

ABSTRACT

Evaluation of faculty members' performance at University is not a new idea. It has always had a primary role in the history of every University and Higher Education Institution (HEI). The concept of performance evaluation at University is to evaluate how faculty members fulfill their professional responsibilities and contribute their role in the accomplishment of the University's goals. The effective evaluation of faculty performance provides feedback to faculty members for their contribution during a specified time. Apparently, around the globe it seems that there is no ideal performance evaluation program which can perfectly appraise the performance of faculty members. As a result, the status of the performance evaluation program is just a mechanism that is used to assess the contribution of faculty members in lieu of their duties and responsibilities. In the history of Universities/HEIs performance evaluation has had its existence, and the same is under practice by almost all the Universities and HEIs of the world till today. This study is an attempt to revisit the criteria of performance evaluation (current) with the purpose to bring some advancement in the performance of faculty members that can meet the dynamics of the latest time. Thus, this study aims to design a mechanism for faculty members' performance with a motive to overcome the lacking of the existing mechanism. The novelty of this study is to align the Job Description of Faculty members of Mehran University of Engineering and Technology (MUET), with the Teacher Evaluation Proforma (Form-10) suggested by the Higher Education Commission (HEC) of Pakistan, and followed by the Quality Enhancement Cell (QEC) of Mehran University and Performance Evaluation Report/Annual Confidential Report (PER/ACR) by MUET. Moreover, Teaching, Research, and Service are set as the primary responsibilities, which are adopted from the theory of Peter Seldin & Associates, in his book "Evaluating Faculty Performance" in 2006, and the same is aligned with PER/ACR of faculty members. This research is encompassed by the qualitative research method. The Current Job Descriptions of all four nomenclatures (Lecturer, Assistant Professor, Associate Professor, Professor), Teacher Evaluation Proforma by Higher Education Commission Quality Enhancement Cell (QEC), Performance Evaluation Report/Annual Confidential Report (PER/ACR) Format, HEC Quality Assurance

Manual, PER's/ACR's and Teachers evaluation criterions of other National and International Universities and other literature is used to conduct this study. The findings of this study have filled the gap of unalignment amidst Job Descriptions, Teacher Evaluation form and Performance Evaluation Report/Annual Confidential Report. The Job Descriptions of all nomenclatures are redesigned as well as aligned with the newly developed scorecard and revised PER/ACR in the lieu of Institutional Frame of References (IFR) which is rooted on the combination of Peter Seldin & Associates theory and the mission statement of Mehran UET. Hence, this study has designed an improved mechanism with purpose to bring necessary advancement in the performance of faculty members.

Key Words: Performance Evaluation, Job Description, Teacher Evaluation, Annual Confidential Report (ACR), Mehran University