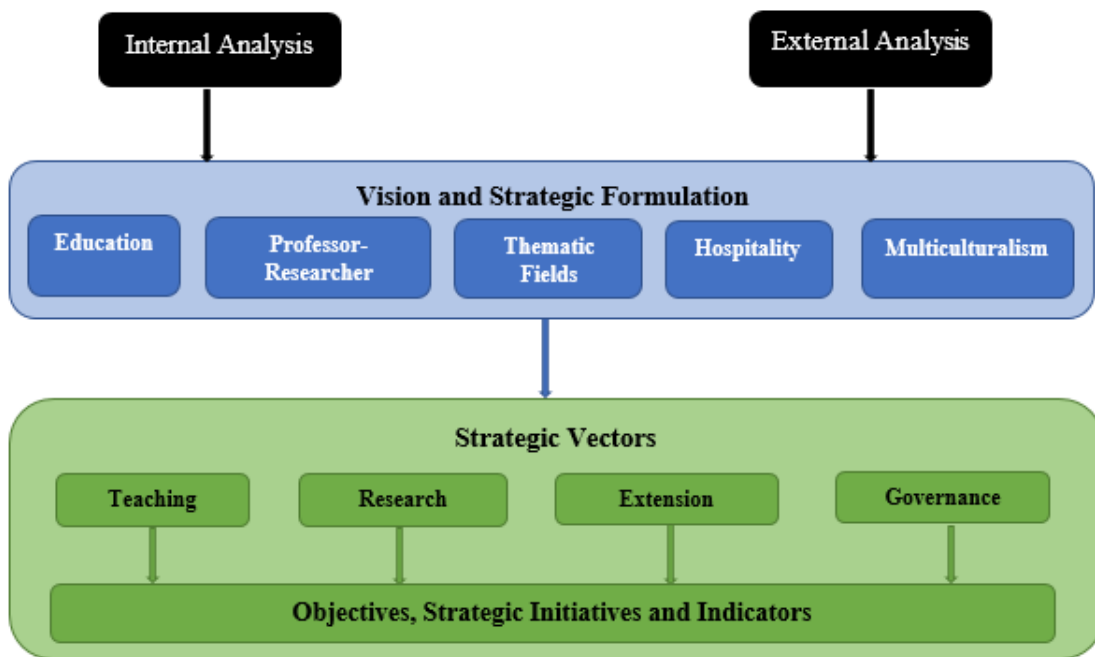
3.1. The strategy of the University of Algarve

The Statutes of the University of Algarve express clearly the University's mission (Portuguese Government, 2008:50863, art.2):

“The University of Algarve is a centre for the creation, transmission and diffusion of culture and humanistic, artistic, scientific and technological knowledge, contributing to the cultural and scientific promotion of society, with a view of improving its capacity to anticipate and respond to social, scientific and technological changes, for the development of communities, particularly in the Algarve region, for social cohesion, promoting and consolidating the values of freedom and citizenship.”

In order to fulfil its mission UALG develops its strategic plans. The Strategic Plan of the University of Algarve 2013-2017 (Figure 3.1) was developed to deal with the reduction of the number of students and the government funding of the University (The University of Algarve, 2013a:12) by giving the priority and most effort to the short-term objectives (Annex 1), which are divided into four strategic vectors: teaching, research, extension and governance (The University of Algarve, 2013a:7). Two strategic objectives are assigned to each vector and are followed by the actions to undertake and the measures to evaluate the latter (The University of Algarve, 2013a:7). According to the UALG the aspect of governance is the one that needs to be enhanced the most (The University of Algarve, 2013a:22).

Figure 3.1. Strategic Plan of the University of Algarve 2013-2017



Source: The University of Algarve (2013a:8).

3.2. Academic personnel performance evaluation system of the University of Algarve

The obligation to evaluate academic personnel's performance by all higher education institutions in Portugal, as well as the principles of this evaluation are established in the Statute of the University Teaching Career n.º 205/2009 (art. 74-A, Decreto-Lei n.º 205/2009, see Portuguese Government, 2009:5739). Academics of any category have to participate in activities of teaching, research, extension, governance and other tasks assigned to them (art.4, Decreto-Lei n.º 205/2009, see Portuguese Government, 2009:5730).

Consequently, one of the principles of academic personnel performance evaluation requires to include all aspects of academic practices, i.e. teaching, research, extension and governance, into evaluation process (n. 2b art. 74-A, Decreto-Lei n.º 205/2009, see Portuguese Government, 2009:5739). These are the four aspects which Academic Personnel Performance Evaluation of the University of Algarve is focused on (n.1 art.5, Regulation n.º 884/2010, see The University of Algarve, 2010:61073). The weighing parameters given to each of the evaluation vectors are defined by internal regulations of organic units of the University in concordance with the UALG's strategic

objectives (n.2 art.5, Regulation n.º 884/2010, see The University of Algarve, 2010:61073).

Hence, the Strategic plan of the University of Algarve 2013-2017 and academic personnel performance evaluation system of the University are interrelated. In other words, academics' evaluation is being coordinated with the University's objectives.

The UALG's academic personnel performance evaluation system is founded by the General regulation of academic personnel performance evaluation of the University of Algarve n.º 884/2010.

“Performance evaluation is based essentially on the reports of academics' activities prepared according to the approved model by the organic units' Scientific and Technical-Scientific Councils, and according to Coordinating Council's guidelines for Academic Personnel Performance Evaluation of the University Algarve, which should include, among others, the results of the surveys on students' perception of learning” (n.1 art.7, Regulation n.º 884/2010, see The University of Algarve, 2010:61073).

And it “is fundamentally aimed to enhance the academics' performances and to continuously improve their activity, in harmony with the institution's mission and objectives” (n.1 art.2, Regulation n.º 884/2010, see The University of Algarve, 2010:61072). This suggests the existing linkage between the goal to improve academics' productiveness and the achievement of University's objectives.

CHAPTER 4. METHOD

4.1. Method as a mean of conducting a research

Research is “the process of finding solutions to a problem after a thorough study and analysis of the situational factors” (Sekaran, 2003:2). Hence, Masters level thesis should reveal the ability of an author to analyze the problem and make accurate conclusions (Ghauri et al, 1995:5).

Ghauri et al. (1995:6) explains that research is conducted to describe, explain, analyze the existing findings, etc., and the distinguishable characteristic of the research is its systematic and debatable nature. It provides the data collection mechanisms, discussion of the results and the limitations and is based on logic. The main goal of research is to “improve social life” and in business – “to understand how and why things happen” (Ghauri et al., 1995:7).

According to Saunders et al. (2012:4) methods are the techniques for data acquirement (observations, surveys, interviews) and analysis (quantitative, i.e. statistical and qualitative, i.e. non-statistical).

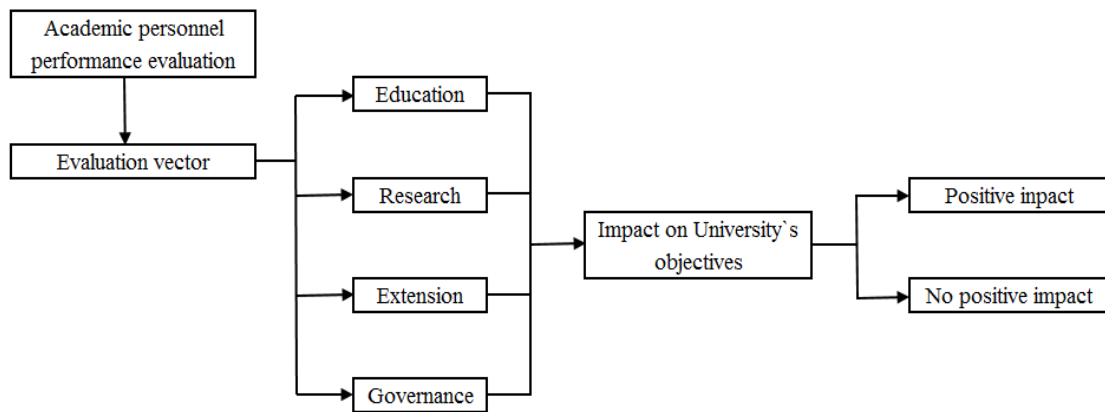
This is an exploratory research that is conducted over professors of the University of Algarve. Its aim is to clarify, according to the perceptions of the scholars, if the UALG’s academic personnel performance evaluation system (APPES) helps in achieving University’s objectives, defined in the Strategic plan of the University of Algarve 2013-2017. In other words, the study intends to establish the existence of positive correlation between the UALG’s academic personnel performance evaluation system and the UALG’s objectives (Zikmund, 2000:51).

4.2. Construction of the investigation

4.2.1. Theoretical research framework

Sekaran (2003:87) defines a theoretical framework as a “conceptual foundation”, logical presentation of the interrelated factors relevant to the problem, which helps “to improve [the] understanding of the dynamics of the situation”. The framework allows to develop hypothesis to test the validity of the theory (Sekaran, 2003:87). For this study, the framework is presented on Figure 4.1.

Figure 4.1. Investigation's framework



The interrelated factors are the research's variables (Sekaran, 2003:87). The variables for this study are presented in Table 4.1.

Table 4.1. Variables

Nº	Description	Sym bol	Nº	Description	Sym bol
1	Academics' age	V1	11	Impact of the APPES in research on promoting the crossfield research activity in the fields of Sea, Tourism, Health and Welfare and Mediterranean Heritage*	V11
2	Academics' gender	V2	12	Impact of the APPES in extension on providing greater coherence to the wide range of extension activities developed and to be developed*	V12
3	Academics' years of experience at the UALG	V3	13	Impact of the APPES in extension on achieving greater coherence with the thematic fields of the Sea, Tourism, Health and Welfare and Mediterranean Heritage*	V13
4	Academics' current titles	V4	14	Impact of the APPES in extension on promoting the multidisciplinary extension projects that would contribute to the social, cultural, scientific and technological development of the UALG and the region based on the guiding principle of education as the core of the University's activity *	V14
5	Academics' familiarity with the UALG's strategic objectives	V5	15	Impact of the APPES in governance on adaptation of the UALG's structure to its size and its development strategy*	V15
6	Academics' perception on whether the APPES should exist	V6	16	Impact of the APPES in governance on improvement of data integration and access to the UALG's performance indicators*	V16

Table 4.1. Variables (continuation)

7	Academics' perception on degree of alignment between the APPES and the UALG's strategic objectives	V7	17	Academics' opinion whether the APPES should be improved	V17
8	Impact of the APPES in teaching on achieving the increased levels of student recruitment*	V8	18	Academics' suggestions to improve the APPES	V18
9	Impact of the APPES in teaching on adaptation and rationalization of the training offer*	V9	19	Academics' opinion about their experience with the APPES	V19
10	Impact of the APPES in research on improvement of the indicators of scientific outcome*	V10	20	Average opinion on the APPES's effect	V20

Note: * Variables defined in accordance with the University of Algarve (2013a:8) strategic plan and objectives

Table 4.2. Variables and its assigned labels and codes

N°	Variable	Variable label	Detail in which data measured				
1	V1	Age	Less than 30 years	30 to less than 40 years	40 to less than 50 years	50 to less than 60 years	60 years or over
		Codes	25	35	45	55	65
2	V2	Gender	M	F			
		Codes	1	2			
3	V3	Years_experience	Less than 5 years	5 to less than 10 years	10 to less than 15 years	15 to less than 20 years	20 years and over
		Codes	2,5	7,5	12,5	17,5	22,5
4	V4	Academic_title	Doctor w/aggregation	Doctor	Master	Licentiate	Bachelor's degree
		Codes	1	2	3	4	5
5	V5	Strat_object_knowledge	Very good	Good	Reasonable	Slight	None
		Codes	4	3	2	1	0
6	V6	APPES_existance	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
		Codes	5	4	3	2	1
7	V7	Align_indic_object	Very strong	Strong	Average	Weak	Very weak
		Codes	5	4	3	2	1
8	V8	APPES_stud_recruit	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
		Codes	5	4	3	2	1
9	V9	APPES_train_offer	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
		Codes	5	4	3	2	1

Table 4.2. Variables and its assigned labels and codes (continuation)

10	V10	APPES_scient_outcome	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
		Codes	5	4	3	2	1
11	V11	APPES_crossf_research_them_fields	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
		Codes	5	4	3	2	1
12	V12	APPES_coher_ext_act	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
		Codes	5	4	3	2	1
13	V13	APPES_coher_them_fields	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
		Codes	5	4	3	2	1
14	V14	APPES_multidis_ext_projects	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
		Codes	5	4	3	2	1
15	V15	APPES_org_struct	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
		Codes	5	4	3	2	1
16	V16	APPES_data_integr	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
		Codes	5	4	3	2	1
16	V17	APPES_aspects_improve	Yes	No			
		Codes	1	2			
18	V18	APPES_aspects_improve_suggestions					
19	V19	APPES_experience	Very positive	Positive	Not sure	Negative	Very negative
		Codes	5	4	3	2	1
20	V20	Avg_opinion_APPES_effect	Numeric value				

4.2.2. Formulation of the hypothesis

Sekaran (2003:103) defines hypothesis as “a logically conjectured relationship between two or more variables expressed in the form of a testable statement”.

For this study, the hypothesis is:

H₀: Academic personnel performance evaluation system (APPES) implemented by the University of Algarve has positive effect on the achievement of the University’s strategic objectives, defined in the Strategic Plan of the University of Algarve 2013-2017;

H_a: APPES implemented by the University of Algarve does not have positive effect on the achievement of the University’s strategic objectives, defined in the Strategic Plan of the University of Algarve 2013-2017.

4.2.3. Data collection technique

In this study, investigative data was collected through self-administered questionnaires. The choice of self-completed questionnaires is dictated by their advantages and the disadvantages of other methods described in paragraph 1.5 of Chapter 1 “Introduction”.

I found the delivery method via internet (e-mail) more suitable because usually people check out their e-mails (Saunders et al., 2012:420) and the e-mail addresses of the academics are publicly available. I rejected the possibility of using post distributed surveys from the start because of the difficulty of finding out the post addresses of respondents and postage costs, both for me and the respondents. It would also require filling the questionnaire by hand, sealing the letter and sending it back to me, which is more time-consuming. My perception is that the academics do not have much free time on their hands, which could affect their willingness to participate in this study. Self-completed questionnaires distributed via internet are cost-free and the data processing is automated (Saunders et al., 2012:422).

The questionnaires were created, distributed and the responses were collected with help of online tool SoGoSurvey. After considering using SurveyMonkey™, the most popular online instrument to construct a survey according to Google Search, and studying better its features, I discovered that it can export collected data to SPSS Statistic (a software I was planning to use for data analysis) or any other software only with upgraded account, which costs €400 a month.

Considering this upgrade as too expensive, I searched for help on specialized forums, where one of the posts of a PhD student from the University of Porto suggested SoGoSurvey, that at a much lower price gives the possibility to export the data to MS Excel, which afterwards can be exported to SPSS Statistics software (https://www.researchgate.net/post/Which_online_survey_page_has_best_output_for_SPSS).

4.2.4. Questionnaire design

Questionnaire design is important for the validity⁹ and reliability¹⁰ of the collected data and the response rate (Saunders et al., 2012:428). I chose to develop my own questions as it concerns specific characteristics of the University of Algarve, instead of adopting and transforming existing surveys from the internet services such as Survey Question Bank (Saunders et al., 2012:432).

I used closed rating questions for the advantages they provide (see paragraph 1.5 of Chapter 1 “Introduction”) and several category and ratio questions to find out some academics’ characteristics. For the rating questions, I adopted the scales provided by Saunders et al. (2012:437).

Though intelligence of respondents does not rise any concern, the questions in the self-administered questionnaires cannot be overcomplicated (Saunders et al., 2012:422). I designed questions so that experience of answering them would be somewhat enjoyable. Questions also are designed to be objective and unbiased.

To increase response rate, I designed the questions in both English and Portuguese languages (Annex 2). This way academics for whom English is mother tongue could choose to answer the survey in English, and academics with Portuguese mother tongue – in Portuguese. Section 1 and additional questions for pilot test of the questionnaire were developed in English as this is the language of the dissertation and then translated to Portuguese. Section 2, on the other hand, was developed in Portuguese and then translated to English. This section contains questions about academics’ perceptions on the usefulness of the academic personnel performance evaluation system to achieve the UALG’s objectives, and the objectives are defined in the Strategic plan 2013-2017 (The university of Algarve, 2013a) in Portuguese. I found it more practical to maintain the lexical and idiomatic meaning (Saunders et al., 2012:442) of the wording to develop these questions in Portuguese. Translation was executed by direct method (Saunders et al., 2012:442) with special caution not to distort the meaning.

⁹ The accuracy of the data that meets the research objectives (Saunders et al., 2012:428).

¹⁰ The consistency of the collected data (Saunders et al., 2012:429).

4.2.5. Constructing the questionnaire

4.2.5.1. Questions order

Investigative questions should provide the answers to satisfy study's objectives (Saunders et al., 2012:427).

The questionnaire is constructed in a logical order (Saunders et al., 2012:444). First section contains questions about academics' characteristics. Last question of this section asks if the academics are familiar with the objectives of the University and is designed to stop the respondents who cannot contribute to the main objective of the study from answering. Second section aims to discover the existence of a positive effect of the academic personnel performance evaluation system in the UALG on the University's objectives. Third section was added after pilot testing.

4.2.5.2. Layout

Questionnaire was constructed using online service SoGoSurvey (sogosurvey.com). Saunders et al. (2012:448) mentioned that pastel colors in questionnaire layout can mildly increase response rates. That is the reason for choosing the light pink color for the questionnaire layout and white color for the covering e-mail layout.

4.2.5.3. Covering e-mail

I designed covering e-mail to present the questionnaire to respondents and, possibly, to increase response rate according to Saunders et al. (2012:449) guidelines (Annex 4) in both English and Portuguese languages. This e-mail contains hyperlink to online survey. The survey itself begins with the restatement of the title of the study and ends with message thanking once again the respondent for his participation.

4.2.6. Pilot testing

Surveys were pilot tested prior to their distribution. "The purpose of the pilot test is to refine the questionnaire so that respondents will have no problems in answering the questions and there will be no problems in recording the data" (Saunders et al., 2012:451).

Though Saunders et al. (2012:451) pointed out 10 respondents as the minimum, the number of respondents for pilot test in this study is six.

The low number of the pilot respondents is dictated by the time pressure. A covering e-mail with the hyperlinks of the pilot test in Portuguese and English was sent via internet on 07.06.2017. Because of low number of pilot test participants, it would be desirable to receive both versions of the survey (in English and Portuguese) from each of them. But I did not ask each professor to complete both versions because they do not have much time in the end of the scholar year and I could not press too much on their will to help me with pilot test. I referred that completion of both versions of the questionnaire would be beneficial. Only 4 answers were obtained. All of them in Portuguese. I also asked several additional questions in the end of questionnaire about academics' experience completing the survey (Annex 2). These additional questions help to make sure it is effective enough to collect necessary data to meet study's objectives and help to improve the questions. Because of pilot testing some corrections were made to several questions. Section 3 of the survey was also created in the aftermath of pilot testing (Annex 2).

4.2.7. Sampling

Sample is a number of units selected from the population (Sekaran, 2003:266). According to Zikmund (2000:64) samples help make judgements about the whole population, as they should have the whole population's identical characteristics.

“Population refers to the entire group of people, events, or things of interest that the researcher wishes to investigate” (Sekaran, 2003:265).

In this study target population is academic personnel of the University of Algarve. Academics are the ones who are being assessed with the UALG's academic personnel evaluation system, consequently, they, like nobody else, can provide with the answers to satisfy the objectives of this research.

Population in this study is all academic personnel of all the faculties and all the schools of the UALG (see paragraph 1.5 of Chapter 1 “Introduction”), which counts 833 scholars by the date of conducting the research. The main reason for that is low response rate of self-administered questionnaires distributed via post, internet and intranet (see

paragraph 1.5 of Chapter 1 “Introduction”). Large samples are more accurate, representative and provide with the opportunity to make appropriate judgements (Zikmund, 2002:64). Only 114 answers were obtained, which constitutes 13,7% response rate.

4.2.8. Questionnaire distribution and data collection

The questionnaires were distributed via Computer services of the University of Algarve on June 22 and September 11, 2017. I requested this distribution to be authorized by the Rectory of the University of Algarve, which was granted on June 6, 2017.

The data from the distributed surveys was collected automatically by the SoGoSurvey service.

4.2.9. Data analysis

Data obtained with SoGoSurvey was exported to MS Excel and then to IBM SPSS Statistic to be analyzed. Following examinations were made (Table 4.3).

Table 4.3. Analysis performed in this study

N	Type of analysis	Variable	Data type	Purpose of analysis
1	Frequency analysis	V1	Categorical, ordinal	Obtain respondents' description in terms of their age
		V2	Categorical, nominal	Obtain respondents' description in terms of their gender
		V3	Categorical, ordinal	Obtain respondents' description in terms of years of experience at the UALG
		V4	Categorical, ordinal	Obtain respondents' description in terms of their current academic titles
		V5	Ordinal	Obtain respondents' description in terms of their familiarity with the UALG's strategic objectives
		V6	Ordinal	Obtain respondents' description in terms of their perception on whether the APPES should exist
		V7	Ordinal	Obtain respondents' description in terms of their perception on strategic alignment between the APPES and the UALG's strategic objectives
		V8	Ordinal	Obtain respondents' opinions on the APPES's impact on strategic objectives in teaching vector (in percentages)
		V9	Ordinal	
		V10	Ordinal	Obtain respondents' opinions on the APPES's impact on strategic objectives in research vector (in percentages)
		V11	Ordinal	
		V12	Ordinal	Obtain respondents' opinions on the APPES's impact on strategic objectives in extension vector (in percentages)
		V13	Ordinal	
		V14	Ordinal	
		V15	Ordinal	Obtain respondents' opinions on the APPES's impact on strategic objectives in governance vector (in percentages)
		V16	Ordinal	

Table 4.3. Analysis performed in this study (continuation)

		V17	Nominal	Discover respondents' opinion whether the APPES should be improved
		V18	Nominal	Discover most common respondents' suggestions to improve the APPES to achieve the UALG's strategic objectives
		V19	Ordinal	Obtain respondents' opinion on their experience with the APPES
2	Median ¹¹	V20	Nominal	Find out what most respondents think about this variable
3	One-Sample T-Test	V20	Nominal	Find out if average opinion about the APPES's effectiveness to achieve strategic objectives is statistically significantly different from average opinion that would represent positive effect on strategic achievement
4	Binomial test	V8-V16	Ordinal	Find out statistical significance for the opinions whether the APPES has positive or negative effect on the achievement of the UALG's strategic objectives
5	Spearman rank-order correlation coefficient test	V7 versus:	Ordinal	Check the thoughtfulness of respondents' answers about strategic alignment and the APPES's ability to help to achieve the UALG's strategic objectives
		V8-V16	Ordinal	

¹¹ "The median is the middle ordered data point if the sample size is an odd number and the average of the middle ordered data points if the sample size is even. 50% of the data is less than or equal to the median and 50% of the data is greater than or equal to the median" (Abebe et al., 2000:11).

CHAPTER 5. RESULTS

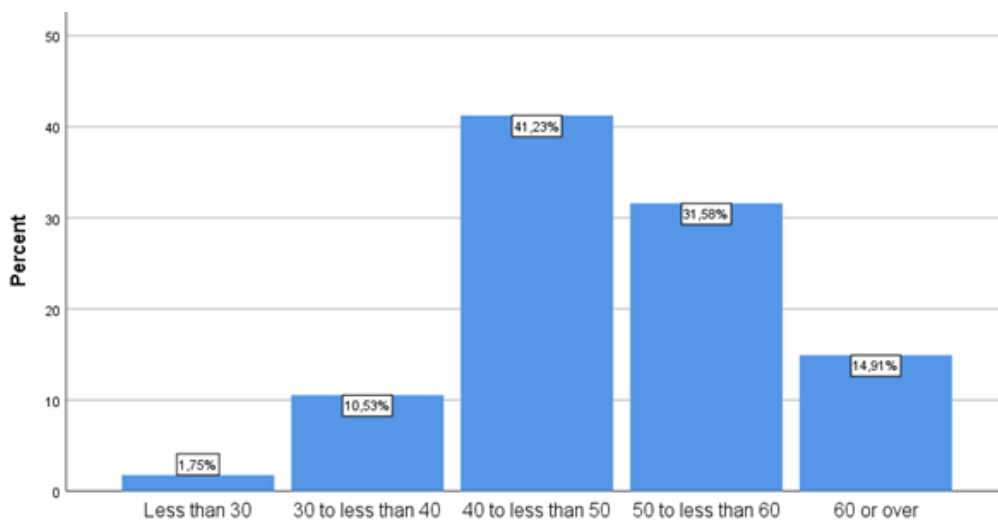
5.1. Descriptive data analysis

5.1.1. Analysis of respondents' age, gender, years of experience at the UALG and their academic titles

From the descriptive point of view there are several characteristics that can be attributed to the obtained sample of 114 academics.

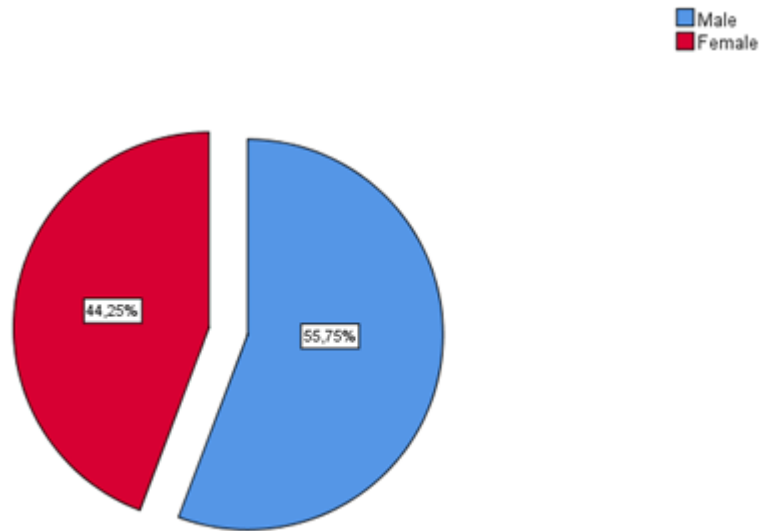
In terms of age the most representative groups are: 40 to less than 50 years with 41% of academics and 50 to less than 60 years with 32% of academics. Less representative group is 60 years or over with 15% of academics. The least representative groups are 30 to less than 40 and less than 30 years with 10% and 2% of academics respectively, which could mean that the University of Algarve has significantly fewer younger members of academic personnel (Figure 5.1).

Figure 5.1. Bar chart of academics' age (in years, $N=114$)



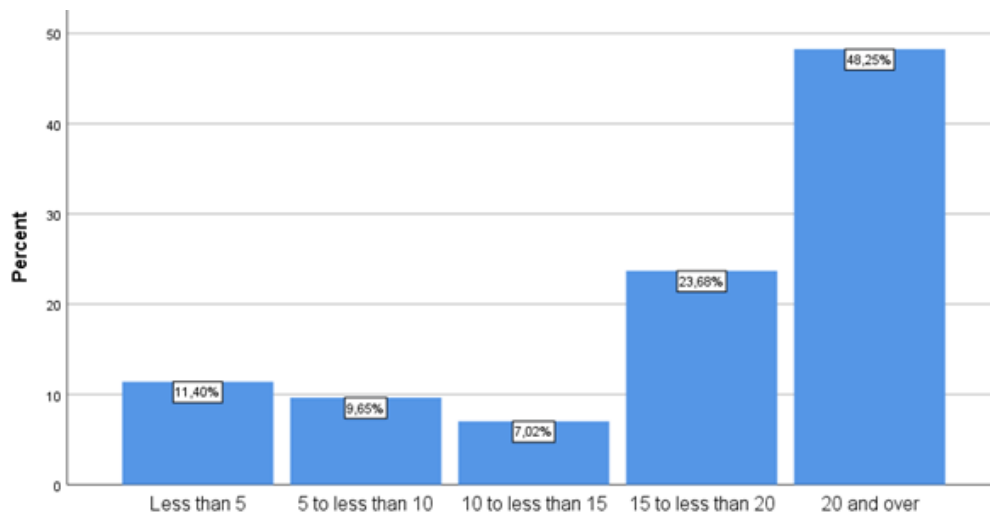
Men represent slightly larger group, which stands for 56% of academics, while women represent 44% of academics (Figure 5.2).

Figure 5.2. Pie chart of academics' gender (N=113)



In terms of years of employment as a professor at the University of Algarve, the most representative group is 20 years and over with 48% of academics. Second large group is 15 to less than 20 years of experience that is represented by 24% of academics. The least representative groups are less than 5 years, 5 to less than 10 years and 10 to less than 15 years with 11%, 10% and 7% of professors respectively, which could suggest that there are much fewer professors with less than 15 years of experience at the University of Algarve (Figure 5.3).

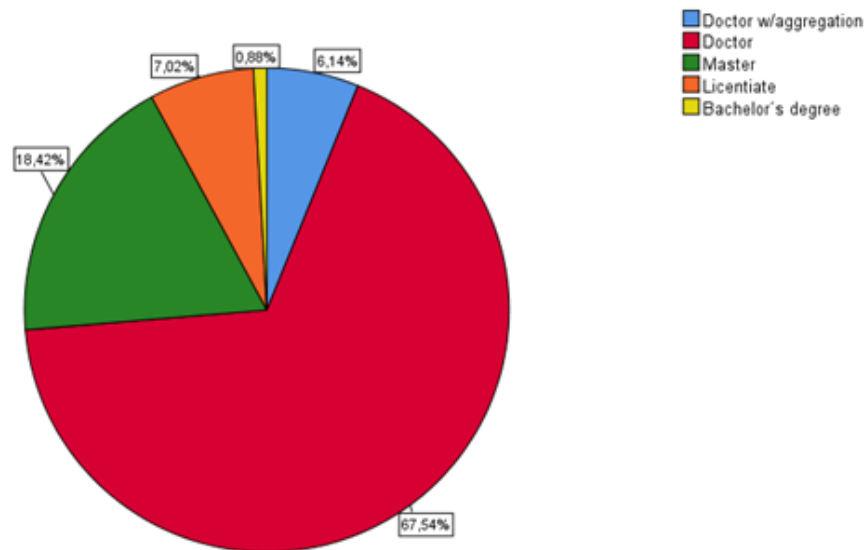
Figure 5.3. Bar chart of academics' years of experience at the UALG (in years, N=114)



Overwhelming majority of respondents are Doctors (68% of academics) with other titles represented much less significantly: Doctor with aggregation – 6% of

professors, Master – 18% of professors, Licentiate – 7% of professors and Bachelor's degree – 1% of professors (Figure 5.4).

Figure 5.4. Pie chart of academics' current titles (N=114)

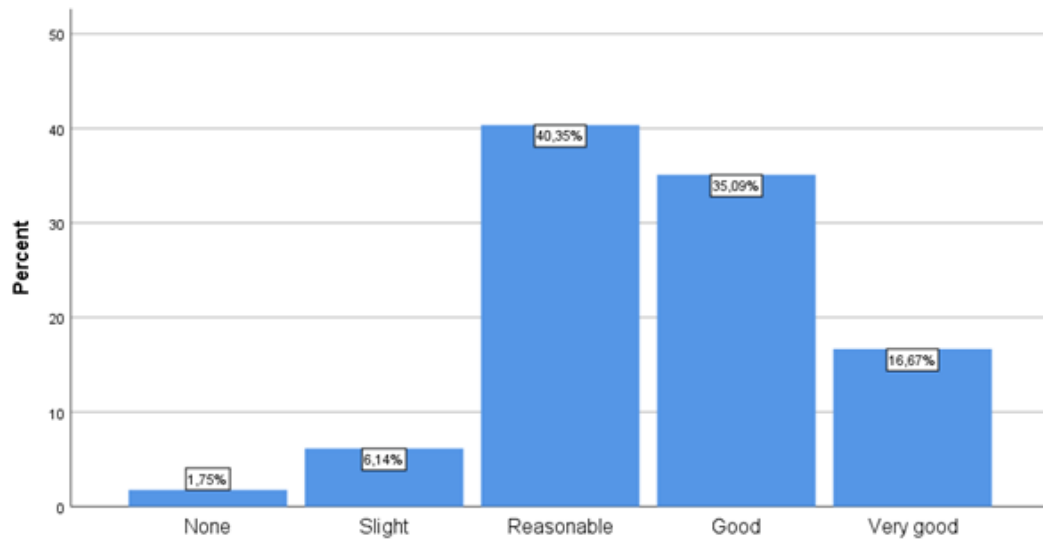


5.1.2. Analysis of respondents' strategic objectives knowledge, perception on strategic alignment between the APPES and the UALG's strategic objectives and perception on whether the APPES should exist

In terms of knowledge of the UALG's strategic objectives developed in the Strategic plan of the University of Algarve 2013-2017, 40% of academics described their knowledge as reasonable. At the same time 35% of academics characterized their knowledge as good and 17% – as very good. Consequently, 92% of professors have the knowledge of the strategic objectives of the University of Algarve that is reasonable or above reasonable. Only 6% of professors have slight knowledge and only 2% of respondents do not have any knowledge about the objectives whatsoever. Hence, just 8% of academics have the knowledge about the strategic objectives below reasonable (Figure 5.5).

As 2% of respondents (2 individuals) were not familiar with the UALG's strategic objectives, they were restricted from providing answers about the APPES and its relationship with the strategic objectives of the University of Algarve.

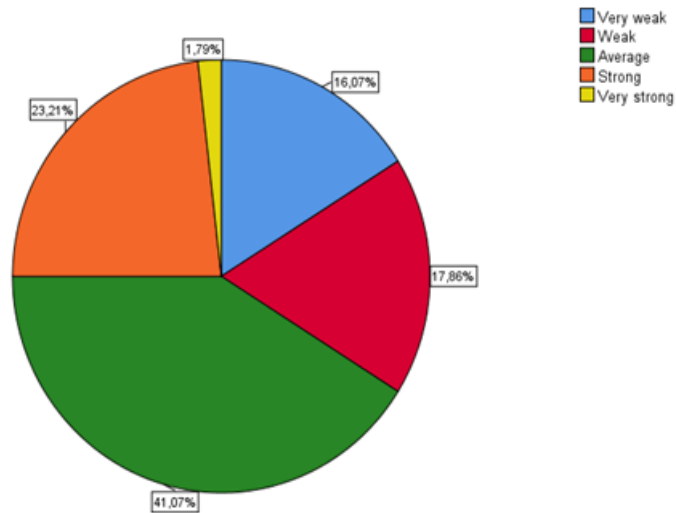
Figure 5.5. Bar chart of the academics' familiarity with the UALG's strategic objectives
(N=114)



Next variable to analyze in this paragraph is academics' perception on degree of alignment between the APPES and the UALG's strategic objectives.

Close analysis of this variable suggests that academics' opinion about this topic is not unanimous: 41% of professors described this alignment as average, 23% – as strong and 2% – as very strong. In other words, 66% of professors think that the alignment between the APPES and the UALG's strategic objectives is average or above average. On the other side, 18% of academics think of this alignment as weak and 16% – as very weak. Hence, 34% of professors believe that the alignment between the APPES and the UALG's strategic objectives is below average (Figure 5.6).

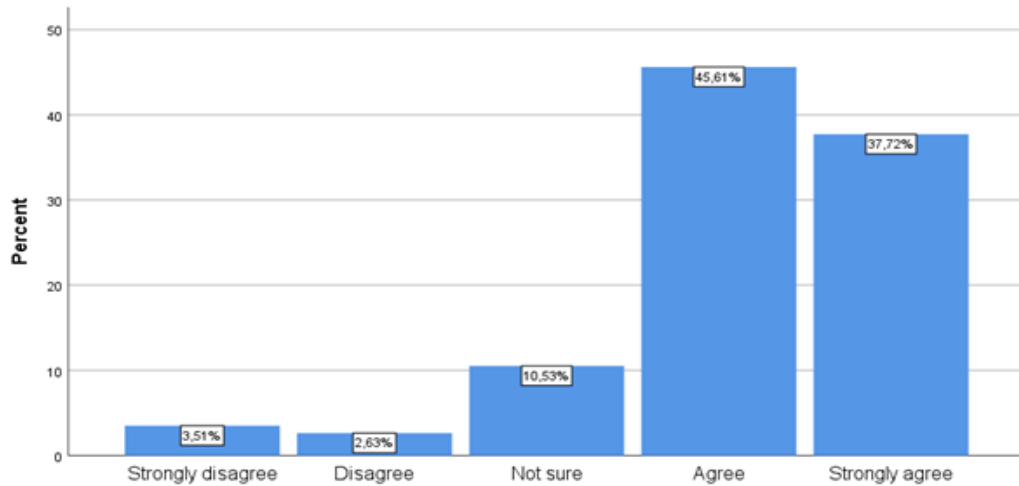
Figure 5.6. Pie chart of academics' perception on degree of alignment between the APPES and the UALG's strategic objectives (N=112)



Though surveyed academics are not on the same page about the degree of alignment between the APPES and the UALG's strategic objectives, most of them are in agreement that the evaluation system should exist.

The most representative group of 46% of professors agrees with the APPES existence and 38% (second representative group) – strongly agrees about this topic. Only 11% of academics are not sure, 3% of academics disagree and 3% – strongly disagree. Hence, overwhelming majority of professors (83%) are positive about the existence of the APPES in the University of Algarve, and 6% – who expressed their negativity about the APPES existence (Figure 5.7).

Figure 5.7. Bar chart of academics' perception on whether the APPES should exist
(N=114)



5.1.3. Analysis of the APPES's impact on the achievement of strategic objectives in vectors of teaching, research, extension and governance

5.1.3.1. Analysis of the APPES's ability to achieve the UALG's objectives in teaching vector

Respondents were asked if the UALG's system of evaluation of academic personnel teaching performance helps to achieve two strategic objectives for this evaluation vector, which are:

- to increase student recruitment;
- to adapt and rationalize the training offer.

In terms of the ability of the APPES to help to increase student recruitment only 17% of academics agreed and 4% - strongly agreed on this subject. Hence, only 21% of academics believe that the APPES helps to achieve this strategic objective. Those who are not sure on the topic represent 23% of professors. At the same time, 34% of professors expressed their disagreement with the APPES's ability to help to achieve the objective mentioned above and 22% - strongly disagree on this topic. Consequently, 56% of professors do not think that the UALG's system of evaluation of academic personnel teaching performance helps to achieve the increased levels of student recruitment (Table 5.1).

Table 5.1. Impact of the APPES on strategic objectives in teaching vector (N=110)

	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
Impact of the APPES in teaching on achieving the increased levels of student recruitment	22,3%	33,9%	23,2%	17,0%	3,6%
Impact of the APPES in teaching on adaptation and rationalization of the training offer	23,6%	28,2%	29,1%	14,5%	4,6%

Similar tendency can be seen when asked if the UALG’s system of evaluation of academic personnel teaching performance helps to adapt and rationalize the training offer.

Close look at this variable (Table 5.1) indicates that only 14% of academics agreed and 5% – strongly agreed on this matter. Hence, only 19% of academics believe that the APPES helps to adapt and rationalize the training offer. At the same time 28% of professors expressed their disagreement and 24% – strong disagreement on this subject. Consequently, 52% of professors do not think that the APPES helps to achieve the second strategic objective in teaching vector and 29% of academics expressed their uncertainty on this topic.

5.1.3.2. Analysis of the APPES’s ability to achieve the UALG’s objectives in research vector

Respondents were asked if the UALG’s system of evaluation of academic personnel performance in research vector helps to achieve following strategic objectives:

- to improve the indicators of scientific outcome, and
- to promote crossfield research activity in the fields of Sea, Tourism, Health and Welfare and Mediterranean Heritage.

In terms of the APPES’s ability to help to improve the indicators of scientific outcome, collected data suggests that 45% of academics agree that the APPES helps to improve the indicators of scientific outcome and 13% – strongly agree. Hence, most of academics (58%) believe that the APPES has positive effect on this strategic objective.

At the same time, 16% of academics indicated their disagreement, 13% – their strong disagreement, and 13% of professors were unsure. Consequently, 29% of academics do not think that the APPES helps to improve the indicators of scientific outcome (Table 5.2).

Table 5.2. Impact of the APPES on strategic objectives in research vector (N=112)

	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
Impact of the APPES in research on improvement of the indicators of scientific outcome	13,4%	16,1%	12,5%	44,6%	13,4%
Impact of the APPES in research on promoting the crossfield research activity in the fields of Sea, Tourism, Health and Welfare and Mediterranean Heritage	20,5%	25,0%	26,8%	23,2%	4,5%

When asked if the APPES has positive effect on promoting crossfield research activity with certain thematic fields (Sea, Tourism, Health and Welfare and Mediterranean Heritage), 23% of professors agreed on this matter and 5% – strongly agreed. Hence, 28% of professors believe that the APPES helps to promote crossfield research activity with the thematic fields mentioned above, while 27% – expressed uncertainty. At the same time 25% of academics demonstrated their disagreement on this topic and 21% – strong disagreement. Consequently, 46% of academics do not believe that the APPES has positive effect in promoting crossfield research activity with the following thematic fields: Sea, Tourism, Health and Welfare and Mediterranean Heritage (Table 5.2).

5.1.3.3. Analysis of the APPES's ability to achieve the UALG's objectives in extension vector

Respondents were also asked if the APPES helps to achieve strategic objectives in extension activities:

- to provide greater coherence to the wide range of extension activities developed and to be developed;

- to provide greater coherence with the thematic fields of the Sea, Tourism, Health and Welfare and Mediterranean Heritage
- to promote multidisciplinary extension projects that would contribute to the social, cultural, scientific and technological development of the UALG and the region based on the guiding principle of education as the core of the University's activity.

When asked if the APPES helps to provide greater coherence to the wide range of extension activities most of professors (38%) agreed that the APPES helps to provide greater coherence to the wide range of extension activities and 5% strongly agreed with this idea. Hence, 43% of professors believe that the APPES positively affects achievement of this strategic objective. Around 24% of academics were not sure on this matter. And, 18% of academics disagreed, while 15% showed their strong disagreement. Consequently, 33% of professors do not think that the APPES has a positive impact on providing greater coherence to the wide range of extension activities (Table 5.3).

Table 5.3. Impact of the APPES on strategic objectives in extension vector (N=111)

	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
Impact of the APPES on providing greater coherence to the wide range of extension activities developed and to be developed	15,2%	17,9%	24,1%	37,5%	5,4%
Impact of the APPES on achieving greater coherence with the thematic fields of the Sea, Tourism, Health and Welfare and Mediterranean Heritage	17,0%	25,0%	34,8%	21,4%	1,8%
Impact of the APPES on promoting the multidisciplinary extension projects that would contribute to the social, cultural, scientific and technological development of the UALG and the region based on the guiding principle of education as the core of the University's activity	18,0%	10,8%	27,9%	36,9%	6,3%

In terms of the APPES' impact on providing greater coherence with certain thematic fields (Sea, Tourism, Health and Welfare and Mediterranean Heritage), detailed data indicates that 23% of professors expressed their agreement or strong agreement that

the APPES helps to achieve this objective, 35% of academics showed their uncertainty and 42% – indicated their disagreement or strong disagreement (Table 5.3).

In terms of the impact of the APPES in extension vector on promoting the multidisciplinary extension projects that would contribute to social, cultural, scientific and technological development of the UALG and the region, data suggests that 43% of academics believe that the APPES helps to achieve this objective, 28% – are unsure and 29% of academics think that the APPES is not helpful in this matter (Table 5.3).

5.1.3.4. Analysis of the APPES's ability to achieve the UALG's objectives in governance vector

Next set of questions was aimed to discover if the APPES helps to achieve the UALG's strategic objectives in governance vector:

- to adapt the UALG's structure to its size and its development strategy;
- to improve data integration and access to the UALG's performance indicators.

When asked if the APPES helps to adapt the University's organizational structure to its size and its development strategy, detailed analysis indicates that 26% of professors agreed with this notion and only 3% expressed strong agreement. Hence, 29% of professors think that the APPES helps to achieve this objective. Almost third of academics (30%) showed uncertainty. Those who disagree with the notion that the APPES helps to achieve this objective represent 20%, while almost the same number of academics (21%) showed their strong disagreement on this matter. Consequently, those who are in disagreement with the idea represent 41% of professors (Table 5.4).

Table 5.4. Impact of the APPES on strategic objectives in governance vector (N=111)

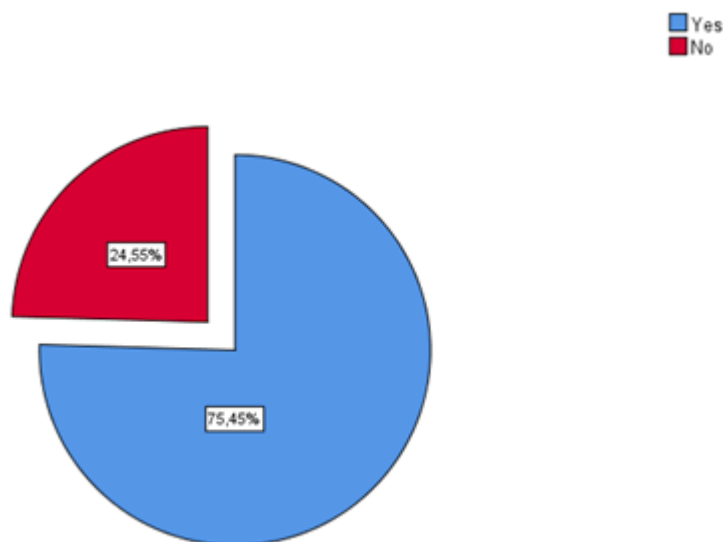
	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
Impact of the APPES on adaptation of the UALG’s structure to its size and its development strategy	21,4%	19,6%	30,4%	25,9%	2,7%
Impact of the APPES on improvement of data integration and access to the UALG’s performance indicators	21,6%	13,5%	26,1%	35,1%	3,6%

Closer look at the APPES’s ability to improve data integration and access to the UALG’s performance indicators suggests that 35% of professors agreed that the APPES has positive effect on achievement of this strategic objective and 4% – strongly agreed. Hence, 39% of professors expressed their agreement on this matter, while 26% of them showed their uncertainty. Those who disagreed represent 13% and those who strongly disagreed – 22%. Consequently, 35% of academics think that the APPES does not help to improve data integration and access to the UALG’s performance indicators (Table 5.4).

5.1.4. Analysis of respondents’ opinion whether the APPES should be improved, their suggestions of possible improvements and their overall experience of being evaluated with the APPES

When asked if there are any aspects of the APPES that can be improved most academics (75%) appointed “yes” and 25% appointed “no” (Figure 5.8).

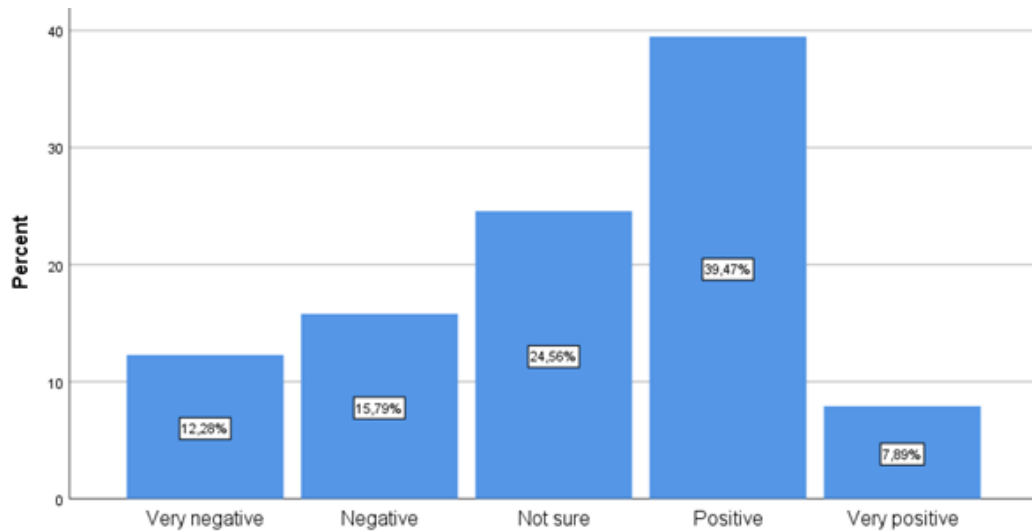
Figure 5.8. Pie chart of academics' opinion whether the APPES should be improved
(N=110)



When academics were asked about their overall experience with the UALG's APPES, 39% described their experience as positive and 8% – as very positive. Twenty-five percent of professors expressed their uncertainty. Negative experience of being evaluated by the APPES expressed 16% of academics and very negative – 12%. Consequently, 47% of academics said that their experience of being evaluated with the APPES was positive or very positive; 28% - as negative or very negative (Figure 5.9).

Professors were also presented with the opportunity to provide their suggestions to improve academic personnel performance evaluation system in the UALG to help to achieve the University's objectives. Out of 83 scholars who answered "yes" when asked if there are any aspects of the APPES that can be improved, 61 professors offered their recommendations (Annex 5).

Figure 5.9. Bar chart of academics' opinion about their experience with the APPES
(N=114)



5.2. Statistical test of main hypothesis

5.2.1. Parametric test of main hypothesis

To test the hypothesis that the APPES implemented by the University of Algarve has positive effect on the achievement of the University's strategic objectives, defined in the Strategic Plan of the University of Algarve 2013-2017 (H_0), following variables were summed and averaged¹² for each respondent:

1. Impact of the APPES in teaching on achieving the increased levels of student recruitment (V8);
2. Impact of the APPES in teaching on adaptation and rationalization of the training offer (V9);
3. Impact of the APPES in research on improvement of the indicators of scientific outcome (V10);
4. Impact of the APPES in research on promoting the crossfield research activity in the fields of Sea, Tourism, Health and Welfare and Mediterranean Heritage (V11);
5. Impact of the APPES in extension on providing greater coherence to the wide range of extension activities developed and to be developed (V12);

¹² $\frac{1}{9}(V8 + V9 + V10 + V11 + V12 + V13 + V14 + V15 + V16)$

6. Impact of the APPES in extension on achieving greater coherence with the thematic fields of the Sea, Tourism, Health and Welfare and Mediterranean Heritage (V13);

7. Impact of the APPES in extension on promoting the multidisciplinary extension projects that would contribute to the social, cultural, scientific and technological development of the UALG and the region based on the guiding principle of education as the core of the University's activity (V14);

8. Impact of the APPES on adaptation of the UALG's structure to its size and its development strategy (V15);

9. Impact of the APPES on improvement of data integration and access to the UALG's performance indicators (V16).

Note that values for these variables range from 1 to 5 (from strongly disagree to strongly agree). Average value for each respondent became new variable named "Average opinion on the APPES's effect" (V20).

Afterwards, median value also was found for the V20 variable. Median value for the variable "Average opinion on the APPES's effect" equals 3 (Positive effect would be represented by the value of Mdn_{V20} between 3,51 and 5).

One-Sample T-test was performed to test the main hypothesis comparing average value of the variable V20 to 3,51 – the value for average opinion that would represent positive effect of the APPES.

Hence, the hypothesis can be formulated as:

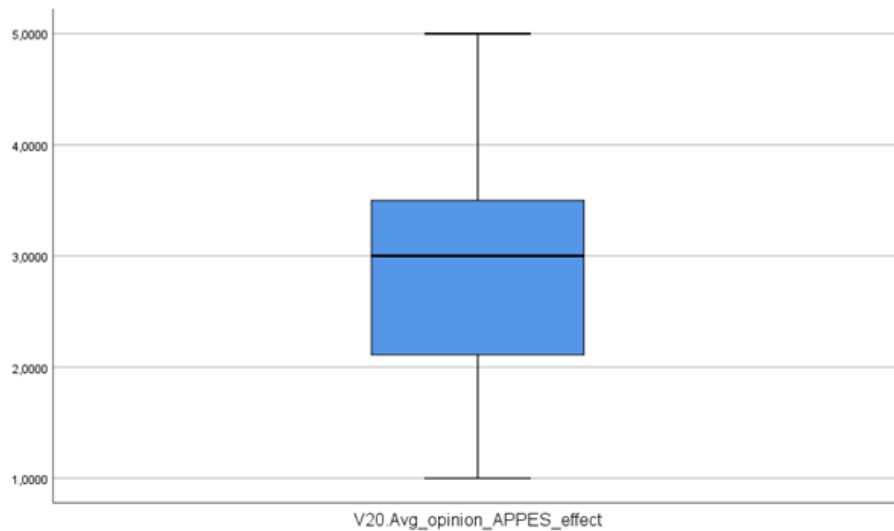
$$H_{0(V20)}: \mu \geq 3,51 \quad (1)$$

$$H_{A1(V20)}: \mu < 3,51 \quad (2)$$

Parametric tests require several assumptions to be met. For One-Sample T-test these assumptions are: 1) the variable should be measured on interval scale, 2) the data should be independent, 3) absence of outliers¹³, and 4) the data should be normally distributed (Lund and Lund, 2013).). First three assumptions are met. Absence of outliers was checked using descriptive statistics in SPSS Statistics software (Figure 5.10).

¹³ "Outliers are data points within your data that do not follow the usual pattern" (Lund and Lund, 2013).

Figure 5.10. Outliers for the variable “Average opinion on the APPEs’s effect” (N=112)



Shapiro-Wilk test was chosen to check the fourth assumption for the One-Sample T-test. The null hypothesis of normality of data distribution was rejected ($p=0,006$, $\alpha=0,05$, $N=112$). In other words, the data is not normally distributed, i.e. one of four assumptions for the One-Sample T-test was violated.

According to the test average opinion on the APPEs’s effect is statistically significantly lower than 3,51 – the value for average opinion that would represent positive effect of the APPEs ($p=0,000$, $\alpha=0,05$, $N=112$, null hypothesis is rejected).

Consequently, based on One-Sample T-test and analysis of median for the variable V20 it can be said that the APPEs implemented by the University of Algarve does not have positive effect on the achievement of the University’s strategic objectives defined in the Strategic Plan of the University of Algarve 2013-2017 (H_0 is rejected).

5.2.2. Non-parametric test of main hypothesis

Non-parametric tests do not require assumptions to be met. Binomial test was chosen to test the main hypothesis. The answers “Not sure” (code 3) were removed from the data. At the same time, the rest of the data was divided into two groups. Group 1 represents respondents’ opinions that the APPEs has positive effect on the achievement of the UALG’s strategic objectives (answers “Agree” and “Strongly agree”, codes 4 and 5 respectively) and, group 2 represents the opinions that the APPEs does not have positive effect (answers “Strongly disagree” and “Disagree”, codes 1 and 2 respectively). This

transformation of the data was made to the same set of variables as in paragraph 5.2.1 (V8-V16).

Next, the data was tested to establish if population proportion of the two groups is equal to, higher or lower than a fixed proportion (π) of 51%. Observed proportions are compared to a proportion π based on binomial distribution. This would allow us to see what majority of academic personnel of the University of Algarve thinks about the APPEs's ability to help to achieve the UALG's strategic objectives. Hypothesis can be formulated as following:

$$H_0: \pi = 0,51 \quad (1)$$

$$H_A: \pi < 0,51, \text{ if observed proportion is lower than } 51\%; \quad (2)$$

$$\pi > 0,51, \text{ if observed proportion is higher than } 51\% \quad (3)$$

Binomial test results are presented in Table 5.5. Majority of academics think that the APPEs does not have positive effect in helping to achieve following objectives (p -values are lower than significance level $\alpha=0,05$, hence, $H_{0(H8, V9, V11, V13, V15)}$ is rejected):

- to increase levels of student recruitment ($p=0,000$) and to adapt and rationalize the training offer ($p=0,000$) in teaching vector;
- to promote the crossfield research activity in the fields of Sea, Tourism, Health and Welfare and Mediterranean Heritage ($p=0,011$) in research vector;
- to achieve greater coherence with the thematic fields of the Sea, Tourism, Health and Welfare and Mediterranean Heritage ($p=0,006$) in extension vector, and
- to adapt the UALG's structure to its size and its development strategy ($p=0,049$) in governance vector.

More than 51% of academics at the University of Algarve think that the APPEs helps to improve the indicators of scientific outcome in research vector ($p=0,002$ is less than $\alpha=0,05$, null hypothesis $H_{0(V10)}$ is rejected).

Majority of academics (51%) think that the APPEs have positive effect in helping to achieve following objectives (p -values are higher than $\alpha=0,05$, hence, $H_{0(V12, V14, V16)}$ should not be rejected):

- to provide greater coherence to the wide range of extension activities developed and to be developed ($p=0,184$) and to promote the multidisciplinary extension projects

that would contribute to the social, cultural, scientific and technological development of the UALG and the region ($p=0,067$) in extension vector;

- to improve data integration and access to the UALG's performance indicators ($p=0,441$) in governance vector.

Consequently, based on results of binomial test the APPEs does not have positive effect in helping to achieve 5 out of 9 UALG's strategic objectives. The main hypothesis H_0 , therefore, is rejected in 5 out of 9 strategic objectives.

Table 5.5. Binomial test's results

Variable	Group	Number of observations (N)	Observed proportion	Test proportion	Significance value (p)	Interpretation
Impact of the APPES in teaching on achieving the increased levels of student recruitment (V8)	Positive effect	23	0,27	0,51	0,000*	Proportion of academics who think that the APPES has positive effect on achievement of this objective is not equal to 51%. This proportion is lower than 51%.
	No positive effect	63	0,73			
	Total	86	1,00			
Impact of the APPES in teaching on adaptation and rationalization of the training offer (V9)	Positive effect	21	0,27	0,51	0,000*	Proportion of academics who think that the APPES has positive effect on achievement of this objective is not equal to 51%. This proportion is lower than 51%.
	No positive effect	57	0,73			
	Total	78	1,00			
Impact of the APPES in research on improvement of the indicators of scientific outcome (V10)	Positive effect	65	0,66	0,51	0,002*	Proportion of academics who think that the APPES has positive effect on achievement of this objective is not equal to 51%. This proportion is higher than 51%.
	No positive effect	33	0,34			
	Total	98	1,00			
Impact of the APPES in research on promoting the crossfield research activity in the fields of Sea, Tourism, Health and Welfare and Mediterranean Heritage (V11)	Positive effect	31	0,38	0,51	0,011*	Proportion of academics who think that the APPES has positive effect on achievement of this objective is not equal to 51%. This proportion is lower than 51%.
	No positive effect	51	0,62			
	Total	82	1,00			
Impact of the APPES in extension on providing greater coherence to the wide range of extension activities developed and to be developed (V12)	Positive effect	48	0,56	0,51	0,184	There is not enough evidence to reject the null hypothesis. Proportion of academics who think that the APPES has positive effect on achievement of this objective is equal to 51%.
	No positive effect	37	0,44			
	Total	85	1,00			
Impact of the APPES in extension on achieving greater coherence with the thematic fields of the Sea, Tourism, Health and Welfare and Mediterranean Heritage (V13)	Positive effect	26	0,36	0,51	0,006*	Proportion of academics who think that the APPES has positive effect on achievement of this objective is not equal to 51%. This proportion is lower than 51%.
	No positive effect	47	0,64			
	Total	73	1,00			
Impact of the APPES in extension on promoting the multidisciplinary extension projects that would contribute to the social, cultural, scientific and technological development of the UALG and the region based on the guiding principle of education as the core of the University's activity (V14)	Positive effect	48	0,60	0,51	0,067	There is not enough evidence to reject the null hypothesis. Proportion of academics who think that the APPES has positive effect on achievement of this objective is equal to 51%.
	No positive effect	32	0,40			
	Total	80	1,00			
Impact of the APPES on adaptation of the UALG's structure to its size and its development strategy (V15)	Positive effect	32	0,41	0,51	0,049*	Proportion of academics who think that the APPES has positive effect on achievement of this objective is not equal to 51%. This proportion is lower than 51%.
	No positive effect	46	0,59			
	Total	78	1,00			
Impact of the APPES on improvement of data integration and access to the UALG's performance indicators (V16)	Positive effect	43	0,52	0,51	0,441	There is not enough evidence to reject the null hypothesis. Proportion of academics who think that the APPES has positive effect on achievement of this objective is equal to 51%.
	No positive effect	39	0,48			
	Total	82	1,00			

* Significance level $\alpha=0,05$ (1-tailed)

5.3. Data analysis of associations

To check the thoughtfulness of respondents' answers about strategic alignment and the APPEs' ability to help to achieve the UALG's strategic objectives Spearman's rank-order correlation tests were performed between the variable "Degree of alignment between the APPEs' indicators and the UALG's strategic objectives" versus following variables:

- Impact of the APPEs in teaching on achieving the increased levels of student recruitment (null hypothesis of no correlation between these variables is expected to be rejected);

- Impact of the APPEs in teaching on adaptation and rationalization of the training offer (null hypothesis of no correlation between these variables is expected to be rejected);

- Impact of the APPEs in research on improvement of the indicators of scientific outcome (null hypothesis of no correlation between these variables is expected to be rejected);

- Impact of the APPEs in research on promoting the crossfield research activity in the fields of Sea, Tourism, Health and Welfare and Mediterranean Heritage (null hypothesis of no correlation between these variables is expected to be rejected);

- Impact of the APPEs in extension on providing greater coherence to the wide range of extension activities developed and to be developed (null hypothesis of no correlation between these variables is expected to be rejected);

- Impact of the APPEs in extension on achieving greater coherence with the thematic fields of the Sea, Tourism, Health and Welfare and Mediterranean Heritage (null hypothesis of no correlation between these variables is expected to be rejected);

- Impact of the APPEs in extension on promoting the multidisciplinary extension projects that would contribute to the social, cultural, scientific and technological development of the UALG and the region based on the guiding principle of education as the core of the University's activity (null hypothesis of no correlation between these variables is expected to be rejected);

- Impact of the APPEs on adaptation of the UALG's structure to its size and its development strategy (null hypothesis of no correlation between these variables is expected to be rejected);

- Impact of the APPES on improvement of data integration and access to the UALG's performance indicators (null hypothesis of no correlation between these variables is expected to be rejected).

The reason for conducting these tests is following. It does not seem coherent when some respondents would think that the APPES is not aligned with strategic objectives and at the same time think that the APPES can help to achieve those objectives. If there is not a strong correlation between the variables mentioned above, then respondents did not think through their answers. In other words, if respondents really thought through their answers then the answers about the degree of alignment between the APPES's indicators and the UALG's strategic objectives should correspond with the answers about the APPES's ability to help to achieve those objectives. For example, if respondent's answer about the degree of alignment is weak or very weak, so he should disagree or strongly disagree with the APPES's ability to help to achieve each strategic objective.

For Spearman's correlation to give valid results two assumptions must be met: 1) both variables should be measured on ordinal, interval or ratio scale (in this study's test both variables are measured on an ordinal scale), and 2) there should be monotonic relationship¹⁴ between the variables (Lund, A. and Lund, M. 2013). Second requirement is not passed perfectly (Annex 6).

Results show that there is statistically significant correlation between variables mentioned above, meaning that the null hypothesis of no correlation between them was rejected (Table 5.6).

¹⁴ "Monotonic relationship exists when either the variables increase in value together, or as one variable value increases, the other variable value decreases" (Lund, A. and Lund, M., 2013).

Table 5.6. Results of Spearman's rank-order correlation tests

Variables	Degree of alignment between the APPEs's indicators and the UALG's strategic objectives (V7)		
	Number of observations (N)	Correlation coefficient (r_s)	Significance value (p)
Impact of the APPEs in teaching on achieving the increased levels of student recruitment (V8)	112	0,487**	0,000
Impact of the APPEs in teaching on adaptation and rationalization of the training offer (V9)	110	0,501**	0,000
Impact of the APPEs in research on improvement of the indicators of scientific outcome (V10)	112	0,551**	0,000
Impact of the APPEs in research on promoting the crossfield research activity in the fields of Sea, Tourism, Health and Welfare and Mediterranean Heritage (V11)	112	0,547**	0,000
Impact of the APPEs in extension on providing greater coherence to the wide range of extension activities developed and to be developed (V12)	112	0,579**	0,000
Impact of the APPEs in extension on achieving greater coherence with the thematic fields of the Sea, Tourism, Health and Welfare and Mediterranean Heritage (V13)	112	0,501**	0,000
Impact of the APPEs in extension on promoting the multidisciplinary extension projects that would contribute to the social, cultural, scientific and technological development of the UALG and the region based on the guiding principle of education as the core of the University's activity (V14)	111	0,577**	0,000
Impact of the APPEs on adaptation of the UALG's structure to its size and its development strategy (V15)	112	0,547**	0,000
Impact of the APPEs on improvement of data integration and access to the UALG's performance indicators (V16)	111	0,573**	0,000

** Correlation is significant at the 0.01 level (2-tailed).

CHAPTER 6. CONCLUSIONS: DISCUSSION, IMPLICATIONS AND LIMITATIONS

6.1. Discussion

According to numerous researches performance measurement systems are a great instrument to assess organization's performance and implement its strategy (Franco-Santos et al., 2012). However, this study of the effects of the academic personnel performance evaluation system at the University of Algarve provides with contradictory results on this matter.

When asked about the APPES ability to help to achieve the University's strategic objectives, defined in Strategic plan of the University of Algarve 2013-2017, in teaching vector:

- Most of academics (56%) do not think that the UALG's APPES helps strategic objective to increase levels of student recruitment;
- Majority of academics (52%) also do not believe that the system helps to adapt a rationalize the training offer, while third of academics (31%) remain uncertain.

In research vector:

- Majority of academics (58%) believe that the APPES has positive impact on improvement of indicators of scientific outcome, while third of them (30%) were unsure;
- In case of strategic objective to promote crossfield research activity with certain thematic fields (Sea, Tourism, Health and Welfare and Mediterranean Heritage) there is no clear majority, but the most representative group of respondents (46%) do not think that the APPES positively impacts realization of this objective.

In extension vector there is no clear majority opinion whether the APPES helps to achieve this vector's objectives:

- Significant number of professors (43%) believe that the APPES is helpful in providing greater coherence to the wide range of extension activities but, at the same time, third of professors (33%) expressed their disagreement or strong disagreement;
- The most representative group of academics (42%) indicated their strong disagreement or disagreement with the APPES's ability to provide a greater coherence with fields of the Sea, Tourism, Health and Welfare and Mediterranean Heritage;

- The most representative group of professors (43%) think that APPES helps to promote multidisciplinary extension projects that would contribute to social, cultural, scientific and technological development of the UALG and the region, while almost the third of academics (29%) disagree or strongly disagree.

No clear majority opinion is also observed in governance vector:

- The most representative group of professors (41%) strongly disagree or disagree that the APPES helps to adapt the UALG's organizational structure to its size and strategy;

- Roughly equal percentages of academics are in agreement/strong agreement (39%), not sure (26%) or in disagreement/strong disagreement (35%) about the APPES's ability to help to improve data integration and access to the UALG's performance indicators.

As we can see from these descriptive statistics, the only strategic objective that the APPES helps to achieve is the objective to improve the indicators of scientific outcome in research vector. Academics were asked about their opinion about alignment between the APPES and the UALG's strategic objectives. And the most representative group of respondents (41%) described the degree of alignment as average, second representative group (34%) – as below average. So, probable reason for the opinion that the APPES helps to improve the indicators of scientific outcome is the existence of strong linkage between the APPES's indicators and this objective. For example, an increase in number of publications per PhD professor (Annex 1) as measure of scientific output clearly leads to improvement of indicators of scientific outcome.

Results from One-Sample T-test of main hypothesis (H_0 was rejected) is in accordance with the descriptive data presented above. Most academics on average are not sure whether the APPES has positive effect, i.e. helps, to achieve the UALG's strategic objectives. In other words, the APPES implemented by the University of Algarve does not have positive effect on the achievement of the University's strategic objectives defined in the Strategic Plan of the University of Algarve 2013-2017.

At the same time, according to binomial test the APPES does not have positive effect on achieving following strategic objectives:

- 1) increased levels of student recruitment;

- 2) adaptation and rationalization of the training offer;
- 3) promotion of crossfield research activity in the fields of Sea, Tourism, Health and Welfare and Mediterranean Heritage;
- 4) greater coherence with the thematic fields of the Sea, Tourism, Health and Welfare and Mediterranean Heritage;
- 5) adaptation of the UALG's structure to its size and its development strategy.

Binomial tests found the APPES to be helpful in providing greater coherence to the wide range of extension activities developed and to be developed; promoting the multidisciplinary extension projects that would contribute to the social, cultural, scientific and technological development of the UALG and the region based on the guiding principle of education as the core of the University's activity; and improving of data integration and access to the UALG's performance indicators. Though majority of academics think that the APPES has positive impact on achievement of these objectives, it is not what most respondents surveyed believe because answers "Not sure" were eliminated from binomial test. And, according to descriptive statistics, these are precisely those objectives where there are no clear majority opinion and where significant portion of academics chose "Not sure" answer. Robust data suggests that the APPES helps to improve indicators of scientific outcome, which is consistent with descriptive statistics.

Though academics do not have flattering opinion about alignment between the APPES and the UALG's strategic objectives, overwhelming majority of professors (83%) agree or strongly agree that the APPES should exist in the University. And 92% of professors have reasonable, good or very good knowledge of the UALG's strategic objectives.

This study found that there is strong correlation between the degree of strategic alignment and the APPES's ability to help to achieve the UALG's strategic objectives. This means that respondents really thought through their answers and not just clicked the answers to get over with the survey.

Another interesting finding is that most respondents (75%) think that there are improvements to be made in the APPES to help to achieve the UALG's strategic objectives.

There is no clear majority opinion about overall experience of being evaluated with the APPEs. However, the most representative group of academics (47%) described their experience as positive or very positive.

6.2. Practical implications for the University of Algarve

Test of main hypothesis puts in question the effectiveness of academic personnel evaluation system in the University of Algarve. Improper system does not serve its purpose and leads to waste of resources, spent on its development, implementation and usage (Franco-Santos et al., 2012). Long-term consequences of such kind of mismanagement can lead to loss of the University's competitiveness.

Significant correlation between respondents' answers about strategic alignment and the APPEs's ability to help to achieve the UALG's strategic objectives makes main hypothesis test results even more trustworthy.

For the APPEs to fulfill its goals, it needs to be improved. Here are some suggestions.

Though majority of academics (92%) have reasonable, good or very good knowledge of the UALG's strategic objectives, it would be beneficial if all academics could classify their objectives awareness as good or very good.

As was mentioned before, most academics surveyed agree that the APPEs in the University of Algarve needs improvements.

Several academics suggested to make better connections between the APPEs and the University's strategy. Twelve out of 61 respondents who offered their suggestions, mentioned, one way or another, that linkages between that APPEs and objectives should be improved (respondent numbers – 3, 14, 18, 24, 34, 36, 55, 67, 74, 86, 90, 108 see Annex 5).

Many respondents also indicated that the current evaluation system puts quantity over quality, meaning that it focuses on things that can be easily quantified and not on quality of education. As one of professors wrote: "To evaluate is not the same as quantifying" (respondent number 114, see Annex 5). The system also does not take into account the diversity of activities in the UALG's schools and faculties which should not be measured with a single system of indicators (Annex 5).

Though the most representative group of academics (47%) classified their experience of being evaluated by the APPEs as positive, this does not always mean that the evaluation system is good. For example, one of the respondents explained: “My assessment qualification of “excellent”, which for me is very positive, does not correspond to a real assessment, because unfortunately I am still not excellent although I make efforts in this direction” (respondent number 29, see Annex 5). Several respondents also pointed out that it is quite easy to get excellent classification (Annex 5).

6.3. Implications for the literature

This study’s main contribution is that it provides the evidence to support previous research that the existence of performance evaluation system in organization does not guarantee its usefulness in implementation of organizational strategy (Micheli and Manzoni, 2010, Micheli and Mari, 2014). Performance measurement system can, and in case of the University of Algarve did, according to One-Sample T-test and most of binomial tests (5 out of 9), fail to fulfill its functions.

As many academics suggested to improve alignment between the APPEs and the UALG’s strategy this study reinforces previous findings about the importance of existence of such alignment for the performance measurement system to be beneficial (Lee and Yang, 2011).

Additionally, this study provides more evidence about the disadvantage of performance measurement systems in higher education that equates quantitative performance with qualitative performance (Frost and Brockmann, 2014). Several professors (respondent numbers 7, 17, 29, 47, 99, 114, see Annex 5) mentioned that the APPEs in the University of Algarve merely quantifies what is easy to quantify leaving quality of performance behind.

The study also supports following previous findings. Implementation of SET tests can lead to lowering of excellence bar for students (Ewing, 2012, Langbein, 2008), so that students would give better grades to teachers (respondent numbers 5, 35, see Annex 5). Also, performance evaluation systems in higher education institution can cause feelings of injustice in evaluated individuals (Ter Bogt and Scapens, 2012), such as feelings of corruption in the evaluation system, inadequate compensation for good performance or

inadequate punishment for those who perform badly (respondent numbers 1, 12, 32, 53, 61, see Annex 5).

6.4. Suggestions for further research

It would be beneficial for the University of Algarve to launch further in deep investigation of the reasons why on average academics are unsure if the APPEs helps to achieve the University's strategic objectives.

It would be also interesting to investigate if the UALG's strategic objectives are developed in accordance with the ability to measure performance to achieve them. In other words, the question must be answered: is it even possible to measure academics' performances, including qualitative aspects of it, to achieve the objectives?

Study also recommends further research especially in area of alignment between the APPEs and the UALG's strategic objectives to increase the system's quality so that it would contribute socially, culturally and scientifically to Portuguese society.

Also, further research in public or private field could investigate possible negative effects of performance measurement systems on organizations' performances and on individual behaviors of employees.

More case studies in private or public sector, as well as in different geographical locations and cultural environments, would be beneficial for those companies that look for practical solutions to avoid ineffectiveness of performance measurement systems.

6.5. Limitations

Significant limitation of this study is that its sample is quite small. The study could also be described as sensitive for the University of Algarve which could influence the response rate.

Likert-type scales' middle answer of "Not sure" could be used as root to escape answering questions for the reasons of misunderstanding of wording or because of sensitivity of the question and unwillingness to respond.

Another issue is possible skewness of opinions. If professors are content with current academic personnel performance evaluation system in the University than there would not be much desire for them to participate in the survey that could possibly lead to the system to be changed. This could mean that more respondents who are to some degree discontent with the evaluation system took their time to participate in this study.

Also, author's mother tongue is not English nor Portuguese which created difficulties in research process and may have led to orthographic errors.

Though the study has its limitations, it certainly suggests that there is a room for improvements to be made in current academic personnel performance evaluation system of the University of Algarve in order to enhance the University's performance.

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Annex 1. Strategic Objectives of the University of Algarve 2013-2017

Vector	Objectives	Strategic initiatives	Indicators
TEACHING	To increase student recruitment for the various study cycles on regional, national and international levels	<p>To specialize institutional communication and training offer;</p> <p>To primarily foment the training offer in Portuguese, in terms of internationalization, identifying the segments in which the use of a foreign language can be advantageous;</p> <p>To scrutinize and improve the quality of teaching.</p>	<p>Number of students enrolled, total and per cycle of studies;</p> <p>Number of students enrolled, 1st year / 1st time, total and per cycle of studies;</p> <p>Number of students enrolled, total and by geographical origin (regional, national and international);</p> <p>Number of students enrolled, 1st year / 1st time, total and by geographical origin (regional, national and international);</p> <p>Percentage of dropout in courses of various cycles.</p>
	To adapt and rationalize the training offer (all study cycles and typologies)	<p>To study in detail the universe of recruitment;</p> <p>To develop the training offer more harmoniously.</p>	<p>Vacancies placement rate in the National Access Contest;</p> <p>Degree of student satisfaction (surveys of the perception of teaching and learning);</p> <p>Percentage of students in all study cycles completing the course in n years, per cycle of studies;</p> <p>Number of courses extinguished, funded, created.</p>
RESEARCH	To improve the indicators of scientific outcome in all areas	<p>To design and implement CRIS-UALG;</p> <p>To correct the bibliometric databases of the Arts and Humanities;</p> <p>To diversify sources of research funding</p>	<p>Number of publications per PhD professor in reference databases;</p> <p>Number of documents deposited at Sapientia;</p> <p>Number of applications for research projects and their results (classification and funding);</p> <p>Average number of citations per publication;</p> <p>Number of artistic outputs per PhD professor;</p> <p>Number of projects funded by the national scientific system;</p> <p>Number of projects with funding outside the national scientific system.</p>

Strategic Objectives of the University of Algarve 2013-2017 (continuation)

	To promote the research activity in the fields of Sea, Tourism, Health and Welfare, and Mediterranean Heritage	<p>To prepare, within the Research Council of the UAIC, a research plan for the University, focusing on the thematic areas identified in this document;</p> <p>To reconfigure the network of centres of the University of Algarve, except well classified by the FCT in 2014.</p>	<p>Number of projects in the thematic fields of the Sea, Tourism, Health and Welfare and Mediterranean Heritage;</p> <p>Percentage of projects in the thematic fields of the Sea, Tourism, Health and Welfare and Mediterranean Heritage;</p> <p>Number of partnerships in international networks in the thematic fields of the Sea, Tourism, Health and Welfare and Mediterranean Heritage;</p> <p>Number of publications in the reference databases in the thematic fields of the Sea, Tourism, Health and Welfare and Mediterranean Heritage;</p> <p>Percentage of teachers involved in projects and / or publications in the thematic fields of the Sea, Tourism, Health and Welfare and Mediterranean Heritage.</p>
EXTENSION	To provide greater coherence to the wide range of extension activities developed and to be developed, benefiting its articulation with the thematic fields of the Sea, Tourism, Health and Welfare and Mediterranean Heritage	<p>To promote greater internal access to information on ongoing extension projects or for which the University of Algarve is challenged;</p> <p>To promote interdisciplinarity in extension activities;</p> <p>To create an organized structure of education aimed at extension activities.</p>	<p>Number of projects carried out with public and private entities in the thematic fields of the Sea, Tourism, Health and Welfare and Mediterranean Heritage;</p> <p>Percentage of projects carried out with public and private entities in the thematic fields of the Sea, Tourism, Health and Welfare and Mediterranean Heritage;</p> <p>Number of StartUps and SpinOffs companies active in the thematic fields of the Sea, Tourism, Health and Welfare and Mediterranean Heritage;</p> <p>Number of non-degree courses for adult education that are already part of the labour market or looking for a job;</p> <p>Number of trainees attending non-degree courses for Permanent Education of the adult population already integrated into the labour market or looking for a job.</p>
	To promote multidisciplinary extension projects that would contribute to the social, cultural, scientific and technological development of the University and the region based on the guiding principle of education as the core of the University's activity	<p>To guide extension activities to regional development;</p> <p>To systematically link teaching and research to the extension activities;</p> <p>Increase student participation in extension activities.</p>	<p>Number of projects of knowledge transfer to society;</p> <p>Number of participants in scientific, cultural, social and artistic activities organized by the University of Algarve;</p> <p>Number of students involved in projects and internships in companies / institutions;</p> <p>Number of ECTS credits obtained through Extension activities recognized by the Scientific and Technical-Scientific Councils;</p> <p>Number of contents published in the social media about scientific, cultural, social and artistic activities organized by the University of Algarve.</p>

Strategic Objectives of the University of Algarve 2013-2017 (continuation)

GOVERNANCE	To adapt the UALG's organizational structure to its size and development strategy	<p>To promote the debate on the current organizational model of organic units;</p> <p>To promote the debate on the current model of organization of research units and their relationship with advanced training;</p> <p>To promote the debate on the current model of service organization;</p> <p>To propose a revision of the Statutes and of the Organic Regulation of the University;</p> <p>To review the General Regulations of Performance Evaluation of Academic Personnel.</p>	<p>Level of satisfaction of academic and non-academic staff;</p> <p>Level of services satisfaction;</p> <p>Organizational changes;</p> <p>Changes to the General Regulations of Performance Evaluation of Academic Personnel.</p>
	To improve data integration and access to institution's performance indicators	<p>To improve academic management in terms of efficiency of procedures and outputs;</p> <p>To gain autonomy in financial, patrimonial, human resources and project management, reducing costs;</p> <p>Implement other systems necessary to increase management transparency and effectiveness.</p>	<p>Degree of user satisfaction in relation to the following management tools: SIGES; SIGEST-UALG, SIG-UALG; Document Management System;</p> <p>Number of hours in corrective maintenance and parameterization of SIGEST performed by external entities;</p> <p>Number of processes to be dematerialized through the Document Management System;</p> <p>Degree of implementation of a Universal Assiduity System;</p> <p>Number of indicators produced automatically by the EIS, including those contained in the Internal Quality Assurance System.</p>

Source: The University of Algarve (2013a:8)

Annex 2. Investigative questions

Nº	Investigative questions		Detail in which data measured	
	English	Portuguese	English	Portuguese
Section 1				
1	How old are you?	Que idade tem?	Less than 30 years; 30 to less than 40 years; 40 to less than 50 years; 50 to less than 60 years; 60 years or over	Menos de 30 anos; 30 a menos de 40 anos; 40 a menos de 50 anos; 50 a menos de 60 anos; 60 anos ou mais
2	Gender	Género	F/M	F/M
3	To which teacher category do you belong?	Qual é a sua categoria docente?	Full professor, Associate professor, Assistant professor, Guest full professor, Guest associate professor, Guest assistant professor, Other	Professor catedrático, Professor associado, Professor auxiliar, Professor catedrático convidado, Professor associado convidado, Professor auxiliar convidado, Outro
4	How many years of experience do you have as a professor at the University of Algarve?	Quantos anos de serviço como professor(a) tem na Universidade do Algarve?	Less than 5 years; 5 to less than 10 years; 10 to less than 15 years; 15 to less than 20 years; 20 years and over	Menos de 5 anos; 5 a menos de 10 anos; 10 a menos de 15 anos; 15 a menos de 20 anos; 20 anos e mais
5	What is your academic title?	Qual é o seu título académico?	Doctor with aggregation, Doctor, Master, Licentiate or Bachelor's degree	Doutor com agregação, Doutor, Mestrado, Licenciatura ou Bacharelado
6	What is your knowledge about the strategic objectives of the University of Algarve 2013-2017?	Qual é o seu conhecimento acerca dos objetivos estratégicos da Universidade do Algarve 2013-2017?	Very good, Good, Reasonable, Slight, None	Muito bom, Bom, Razoável, Pouco, Nenhum
7	What is your opinion about the existence of an academic personnel performance evaluation system in the UALG?	Qual é a sua opinião sobre a existência de um sistema de avaliação de desempenho do pessoal docente na UALG?	Strongly agree, Agree, Not sure, Disagree, Strongly disagree	Concordo totalmente, Concordo, Não tenho certeza, Discordo, Discordo totalmente
Section 2				
8	In your opinion, the alignment between the indicators utilized to measure your performance and the UALG's strategic objectives are:	Na sua opinião, o alinhamento entre os indicadores para medir o seu desempenho e os objetivos estratégicos da UALG é:	Very strong, Strong, Average, Weak, Very weak	Muito forte, Forte, Médio, Fraco, Muito fraco
9	In your opinion, does the UALG's system of evaluation of academic personnel teaching performance help:	Na sua opinião, o sistema de avaliação de desempenho do pessoal docente da UALG na vertente de ensino ajuda a:		
a	to increase student recruitment for the various study cycles on regional, national and international levels*	aumentar o recrutamento de estudantes para os vários ciclos de estudo nas modalidades regional, nacional e internacional*	Strongly agree, Agree, Not sure, Disagree, Strongly disagree	Concordo totalmente, Concordo, Não tenho certeza, Discordo, Discordo totalmente
b	to adapt and rationalize the training offer (all study cycles and typologies)*	adaptar e racionalizar a oferta formativa (todos os ciclos de estudo e tipologias)*	Strongly agree, Agree, Not sure, Disagree, Strongly disagree	Concordo totalmente, Concordo, Não tenho certeza, Discordo, Discordo totalmente
10	In your opinion, does the UALG's system of evaluation of academic personnel research performance help:	Na sua opinião, o sistema de avaliação de desempenho do pessoal docente da UALG na vertente de investigação ajuda a:		
a	to improve the indicators of scientific outcome*	melhorar os indicadores de produção científica*	Strongly agree, Agree, Not sure, Disagree, Strongly disagree	Concordo totalmente, Concordo, Não tenho certeza, Discordo, Discordo totalmente
b	to promote crossfield research activity with the following thematic fields: Sea, Tourism, Health and Welfare and Mediterranean Heritage*	fomentar a articulação da atividade de investigação com os campos temáticos do Mar, do Turismo, da Saúde e Bem-Estar e do Património Mediterrânico*	Strongly agree, Agree, Not sure, Disagree, Strongly disagree	Concordo totalmente, Concordo, Não tenho certeza, Discordo, Discordo totalmente

Investigative questions (continuation)

11	In your opinion, does the UALG's system of evaluation of academic personnel performance in extension activities help:	Na sua opinião, o sistema de avaliação de desempenho do pessoal docente da UALG na vertente de extensão ajuda a:		
a	to provide a greater coherence to the wide range of extension activities developed and to be developed*	dar maior coerência ao vasto conjunto de atividades de extensão desenvolvidas e a desenvolver*	Strongly agree, Agree, Not sure, Disagree, Strongly disagree	Concordo totalmente, Concordo, Não tenho certeza, Discordo, Discordo totalmente
b	to provide a greater coherence with the thematic fields of the Sea, Tourism, Health and Welfare and Mediterranean Heritage*	dar maior coerência com os campos temáticos do Mar, do Turismo, da Saúde e Bem-Estar e do Património Mediterrânico*	Strongly agree, Agree, Not sure, Disagree, Strongly disagree	Concordo totalmente, Concordo, Não tenho certeza, Discordo, Discordo totalmente
c	to promote multidisciplinary extension projects that would contribute to the social, cultural, scientific and technological development of the UALG and the region based on the guiding principle of education as the core of the University's activity*	fomentar os projetos de extensão multidisciplinares que contribuam para o desenvolvimento social, cultural, científico e tecnológico da Universidade e da região com base no princípio orientador da Educação como cerne da atividade*	Strongly agree, Agree, Not sure, Disagree, Strongly disagree	Concordo totalmente, Concordo, Não tenho certeza, Discordo, Discordo totalmente
12	In your opinion, does the UALG's system of evaluation of academic personnel performance in governance activities help:	Na sua opinião, o sistema de avaliação de desempenho do pessoal docente da UALG na vertente de governança ajuda a:		
a	to adapt the UALG's organizational structure to its size and its development strategy*	adequar a estrutura e as formas de organização da Universidade à sua dimensão e à sua estratégia de desenvolvimento*	Strongly agree, Agree, Not sure, Disagree, Strongly disagree	Concordo totalmente, Concordo, Não tenho certeza, Discordo, Discordo totalmente
b	to improve data integration and access to the UALG's performance indicators*	melhorar a integração dos dados e o acesso aos indicadores de desempenho da instituição*	Strongly agree, Agree, Not sure, Disagree, Strongly disagree	Concordo totalmente, Concordo, Não tenho certeza, Discordo, Discordo totalmente
Section 3				
13	In your opinion, is there any aspect to be improved in the current system of academic personnel performance evaluation to ensure achievement of the UALG's strategic objectives?	Na sua opinião, existe algum aspeto a melhorar no atual sistema de avaliação de desempenho do pessoal docente para assegurar a realização dos objetivos estratégicos da UALG?	Yes, No	Sim, Não
14	Please, specify that aspect(s):	Por favor, especifique qual(uais) é(são):	Text	Texto
15	In general, how can you describe your experience of being evaluated with the UALG's academic personnel performance evaluation system?	Em geral, como pode descrever a sua experiência de ser avaliado(a) com o sistema de avaliação do pessoal docente da UALG?	Very positive, Positive, Not sure, Negative, Very negative	Muito positivo, Positivo, Não tenho certeza, Negativo, Muito negativo
Additional questions for pilot test**				
1	How many minutes did it take to complete the survey?	Quantos minutos demorou o preenchimento deste inquérito?	Number	Número
2	How clear are the instructions?	As instruções do inquérito são:	Very clear, Clear, Reasonable, Not very clear, Not clear at all	Muito claras, Claras, Razoáveis, Não muito claras, Nada claras
3	Were there any questions that you found hard to understand? (Please, indicate question number(s))	Encontrou alguma pergunta que achou difícil de entender? (Por favor, indique o(s) número(s) de pergunta(s))	Number	Número

Investigative questions (continuation)

4	Were there any questions that you found uncomfortable to answer? (Please, indicate question number(s))	Encontrou alguma pergunta que achou desconfortável de responder (Por favor, indique o(s) número(s) de pergunta(s))	Number	Número
5	How was it to read the survey questions (in terms of letter size, style, etc.)?	Como foi a leitura das perguntas do inquérito (em termos de tamanho, estilo de letra, etc.)?	Very easy, Easy, Reasonable, Hard, Very hard	Muito fácil, Fácil, Razoável, Difícil, Muito difícil
6	How was the layout of the questionnaire?	Como foi o layout do inquérito?	Very pleasant, Pleasant, Average, Unpleasant, Very unpleasant	Muito agradável, Agradável, Médio, Desagradável, Muito desagradável
7	How can you describe your experience completing this survey?	Como pode descrever a sua experiência de completar o inquérito?	Very positive, Positive, Average, Negative, Very negative	Muito positivo, Positivo, Médio, Negativo, Muito negativo
8	Did you spot any grammar errors? (Please, indicate question number(s))	Encontrou alguns erros gramaticais? (Por favor, indique o(s) número(s) de pergunta(s))	Number	Número
9	Other comments	Outros comentários		

* Source: The University of Algarve (2013a:26)

** Questions from this section are created according do guidelines by Saunders et al. (2012:425)

Note: Data collected from question number 3 was not used in analysis due to poor question structuring

Annex 3. Questionnaire (Portuguese)

Que idade tem?

- Menos de 30 anos
- 30 a menos de 40 anos
- 40 a menos de 50 anos
- 50 a menos de 60 anos
- 60 anos ou mais

Género

- Masculino
- Feminino

Qual é a sua categoria docente?

- Professor catedrático
- Professor associado
- Professor auxiliar
- Professor catedrático convidado
- Professor associado convidado
- Professor auxiliar convidado
- Outro (Especifique por favor)

Quantos anos de serviço como professor(a) tem na Universidade do Algarve?

- Menos de 5 anos
- 5 a menos de 10 anos
- 10 a menos de 15 anos
- 15 a menos de 20 anos
- 20 anos e mais

Qual é o seu título académico?

- Doutor com agregação
- Doutor
- Mestrado
- Licenciatura
- Bacharelado

Qual é o seu conhecimento acerca dos objetivos estratégicos da Universidade do Algarve 2013-2017?

- Muito bom
- Bom
- Razoável
- Pouco
- Nenhum

Questionnaire (Portuguese) (continuation)

Qual é a sua opinião sobre a existência de um sistema de avaliação de desempenho do pessoal docente na UALG?

- Concordo totalmente
 Concordo
 Não tenho certeza
 Discordo
 Discordo totalmente

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Limpar respostas na página

Seguinte

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Na sua opinião, o alinhamento entre os indicadores utilizados para medir o seu desempenho e os objetivos estratégicos da UALG é:

- Muito forte
 Forte
 Médio
 Fraco
 Muito fraco

Na sua opinião, o sistema de avaliação de desempenho do pessoal docente da UALG na vertente de ensino ajuda a:

	Concordo totalmente	Concordo	Não tenho certeza	Discordo	Discordo totalmente
<i>umentar o recrutamento de estudantes para os vários ciclos de estudo nas modalidades regional, nacional e internacional*</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>adaptar e racionalizar a oferta formativa (todos os ciclos de estudo e tipologias)*</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Na sua opinião, o sistema de avaliação de desempenho do pessoal docente da UALG na vertente de investigação ajuda a:

	Concordo totalmente	Concordo	Não tenho certeza	Discordo	Discordo totalmente
<i>melhorar os indicadores de produção científica*</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>fomentar a articulação da atividade de investigação com os campos temáticos do Mar, do Turismo, da Saúde e Bem-Estar e do Património Mediterrânico*</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Na sua opinião, o sistema de avaliação de desempenho do pessoal docente da UALG na vertente de extensão ajuda a:

	Concordo totalmente	Concordo	Não tenho certeza	Discordo	Discordo totalmente
<i>dar maior coerência ao vasto conjunto de atividades de extensão desenvolvidas e a desenvolver*</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>dar maior coerência com os campos temáticos do Mar, do Turismo, da Saúde e Bem-Estar e do Património Mediterrânico*</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>fomentar os projetos de extensão multidisciplinares que contribuam para o desenvolvimento social, cultural, científico e tecnológico da Universidade e da região com base no princípio orientador da Educação como cerne da atividade*</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Na sua opinião, o sistema de avaliação de desempenho do pessoal docente da UALG na vertente de governança ajuda a:

	Concordo totalmente	Concordo	Não tenho certeza	Discordo	Discordo totalmente
<i>adequar a estrutura e as formas de organização da Universidade à sua dimensão e à sua estratégia de desenvolvimento*</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>melhorar a integração dos dados e o acesso aos indicadores de desempenho da instituição*</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Questionnaire (Portuguese) (continuation)

*Fonte: Plano estratégico da Universidade do Algarve 2013-2017

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Retroceder Limpar respostas na página Seguinte

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Na sua opinião, existe algum aspeto a melhorar no atual sistema de avaliação de desempenho do pessoal docente para assegurar a realização dos objetivos estratégicos da UALG?

- Sim
 Não

Por favor, especifique qual(uais) é(são):

Caracteres restantes: 1000

Em geral, como pode descrever a sua experiência de ser avaliado(a) com o sistema de avaliação do pessoal docente da UALG?

- Muito positivo
 Positivo
 Não tenho certeza
 Negativo
 Muito negativo

Obrigada pela sua participação

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Retroceder Limpar respostas na página Enviar

100%

Annex 3.1. Questionnaire (English)

How old are you?

- Less than 30 years
- 30 to less than 40 years
- 40 to less than 50 years
- 50 to less than 60 years
- 60 years or over

Gender

- Male
- Female

To which teacher category do you belong?

- Full-time professor
- Associate professor
- Assistant professor
- Guest full-time professor
- Guest associate professor
- Guest assistant professor
- Other (Please specify)

How many years of experience do you have as a professor at the University of Algarve?

- Less than 5 years
- 5 to less than 10 years
- 10 to less than 15 years
- 15 to less than 20 years
- 20 years and over

What is your academic title?

- Doctor with aggregation
- Doctor
- Master
- Licentiate
- Bachelor's degree

What is your knowledge about the strategic objectives of the University of Algarve 2013-2017?

- Very good
- Good
- Reasonable
- Slight
- None

What is your opinion about the existence of an academic personnel performance evaluation system in the UALG?

- Strongly agree
- Agree
- Not sure
- Disagree
- Strongly disagree

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33%

Questionnaire (English) (continuation)

In your opinion, the alignment between the indicators utilized to measure your performance and the UALG's strategic objectives is:

- Very strong
- Strong
- Average
- Weak
- Very weak

In your opinion, does the UALG's system of evaluation of academic personnel teaching performance help:

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
<i>to increase student recruitment for the various study cycles on regional, national and international levels*</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>to adapt and rationalize the training offer (all study cycles and typologies)*</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In your opinion, does the UALG's system of evaluation of academic personnel research performance help:

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
<i>to improve the indicators of scientific outcome*</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>to promote crossfield research activity with the following fields: Sea, Tourism, Health and Welfare and Mediterranean Heritage*</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In your opinion, does the UALG's system of evaluation of academic personnel performance in extension activities help:

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
<i>to provide a greater coherence to the wide range of extension activities developed and to be developed*</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>to provide a greater coherence with the thematic fields of the Sea, Tourism, Health and Welfare and Mediterranean Heritage*</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>to promote multidisciplinary extension projects that would contribute to the social, cultural, scientific and technological development of the UALG and the region based on the guiding principle of education as the core of the University's activity*</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In your opinion, does the UALG's system of evaluation of academic personnel performance in governance activities help:

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
<i>to adapt the UALG's organizational structure to its size and its development strategy*</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>to improve data integration and access to the UALG's performance indicators*</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Source: Strategic Plan of the University of Algarve 2013-2017

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Questionnaire (English) (continuation)

In your opinion, is there any aspect to be improved in the current system of academic personnel performance evaluation to ensure achievement of the UALG's strategic objectives?

- Yes
 No

Please, specify that aspect(s):

Characters Remaining: 1000

In general, how can you describe your experience of being evaluated with the UALG's academic personnel performance evaluation system?

- Very positive
 Positive
 Not sure
 Negative
 Very negative

Thank you for your participation

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Annex 3.2. Additional questions for pilot test (Portuguese)

Quantos minutos demorou o preenchimento deste inquérito?

Caracteres restantes: 20

As instruções do inquérito são:

- Muito claras
- Claras
- Razoáveis
- Não muito claras
- Nada claras

Encontrou alguma pergunta que achou difícil de entender? (Por favor, indique o(s) número(s) de pergunta(s))

Caracteres restantes: 100

Encontrou alguma pergunta que achou desconfortável de responder (Por favor, indique o(s) número(s) de pergunta(s))

Caracteres restantes: 100

Como foi a leitura das perguntas do inquérito (em termos de tamanho, estilo de letra, etc.)?

- Muito fácil
- Fácil
- Razoável
- Difícil
- Muito difícil

Como foi o layout do inquérito?

- Muito agradável
- Agradável
- Médio
- Desagradável
- Muito desagradável

Como pode descrever a sua experiência de completar o inquérito?

- Muito positivo
- Positivo
- Médio
- Negativo
- Muito negativo

Encontrou alguns erros gramaticais? (Por favor, indique o(s) número(s) de pergunta(s))

Caracteres restantes: 100

Outros comentários

Caracteres restantes: 1000

Additional questions for pilot test (Portuguese) (continuation)

Obrigada pela sua participação

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Annex 3.3 Additional questions for pilot test (English)

How many minutes did it take to complete the survey?

Characters Remaining: 20

How clear are the instructions?

- Very clear
- Clear
- Reasonable
- Not very clear
- Not clear at all

Were there any questions that you found hard to understand? (Please, indicate question number(s))

Characters Remaining: 100

Were there any questions that you found uncomfortable to answer? (Please, indicate question number(s))

Characters Remaining: 100

How was it to read the survey questions (in terms of letter size, style, etc.)?

- Very easy
- Easy
- Reasonable
- Hard
- Very hard

How was the layout of the questionnaire?

- Very pleasant
- Pleasant
- Average
- Unpleasant
- Very unpleasant

How can you describe your experience completing this survey?

- Very positive
- Positive
- Average
- Negative
- Very negative

Did you spot any grammar errors? (Please, indicate question number(s))

Characters Remaining: 100

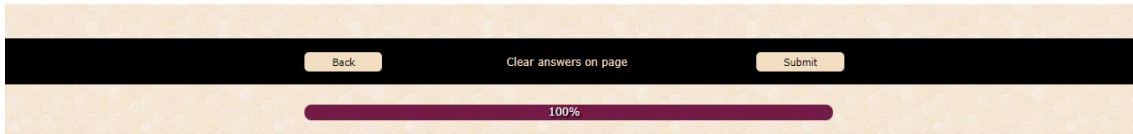
Other comments

Characters Remaining: 1000

Additional questions for pilot test (English) (continuation)

Thank you for your participation

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Sondagem de opinião

Caro respondente,

Esta sondagem é conduzida como parte duma investigação num curso de Mestrado em Contabilidade na Universidade do Algarve para aferir a sua opinião sobre a influência que o sistema de avaliação de desempenho de pessoal docente da UAlg tem para alcançar os objetivos estratégicos da Universidade.

A participação neste questionário é voluntária. A sondagem levará cerca de 5 minutos para ser concluída. Por favor, escolha a resposta que considere mais adequada. O(a) Prof(a) não será solicitado(a) a fornecer qualquer informação privada que possa comprometer a sua identidade. As informações fornecidas serão tratadas com a maior confidencialidade. No relatório da investigação somente os dados agregados serão divulgados.

Estou ciente do tempo livre limitado que possui. No entanto, espero que preencha o questionário. Se o(a) Prof(a) deseja preencher o questionário, por favor, faça isso até 16.07.2017 no <http://survey.sogosurvey.com/r/RuqhfM> (em Português).

Se o(a) Prof(a) tiver quaisquer dúvidas ou comentários, não hesite em contactar-me por e-mail: a55829@ualg.pt.

Sinceramente grata pelo seu tempo e ajuda.

Svetlana Shram

P.S. Na pergunta sobre categorias docentes os docentes das categorias não incluídas nas respostas fechadas (docentes do subsistema politécnico) façam o favor de escolher resposta “Outro”.

Opinion survey

Dear respondent,

This survey is conducted as part of the research for my Master degree in Accounting to find out your opinion about the influence that UAlg's academic personnel performance evaluation system has on achieving the University's strategic objectives.

The participation in this survey is voluntary, and the survey will take you around 5 minutes to complete. Please, choose the answer that you think is most appropriate. You will not be asked to give any private information that could compromise your identity. The information you provide will be treated in the strictest confidence. In the report, only aggregated data will be divulged.

I am aware of the limited free time you possess. However, I hope you will complete the questionnaire. If you wish to complete the questionnaire, please, do so until 16.07.2017 clicking the link: <http://survey.sogosurvey.com/r/iwIGfe> (in English). If you have any questions or comments, please, feel free to contact me via e-mail: a55829@ualg.pt.

I sincerely thank you for your time and help.

Svetlana Shram

P.S. In the question about teacher category professors of categories not included in closed answers (professors of polytechnic subsystem) should choose the answer "Other".

Annex 5. Academics' suggestions to improve the APPES

N	Resp. No	V18.APPES_aspects_improve_suggestions
1	1	The system favours the powerful ones who have all the administrative posts and who decide hegemonically about jury constructions (2nd and 3rd cycles). In other words, it is highly corrupted, contaminated by the existing monolithic power structures and therefore promotes the Portuguese cultural phenomenon called "cunha".
2	2	Teaching: (1) presential evaluation of pedagogical performance in classes (2) evaluation of teaching materials (3) evaluation of course curriculum (4) evaluation of scientific production (5) evaluation of projects and research budget
3	3	At present, the system measures quantity of actions, shroud be modified to measure coherence with the strategic objectives.
4	5	A avaliação dos professores pelos alunos tem de ser retificada, porque, como está atualmente, leva ao facilitismo de, não só deixar passar os alunos, mas ainda com notas muito altas, de modo aos alunos depois compensarem os professores com uns likes que lhes dão jeito.
5	6	Maior consistência/alinhamento entre os critérios de autoavaliação e a avaliação das agências de creditação dos cursos bem como com as agências de financiamento de investigação científica
6	7	A avaliação não tem em conta a qualidade dos elementos de avaliação, tem em consideração a quantidade apenas.
7	11	critérios de avaliação claramente relacionados com os objetivos estratégicos da UALG
8	12	Dar algum valor nos resultados de avaliação de desempenho do pessoal docente.
9	14	O atual modelo assenta em pressupostos de comparação, não de cumprimento de metas. Não se percebem relações entre objetivos da universidade e o atual sistema de avaliação. Constitui principalmente um instrumento para travar despesa e não como instrumento de motivação dos docentes. Veja-se o número de docentes nas várias posições das carreiras docentes dos dois subsistemas. O Sistema de Avaliação se articula com a gestão das carreiras. Portugal deve ser provavelmente o único caso de ensino superior em que em vez de promover um docente abre um concurso público (internacional!) de recrutamento, com júris maioritariamente de outras universidades. Seria como por absurdo, a Coca-cola, para promover um seu quadro superior, abrir concurso tendo por júri técnicos e gestores da Pepsi-cola!
10	15	Coordenar as coisas.
11	17	Maior valorização de atividades que não estão a ser pontuadas de forma justa em relação ao número de horas/esforço e empenho dos docentes.
12	18	os critérios de avaliação não estão claros, há ambiguidade na classificação de tarefas, não há pontuação mais relevante nos temas relacionados com os objetivos estratégicos
13	19	Avaliação da qualidade do ensino. Avaliação das estratégias do docente para captar o interesse dos alunos. Capacidade pedagógica dos professores. Avaliação dos conhecimentos gerais dos alunos quando terminam o ciclo de estudos.
14	21	Não se pode fazer a avaliação a meio do processo. A avaliação deveria ser feita no final, depois de concluídos os exames e não a meio desse processo.
15	24	Maior relação direta com as estratégias.
16	25	Aplicação da legislação, ou seja, quando o docente tem uma boa avaliação isso deve ser espelhado no vencimento como forma de compensação.
17	26	Alinhar a avaliação proporcionada pelo atual sistema com o que é de realmente a valorizar na função do pessoal docente do ensino superior. Definir as consequências da avaliação em termos da melhoria de qualidade do serviço prestado pelos docentes na universidade

Academics' suggestions to improve the APPEs (continuation)

18	29	O sistema de avaliação deve estimular a qualificação dos docentes e através deles a dos alunos. Em vez disso seleciona para avaliação apenas itens supostamente mais fáceis de quantificar em que, com envolvimento dos esforços e gastos de energia (que seriam melhor direcionados para uma efetiva melhoria da qualidade), qualquer docente consegue obter uma avaliação de 100%. Tal como para completar o primeiro ano do ensino básico é necessário aprender a ler e a contar, para se ser docente universitário deveria no mínimo ser exigido gosto e vontade de ensinar e aprender. O sistema atual não desqualifica os professores que não ensinam e destroem nos alunos a vontade de aprender. Felizmente não são muitos na UALG. Na resposta seguinte não há alternativa correta. A minha avaliação de excelente, sendo para mim muito positiva, não corresponde a uma avaliação real, porque lamentavelmente ainda não sou excelente ainda que faça esforços nesse sentido.
19	31	A atual forma de avaliação não permite distinguir entre os excelentes, os bons professores e os medíocres, pois mesmo que se façam os mínimos pode-se atingir uma classificação de excelente. Enquanto houver um clima de facilitismo e uma bitola instalada na promoção da mediocridade, a avaliação é uma perfeita perda de tempo burocrática.
20	32	A avaliação toma muito tempo ao avaliado para coligir a informação solicitada, que na maioria das vezes poderia ser obtida diretamente dos diversos órgãos e depois é inconsequente, quer para quem é bem avaliado, que não tem qualquer tipo de compensação, quer para quem é mal avaliado, que não tem qualquer tipo de penalização ou de intervenção no sentido de poder melhorar a sua prestação. Os itens avaliados e a pontuação atribuída a cada um nem sempre serão os mais adequados.
21	33	Na minha opinião, o sistema deve ser revisto para incentivar e premiar a qualidade no ensino e na investigação.
22	34	O sistema de avaliação de desempenho deveria integrar os objetivos estratégicos da UALG, estar alinhado com outros critérios de avaliação científica valorizados na candidatura a projetos e ser realista face ao crescente volume de trabalho letivo e burocrático. Na minha opinião, através do atual de sistema de avaliação de desempenho não fica claro qual o perfil do docente que se pretende. Ou será um docente faz tudo? Além disso, por exemplo, a área de gestão não deveria ser obrigatoriamente avaliada. Isto porque o desempenho de cargos de gestão não pode ser determinado pelo próprio. Por último, o sistema de avaliação deveria ser construtivo. Isto é, os resultados da avaliação deveriam ser utilizados para melhorar o desempenho individual e o coletivo. O individual fica a cargo de cada um. Mas e onde fica a ideia de instituição que reflete sobre os seus próprios dados de avaliação interna e atua em colaboração com os interessados (docentes) para chegar à mudança. Parabéns pelo seu trabalho
23	35	Dão muita importância à opinião dos alunos. Fomentamos assim o baixar de nível de exigência. Levamos a medio prazo profissionais com baixa /péssima qualidade. Isto vai desprestigiar a Universidade. A longo prazo não teremos a concorrer. Isto é a visão de um docente do ISE e não do turismo, mar, e outras "áreas ancoras" atualmente definidas.
24	36	Um mau sistema de avaliação não serve nenhum propósito. Um sistema de avaliação deveria em primeiro lugar dar respostas e metas ao avaliado face a objetivos pessoais na sua interligação com objetivos estratégicos ou estruturantes da instituição, e ter consequências; tem por isso de ser alterado em muitos aspetos, mas também ser mais transversal na UALG, e não serem tão diversificados dentro da UALG.
25	37	É fundamental limitar a avaliação dos docentes a 2 ou 3 vertentes uma vez que é impraticável os docentes terem competências nas 4 vertentes apresentadas.
26	47	O atual sistema apenas quantifica e não avalia. Número não representa qualidade e não há lá qualquer indicador de qualidade.
27	48	Verdadeira avaliação científica, rigorosa e alinhada com os critérios da Fundação para a Ciência e a Tecnologia (uma publicação numa revista científica do 1º ou do 2º quartil de qualquer ranking sério não pode ter o mesmo valor de uma publicação num simpósio "doméstico" organizado entre amigos). Verdadeira avaliação ao desempenho das atividades de gestão. Os gestores podem e devem ser avaliados por critérios mensuráveis em termos de objetivos. Não é o caso na universidade em que as atividades de gestão recebem pontuação só por se ocupar o lugar. Deve ser o desempenho a ser avaliado, não a detenção dos títulos ou dos lugares de chefia.
28	49	Poucos automatismos e pouca estruturação, obrigando a registos manuais e que provocam enviesamento nos dados.
29	51	Contemplar as características próprias do ensino superior politécnico
30	52	Melhorar a pontuação. Quase todos os professores na última Avaliação obteve excelente com muito pouco trabalho desenvolvido.

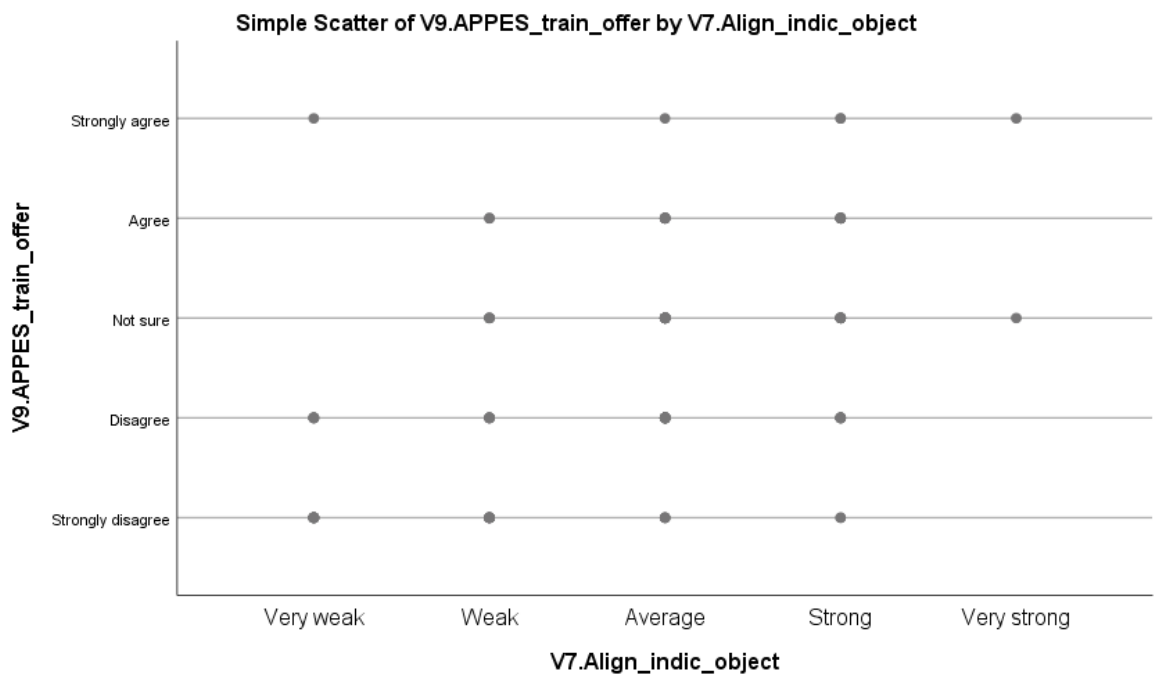
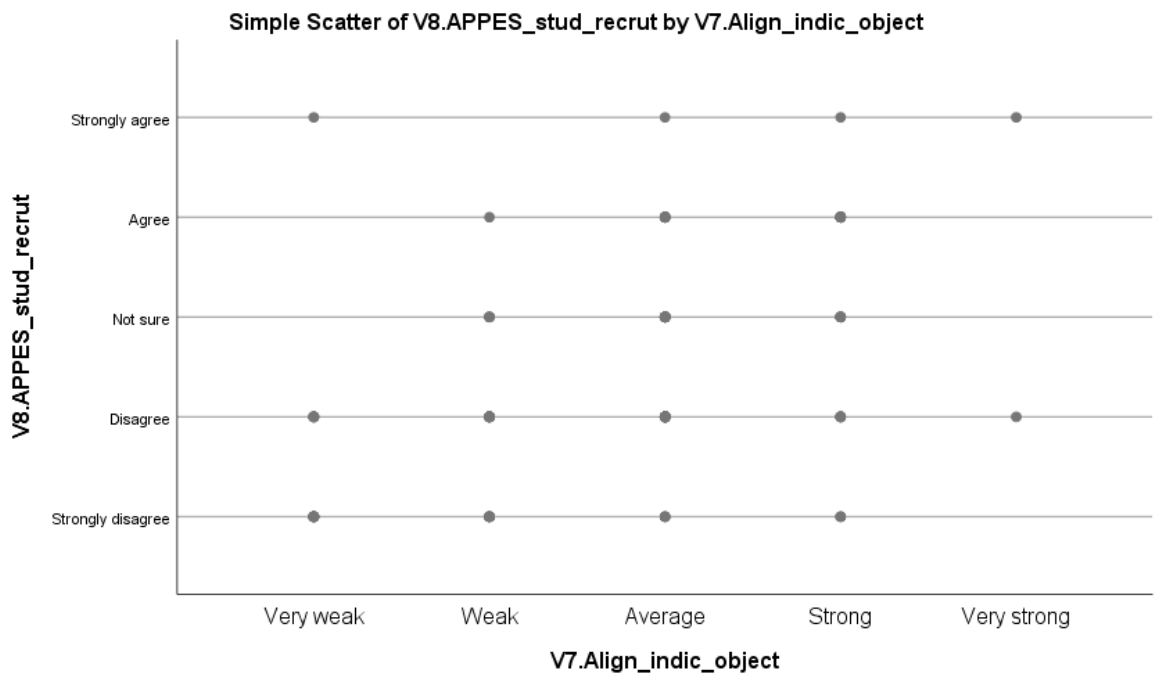
Academics' suggestions to improve the APPEs (continuation)

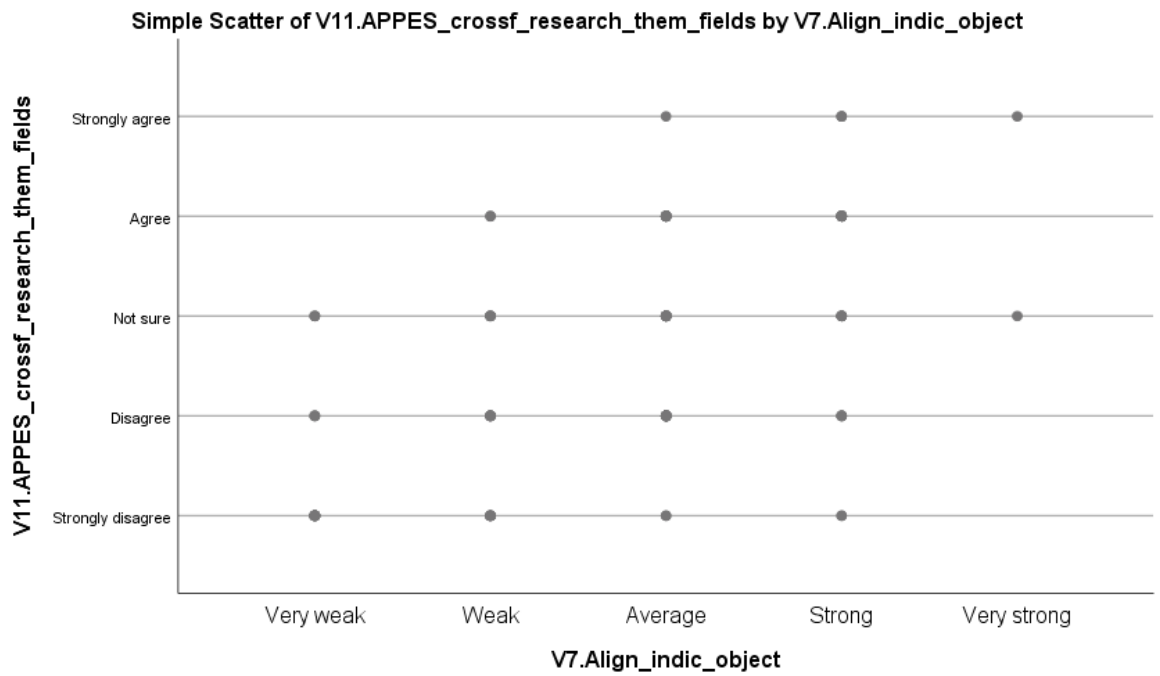
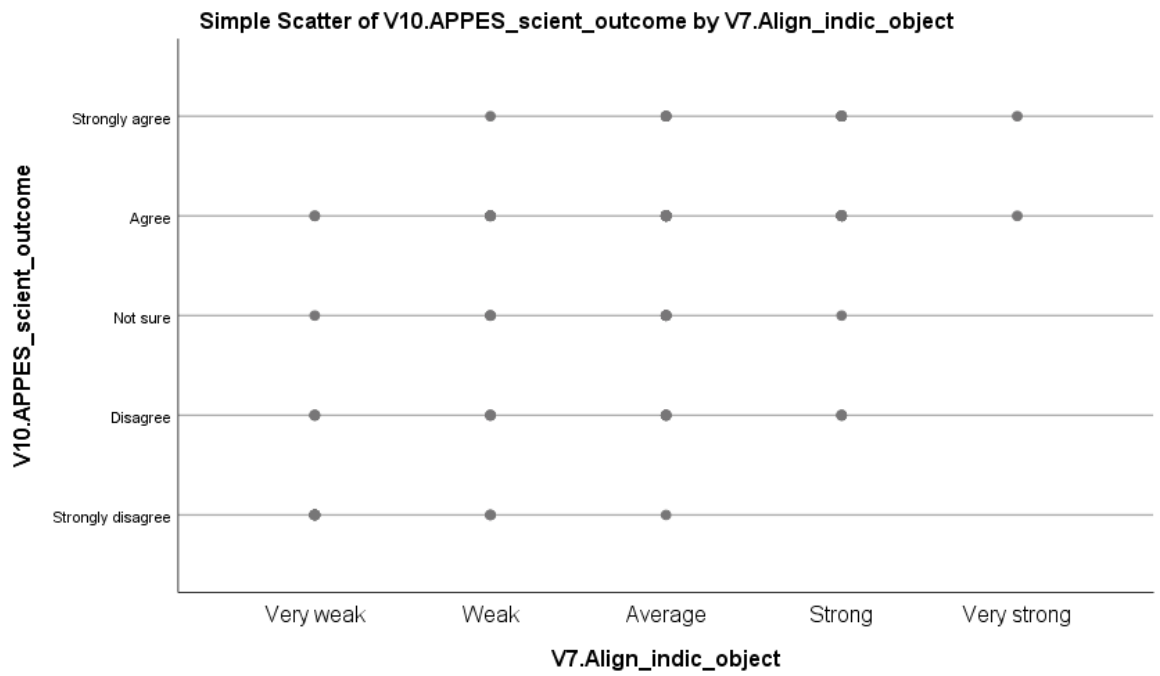
31	53	<p>* A ligação da avaliação com as temáticas prioritárias da UALG (Mar, Turismo, etc.) é pouco clara (que incentivos são dados aos docentes fora destas áreas para trabalhar nelas?).</p> <p>* O sistema de avaliação nem sempre parece ser justo. Dentro de cada escola/faculdade há uma grande diversidade de saberes, com as suas características próprias, mas é tudo avaliado da mesma forma (o regulamento de avaliação é igual para toda a escola/faculdade), favorecendo certos grupos mais influentes (departamentos com um n° elevado de docentes, especialmente em posições elevadas da carreira, etc.) em detrimento de outros que têm de se sujeitar a regras que nem sempre fazem sentido no seu contexto.</p>
32	54	Só os membros da comissão de avaliação o podem (e devem) fazer.
33	55	O sistema não se relaciona diretamente com os objetivos da UALG e a mensuração quantitativa não é suficiente para se medir, de facto, a produtividade do docente.
34	56	Estabelecer o equilíbrio entre as exigências da carreira docente universitária e os meios e condições necessárias para as satisfazer. Aprofundar os parâmetros a partir dos quais a avaliação é levada a cabo. Flexibilizar a própria carreira extraindo o máximo benefício das características e potencialidades de cada docente.
35	61	O sistema tem que ser melhorado por forma a premiar o mérito.
36	63	<p>Vinculando a avaliação individual à avaliação institucional da unidade orgânica em que o docente está inserido e à avaliação global da instituição.</p> <p>Criando um sistema de contabilização de trabalho desenvolvido em que, mesmo o trabalho feito em vertentes não prioritárias para o docente, também contassem alguma coisa.</p>
37	67	A articulação entre os objetivos estratégicos da Universidade e os itens/dimensões avaliadas, já que aqueles não estão explicitamente envolvidos nestes
38	69	Aplicar indicadores: dinâmica do docente (de muito dinâmico a nada dinâmico); apoio dado pelo docente (quer ao nível científico quer material e humano); perceções sobre o conhecimento e enquadramento do docente nas temáticas das disciplinas (de muito conhecedor a nada)
39	70	Melhorar a adequação ao subsistema politécnico
40	71	<p>Tive uma avaliação de "excelente", mas o meu narcisismo não chega para me autoavaliar como "excelente", o que implica que algo não foi bem feito.</p> <p>O melhor a fazer para assegurar os objetivos estratégicos da UALG é mudá-los</p>
41	74	não tenho refletido sobre este assunto para apresentar esquemas alternativos, mas claramente, para mim, o sistema de avaliação docente em nada se relaciona com os objetivos estratégicos da instituição
42	77	Mais foco nos objetivos principais; necessidade de introduzir mais equidade na avaliação (utilizar a mesma ferramenta para avaliar todos os docentes de uma escola/faculdade irá necessariamente introduzir distorções na avaliação, já que as várias áreas do saber não se podem avaliar todas da mesma forma).
43	79	O sistema não está montado de modo a avaliar o desempenho, mas sim em quantificar atividades. O fator de qualidade não está contemplado em nenhum dos parâmetros avaliados, e esse deveria ser na realidade o mais importante. Quantifica-se se se faz parte de júris (teses ou outros), de comissões, se se dá muitas aulas, e por aí fora. Não se avalia se as aulas são bem dadas, bem preparadas, se se faz um bom papel nos júris, nas comissões, etc. Assim basta convidarem-se uns aos outros para ocuparem lugares e posições e atinge-se uma pontuação elevada, independentemente da qualidade com que as funções são executadas. Por isso é que se diz "ocupar um cargo" muito mais frequentemente que "exercer um cargo". Proponho que se altere o nome para Sistema de Quantificação de Desempenho Docente, pois de avaliação tem muito pouco.
44	81	<p>O sistema permite atingir uma avaliação com a classificação de excelente como um desempenho científico e de governança mediano pelos padrões internacionais.</p> <p>Não permite distinguir e premiar os docentes que contribuem ativamente para a Instituição.</p>
45	82	Se a UALG quer recrutar mais e melhores estudantes (inclusive os internacionais) e melhorar os indicadores de ciência, não pode considerar excelente um docente com 300 pontos no campo de investigação, quando praticamente qualquer um lá chega. O mesmo se verifica para o campo de ensino. É preciso verter no sistema de avaliação mais exigência e ao mesmo tempo dar mais condições aos colegas que pretendem alcançar essa excelência, reduzindo-lhes a carga letiva.
46	84	Em vez de se fazer uma contabilização de tudo o que é feito no período a avaliar, a avaliação devia ser feita sobre as 3-5 melhores contribuições dos docentes para o ensino e investigação, extensão e gestão.
47	86	O sistema de avaliação de desempenho é desigual nas diferentes escolas/institutos - deve ser uniformizado. A avaliação docente apenas reflete o que o docente produziu e não está relacionado com os objetivos da Universidade ou (algumas vezes) da própria unidade orgânica - criar diretivas claras para cada unidade orgânica, debatendo com elas quais poderão ser as suas maiores contribuições no plano estratégico.

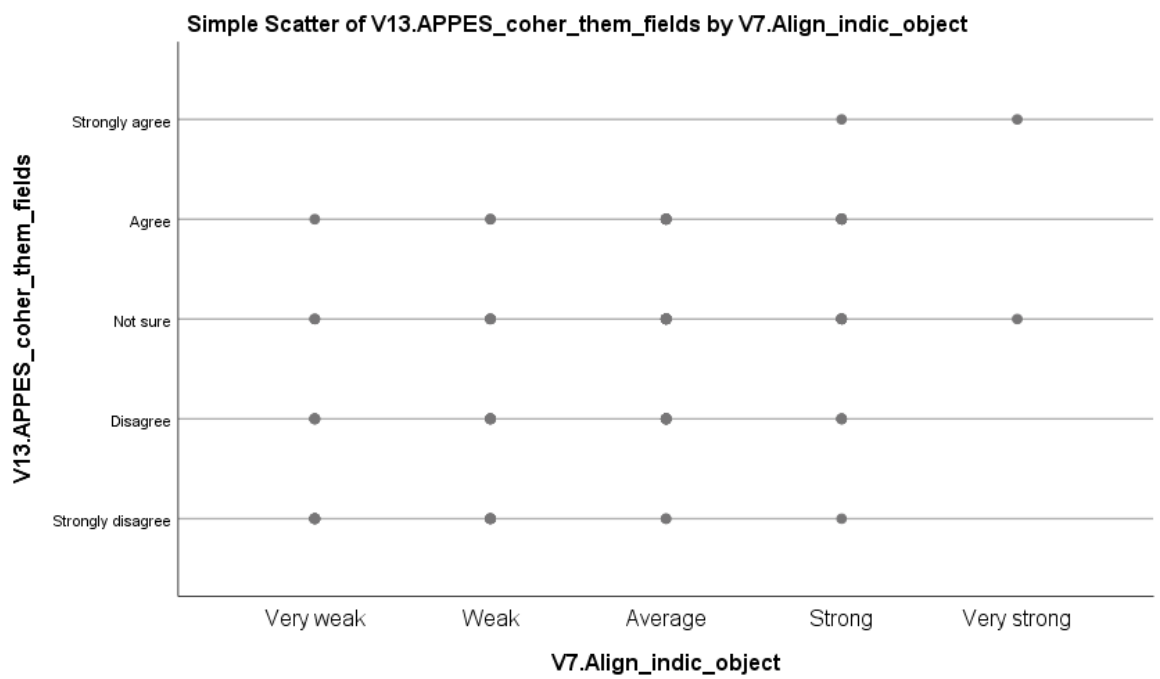
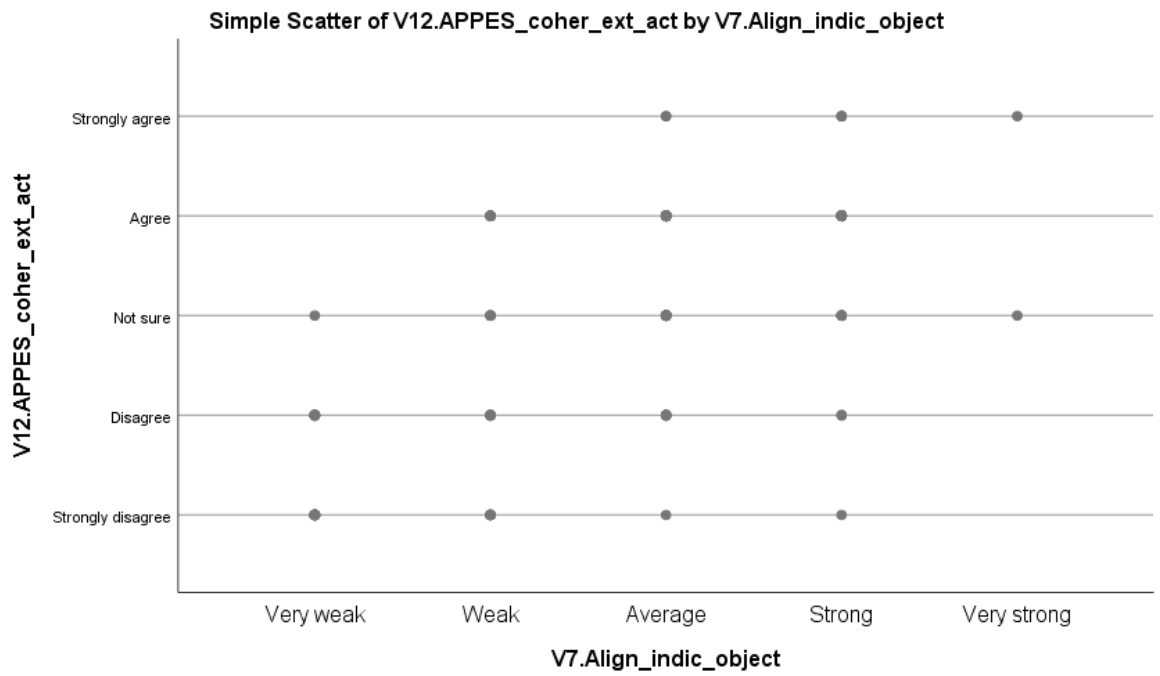
Academics' suggestions to improve the APPES (continuation)

48	87	OK, proponho uma "atualização" dos critérios e valores, agora que o exercício está mais maduro, aproveitando as melhores praticas doutras instituições.
49	88	É necessário fazer com que os docentes acreditem se, de facto, existe uma relação assim tão direta entre o sistema de avaliação de desempenho do pessoal docente, tal como está definido, com a concretização dos objetivos estratégicos da UALG.
50	89	Valorizar mais a vertente ensino. Não desdenhando a importância da investigação, esta não deveria sobrepor-se ao ensino. A vertente gestão depende de ser ou não nomeado/eleito para um cargo.
51	90	O sistema de avaliação que me avalia está totalmente desajustado dos objetivos estratégicos da UALG
52	93	Na vertente letiva.
53	94	Unificação de grelhas de avaliação entre todas as unidades orgânicas (UO), Unificação do numero de horas léticas entre subsistemas. Mesma pontuação por atividade, por exemplo: artigo científico não pode valer 60 numas UO e 120 noutras. Tem de ser valorizado da mesma forma para todos terem objetivos iguais de aumentar a produção científica. O mesmo na carga letiva, não podem uns ter 180h e outros 360.
54	96	Os critérios devem, por uma questão de igualdade e coerência, ser iguais em todas as faculdades. Algo que não acontece agora. Não há plano estratégico que resista a esta anarquia!
55	98	Não deve estar com a possibilidade de progressão na carreira, tal enviesa a ação das pessoas. Investigar deve ser uma atividade em total liberdade de tempo e tópico.
56	99	A participação na avaliação dos principais clientes da universidade, os alunos, é insignificante. E os inquéritos estatisticamente sem significado. Os inquéritos deviam ser obrigatórios. A avaliação do ensino apenas usa indicadores quantitativos, o programa e a qualidade das aulas não são de todo avaliados; não há nenhum retorno da avaliação na performance futura do docente (questiono mesmo se os relatórios são lidos por alguém!)
57	102	Tem de ser mais claro e comunicado anteriormente ao processo de avaliação os objetivos estratégicos, devendo estes ser definidos com grande antecedência, permitindo aos docentes orientarem a sua atividade antecipadamente.
58	103	Fomentar maior proximidade da universidade à comunidade empresarial e social.
59	108	Desde já, de que forma - ou seja, através de que mecanismos - o resultado da avaliação (positivo ou negativo) exerce os seus impactos ao nível da realização dos objetivos da UALG?
60	109	Nunca me debrucei sobre o assunto, de forma profunda o suficiente, para poder sugerir soluções que, de facto, melhorassem o atual sistema, mas, se na pergunta anterior tivesse respondido sim, teria sido incoerente com todas as minhas respostas anteriores. Existem sempre aspetos a melhorar em qualquer sistema, embora qualquer pessoa seja capaz de reconhecer isso, não será qualquer pessoa a conseguir fazê-lo com a pertinência necessária.
61	114	Avaliar não é o mesmo que quantificar. O atual sistema limita-se a quantificar e fomenta fortemente o assumir/oferecer cargos (a grande maioria por nomeação). No entanto, muitas vezes isto não se reflete em atividade efetiva - possui-se o cargo, mas não se executa.

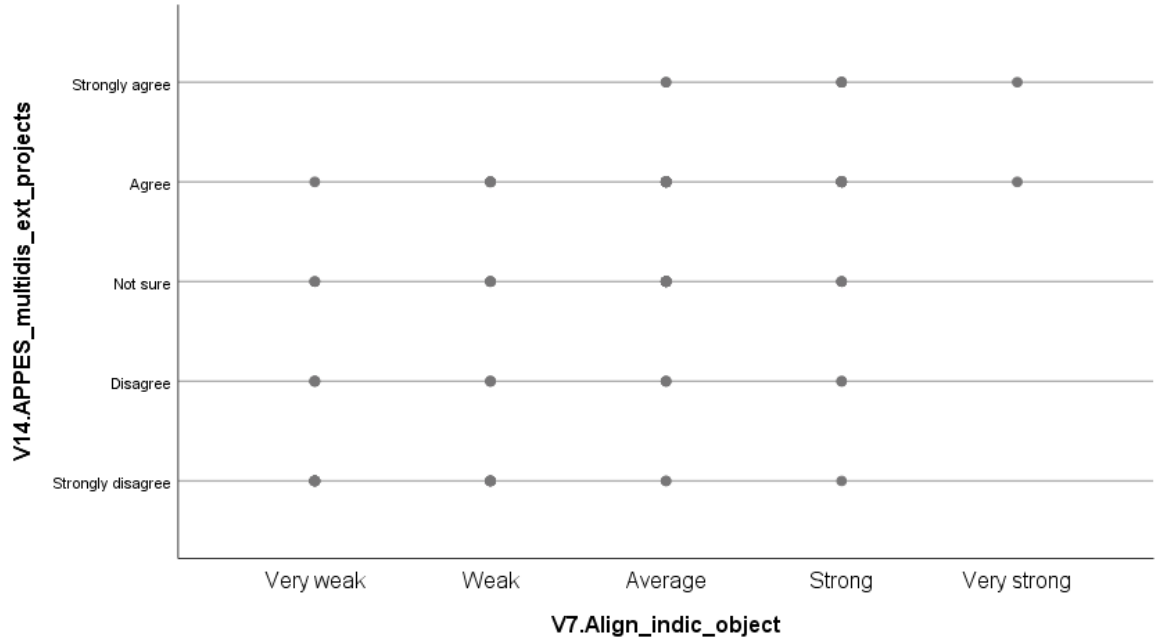
Annex 6. Monotonic relationships between variables for Spearman's rank-order correlation test







Simple Scatter of V14.APPES_multidis_ext_projects by V7.Align_indic_object



Simple Scatter of V15.APPES_org_struct by V7.Align_indic_object

