

Faculty Appraisal Oriented Quality Management

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Abstract

After Independence, the number of Technical Education Institutes has significantly increased through public as well as private participation. The phenomenon of establishment of Engineering Institutes in the private sector in the early 80' gained momentum in the States like Maharashtra, Karnataka, Tamilnadu and Andhra Pradesh. It took 10 to 15 years to reach this business philosophy to the other states. Next 10-12 years was the Technical Education Era in the country when the growth of such institutes in most of the states was many fold. It was because of the gaps in Demand and Supply. In fact, the demand of the engineering graduates in general and IT engineering graduates in particular was very high in spite of the fact that the quality of these graduates was not up to the mark. It resulted in to the opening of more and more colleges and universities in the private sector, merely, as business ventures with heavy investments on the physical infrastructure, but, without much of focus on the faculty. Due to the recession in IT industry, the demand for the engineering graduates declined and the institutes started becoming financially unviable. These days, these Institutes in the country are passing through a crucial phase because of many reasons. One reason is lack of availability and retention of the competent faculty. Career incentives based upon the systematic appraisal of faculty can play highly significant role in the building of a pool of good faculty thereby attracting the good students and thus, helping the institute by way of making it qualitative. Quality institute only can be a viable institute. This paper attempts to suggest a system of self appraisal, appraisal by the students and appraisal by the management and finding a correlation between the two appraisals. It further attempts to develop a relation between the correlation and the quality. The paper also suggests the implementation strategy.

Keywords: Faculty, quality, appraisal, correlation

Introduction

In today's globalization era, education institutes with its accompanying socioeconomic, demographic, and technological changes, is having a significant impact on country's educational scenario finally leading towards over-all development of the nation. Since the evolution of technical education institutions in private sector the number of technocrats and academicians increased, this is a major achievement of the nation because increasing number of technocrats and academicians definitely contributes the nation to become the super power in the world. According to Chanakya "*Destruction and Construction lies in the lap of a teacher*". For education institutions, faculty is the backbone and plays a high degree of role, which is highly significant and multi-dimensional; they are not only responsible for teaching but also for coaching to students. They become the mentor of students, who are the major constituency of any education institution. It is a well accepted fact that any institution is only as good as the people, who run the show there. Because of the multi-dimensional roles of the faculty, apart from teaching, it becomes necessary for the education institutions to evaluate or measuring the performance of the faculty effectiveness and efficiency by doing their performance appraisal through self, students or board of trustees. A performance appraisal means employee appraisal, performance review, or career development discussion by which the job performance of an employee is evaluated, generally in terms of quality, cost, and time, typically by the corresponding authority. A performance appraisal is a part of guiding and managing career development. It is the process of obtaining, analyzing, and recording information about the relative worth of an employee to the organization/institution. Performance appraisal is also an analysis of an employee's recent successes and failures, personal strengths and weaknesses, and suitability for promotion or further training. Performance appraisal also provides a necessity for the training requirements with a motive to enhance the efficiency, effectiveness and/or productivity of faculty from either side, faculty or board of trustees which implies to minimax approach (minimum input - maximum output). It is not necessary that performance appraisal can be done by seniors only, it can be done or measured or evaluated by the self, seniors or can be by juniors. Now a day's self-appraisal becomes the method of cleared and un-biased evaluation of an individual, but Self-evaluation practices are employed there can be a tendency to paint a "rosy picture" especially when linked to promotion or tenure decision. An effective and productive faculty makes an impact on the brand image of the institutions in the society or market place. In education institutions a satisfied faculty makes an impact on the quality of the institutions, where

satisfaction can be monetary or non-monetary. So, faculty satisfaction is must to maintain and manage the quality of an institution, because if we look the today's scenario a practice of filling a limited number of senior positions at attractive salaries, especially from other reputed institutions, mainly for contact purposes has developed. Many undesirable practices also prevail at the level of junior faculty. The teachers are asked to work in more than one institution which comes under the purview of the same management, the salary for the vacation period is not being paid, actual payments of salaries are much less than the amount signed for, impounding of the certificates, forcing the teachers to award good marks in the internal examination to the management's favorites and less marks for students who protest against illegal collections and so on. Due to such practices, migration of teachers from one institute to other institute (attrition rate) is very high which has adversely affected the sense of belongingness and loyalty of the teachers to the institute where they work, that's why the faculty performance appraisal is having significance for the quality management of an institution.

Quality Management Through Performance Appraisal

Quality management is creating an organizational culture committed to the continuous improvement of skills, team work, processes, product or service quality and customer satisfaction. Quality management refers to the continuous improvement in the quality of work of all the employees with the focus on satisfaction of customers.

The elements of quality management are:-

- Meeting customers' requirements.
- Continuous improvement.
- Empowerment of employees.

Both quality management and performance appraisal/evaluation are focused on increasing the productivity of the institutions through continuous improvement. They both facilitate the systematic management of all the processes, actions and practices at all levels in the institutions. There are lot of benefits of quality management and performance appraisal, some of them are, like, improvement in the performance of the employees, brings quality consciousness, better utilization of resources, commitment to higher quality and so on. But there also exists a few other schools of thoughts which

refute the compatibility of the quality management and performance appraisal. As per these thoughts quality management and performance appraisal differ in their fundamental nature, characteristics and requirements making it impossible to combine them. But fact of the matter is performance appraisal can sometimes, encourage an employee to focus on his personal goals rather than the organizational goals. Therefore, the suitable practice should be chosen carefully by the top management and the leaders of the organizations/institutions.

Quality Management in Private Technical Education institutions

Quality Management is an on-going process, which works through out the year in educational institutions especially self-financed private technical institutions and continuously emphasizes on quality improvement processes in institutional operations, represents a major shift in academic and administrative circles from hierarchical to institutional management. The role of faculty is very important in the quality enhancement and management of educational institutions in terms of registrations, admissions, infrastructure utilization, collaborations, placements, institutional culture, networking, counseling, guidance, remedial and innovative teaching, institution image and timely dues collection & so on. For the smooth functioning of the institutions, as faculty role is highly significant, so appraisal of faculty is also an important component of quality management.

In educational institutions, quality management adopts a number of management principles that can be used by trustees to guide the institutions, administration, and academic component towards the improvement of performance. The principles include: customer focus i.e. students, leadership, people involvement, process approach, systematic approach to board, continual improvement, factual approach to decision making, and so on.

Facilitators of quality management can bring it into the institutes by recognizing, rewarding and reinforcing the performance of faculty. One way in which this can be accomplished is by adopting a valid and fair appraisal process that does more than pay "lip service" (Licata and Andrews, 1990) to improve and enhance the quality of education institutions.

Academic Achievement Through Faculty Appraisal

Academic achievement is a part of quality management; it can be described as the excelling of students in academics, by way of achieving good grades which will ensure the route to a successful career in future life. The aims of academic achievement are by and large similar in most educational organizations. Trustees and pedagogues stress on the importance of academic achievement, stating that it is the most crucial way of establishing a student firmly on his path to a successful career. In this regards we can say that rational and logical thinking have always been associated with learned and educated people, where the faculty of educational institutions is the part of this said universe. As stated that academic achievement is the major constituent of the quality management in educational institutions and it can be achieved by all the three constituencies of the institutions namely; the students, the faculty and the trustees, among all these three constituencies, there is a one constituency which is faculty, who plays a vital role in that. So, considering all these the faculty should be motivated. Because motivated faculty can only be able to support the trustees to achieve all the standards required for the quality development and management. As stated, in technical education institutions, the attrition rate of faculty is very high due to certain reasons, so it is necessary to retain the faculty in the institutions and keep them motivated by the trustees, through incentivisation either monetary or non-monetary. Reward to faculty either monetary or non-monetary through performance appraisal methods keep faculty motivated, which directly and in-directly give impression on the quality management in the self-financed private technical institutions. The cognitive development and progress of the ability of the faculty gives positive impact on the culture and functioning of the institutions.

Thus, we can conclude that holistic quality management in the institutions only be achieved through motivated faculty; motivation of faculty is possible only through their career growth and performance appraisal.

Methods of Performance Appraisal

Literature mentions two methods of performance appraisal, which are as follows:-

1. Traditional Methods

2. Modern Methods

Traditional Methods	Modern Methods
Essay Appraisal Method	360 Degree Performance Appraisal Method
Straight Ranking Method	Argument Against 360 Degree Method
Paired Comparison Method	Management by Objectives
Critical Incidents Method	Assessment Centers
Field Review	
Checklist Method	
Graphic Rating Scale Method	
Forced Distribution Method	

Table: 1

System of Faculty Appraisal: Self, By Students and Board of Trustees

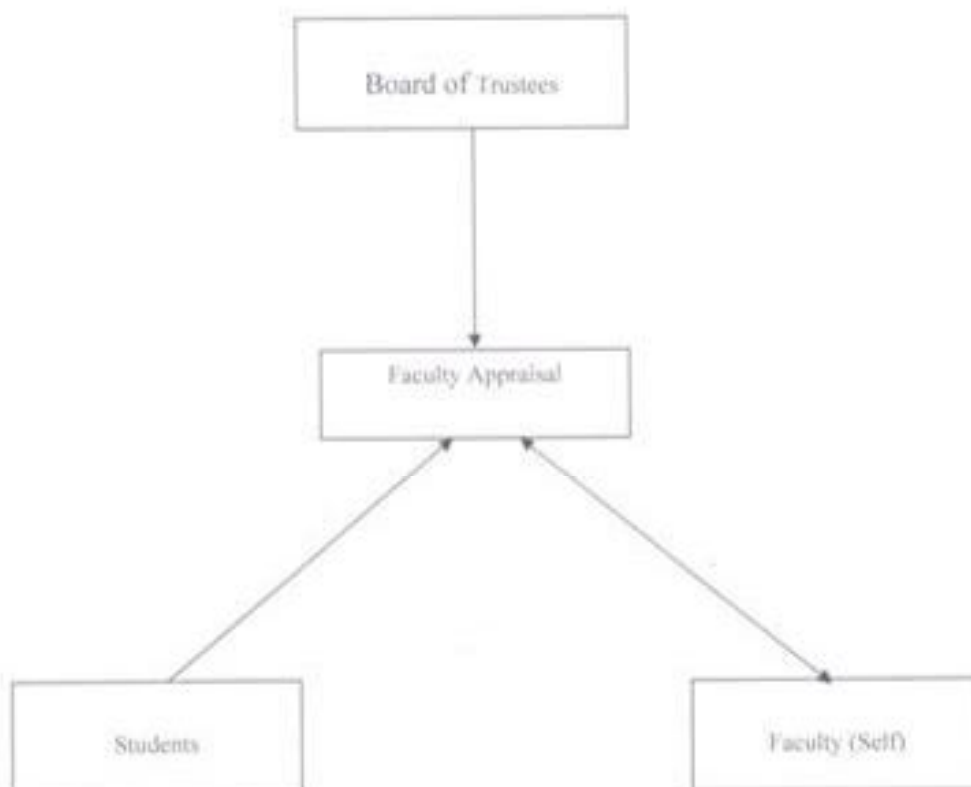


Fig.1

Many organizations are having performance appraisal system to evaluate the effectiveness and efficiency of their employees. In a production unit, employees' performance is proportional to the quality and quantity of production, where as, in case of an educational institute, there is no such direct tool available to evaluate the productivity of its faculty members. In judging efficiency of a faculty member, often the educational institutes deal with vague or imprecise data resulting to an inconsistent performance evaluation. In this paper an attempt has been made to suggest the system of performance appraisal which is noteworthy for the enhancement of the quality management in the self-financed private technical education institutes.

Every institution is having an objective towards optimum performance, and the faculties are the key in achieving that. It is necessary that the faculty performance should reach at the optimum level of the success of the institution.

For faculty, self appraisal is an important part of the performance appraisal process where the faculty themselves gives the feedback or their view and points regarding their performance. Usually, this is done with the help of a self appraisal form, where the faculty rate themselves on various parameters, tell about their training needs or development programmes (if required), talks about their accomplishment, strength, weakness, problems related to their assigned responsibilities or assignments.

Self appraisal gives a chance to the faculty to look at his/her strengths and weaknesses, his achievements, and judge his own performance. Self appraisal, ideally include the accomplishments, the goals achieved, the failures, and the personal growth including new skills acquired preparation for the future etc., the obstacles faced during the period, the efforts for removing them, the suggestions, and the areas of training and development felt by the employees.

So far as performance appraisal of faculty by the students is concerned, now a day it becomes the new criteria to appraise or evaluate their faculty members by the students because this constituency of the education institutes has maximum hours contacts with the faculties in their study period in the particular institutes. Faculty is not only the teacher of the students but also the coach, trainer, mentor, guide and, philosopher. Ever aspect related to the student studies is directly related to the students. So, there is a highly importance and significance of the faculty performance or evaluation by their respective students.

As far as performance appraisal of the faculty by the trustees is concerned, board of trustees as a constituency is direct and in-direct authority to whom faculty reports and they record the performance of the faculty for their quality services and satisfaction to all the three constituencies i.e. students, faculty and trustees. Trustees, who play a vital role in the self-financed private technical education institutions, are responsible for all the major functioning of the institutions like strategic planning, policy formulation and execution, allocation of resources i.e. human, physical and financial and ensure optimum utilization of all the provided resources and arranged for the training (for current and for future) for administrative and academic staffs. They record, firstly the performance of the core duty of faculty and also other activities- efficiency and effectiveness apart from their core duties, the output productivity in terms of students attendance, discipline, results and faculty self discipline as well and so on. Basis on these parameters, trustees evaluate or do the performance appraisal of the faculty, this result of the evaluation or performance appraisal can be monetary or non- monetary, which become the motivating factor for faculty and support in boosting their morale.

Conclusion

In education institutions, performance appraisals provide faculty an opportunity to discuss areas in which faculty excel and those in which faculty need improvement. Faculty appraisal should be conducted on a regular basis, and it should not be directly attached to promotion opportunities. It is suggested that considering the need for the training (for current or for future) or development of the faculty, there should a faculty development department in the education institutes, like most of the institute are having HR departments. It will definitely give an immense affect on the overall quality and will support the enhancement of the quality management of the educational institutions. By evaluation or performance appraisal, board of trustees motivates the faculties and motivated employee always gives the over expected results. In self-financed private education institutions, if the expected results in terms of admissions, results, disciplines, job placement of the students achieved by the trustees then it helps in generating the funds, which results in to expansion, quality recruitments, development of infrastructure, increase in to facilities to both the constituencies i.e. students and faculty. For gaining more positive results, it is suggested that faculty appraisal or evaluation must be 360 degree with arguments against 360 degree appraisal because it is the major supporting factor for the overall quality development and management of any self-financed private education institutions.

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