

Job Performance Evaluation of Sri Lankan University Lecturers: An Agenda for Action and A Suggested Scheme

H.H.D.N.P.Opatha

Department of Human Resource Management
University of Sri Jayewardenepura

Abstract

This paper provides a conceptual understanding of University Lecturer Performance Evaluation (ULPE), which is an important function of managing Human Resources in higher education, especially in modern universities in an industrializing country. A ULPE should possess a wide range of utility. The paper describes six key issues of the ULPE and finally suggests an agenda for action and a scheme that may be useful for evaluating job performance of lecturers in Sri Lankan universities. Also the paper may be of value to those who are interested in understanding ULPE for research purposes.

Introduction

It is not an exaggeration to say that university lecturers are the key important category of employees of a university. There is general agreement that university lecturers are the conscience and heart of the university whose general objective is to generate knowledge and skills and disseminate them. University lecturers occupy a strategically important place in contemporary society as they directly influence the personal development and ideals of a large fraction of each successive generation, and they prepare these same people for a wide range of vocations including virtually all the positions of leadership and technical competence in a society (Bowen and Schuster, 1986). Evaluation of performance is essential because the lifeblood of a successful university flows through a competent faculty and staff (Fortunato and Waddell, 1981). The purpose of this paper is to highlight the key issues of performance evaluation of university lecturers, to suggest an agenda of action and a scheme for effective ULPE.

The Concept of ULPE

ULPE is a form of Performance Evaluation (PE) or performance appraisal in general in a university. Performance evaluation refers to the

personnel activity by means of which the organization determines the extent to which the employee is performing the job effectively (Glueck, 1979:201). In view of Glueck(1979), PE is a personnel activity as it examines levels of performance of personnel working in the organization. Fortunato and Waddell (1981: 197) define PE as the appraisal of an employee's performance against the performance requirements for his or her position. They view that PE involves assessing an employee's performance in relation to job performance requirements. PE is a system of measuring, evaluating, and influencing an employee's job related attributes, behaviors and outcomes and level of absenteeism to discover at what level the employee is currently performing on the job (Schuler and Youngblood, 1986: 232). According to Schuler and Youngblood (1986), PE is a system that measures, evaluates and influences job-related attributes, behaviours and outcomes of the employee to reveal his/her current degree of job performance. A definition given by Ivancevich (1992) is that PE is the human resources management activity that is applied to determine the extent to which employee is performing the entrusted job effectively. In general, all these authors consider the term 'employee' to mean any jobholder who may be either in managerial or non-managerial or professional category. In this paper the focus is on university lecturer performance evaluation in a university. The term 'University Lecturer' applies, in this paper, to Lecturer (probationary), Senior Lecturer (Grade II), and Senior Lecturer (Grade I) and does not apply to Associate Professors, Professors and Senior Professors.

University Lecturer Performance Evaluation is defined as a systematic and objective process by which the university collects evidence and utilizes such evidence against pre-determined performance standards to judge the degree of goodness of the university lecturer being concerned for the various types of administrative and developmental purposes so that primary goal of the university is accomplished. It involves assigning a value to lecturer traits, behaviours and outcomes as per the set standards of criteria for a particular period of time (Holly, Field and Barnett, 1976 and Locher and Teel, 1997). It can be viewed as an application of controlling and developing lecturers' traits, behaviour and results in a university for excellence of creating, adding and disseminating higher knowledge, skills and attitudes.

Importance of ULPE

PE is an application of the control function, which is a key function of the management process leading to the accomplishment of goals and objectives of the organization (Donnelly, et al., 1984). ULPE becomes an

important control technique that directs working people's attention, especially management attention to university lecturers. One of the key factors, which contribute to any school improvement or school effectiveness, is performance evaluation of teaching staff (Horne and Pierce, 1996). PE has a major impact on changing individual behaviour (Beer, 1986). A performance evaluation system is an important element in the management of high productivity (Spector, 2000).

ULPE is an on-going activity that identifies, measures, and develops lecturer performance in a university. As success of a university heavily depends on successful performance of university lecturers, they are required to generate a total commitment to desired standards of performance. UPLE drives lecturers towards desired (excellent) standards of performance.

The significance of ULPE can specifically be seen in the light of the purposes it can serve. To improve lecturer performance (a formative function) and to assist in marking equitable and effective academic personnel decisions (a summative function) are the basic, well-known purposes of lecturer/faculty evaluation (Miller, 1987). The purposes of the ULPE can be divided into two categories, viz., lecturer administration purposes and lecturer development purposes. The first category involves purposes that provide a set of needed information to perform successfully many functions leading to management of lectures. These are as follows:

01. To create valid and reliable information to make promotion decisions.
02. To ascertain eligibility for giving salary increments.
03. To develop a reliable and valid basis to make decisions about extending/terminating/confirming the employment of the lecturers.
04. To validate selection methods of lecturers.
05. To create and maintain at least a satisfactory level of job performance of lecturers.
06. To use to defend hiring, promotion, termination etc. decisions before the law.
07. To ensure tasks, duties and responsibilities being performed are consistent with university mission and goals.
08. To develop skills/competence inventories of lecturers in order to do human power planning.

The second category involves purposes that direct to develop the lecturers for individual development and finally university development. These include the following:

01. To coach lecturers so as to improve performance.
02. To identify training needs of lecturers so as to improve current performance and future potential.
03. To counsel lecturers in respect of professional development.
04. To motivate lecturers by providing recognition of good performance and support.
05. To enhance superior-subordinate relations (e.g. Head-Lecturer relationship).
06. To diagnose individual lecturer and university problems for improving quality and productivity at the individual lecturer level and university level.

In addition to above-mentioned purposes, ULPE is a communication to the lecturer. It deals with upward and downward communication facilitating lecturer performance improvement. Thus, ULPE has an informative function and the following specific purposes may be highlighted under this informative function:

01. To ascertain what the university expects from the lecturer.
02. To receive feedback on job performance of the lecturer.
03. To bestow recognition on the lecturer for excellent performance.
04. To discuss aspirations and career plans of the lecturer.
05. To help the lecturer know what aspects of his/her work performance need to be improved.
06. To enable the lecturer to develop role clarity continuously and then to do right things (to attain effectiveness).

Accordingly, ULPE has a wide range of utility and it has the potential to serve the university, university administrator (Dean/Head/Coordinator) and the lecturer alike.

Important Issues of ULPE

Before presenting a suggested scheme for evaluating university lecturer job performance, six important issues will be examined. These important issues include (1) Objectives of ULPE; (2) Policies of ULPE; (3) ULPE Criteria and Standards; (4) LUPE Training; (5) ULPE Evaluation; and (6) ULPE Feedback.

Objectives of ULPE

Any proper ULPE scheme or program must have a formality and clear objectives established. According to Prasad and Bennerjee (1994), the objectives of the periodical evaluation should be to evaluate results and plan for better performance, to understand the gaps in the knowledge, skills, and training needs and to identify employees with potential to fill higher positions in the future. In view of Carrell, Elbert and Hatfield (1995), PE serves several important objectives that cannot be achieved by any other human resource program. In a university it is indispensable to establish clear specific objectives of ULPE and all lecturers, lecturer unions (if any) and administrators should be aware of all these objectives. Objectives can be derived from the purposes of ULPE mentioned earlier.

Policies of ULPE

Any organization has to encounter the following four policy issues of PE (Glueck, 1979).

- Whose performance is to be evaluated?
- When is PE to be done?
- Who should do PE?
- How often should PE be done?

A university needs to decide on the above issues in terms of well-defined policies. Evaluation of all employees avoids unnecessary negative attitudes, which will create if a part of employees are evaluated and further will help to ensure legal defense (Glueck, 1979 and Schular and Youngblood, 1986). Job performance of all the permanent lecturers as well as other lecturers (temporary and non-permanent) are to be evaluated in order to reap the purposes of ULPE to a greater extent.

In relation to the issue of when to evaluate, fixed time approach, arbitrary time approach and job cycle approach are the three generally

accepted approaches available (Glueck, 1979 and Ivancevich, 1998). Fixed time approach refers to evaluating employees' performance within a certain period of time that may be one day or two days or any other certain point of time depending on the number of employees and workload of the evaluator. Arbitrary dates approach involves evaluating different employees at different days/times not within a fixed time period. Job cycle involves evaluating job performance when the employee finishes all the duties once. As far as ULPE is concerned, it is more appropriate to use fixed time approach and job cycle approach in order to have more convenient administration of PE based on semester/academic year system, more evaluator's concentration on PE, possibility of easier comparison of PE of different lecturers and lesser possibility of unfair and inaccurate PE owing to organizational and environmental causes (such as transferring or promoting evaluator and changes in evaluator's workload) and clear starting and ending of work.

In case of the issue of who should do the evaluation, the immediate superior is in a position to observe the performance of the relevant worker very closely and therefore, he/she should be allowed to participate in evaluating. Arguments of Glueck(1979), Schular and Youngblood(1986), Bernardin and Russel(1993) and observation of Judge and Ferris(1993) suggest immediate superior be allowed to evaluate job performance of any employee and however immediate superior alone is not sufficient. As employee's performance evaluation can be done by several sources such as immediate superior, immediate superior's superior, several superiors, a committee, an outsider, peers, customers, himself/herself and a combination of two or more sources. Each source has its own advantages and disadvantages (see Schular and Youngblood, 1986 and Ivancevich, 1998) and hence, use of several sources will enable to enhance the degree of accuracy of PE.

One system using multiple sources for evaluating performance is called the 360-degree feedback system that appears to be growing in popularity in developed countries. Approximately 92 percent of managers who have experienced the review process consider 360-degree feedback as a helpful system (Jones, 1997). Advantages of 360-Degree Feedback include focuses on skills needed across organizational boundaries, reduction or elimination of many of the common appraisal errors such as prejudices, central tendency and halo effect by shifting the responsibility for evaluation from one person to severals, and making the evaluation process more legally defensible (Mondy et.al, 1999). There is a lack of empirical findings about the utility of 360-degree feedback in developing countries (Mithani and

Opatha, 2000). When several evaluators do evaluation it is done according to multiple perspectives. The multiple perspectives provide a complete picture of the person's performance and biases of individuals can be reduced (Spector, 2000). However, it is argued that use of several evaluators including the immediate superior of the lecturer is more suitable for the issue of who should do ULPE. Perhaps, a combination of immediate superior (Head of the Department), immediate superior's superior (Dean of the Faculty/School), self (the relevant lecturer) and students (customers) is the best.

In case of the issue of how often PE is to be done, the evaluation may be done annually, semi-annually, quarterly, monthly or even weekly. Psychologists have found that feedback on performance should be given frequently (Glueck, 1979). Research has shown that many employees believe performance feedback should be given more frequently than once or twice a year (Bernarding and Christopher, 1997 as in Anthony and et al, 1999). It is advisable for all university to consider monitoring performance of university lecturers often. Conducting ULPE too often such as daily or weekly is not realistic owing to the costs involved while conducting it too seldom hampers achievement of purposes of ULPE. It is recommended to conduct the ULPE formally at least twice per year in order to lessen the probability of occurring recency effect and to increase greater opportunity of giving feedback.

ULPE Criteria and Standards

Criteria involve measures of identifying success of job performance (Glueck, 1979). Ivancevich (1998) defines the criteria of evaluation as the dimensions of performance upon which an employee is evaluated. ULPE criteria refer to the factors or dimensions on which a university lecturer's performance is evaluated. It is indispensable to have good criteria for fair and accurate ULPE.

It is believed that success of performing the job of university lecturer is a multiple concept or multifaceted. Adequacy, definition, relative significance and objectivity are three elements of ULPE criteria. Ivancevich (1994) stresses that use of a single criterion is not good at all to evaluate the success of job performance of an employee. Use of multiple criteria is recommended for ULPE. Criteria are to be developed in respect of traits (qualities), behaviors (activities) and results (outcomes) as well because there are both merits and demerits to focusing exclusively on one group of criteria and then use of the three groups enhances adequacy of evaluation (Beach, 1985 and Tripathi, 1991). Traits involve special qualities possessed

by the lecturer such as education, experience and discipline that will contribute to better behaviours and also to identification of training needs of the lecturer. Behaviours involve particular activities to be performed (such as attendance, punctuality and organizing the lectures) for success of the job. They focus on processes of creating outcomes and are generally free from contamination by outside uncontrollable factors (such as power failures, economical and social conditions of students/customers and poor tools). Results are the outcomes that the employee produces through traits and behaviours.

Evaluation of teacher is multi-dimensional and ideally, it requires multiple sources of evidence and multiple methods of data collection (Mathias, 1996). Traditional notion of scholarship suggests several criteria of lecturer evaluation, which include publications, use of research in teaching, postgraduate supervision and publications such as textbooks (Gibbs, 1996). Criteria such as quantity of teaching, quality of teaching, appraisal of student performance, course appraisal, expertise, relationship with people, attendance and research work may be used to assess success of job performance of university lecturer.

It is necessary to define all PE criteria clearly (Chruden and Sherman, 1980). Defining criteria clearly is to be done so as to make users understand them properly for effective evaluation. Relative degree of accuracy of objective criteria is higher when compared with that of subjective criteria (Stone and Melt, 1983; Werther and Davis, 1985). The formal evaluation should take into account both objective and subjective measures of performance (Anthony, Perrewe and Kacmar, 1999). As objective criteria are quantifiable distinctly and verifiable by others it seems more appropriate to use such criteria for PE. It is possible to maximize the degree of objectivity through the use of all the criteria that can be quantified clearly. Some subjective criteria that can be used for ULPE such as expertise and quality of teaching have to be made more objective through the use of quantifiable standards/rating scales as much extent as possible so that the degree of objectivity of the ULPE is enhanced.

All the criteria being used do not equally contribute to success of job performance of university lecturer. Some criteria are more important compared with others. For instance, quantity of teaching and quality of teaching are more important than relationship with people and attendance. Thus, there is a need to treat criteria differentially through a suitable weighting system that represents adequately differences of the relative significance of criteria towards job success.

Performance criteria take on a range of values because of the use of standards (Schuler and Youngblood, 1986). ULPE standards indicate rating scales that are to be developed systematically and fairly to assess lecturer's job performance. In relation to the performance standards, Anthony, Perrewe and Kacmar (1999) state that, the levels of performance that deem to be acceptable versus those that are unacceptable are developed based on job analysis information, and in essence, this determines a standard against which to compare employee performance. Standards need to be devised with caution. Denyer (1993) empathized that standards should not be too liberal as little benefit will be gained by the control and they should not be too strict as they will demoralize the employees and may even precipitate industrial action.

Good PE standards must meet several important requirements (Anthony et.al, 1999). The standards should be written in the way that the difference between acceptable and unacceptable levels of performance is recognizable for anyone who reads them. Second, the standard should be a challenge to the lecturer. However, it should be realistic (attainable). To set an extremely unattainable standard more likely de-motivates the lecturer to perform at his/her maximum level. Also the standards should have observability and measurability and a specified time frame.

There is no universally accepted number of rating scales with regard to a particular criterion. Several researchers have experimented with varying the number of rating categories. Their results show that consistency among evaluators drops significantly when there are less than 4 or more than 10 rating categories (Rice, 1996). The most consistent ratings occur when there are five to nine categories according to Rice (1996). It is argued that having rating categories between five and seven is better for high reliability among raters.

ULPE Training

Training all the relevant parties is an important issue as well as a component of the ULPE system's implementation. ULPE training refers to a systematic attempt to improve knowledge, skills and attitudes within the relevant parties in respect of ULPE especially the scheme or the program developed for lecturer evaluation. Few people are born with evaluation skills (Lopez, 1968). Evaluators of university lecturers like Heads and Deans may be highly qualified in terms of education, experience, and training relating to academic fields of their interest. More likely many evaluators including students (if they are used as evaluators) are not adequately competent in the

area of performance evaluation of human resources. Also if a new scheme is introduced, all the current evaluators except those who have participated in the development of the scheme need to understand it. Hence, some form of training needs to be given to evaluators, evaluatees (whose performance is evaluated i.e., university lecturers for this paper) and the persons who make decisions based on ULPE. The training is recommended for raters, ratees and all decision-makers and analysts (Bernardin, Kane, Ross, Spina and Johnson, 1995).

Proper training of evaluators will help avoid or alleviate evaluator errors such as leniency, strictness, central tendency, and especially halo effects (Smith, 1986). The results of a study done by Hedge and Kavanagh (1988) showed that those who were given rater error training had decreased rating errors and had increased rating accuracy. Through evaluator training the relevant knowledge should be provided, the skills in evaluation should be developed, and the relevant positive attitudes should be created for an effective PE system (Kirkpatrick, 1986). A good ULPE evaluator-training program should focus on the following:

- Objectives of ULPE
- The ULPE scheme designed/ used in the university
- Existence and avoidance of common errors associated with evaluators such as halo effect, bias, central tendency, harshness and leniency, recency effect and so on
- Observing job performance
- Completing PE forms
- PE interviewing techniques and giving feedback
- Other important issues associated with ULPE such as documentation for proper evaluation, ethics, legal defensibility, and responsibility of implementation in the university.

There is in fact a need for training every university lecturer whose performance is evaluated (evaluatees) in respect of the ULPE scheme being used in the university. The evaluatees should be made aware of the entire schemes in addition to understanding about how to interpret evaluation reports, how to appeal unacceptable evaluations and about the way of working on the appeals.

Evaluation

Under this issue of ULPE, the evaluator or evaluators actually does/do evaluation of job performance of lecturers following the adopted scheme or program. Evaluation requires that be honest in assessment of all the facts obtained (Kellog, 1965), evaluators keep notes in relation to each criterion throughout the period of evaluation (Robert, 1998), not including rumors, allegations or guesswork as part of written evaluations (Robert, 1998), giving ratings that the evaluatee deserves to be given genuinely and always be concerned with avoidance of errors such as halo effect, central tendency, harshness etc.

ULPE Feedback

Once evaluation of performance of a lecturer is done the results of the evaluation should be discussed with him/her through an interview called feedback interview. The feedback/appraisal interview is an important part of the whole system of performance evaluation (Fidler, 1989). Owing to several important reasons, feedback of evaluation becomes necessary. The evaluation interview provides the superior an opportunity to discuss the quality of performance with the subordinate; to explore areas of possible improvement and growth; provides an opportunity to identify the subordinate's attitudes and feelings more thoroughly, and thus improve communication between the parties that may lead to feeling of harmony and cooperation (Chruden and Sherman, 1980). Kaye (1984) observes that employee's motivation to improve his/her current performance increases when received feedback that specifies goals, which in turn enhances future career moves. According to the Job Characteristics theory developed by Hackman and Oldham (1980) as in Fried, Cummings and Oldham (1998) knowledge of the results of work is one critical psychological state controlling satisfaction and motivation and this knowledge of the results of work is delivered through ULPE feedback interview.

Three basic methods of feedback interview include tell-and-sell, tell-and-listen and problem solving (Schuler and Youngblood, 1986; Mathis and Jackson, 1988). There are advantages and disadvantages in relation to each method and therefore a combination seems to be better. Advantages such as stimulating growth and development in worker, increasing freedom, enhancing responsibility and facilitating change are maximized while disadvantages such as suppressed defensive behaviour, loss of loyalty and inhibition of independent judgment are minimized due to the use of a combination (Chruden and Sherman, 1980 and Mamoria, 1991).

One major determinant of an evaluatee's action to the performance evaluation scheme is his or her belief in the fairness of evaluation (Taylor, Tracy, Renard, Harrison and Carroll, 1995). When subordinates believe in that their superior will conduct fair and unbiased evaluations, their satisfaction with the system will increase dramatically (Dolan and Maran, 1995). The feedback interview should involve an exchange of information between the evaluatee and the evaluator(s). To get employees to do more talking and thinking about their job performance in order to improve individual performance is the objective of the feedback interview (Jone, 1998).

The multidimensional approach is preferred (than to composite approach) when feedback is given to employees (Spector, 2000). Under the multidimensional approach specific information is to be given in respect of all the performance criteria considered for performance evaluation rather than general feedback regarding overall performance of the employee.

Whatever the nature and specifics of the scheme developed for ULPE it is very important to mention the following two considerations:

1. Decisions are to be taken by the respective authorities for the purposes/objectives for which ULPE is done. For example, if the ULPE is done to determine whether the relevant lecturer should be promoted or not. Once the evaluation is done, promotion or no promotion should be decided based on the results of the evaluation/s.
2. Once a scheme is developed it cannot be used forever. There is a need for review and renewal of the scheme in order to improve it further and also to adjust considering changes which may happen relating to duties, responsibilities and performance criteria and standards. Also there may be a need for review and renewal of the scheme owing to productive suggestions, opinions and problems of evaluators and evaluatees.

Agenda for Action

In the light of the aforementioned discussion, several courses of actions can be suggested for any university towards effective ULPE. A **16-Point Programme** is presented as an agenda for action as follows:

1. Objectives of ULPE should be established very clearly.
2. All the lecturers should be made aware about the objectives of their performance evaluation.

3. All the lecturers (temporary and permanent) should be evaluated formally.
4. Job cycle approach (based on academic year, for instance) and fixed time approach should be used for ULPE.
5. Several parties should be allowed to do the performance evaluation of a lecturer including the immediate superior.
6. ULPE should be conducted at least twice per year.
7. Performance evaluation criteria should be developed to measure traits (qualities), behaviours (activities) and results (outcomes). Greater weightage needs to be given to results, as the results are the most important at the final analysis.
8. All the performance evaluation criteria should be defined clearly.
9. All the criteria are to be made very objective so as to measure them quantitatively and clearly.
10. Systematic and fair rating scales/categories should be used and rating scales between five and nine are better to use.
11. All the evaluators and evaluatees in respect of the ULPE scheme/programme are to be trained.
12. All relevant evaluators should keep notes throughout the evaluation period, be honest in assessment, should always not include rumors, allegations or guesswork as part of written evaluations, should always give ratings the evaluatees they deserve to be given genuinely and be concerned with avoidance of evaluator errors.
13. Evaluation results should always be discussed with the evaluatees through feedback interviews.
14. Use the combination of tell-and listen and problem solving approach as methods of feedback under the multidimensional approach when giving feedback.
15. Relevant decisions should be made based on evaluation results.
16. The scheme should need to be reviewed and renewed for improvements.

An attempt was made to develop a suggested scheme for ULPE by taking into account all the above mentioned. Appendix A, B and C give performance evaluation form, guidelines for completion of performance evaluation form and performance evaluation questionnaire respectively.

Concluding Comment

ULPE is one of the significant issues that universities in an industrializing country will have to face in the new millennium. ULPE identifies, assesses, administers and develops job performance of university lecturers and it serves a variety of purposes. Some key issues involved in ULPE include objectives, policies, criteria and measurement standards, training, evaluating, and evaluation feedback. Several courses of actions need to be followed by any university in order to develop and implement a good scheme for effective ULPE.

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Appendix A
University Lecturer Performance Evaluation Form

University of
Performance Evaluation Form
(For University Lecturer)

Part 1 **Identification Data**

Name

Post

Department/Unit Faculty/School

Service in Post Service in University

Part 2 **Evaluation of Employee**

N.B. Complete the report according to the performance evaluation procedure given.

Performance Dimension	Standards					Rating
	A	B	C	D	E	
1. Quantity of Teaching	20	16	12	08	04	
2. Quality of Teaching	20	16	12	08	04	
3. Appraisal of Student Performance	10	08	06	04	02	
4. Course Appraisal	10	08	06	04	02	
5. Expertise	15	12	09	06	03	
6. Relationship with People	05	04	03	02	01	
7. Attendance	05	04	03	02	01	
8. Research Work	15	12	09	06	03	

Total Score	
-------------	--

Overall Rating	
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Part 3 **Evaluator's Notes**

3.1 Weaknesses

.....

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.....

.....

3.2 What can the lecturer do to avoid weaknesses/improve performance?

.....

.....

3.3 What management actions are necessary to enable the lecturer to improve?

.....

.....

3.4 Strengths

.....

.....

.....

.....

3.5 Suggest how these strengths can be reinforced/enhanced further.

.....

.....

.....

Name Position

Signature Date

Part 4 **Comments of Lecturer**

Signature Date

Part 5 **Comments of Reviewing Officer
(Dean/VC)**

Name Position

Signature Date

Appendix B**Guidelines for Completion of Performance Evaluation-
University Lecturer**

01. Performance Evaluation (PE) is for one semester/Half of the academic year/the whole academic year.
02. There are seven performance dimensions and performance should be rated on each dimension separately. The dimensions are related to results, behaviours and traits.
03. The parties mentioned below should measure performance dimensions.

Dimension	Evaluator/s
1. Quantity of Teaching	Relevant Lecturer and Head of the Department/Unit
2. Quality of Teaching	Relevant students
3. Appraisal of Student Performance	Relevant Lecturer and the Head of the Department/Unit
4. Course Appraisal	Relevant students and Head of the Department/Unit
5. Expertise	Relevant Lecturer and the Head of the Department/Unit
6. Relationship with People	Relevant Lecturer and Head of the Department/Unit
7. Attendance	Relevant Lecturer and Head of the Department/Unit
8. Research Work	Relevant Lecturer and Head of the Department/Unit

The Dean of the Faculty reviews evaluation of each dimension.

04. Performance dimensions are weighted according to their relative contribution to the success of the job as follows:

Dimension	Weightage
1	20
2	20
3	10
4	10
5	15
6	05
7	05
8	15
	100

Weightage for dimension has been allocated among standards (scales) as shown in the PE form.

05. Each performance dimension should be measured according to the following way:

- 1) **Quantity of Teaching:** the extent to which the amount of work completed compared with quantity standards during the evaluation period.
 - 1.1 Calculate variance (the difference between what was expected/ planned and what is actual) relating to the following three criteria:
 - Number of lectures
 - Number of topics
 - Number of cases/incidents/applications
 - 1.2 Give the relevant score for each criterion according to the following:

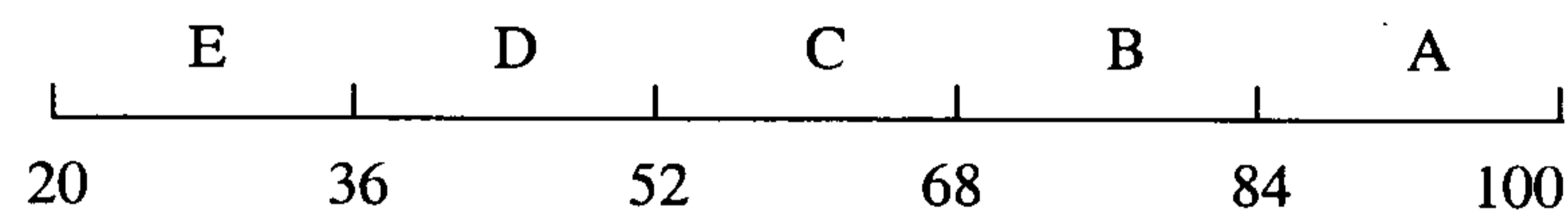
No variance	20
One variance	16
Two variance	12
Three variance	08
More than three	04
 - 1.3 Calculate mean value and then determine the relevant standard in the form.

2) **Quality of Teaching:** the extent to which completed work is accurate, neat, well organized and thorough.

2.1 Give the questionnaire given in Appendix C to the relevant students for completion. Each student in duplicate should complete the questionnaire. Ask the student to submit one copy to the relevant lecturer and the other copy to the head of the Department. One student can be entrusted to collect all the questionnaires and submit.

2.2 Use part I of the questionnaire and score all the questionnaires. And get mean value (total score / number of students).

2.3 Put the mean value on the following scale and then determine the standard in the form:



2.4 If there are two courses/subjects, get the mean value and do the rating.

3) **Appraisal of Student Performance:** the degree to which submission of the question papers and final exam marks is done at the right (required) time by minimizing time waste.

3.1 Calculate variance (the difference between due date and date of submission) relating to the following:

Submission of the question papers
Submission of final marks of every student

3.2 Give the relevant score for each criterion according to the following:

No variance	10
One day late	08
Two days late	06
Three days late	04
More than three	02

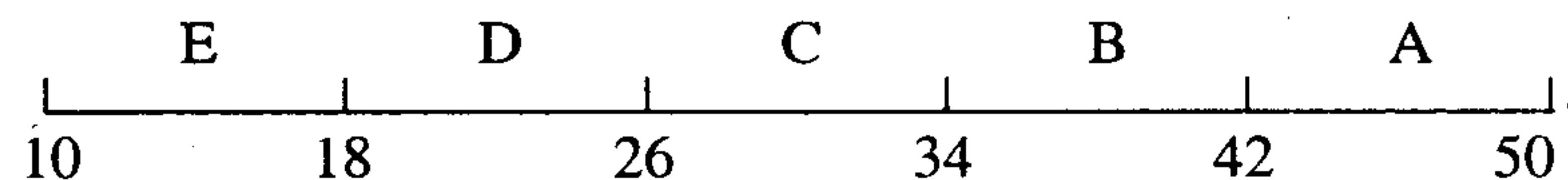
3.3 Calculate mean value and then determine the relevant standard.

4) **Course Appraisal:** the degree to which the course is outlined and structured properly and the appropriateness of coverage of material.

4.1 Use part II of the questionnaire and score all the questionnaires completed by the students.

4.2 Get mean value.

4.3 Put the mean value on the following scale and then determine the standard.



4.4 If there are two courses, get the mean value and do the rating.

5) **Expertise:** the degree of competence of the relevant field acquired through education, experience, research and reading.

5.1 Check the relevant statement relating to each criterion.

5.1.1 Education in the relevant field (from recognized universities)

- A = Basic Degree, Master's Degree and Doctorate
- B = Basic Degree and Two Master's Degrees
- C = Basic Degree and Master's Degree
- D = Basic Degree and Postgraduate Diploma
- E = Basic Degree

5.1.2 Experience in teaching the relevant subject(s)/course(es) at the Undergraduate Level

- A = More than five years
- B = Five years
- C = Four years
- D = Three years
- E = Two years and less

5.1.3 Experience at the postgraduate level

- A = More than five years
- B = Five years
- C = Four years
- D = Three years
- C = Two years or less

5.1.4 Research articles published in the relevant field in refereed journals

A	=	Five
B	=	Four
C	=	Three
D	=	Two
E	=	One year

5.1.5 Books in the relevant field

A	=	Two text books
B	=	One text book
C	=	Two translations of text books
D	=	One translation of text book
E	=	One monograph

5.2 Score statements checked as per the following table:

	Marks
A	15
B	12
C	09
D	06
E	03

5.3 Get mean value and then determine the relevant standard in the form.

6) **Relationship with People:** the extent to which the employee works cooperatively with students, peers and superior.

6.1 Check the relevant statement of the following:

A	=	No written complaint (valid/verifiable)
B	=	One written complaint
C	=	Two written complaints
D	=	Three written complaints
E	=	More than three

6.2 Determine the relevant standard in the form.

7) **Attendance:** the degree to which the lecturer attends at meetings where important decisions are made and participates in exam work.

7.1 Calculate variance relating to the following:
 Variance between number of meetings scheduled and number of meetings attended
 Variance between number of exam works appointed and number of exam works performed

7.2 Give the relevant score for each criterion according to the following:

No variance	05
One	04
Two	03
Three	02
More than three	01

7.3 Calculate mean value and then determine the relevant standard in the form.

8) **Research Work:** The number of research articles/papers completed and published in refereed journals or research proceedings during the period of evaluation.

8.1 Check the relevant statement of the following:

- A = More than one joint paper and one non-joint paper published
- B = One non-joint paper published
- C = One joint paper published
- D = More than one paper completed but not yet published
- E = One paper (Joint or non-joint) completed but not yet published

8.2 Determine the relevant standard in the form.

06. Determine overall evaluation as follows:

	Standard	Score range
A	Excellent	81-100
B	Good	61-80
C	Average/Satisfactory	41-60
D	Poor	21-40
C	Very poor	0-20

07. Give a copy of the form to the relevant lecturer to complete it by him/herself. Then interview him/her to clarify his/her ratings by the Head of the Department who then should complete the form. The Head should discuss his/her evaluation with the relevant lecturer. The Dean of the faculty should also participate in the discussion.

Appendix C

Performance Evaluation Questionnaire

The objective of this questionnaire is to obtain your genuine perception about the quality of teaching of the lecturer. Please complete this anonymously.

Please select the most appropriate response and RING the corresponding number.

Lecturer's Name

Course and Programme

Part I Lecturer Evaluation

The Lecturer	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Gave objectives of the current lecture at the outset.	5	4	3	2	1
2. Started the lecture by remembering what was discussed in the last lecture.	5	4	3	2	1
3. Spoke in the way that you could hear clearly.	5	4	3	2	1
4. Did lectures in the way that you could write down important points and definitions.	5	4	3	2	1
5. Clearly defined concepts and principles.	5	4	3	2	1
6. Provided real-life and personal examples to explain a concept.	5	4	3	2	1

7. Used abstract and difficult language in lectures without clearly explaining.	1	2	3	4	5
8. Seemed to be fully confident in what was taught.	5	4	3	2	1
9. Seemed to have a wide and deep subject knowledge.	5	4	3	2	1
10. Was well –organized.	5	4	3	2	1
11. Maintained your motivation during lectures.	5	4	3	2	1
12. Had his/her own framework model to teach an issue rather than others' most of the time.	5	4	3	2	1
13. Gave points of views in addition to his/her owns.	5	4	3	2	1
14. Gave references for further studying.	5	4	3	2	1
15. Seemed to have no genuine commitment in teaching.	1	2	3	4	5
16. Did dull lectures, which were repetitive of others' text books/ transparencies.	1	2	3	4	5
17. Encouraged students to ask questions.	5	4	3	2	1
18. Secured student participation by directly asking questions.	5	4	3	2	1
19. Gave a summary at the end of lecturers.	5	4	3	2	1
20. Utilized the time given without wasting.	5	4	3	2	1

Part II Course Appraisal

The Course

The Course Lecturer

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The course objectives were given clearly.	5	4	3	2	1
The course content was well specified.	5	4	3	2	1
A detailed schedule for lectures was given clearly.	5	4	3	2	1
The recommended readings were given.	5	4	3	2	1
The recommended readings were easy to access.	5	4	3	2	1
The course was a blend of theory and practice (cases, incidents and skill building applications were in addition to theory).	5	4	3	2	1
The courseload was unbearable (very heavy).	1	2	3	4	5
The course was really interesting.	5	4	3	2	1
Objectives of the course were not accomplished.	1	2	3	4	5
Genuinely, this course gave me a lot of learning that I had no before the course.	5	4	3	2	1