

Faculty Performance Management System in HEIs

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Abstract: The creation of a productive Faculty Performance Management System (FPMS) in Higher Education Institutions (HEIs) requires a team effort involving faculty, administrators, and support personnel. It is essential to create an environment that supports continuous improvement, aligns with the institution's strategic objectives, and is adaptable enough to respond to the changing landscape of higher education. In Higher Education Institutions (HEIs), Faculty Performance Management Systems (FPMS) are essential for evaluating and improving the work of faculty members. An overview of the main components and consequences of FPMS in HEIs is given by this research. Faculty performance is assessed and managed systematically through the use of FPMS, which covers teaching, research, service, and professional development. It entails establishing precise goals, gathering and evaluating data, completing performance evaluations, and providing helpful criticism. A culture of continual improvement is what FPMS aims to instill in faculty members, coordinating their efforts with institutional objectives. Faculty accomplishments can be measured with the aid of performance metrics, such as key performance indicators (KPIs). These indicators frequently take into account contributions to the community and institution as well as teaching effectiveness, research productivity, and student feedback. Data-driven evaluations are used to advise faculty members' career progression through the integration of FPMS with tenure and promotion processes. Determining clear criteria, handling legal and ethical issues, and assessing student evaluations of instruction are some of the challenges associated with FPMS implementation. Best practices, however, place a strong emphasis on ongoing evaluations, peer reviews, and assistance with professional growth. In higher education institutions, FPMS is essential for raising standards of instruction, promoting excellence in research, and developing a culture of growth and accountability among faculty members. The goal of continuing research in this dynamic subject is to optimize these systems to fulfill the ever-evolving demands of higher education. The main aim of this research is to study the key elements and implications of FPMS in HEIs & to explore & analyse the FPMS factors in HEIs.

Keywords: Faculty, Performance Management, HEIs, Education, FPMS

Introduction

Incorporate the Faculty Performance Management System, often known as the FPMS, into the method for determining tenure and promotion, making use of data and evaluations to influence decisions relevant to the advancement of faculty members. It is important to provide faculty members with positive criticism and to assist them in formulating enhancement plans wherever possible. Establishing standards and objectives that are clear and unmistakable is one way to ensure that the FPMS demonstrates openness, consistency, and equity (Upavasi, 2016). Create an all-encompassing data management system for the purpose of efficiently storing, retrieving, and generating reports on data pertaining to the performance of the faculty. This will make it easier to make decisions

based on evidence. Create an atmosphere that encourages faculty members to actively participate in professional development activities that are congruent with their own personal career goals and in line with the larger goals of the institution. In order to ensure continued compliance, it is essential to act in accordance with all applicable legal and ethical norms, including those pertaining to the protection of personal information and privacy. Maintain a consistent evaluation and improvement plan for the Faculty Performance Management System (FPMS), taking into account user comments and the ever-evolving demands of the institution. Establish a system for recognizing and rewarding outstanding performance by members of the teaching staff. This system should be flexible enough to include various metrics such as praises, financial incentives, or additional professional responsibilities. It is important to provide all faculty members, assessors, and administrators who are participating in the Faculty Performance Management System (FPMS) with extensive training as well as help. Create a technique that is both organized and accessible to members of the faculty so that they may provide feedback on the Faculty Performance Management System (FPMS), with the intention of encouraging ongoing improvement. Carry out routine evaluations of the FPMS to determine its efficiency and determine whether or not it is in line with the evolving goals and top priorities of the institution.

Need of faculty performance management system (FPMS) in HEIs

Developing a Faculty Performance Management System (FPMS) for Higher Education Institutions (HEIs) necessitates the use of a systematic methodology. In the context of academic institutions, it is imperative to establish performance goals that are characterized by clarity, measurability, and achievability for faculty members. It is imperative that these goals are in accordance with the mission and strategic objectives of the institution. Delineate distinct key performance indicators (KPIs) that manifest faculty success, encompassing classroom efficacy, research output, service engagement, and professional growth. The process of gathering and recording information for research purposes is referred to as data collection and documentation (Singh., et.al.,2018). Develop a system to facilitate the submission of data and documents pertaining to the performance of faculty members. The aforementioned components encompass course evaluations, research publications, committee service, and indications of professional growth. Self-assessment is a process in which individuals evaluate their own skills, abilities, and performance in order to gain insight into their strengths. It is advisable to motivate faculty members to engage in self-assessments, wherein they critically evaluate their accomplishments, identify opportunities for growth, and examine their alignment with institutional objectives.

Peer review is a critical evaluation process in academic research, when experts in the same field assess the quality and validity of a scholarly work before it is published. Incorporate peer review protocols to guarantee unbiased assessment of instructional efficacy, research caliber, and service contributions. Integrate student comments on faculty performance, including course ratings, into the assessment procedure. Evaluate the research output of faculty members by taking into account several aspects such as the volume and caliber of their publications, acquisition of funds, and influence on the respective academic discipline. The measure of how effective teaching is in achieving desired learning outcomes. The assessment of teaching efficacy can be conducted using a range of methods, such as classroom observations, student academic achievements, and the implementation of innovative pedagogical approaches (Sharma., et.al., 2018).

Service and outreach initiatives play a crucial role in fostering community engagement and addressing societal needs. These endeavors involve actively reaching out to individuals and communities to provide assistance, support, and resources. By engaging in service and outreach. Evaluate the contributions of academic members to the institution and the wider community by examining their involvement in service activities, committee participation, and engagement with external stakeholders. Observe the level of faculty involvement in professional development endeavors, such as participation in conferences, workshops, or the pursuit of additional educational opportunities.

Research Methodology

Research is the process of conducting systematic, in-depth inquiries for the purpose of gaining new knowledge or improving existing knowledge about a topic of interest. Descriptive research methods were used for this investigation. Using primary data from 140 departments, we were able to accomplish the goals of this study. Sample size was calculated using a simple random sampling method. With the approval of the registrar, we

collected the names, departments, and job descriptions of all employees. At other times, we had to get the questionnaire delivered to the relevant department head or dean before we could meet with the selected samples in person. SPSS is used to check the results. Descriptive statistics by using mean rank examined the responses & Kendall's Coefficient of Concordance also used for analysis.

Objective of the study

- To study the key elements and implications of FPMS in HEIs.
- To explore & analyse the FPMS factors in HEIs
- To provide suggestions & recommendations

Review Literature

The process of performance management at higher education institutions is a multi-step procedure that includes the establishment of goals, the collection of data, the evaluation of faculty performance, and the provision of feedback for the purpose of improvement. It frequently includes components such as classroom instruction, academic research, and community service (Rutledge, 2013). In higher education institutions, many faculty performance management systems (FPMS) rely on key performance indicators (KPIs). According to Holsapple (2016), these key performance indicators can span a variety of different domains, such as research output, student satisfaction, and engagement in institutional service. The effective implementation of FPMS in HEIs is not without its share of problems. Recent studies have shed light on how critical it is to have well-defined goals, consistent procedures, and open communication. According to Mizak (2015), the best practices include conducting regular evaluations, peer reviews, and feedback channels. FPMS in HEIs frequently relate the success of faculty members with their continued professional education. According to Palomba and Banta (2015), providing assistance to faculty members while they pursue advanced degrees, opportunities for research, and instructional innovations can result in improved performance as well as success for the institution. Evaluations of the teaching provided by students are an integral part of the FPMS. On the other hand, the interpretation and application of the comments made by students might be disputed. (Marsh, 2007) A body of research investigates the reliability and validity of student ratings as a means of determining the quality of instruction. In FPMS, ensuring compliance with legal and ethical norms is of the utmost importance. According to Ferri-Reed (2016), one of the most important concerns in the modern era is protecting the privacy and confidentiality of faculty members while also managing data and records. It is essential for the advancement of academic careers that the FPMS be incorporated into the processes for faculty tenure and promotion. According to Wright (2017), decisions regarding tenure and promotion frequently make use of data and ratings obtained from the FPMS.

Implications of FPMS in HEIs

The implications of Faculty Performance Management Systems (FPMS) in Higher Education Institutions (HEIs) are far-reaching and impact various stakeholders, including faculty members, administrators, students, and the institutions themselves.

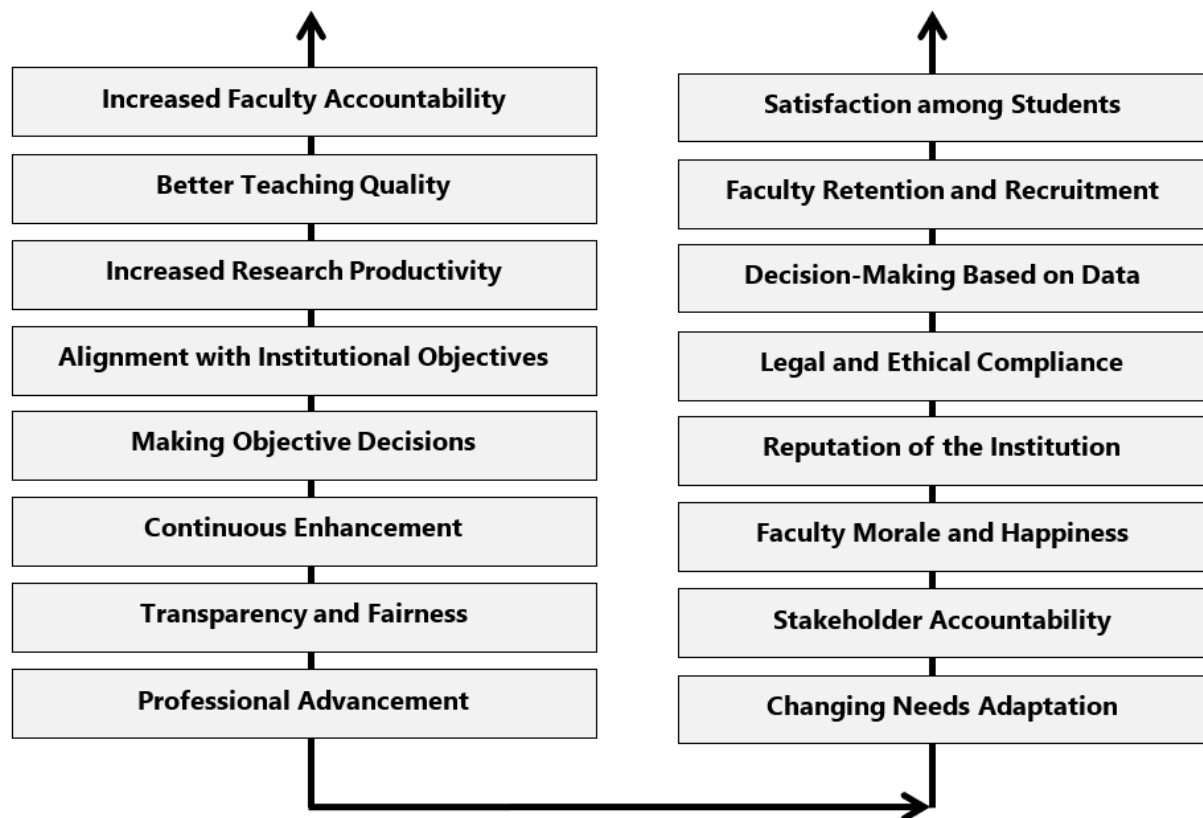


Figure 1: Key Implications of FPMS in HEIs

Here are some of the key implications:

- 1) Using FPMS, professors are encouraged to take responsibility for their actions. It fosters a dedication to excellence in teaching, research, and service by encouraging them to meet and exceed standards.
- 2) Because FPMS frequently incorporates student feedback and classroom observations, faculty members are driven to improve their teaching efficacy. This has the potential to enhance pupils' educational opportunities.
- 3) The FPMS system incentivizes and recognizes productive academic work. Faculty members have strong incentives to produce high-quality research output, obtain funding, and make scholarly contributions.
- 4) The FPMS checks if teachers are working toward the same goals as the school itself. Alignment in this way aids HEIs in pursuing their overarching educational aims.
- 5) Integrating FPMS with tenure and promotion procedures increases the transparency, objectivity, and fairness of faculty advancement choices (Thanh. Et.al., 2015).
- 6) Academic staff members are urged to practice continuous improvement. With the help of FPMS feedback, they can zero in on exactly where they need to put their efforts to improve.
- 7) A well-implemented FPMS promotes openness by standardizing how results are measured. In addition, it encourages fairness by guaranteeing a uniformly fair evaluation of teachers.
- 8) Provisions for continuing education and certification are common in FPMS. Teachers can develop their expertise, increase their education, and experiment with new methods of instruction.
- 9) By encouraging educators to focus on their students' wants and problems, FPMS has the potential to boost student satisfaction.
- 10) Higher education institutions with strong FPMS have a better chance of attracting and retaining excellent teachers. Faculty members are more likely to remain at universities that value and reward their work.
- 11) Resource allocation, faculty development, and institutional priorities can all benefit from the FPMS-generated data that is made available to administrators.

- 12) In particular, FPMS aids HEIs in ensuring compliance with data protection, privacy, and fair evaluation policies, all of which are required by law.
- 13) An organization's standing can benefit from an efficient FPMS. Better rankings, more money for research, and a more appealing public image can all be the result.
- 14) The morale and well-being of teachers can benefit from FPMS when it is applied in a fair and constructive manner. It's a way to say thanks for all they do, which goes a long way toward making them happy at work.
- 15) Higher education institutions (HEIs) are answerable to many different groups of people. The FPMS system is evidence of the school's dedication to quality.
- 16) The higher education system is changing, and so must FPMS. Higher education institutions (HEIs) must modify their structures to meet new demands and new goals.

Results & Discussion

There are a number of variables that might affect faculty performance in higher education institutions (HEIs). The professional development, professional growth opportunities, regular performance reviews, research productivity are the major factors which are having huge impact. Some specific factors that may impact faculty performance in higher education institutions (HEIs) include:

Table 1: Descriptive Statistics

S.No.	FPMS in HEIs (Factors)	Mean	Std. Deviation	Mean Rank
1	Professional Development	3.44	.261	6.87
2	Tenure and Promotion Review	3.28	.185	6.57
3	Feedback and Improvement Plans	2.67	.132	6.15
4	Transparency and Fairness	3.52	.067	5.89
5	Data Management and Reporting	2.82	.001	7.12
6	Professional Growth Opportunities	3.49	.102	6.43
7	Legal and Ethical Considerations	2.49	.202	5.33
8	Feedback Mechanism	3.27	.055	5.89
9	Clear Objectives and Criteria	3.46	.079	6.22
10	Standardized Evaluation Processes	3.27	.115	7.01
11	Documentation and Data Collection	2.19	.251	6.21
12	Regular Performance Reviews	3.78	.175	6.87
13	Self-Assessment	3.36	.132	6.25
14	Peer Review	3.22	.097	5.79
15	Student Feedback	3.86	.251	7.32
16	Research Productivity	3.92	.159	6.81
17	Service and Outreach	2.83	.267	5.94

Where,

- Factors: Name of the factor
- Mean: Mean score of the factor based on survey responses
- Std. Deviation: Standard deviation of the factor score
- Mean Rank: Mean rank of the factor based on survey responses

Above table provides descriptive statistics for various factors that impact FPMS (Faculty Performance Management System) in HEIs (Higher Education Institutions). The table lists 17 factors in total, ranging from "Professional Development" to "Service and Outreach". The factors are ranked based on their mean rank, with "Student Feedback" having the highest mean rank of 7.32 and "Documentation and Data Collection" having the lowest mean rank of 6.21. The mean scores of the factors range from 2.19 for "Documentation and Data Collection" to 3.92 for "Research Productivity". The standard deviations of the factors range from 0.001 for "Data

Management and Reporting" to 0.267 for "Service and Outreach". In nutshell, table 1 provides a useful results of the survey responses related to various factors that impact FPMS in HEIs.

Table 2: Kendall's Coefficient of Concordance

N	140
Kendall's W	0.038
Chi-Square	134.762
df	16
Asymp. Sig.	0.000

Table 2 showed that the 140 respondents who made up the sample gave high ranks to each of these issues. 134.762 is the calculated significance of the Chi-Square test at the 16-degree of freedom. There is a 0.000 (<0.01) chance.

Findings of the study

- Outline the goals and standards by which the performance of the faculty will be evaluated. These factors can include things like how successful a teacher they are in the classroom, how productive they are in their research, how much service they provide to the university and the community, and how much professional development they get.
- Develop protocols and procedures that are standardized and used for evaluating professors. Make sure that the criteria for evaluation are clearly stated and that this information is shared with all of the faculty members.
- You will need to devise a method for the collection and upkeep of documents regarding the performance of the faculty. This might include assessments from students, publications from research, work done on committees, and any other pertinent data.
- You should hold regular performance evaluations, most often on an annual or biannual basis, during which you address the accomplishments of faculty members as well as areas in which they can improve.
- It is important to encourage members of the faculty to conduct self-evaluations. This can provide significant insights into their strengths and weaknesses and build a culture of continual improvement in the organization.
- Establish methods of peer review in order to evaluate the efficacy of instruction and the contributions made to research. Evaluations conducted by peers have the potential to yield useful comments and help maintain objectivity throughout the assessment process.
- Make use of the input provided by the students in the evaluation process. Student feedback on the lecturers' teaching is a valuable source of information that can shed light on the efficiency of various pedagogical approaches.
- Determine how much research each faculty member has contributed, taking into account things like publications, grants, and patents. Think at the work's overall quality, as well as its impact and significance.
- Conduct an analysis of the contributions that individual faculty members have made to the organization as well as to the larger community through activities such as serving on committees and involvement with external stakeholders.
- Foster the development of the faculty by providing chances for growth, including mentoring and workshops. This can assist faculty members continue to enhance their teaching and satisfy the ever-changing demands of higher education institutions.
- Incorporate the FPMS into the procedure for evaluating candidates for tenure and promotion. When making judgments about the progress of faculty members, you should go to the FPMS for relevant data and evaluations.

Suggestions & Recommendations

- FPMS in HEIs has significant implications for faculty performance, institutional effectiveness, and the overall quality of education. When well-designed and implemented, it can drive positive outcomes for all stakeholders and contribute to the success and reputation of higher education institutions.
- It is your responsibility to offer faculty members constructive criticism and to assist them in developing improvement plans where appropriate. Foster an environment that values continuous improvement.

- Ensure that the FPMS is open and impartial to all participants. It is important for members of the teaching staff to have a solid understanding of the performance evaluation criteria, procedures, and expectations.
- Establish a reliable data management system to record, retrieve, and report on information regarding the performance of the faculty. This can help in making decisions based on accurate information and keeping track of progress over time.
- Provide chances for faculty members to engage in professional development, research initiatives, and innovative teaching practices that are congruent with the career goals they have set for themselves and the mission of the institution.
- You are responsible for ensuring that the FPMS conforms with all applicable legal and ethical requirements, such as privacy and data protection regulations.
- Inviting faculty members to provide comments on the FPMS should be encouraged. In order to resolve problems and make the system more successful, it should be reviewed and updated on a regular basis.

Conclusion

The implementation of Faculty Performance Management Systems (FPMS) within Higher Education Institutions (HEIs) plays a vital role in promoting the efficiency and responsibility of faculty members in fulfilling their duties as instructors, researchers, and contributors to the institution's overarching objectives. These systems aid higher education institutions in evaluating and enhancing the performance of their faculty members, facilitating their professional growth, and enabling well-informed decisions pertaining to promotions, tenure, and recognition. The effective implementation of Faculty Performance Management Systems (FPMS) in Higher Education Institutions (HEIs) not only facilitates the identification and retention of faculty members who demonstrate exceptional performance but also provides support to those who require professional growth. As a result, both the institution and its students derive significant advantages from this practice. Continuous refinement and adaptation of the system are crucial in order to effectively address the dynamic demands and priorities of the institution, as well as to align with the ever-evolving environment of higher education.

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