A Study on Performance Appraisal with Reference to Faculty Assesement

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ABSTRACT *A performance appraisal is a review and discussion of an employee's performance of assigned duties and responsibilities. The appraisal is based on results obtained by the employee in his/her job. It measures skills and accomplishments with reasonable accuracy and uniformity. It provides a way to identify areas for performance enhancement and to help promote professional growth.*

Each employee is entitled to a thoughtful and careful appraisal. The success of the process depends on the supervisor's willingness to complete a constructive and objective appraisal and on the employee's willingness to respond to constructive suggestions and to work with the supervisor to reach future goals.

Faculty is the academic staff of an educational institution, includes Assistant professors, Associate professors, and Professors who plays in important role in molding the students.

This article makes an attempt to bring out the Model of faculty assessment based on various factors influencing the performance of faculty.

INTRODUCTION

Performance Appraisals is the assessment of individual's performance in a systematic way. It is a developmental tool used for all round development of the employee and the organization. The performance is measured against such factors as job knowledge, quality and quantity of output, initiatives etc.

Performance Appraisal is one of the major tools of human resource management which can be detailed by following points:

- Appraisal is a technique to evaluate performance which facilitates an individual to know about the areas of improvement.
- To judge the gap between the actual and the desired performance.
- It enhances job satisfaction as well morale of employees.
- Employees are clear about expectations regarding job i.e. what needs to be done, how it is to be done & moreover when it is to be done.
- Performance Appraisal provides basis for promotion, hike in salary, reward and various such related matters.
- To diagnose the training and development needs of the future.
- Helps to strengthen the relationship and communication between superior – subordinates and management – employees.

FACULTY PERFORMANCE APPRAISAL

Faculty members are assessed in relation to the Institution's expectations of its faculty. Assessment of program operations should focus upon orientation of the student, planning of student degree activities, course planning and delivery, and proper conduct of the program, reporting of student progress, maintenance of quality standards etc.

Faculty performance appraisal is a written evaluation of the faculty member's job performance. It also includes the supervisor's comments and recommendations, an action plan for both employee and supervisor, and performance goals for the next evaluation.

Faculty Performance appraisals can take place at various occasions:

- After the initial probationary period
- On or about each anniversary date of employment
- At the end of the academic year
- When the faculty member is transferred or promoted to a new position
- When the faculty member is assigned to a new supervisor
- At the time of termination of the faculty member
- Whenever deemed appropriate by the University administration.

Model of Faculty Assessment

Periodic reviews help supervisors gain a better understanding of each employee's abilities. The goal of the review process is to recognize achievement, to evaluate job progress, and then to design training for the further development of skills and strengths. A careful review will stimulate employee's interest and improve job performance.

Numerous methods have been devised to measure the quantity and quality of performance appraisals. Faculty Assessment Model is designed to gather vital information and it act as tool to measure faculty activities. It is designed to suit the Faculty Assessment of Business Management Department. It is developed by taking in to consideration various aspects of faculty performance expectations, such as-

- Classroom Instruction
- Qualification Up gradation in current academic year
- Participation in Department, Student activities
- Self development activities
- Projects and Consultancy
- Interpersonal Relationships, Coordination
- Orientation towards Results
- Superior Review of Faculty Input

The Table.1 shows the model of the faculty assessment-

Table.1: FACULTY ASSESSMENT PERFORMA

Incumbent Profile					
Employee Name			Date of Joining:		
Designation		Reporting Head:	Department:		
Previous Experience		Industry:	Teaching:	Total Experience:	
Period of Assessment			Date of Assessment:		
Parameters / Evaluation Criteria		Points	Remarks	SELF	HOD
I. Classroom Instruction					
1	Lectures, Tutorials, Practical's, Seminars	10			
2	Lecture Preparation and effectiveness of teaching in all Subjects.	10			
3	Internal Exam Related Functions (Invigilation, Paper setting, Evaluation)	10			
4	Innovative teaching practices (Case Studies, Subject content updating, Practical Application Examples, Any other effective methods)	10			
5	Maintenance of Course files	10			
6	Assignments Given & Evaluation, Project Guidance	10	Assignment Evaluation-5 Project Guidance-5		
7	Revision & Clarification of doubts for Exams	10			
8	Student Attendance in class- average of subjects	10			
II. Up gradation of Qualification in current academic year					
1	1 (a) Any Professional Degree Awarded 1 (b) Registration in any professional Degree/ Course	20	Ph.D/Professional Courses Awarded- 10 Ph.D Registered- 5 Professional Courses Registered-5		
2	Any Professionally Skilled-Certifications	10			
III. Participation in Department, Student Activities					
1	Coordinator- Time Table/ Alumni/ Placement/ Library / student projects/ other major activities	10			
2	College/ Dept. Level Committee member, Incl. NBA/ ISO etc.	10			
3	Compilation- attendance/ Internals/ student activities record.	10			
4	Conduction of Student activities	10			
5	Conduction of Festivals, Workshops	10	Convener-5 Coord- 3 Member- 2		
6	Student Mentoring & Counseling	10			
IV. Self Development Activities					
1	Attended Refresher Courses	10	2 or more weeks- 6 less than 2 weeks- 4		
2	Attended Workshops	10			
3	Attended Conferences	10	International- 6 National- 4		
4	Attended FDP	10	More than 2 per year – 10, Less than 2 rate – 5		
5	Publications- Journal Published, Conference papers – publications in proceedings	10	International- 5, National- 3: More than 2 per year- 3 Less than 2 rate - 2 Presentation- 2		
6	Books published	10			
7	Chapters contributed in Books	10			
8	Membership of professional societies	15	More than 1, rate- 10 Equal to 1, rate- 5		
V. Department Development Activities					
1	Department Monographs	10			
2	Arranging Guest lectures	10			
3	Arranging Plant Visits	10			
4	Dept seminar on current topic to faculty/ students.	10			
5	Developed any Instructional Indicators	10	Establishes Objectives- Communicates instructional objectives to students. Monitors- Checks to determine if students are progressing towards stated objectives. Establishes Closure- Summarizes and fits into Context what has been taught.		
VI Projects and Consultancy					

1	Industrial, Consultancy Projects	10			
2	Application for AICTE/ DST Project	10			
3	Implementation of above projects up to specific time (else 2 years)	10			
4	Conduct of Seminars, Conferences	10			
5	Ph.D Guidance	10			
6	Classes for outside Agencies	10			
VII. Professionalism & Personal Attributes					
1	Responds professionally to administrative requests and directions & performs duties on time	10			
2	Coordination with colleagues	10			
3	Self-motivation in Pursuit of Excellence	10			
4	Clear Grasp of Priorities	10			
5	Communication	10			
VIII Comments of Reporting Authority:					

The above seven criteria will be used for quantification of faculty assessment and graded under SMART analysis.

Proposed weightage for each criterion for Assistant Professors , Associate Professors & Professors are:

Criterion Prof/Assoc Prof		% weightage proposed for criterion (A)		Max. Score proposed for criterion (B)	Typical score of a teacher (C)	Reduced % for score (C/B x A)	
		Asst Prof			Prof/ Assoc Prof	Asst Prof	
1	Classroom Instruction	25	30	80	75		28.12
2	Qualification Up gradation	20	15	30			0
3	Participation in Department, Student Activities	10	15	60	50		12.49
4	Self Development Activities	10	10	85	75		8.82
5	Department Development Activities	10	5	50	40		4
6	Projects and Consultancy	15	10	60			0
7	Professionalism & Personal Attributes	10	15	50	40		12
Total		100	100	415	280		65.43%

SMART Goal (Star, Measurable, Attainable, Realistic, Timely)

Above 80%- Star
70-80 %- Measurable
60-70 %- Attainable
50-60%- Realistic
Below 50 %- Timely

ANALYSIS

The specified Performa gives scope for self assessment also. The Self-Assessment process allows faculty members to reflect upon their effectiveness in accomplishing their current job requirements and the responsibilities of their position.

The employee should be given the opportunity to examine the written evaluation and make written comments about any aspect of it. The employee and supervisor will then sign and date the evaluation and forward it to the Administrative Office of the Institution for inclusion in the faculty member's personal record.

If the written evaluation contains an unfavorable commentary or rating, which the faculty member believes unfair or unjusti- fied, and the matter has not been resolved to the employee's satisfaction during the discussion with the supervisor, the employee may take further action by using the regular grievance procedure.

CONCULSION

The goal of the institution in assessing its faculty is to determine their effectiveness for employment, and to identify and correct inefficiencies within the operating systems of the institution. Where possible, the administration will seek to provide the necessary direction and guidance in support of each individual faculty member.

This appraisal system, therefore, is meant to highlight areas where faculty members have encountered difficulties in the conduct of their duties or assignments, and to ascertain the appropriateness of their performance for their role and identify remedies and in-service opportunities.

Thus, faculty appraisal is conducted as a means to enhance the job performance of each individual faculty member and as a route to improve the institutional effectiveness.

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