

Advancing Academic Excellence through **PROFFORMANCE**

A Case Study from Georgian University of Sport

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Our Institutional Context & Commitment

- The Georgian State University of Sport is the only university exclusively dedicated to the field of sport.
- Continuous professional development (CPD) of academic staff is a cornerstone of institutional progress and educational excellence.
- To systematically enhance the quality of teaching and learning across all programs.



Implementing the PROFFORMANCE Tool

- Implementation of the PROFFORMANCE Assessment Tool in July 2025.
- To integrate a structured, multi-source feedback mechanism into our academic development framework.
- Serves as both a diagnostic instrument and a catalyst for professional dialogue.



Encouraging critical analysis of personal teaching methodologies.

- Fostering a culture of shared learning and best practices.
- Offering a vital student-centred perspective on teaching effectiveness.



Strategic Alignment & Future Vision

- Supports the development of a reflective and innovative academic culture.
- Aligns perfectly with our university's vision for:
 - Innovation in teaching
 - Inclusivity in learning environments
 - Student-centred pedagogical approaches
- The pilot revealed strong interest and a clear readiness for broader future adoption

VEED



Performance Across Teaching Areas (TAs) Consistently High Performance with Identified Strengths		
Teaching Area (TA)	Final Score /7	Key Insight
TA2: Teaching Performance & Student Learning Support	7.00	Highest Rated. Recognized excellence in direct teaching and student support.
TA5: Professional Development for Quality Teaching	7.00	Highest Rated. Strong commitment to continuous improvement.
TA3: Student's Learning Assessment	6.98	Excellent and fair assessment practices are in place.
TA1: Student-Centered Course Design	6.95	Courses are effectively designed around student needs.
TA4: Impact and Mission with/for Society	6.92	Strong connection between university activities and societal impact.
TA6: Organizational & Administrative Tasks	6.77	Relative Development Area. Points to an opportunity for streamlining administrative processes.

Analysis of Perceptions - Self, Peer, and Student Views

Alignment with Minor Divergences

- **Greatest Strength (Peer & Self View)**

Peers and the individual rated **TA1 (Student-Centered Course Design)** as a top strength (Avg: 7.00).

- **Greatest Strength (Student View)**

Students identified **TA2 (Teaching Performance & Student Learning Support)** as the strongest area (Avg: 7.00).

- **Largest Perception Gap**

TA4 (Societal Impact) - A positive gap where Peer assessment (7.00) was higher than Self-assessment (6.82). This suggests faculty may undervalue their societal contributions compared to their colleagues' views.

- **Area for Unified Attention**

TA6 (Organizational & Administrative Tasks) received the lowest scores from both Self (6.64) and Students (implied by the lower average), confirming it as a clear priority for institutional support.

Georgian University of Sport is committed to



- **Broaden Implementation** - Plan for a university-wide rollout of the PROFFORMANCE assessment in the next academic cycle.
- **Targeted Support** - Develop focused professional development resources based on this data, starting with administrative support systems.
- **Longitudinal Tracking** - Use this pilot data as a baseline to measure progress and the impact of quality enhancement initiatives over time.



Thank you!

The Georgian University of Sport extends its sincere gratitude to the PROFFORMANCE team for their partnership and for providing a robust framework for our academic development.

We also thank our university leadership, academic staff, and students for their active participation and commitment to this important initiative. This collaborative effort is a cornerstone of our ongoing pursuit of educational excellence.