Providing a Model for the Performance Evaluation of Faculty Members of Islamic Azad University of Tabriz

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ABSTRACT

The purpose of this study is to investigate the performance evaluation index of faculty members of Islamic Azad University of Tabriz and providing an appropriate model for it. This study population consisted of all faculty members of Islamic Azad University of Tabriz in the year 2012 to 2011 to 475 people, 365 males and 110 females separately and the sample was based on Korjersy and Morgan, 212 faculty members have been selected from the population. Research findings showed that 80 of the sub-components were associated with the original components, 61 components with a total of seven components were approved, teaching component with Eigen value 73/11, academic and administrative services component with Eigen value 57/3, PC consulting and professional services with particular amount of 85/2, the component of research and professional development with a particular amount of 14/2, extra time activities with Eigen values 43/1, the components of educational and cultural activities with a particular amount of 13/1 and components of educational activities, with the especial amount of 01/1, were respectively, the most important component of faculty members' performance evaluation. Finally, the model which is extracted from theoretical foundations, national studies, global studies, and comparative studies, criticism of for and against dimensions and components, and criteria were presented for faculty performance evaluation.
KEY WORDS: index, performance assessment, performance indicators, faculty members.

INTRODUCTION

One of the most challenging issues that the universities are facing is appropriate methods for evaluation of the faculty members' performance. Today, the evaluation system regarding the capabilities and performance of faculty members is an obvious need. But in practice it is not easy to establish such a system. Several methods and approaches for evaluating teaching faculty there. Most researches in the field suggested using four approaches to assessment, including assessment by students, peer assessment, self-evaluation and evaluation by managers (Safi et al, 2011).

Faculty members' performance evaluation is one of the main tools in training activities, it can be acknowledged that evaluation is a systematic way to identify the strengths and weaknesses of the program and that sometimes awareness of the results and feedback will lead to effective decisions and improving performance.

Accordingly, evaluation of training and education is also important, and each year, universities and institutions of higher education, in order to enhance the quality of education, improvement of teaching methods, increasing scientific and research level, and make use of reasonable decision on how to hire, promote and financial assessment of faculty members performance' evaluation (Kichel et.al, 2007) .

Undoubtedly, given the central role of faculty academic programs, research and teaching universities, can be effective in their performance evaluation. In this regard, there are two main points which considering them will make more effective processes evaluation, evaluation Method of determining and defining indicators and issues that must be tested (Rajabi and Pope Zan , 2010) .

Therefore, for a comprehensive evaluation of faculty members' performance evaluation purposes and to provide a consistent and reliable data for future decisions, university faculty members' performance evaluation should be conducted in a comprehensive process. A comprehensive approach to the different data sources and multiple criteria should be used to collect data. While in the practice of teaching faculty members, other aspects are also tested. For example, research performance, counseling and services, are among significant functional aspects of faculty members' performance evaluation. Designing and evaluation of performance indicators, including those that are of particular interest in academic circles and in the community, has been applied. What is more important than anything in this section is the relevance of these indicators with the goals of the organization. Based on Lee and Parker 2's studies, Glubersan and Indigo 3 and others, for each indicator, an ID card with the stipulated specifications were considered: Title, subject, in relation to the target, formula, frequency measurement, frequency

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of review, who measures? Basic information source, who uses this indicator? What does he do with this information? Considerations and suggestions. Indicators clarify the way organizations can achieve specific goals.

At the first look to the vision and mission to provide an index of overall objectives, long-term and short-term strategies and operational plans and activities are focused. Resources of adaptation for providing performance evaluation indicators of govermental organizations are state board rules and legislation, and economic, social and cultural development as well as country's twenty years old vision and the nation's industrial development strategy. Statute of the nongovernmental sector and operating and market share of each goal is considered to be the criterion (Ghourchian and Khorshidi, 2000).

Recently, theorists of higher education have acknowledged that performance indicators lead to control, evaluation, innovation and prediction in education. Most colleges and universities have a national system of higher education that their job is to identify good indicators at central levels. And these centers are constantly improving their performance indicators. These mostly consisted of decision making; planning, comparing papers with data and research status in institutions (Hejazi and Rostami, 2010).

Next some related studies are reviewed.

Georgian and Siyami (2008) in their study investigated and identified criteria to evaluate the performance of faculty members of Azad University. The main question of this study was: What are the criteria for optimal performance evaluation of faculty members at the University? After identification and introducing common criteria from students and professors, they analyzed the results of the research hypotheses; results showed among the evaluation criteria scores and scores of faculty members, there are significant differences. Therefore, the research hypothesis that there is a significant relationship between evaluation criteria and the performance of faculty members, is confirm and statistical hypotheses is rejected.

Pasargad, et al (2008) in a study investigated evaluation of nursing faculty members. Interpretation of data and the results of their study showed that various cases are included in defining of faculty member's evaluation. All these cases can be replaced in 10 categories and three main themes that include:
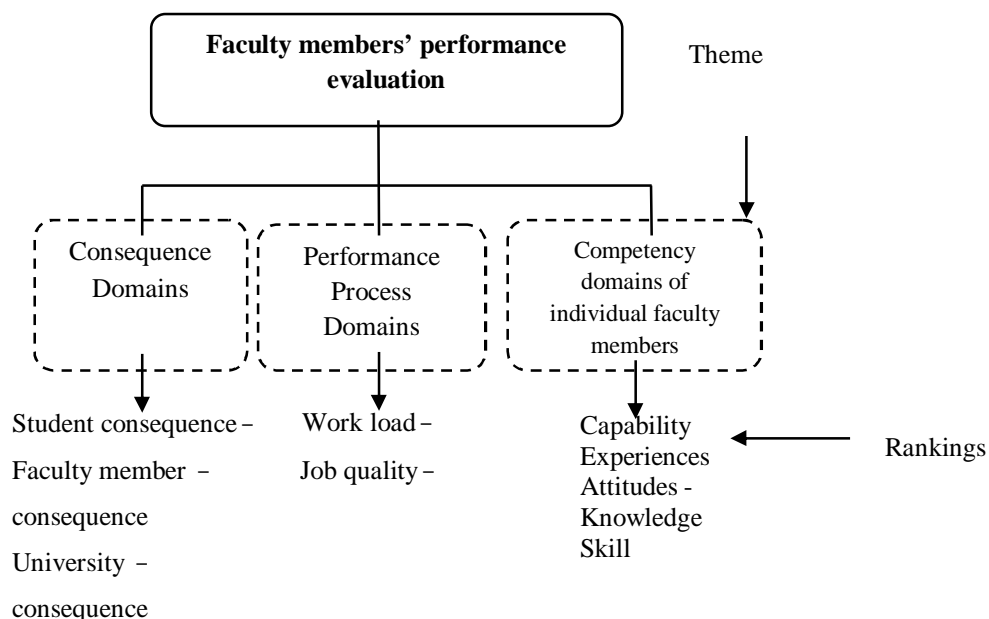
A Model to evaluate the performance of faculty Members, Pazargad et al(2007)

The results of their study, focused on the author's suggestions that the agreement is based on a combination of personal characteristics and behavior of the system is based on the results-oriented performance evaluation. Instead of focusing on personal characteristics, they focus on features that can enhance the fitness of a faculty member and are repairable. In addition, considering some organizational factors which can affect performance is important.

Rajabi and Pop Zan (2010) in a research investigated the integration of qualitative and quantitative methods in order to design a tool to evaluate the performance of faculty members. They collected data from a questionnaire including 20 questions to assess students' opinions about the importance of teaching performance evaluation of the faculty members which should be taken into consideration when using Likert design type. After investigating students, professors, etc views. ((Faculty members' performance evaluation packet)) (FMPE) is designed which

includes a variety of parts and faculty members from different directions and by different people, are tested. Academic performance, research performance, and personal features and professional responsibilities of faculty members, are among the areas that they tested in their research through FMPE.

Malekshahi et al (2010) in a study investigated faculty members' views on some educational indicators in Lorestan University of Medical Sciences. Their findings showed that 9% of the faculty members said teaching methodology workshops did not fit with their educational needs. But the majority said the continuous workshops were necessary. Also faculty members asked for education officials' consideration of educational problems, field coordination with community needs participatory decision making, the proportion of students with learning facilities and manpower. Their research appears in such high regard to quality and quantity of the authorities and continuing education workshops and solving educational problems and thus they recommend using greater faculty members' involvement in educational planning and management.

Up time approvals of faculty members, approved in (2008) considered various factors in different areas of education, research, technology, science and culture executive and paid special attention to cases such as evaluation criteria (academic and behavioral), scientific, scientific teaching ability, social and scientific behavior of faculty members, quality of scientific papers, research projects which are resolver of basic needs of society, composing books, technical knowledge creation, critical reviews of scholars, providing new ideas and cultural activities and predicted regulations in order to specialization of the structure of Special Board in universities.

Ishak, Suhaida and Yuzainee (2010) investigated performance indicators for faculty members and higher education institutions in Malaysia to develop and evaluate faculty performance in National University of Malaysia. Key performance indicators that are classified as operating are as follows:

Training and Supervision
The availability of the instructor for discussion
- The quality of teaching materials
- Ability to teach interdisciplinary topics
Research and Innovation:
- Number of Projects in Execution
- Intellectual Property: Patent / Copyright
- The extent of interdisciplinary / multi-disciplinary
- Spectra / or achievement in industry which are the outputs of research and faculty members
Writing and Publishing:
- Publications in international / academic or professional journals
- Published in the Proceedings of the National Conference
- Number of translations and writings
- The number of short term courses
Advice:
- The number of short-term counseling
Providing a forum for students
- Workshops for knowledge sharing in university level
- The value (V) of advisory work
- Number of counseling jobs outside the university
- Panel Member / Advisory Board for Higher Education Institutions
Academic Services:
- Visiting lecturer in discussions / forums (academic and non-academic)
- Peer-reviewed papers / thesis / journal
- Provided services to the community
- Involvement / participation in sports and other extracurricular activities.

Georgia State University studied faculty members' annual performance evaluation by the philosophy that evaluation must be something more than a mere evaluation. Flexibility, encouraging, professional development, and efforts to improve school standards are among their aims. Faculty evaluation will be based on two main criteria. Evaluation of teaching, research and service and evaluation of developmental activities for flexibility, five-set or job description (traditional, educational, research, service and management), with clear expectations and objectives.

At Sam Houston State University studied faculty members' evaluation in a systematic and comprehensive way. The system is designed to increase objectivity and reducing bias. There are four criteria: effective teaching approach, working professionals and researchers, and professional development activities and non-academic activities of the faculty members and each of these criteria are weighted. The system attempts to take the subjectivity out of the evaluation and consider the effectiveness criteria.

Underlying philosophy of valuation model of faculty members at the University of North Carolina Pembroke is that evaluation is a complex process and should improve equal logical and consist level for all individuals. The model must be performed in such a way that improves development, success and satisfaction of faculty members while advancing the mission of the university. All faculty members' activities are evaluated in the three areas of teaching, research and service.

Because of the great importance of education 50 to 70% devoted to education. Research and Evaluation Services, each allocated between 10 to 40 percent of evaluation. Kansas State University evaluated faults member's performance in these three dimensions qualitatively and quantitatively (Marks, 1999).

In the evaluation of faculty members' qualifications and quality of work done at the University of Minnesota sixth criterion - reference is based on a 1 to 10 scale. Product quality and performance standards will be judged based on (Staples, 2005). In this system, special attention is paid to the quality of the faculty members.

Many colleges know profile 8 as valid tools to examine the performance of faculty members. Profile of a faculty members' performance may include a description of the objectives and philosophy of education, his responsibilities, performance standards, course details 1, and techniques of teaching, activities, self-development and professional development and written evidences of effective teaching which is revised annually and shows the overall enhancement (Gordon, 2005).

Criteria of faculty members' performance at the University of Missouri (2006) is based on its mission and goals. University faculty members are expected requirements and ethical standards in all areas of their performance. Educational mission of the University of Missouri is training educated people. Criteria and aims training effectiveness evaluation of faculty members are in two parts: the development of educated people and providing exceptional quality of teaching style. Up to 50 percent of the weight of training field evaluation is by students. Research mission of the university is that research process is to support the development and transfer of knowledge, student participation, enhancing the quality and effectiveness of public education from basic and applied research results. Service performance of the faculty members has three aims: supporting collaborative management, supporting the needs of the organization and the benefit to society (Dailey et al, 2004). Some components of evaluation are 5.stage evaluation and 6 final evaluation of faculty members, Midterm feedback from students, students' final evaluation; self-assessment and faculty members' evaluation professional development. The purpose of this study is to state the importance of using multiple sources to evaluate the performance of faculty members.

Johns Hopkins University School of Nursing in America provided a comprehensive and evidence-based evaluation system for faculty members which end-stage data is provided for horizontal and vertical ongoing development and promotion decisions. In this system, three sources (students, peers, and school records) are used for evaluation. Both the 8coaching and management structure are created for effective use. Using such comprehensive and evidence-based systems is necessary to documentize, analyze and improve the effectiveness of training, ensuring the quality of teaching and learning (Appling et al, 2008).

Washington State University School of Nursing (2005), in Vancouver or 11.Central Washington, considered professional development as an important factor in achieving the goals of development and faculty members satisfaction and quality assurance of faculty programs. Status, quality, and performance of each faculty member will be reviewed annually in accordance with University procedures. Performance evaluation process varies based on their role and rank.

University of California - Davis (2005) introduced six dimensions of the main efforts of the faculty members: education, research, patient care (for medical schools), management, professional development and self-empowerment in this model, faculty members do not compete with each other. But involve in the production of knowledge and the creation of learning environments, faculty members involve in management through cooperation and mutual respect through the curriculum and cooperation with college us and whole institute and evaluation of the effectiveness of training.

The Victoria (2000) in his study found two important indicators, effectiveness and commitment of leadership, can transfer organizational disadvantage to the optimal transportation and the best model of leadership for managers is that on the one hand, it be as a facilitator of the reform and modernization, and on the other hand as a community of learners out and can create the grounds for transformational leadership.

Allen (2000) in his research entitled "effectiveness performance evaluation system administrators of educational institutions" concluded that more attention has been paid to coaching method and is more suitable for performance evaluation of managers.

Cuenin (1994) in a study investigated performance indicators at 70 universities in 15 countries, and came to the conclusion that universities which use more performance indicators (including indicators of excellence) when compared to other universities have higher quality of promotion.

According to studies conducted, the study of performance indicators in higher education in some countries this result has been the basis of judgments, decisions and great actions. By performance indicators, past performance can also be compared to the existing and desired performance and performance are considered indicators suitable tools for educational organizations and in their heads are higher education and faculty members of universities.

This study sought to investigate the following criteria evaluation of the faculty members at Islamic Azad University of Tabriz and based on the performance evaluation criteria; a model was provided for the universities and investigated the degree of fitness of the proposed model.

RESEARCH QUESTION
1. What are performance evaluation components of faculty members of Islamic Azad University of Tabriz?
2. How are priority indicators of faculty performance evaluation of Islamic Azad University of Tabriz?
3. Which model can we suggest for Tabriz Azad University faculty members' performance evaluation?
4. What is the degree of fitness (validity) of the proposed model?

THE PURPOSE OF THE RESEARCH
Providing a model for evaluating the performance indicators of faculty members of Islamic Azad University of Tabriz

RESEARCH METHODOLOGY

The study population consisted of all faculty members of Islamic Azad University, Tabriz; which were employed in academic units in 2011-2012 according to gender (male or female) were of 475 cases. The sampling method is proportional stratified and the sample size is 212 people based on korjesy and Morgan tables separately for men and women. The data collection methods: methodology is descriptive survey and regarding purpose is of fundamental research.

A questionnaire was used to collect the required information. Since there was no standard questionnaire to measure faculty members' performance evaluation, a set of parameters of performance evaluation was developed based on extensive study of theoretical foundations and review of the related literature.

The evaluation criteria in this study included 80 cases which were classified into seven components. For all performance evaluation one spectral indices of Likert 5 items were used. Respondent can select among 1to 5 spectra. So that the higher number to the lower numbers indicate greater agreement. The selected spectra presented in most of the statistical methods are considered through ordinal scale. To calculate the relative validity, a questionnaire was developed in a way that all respondents have common understanding of the indicators, after asking for recommendations from teachers and experts in educational administration. In addition, to further ensure the validity of the instruments, after the data collection factor analysis was used in principal components (PC) and varimax rotation method, it can be summarized in the following.

Factor (KMO) was (0/61) and Bartlett's sphericity test of $p < 9132/516$ showed it has the ability to be analyzed. After seven factor analysis and varimax rotation it was known that a total of 82/39 variance was explained. In other words, nearly 82% of means and variances of the variables are objects, and to check the validity of each of the seven components after completing the questionnaire, the Cronbach's Alpha was used. The ratio obtained is 0/921.

Table 1: faculty members population

Total	Male		Female		Gender
	Percentage	Frequency	Percentage	Frequency	Indicators
475	٪76	365	٪24	110	Total

Table 2: Frequency distribution and percentage of faculty members

Total	Male		Female		Gender
	Percentage	Frequency	Percentage	Frequency	Indicators
212	٪76	162	٪24	50	Total

FINDINGS
The first question of the study: what are faculty performance evaluation components of the Islamic Azad University of Tabriz?
To answer these questions, faculty performance evaluation criteria were classified based on the theoretical studies in 7 components and 80 sub-components.

Indicators and subcategories of each category were separately identified and studied by questionnaire. Data were analyzed separately for each subject.

Considering the review of the related literature and research, extracted components are:

A - Teaching

B – Scientific and executive Services

C - Consulting and Professional Services

D - Research and professional development

C - Extra activities

C - Cultural and educational activities

G - Educational Activities

Second research question: how are priority performance indicators for evaluating faculty of Islamic Azad University of Tabriz?

In order to determine the difference between the performance evaluation indexes of Tabriz Islamic Azad University faculty members from each of the seven factors Friedman test1 was used according to Table (3), that ultimately it was observed that from the view point of teaching staff rank of 75/6, research and professional development rating of 15/6, consulting and professional services ranking of 09/5, exacutive and Scientific Services executive rating criteria of 00/3, extra activities ranking of 75/2, cultural and educational factor ranking of 46/2, and educational activities ranking of 80/1 were obtained that this difference is based on criteron F (SGR) = 61/10 with a significant level of p=000/0 (which actually means less than 0001/0). The difference between university faculty members' performance evaluation is based on the seven components and the most significant (important) indicators of faculty members' performance evaluation is "teaching" and the lowest (least) is index of "educational activities.

Table 3: Friedman test for differences in faculty members' performance evaluation index of University of Tabriz

Educational activities	cultural and training activities	Exra activities	Scientific and executive activities	Consulting and professional activities	Research and professional development	Teaching	Factors
1/80	2/46	2/75	3/00	5/09	6/15	6/75	Average rankings

Sifnificance level	Range of freedom	Chai square	Number
0/000	6	1061/597	212

The third question of the study: which model was provided to evaluate the performance of faculty members of Islamic Azad University of Tabriz?

To answer this question, factor analysis was used. The purpose of this study was to identify variables and the role of factor analysis in building a model that is based on various factors, forms.

Implementation process:

Sample proportion test (KMO) and Bartlett's test of sphericity

For a satisfactory factor analysis KMO value must be greater than 5/0 and as much as this value becomes close to 1, it indicates the amount of factor analysis approval. Sphericity tests identifies whether the correlation matrix is the same or not? If the correlation matrix is the unit of analysis, it is inappropriate for analysis. Bartlett's test is significant when its depenting probibility is less than / 05, if its not it indicates correlation matrix of the variables.

Table 4: Test results of the Kaiser - Mayer -krovait and Bartlett sphericity index of performance evaluation

Krovait and Bartlett test			KMO
Significance level	Range of freedc	Krovait and Bartlett test	
0/000	1830	9132/516	0/614

According to Table 4, it was observed that the amount of observed KMO =614/0 which confirmed the research data for performance analysis and demonstrates the suitability of factor analysis and separation of number of factors for variables that their linear relationship is in terms of the factors considered and the KMO values are greater than 5/0, it is determined that a reasonable correlation exists between items. Bartlett's test of sphericity (SGR) was at significant level of P= 000 and because this amount is significant and we can conclude that factor analysis was correct and indicators in each factor has root correlation. Also investigation of matrix of correlation among items indicates 3/0 or higher, so the data were suitable for factor analysis.

Table 5: Percentage of variance explained by the factor analysis in order to categorical factors

| | Special amount | | |
cumulative variance percentage	Percentage of variance explained	Special amount	Factor
17/56	17/56	11/73	Teaching
33/63	16/06	3/57	Executive and scientific services
48/39	14/76	2/85	Counseling and professional activities
60/89	12/49	2/14	Research and professional development
69/32	8/43	1/43	Extra activities
75/87	6/54	1/13	Cultural and training activities
82/39	6/51	1/01	Educational activities

Table 5: Results of the principal component analysis which leads to extraction of seven factors with special values greater than 1 which special value of the first factor is of 11/73, the second factor of 3/57, the third factor of 2/85, the fourth of 2/14, the fifth of 1/43, the sixth of 1/13 and factor seventh of 1/01, and these factors respectively are 17/56 percent, 16/06%, 14/76percent, 12/49percent, 8/43percent, 6/54% and explained 6/51% of the variance.
This study was approved by the load factor of at least 4/0. Varimax rotation was used for the rotation of factors. In the questionnaire, the factor loading was less than 0/4 , therefore, 19 sub-components were removed and the analysis was performed without the 19 questions. These results were further supported by parallel analysis.
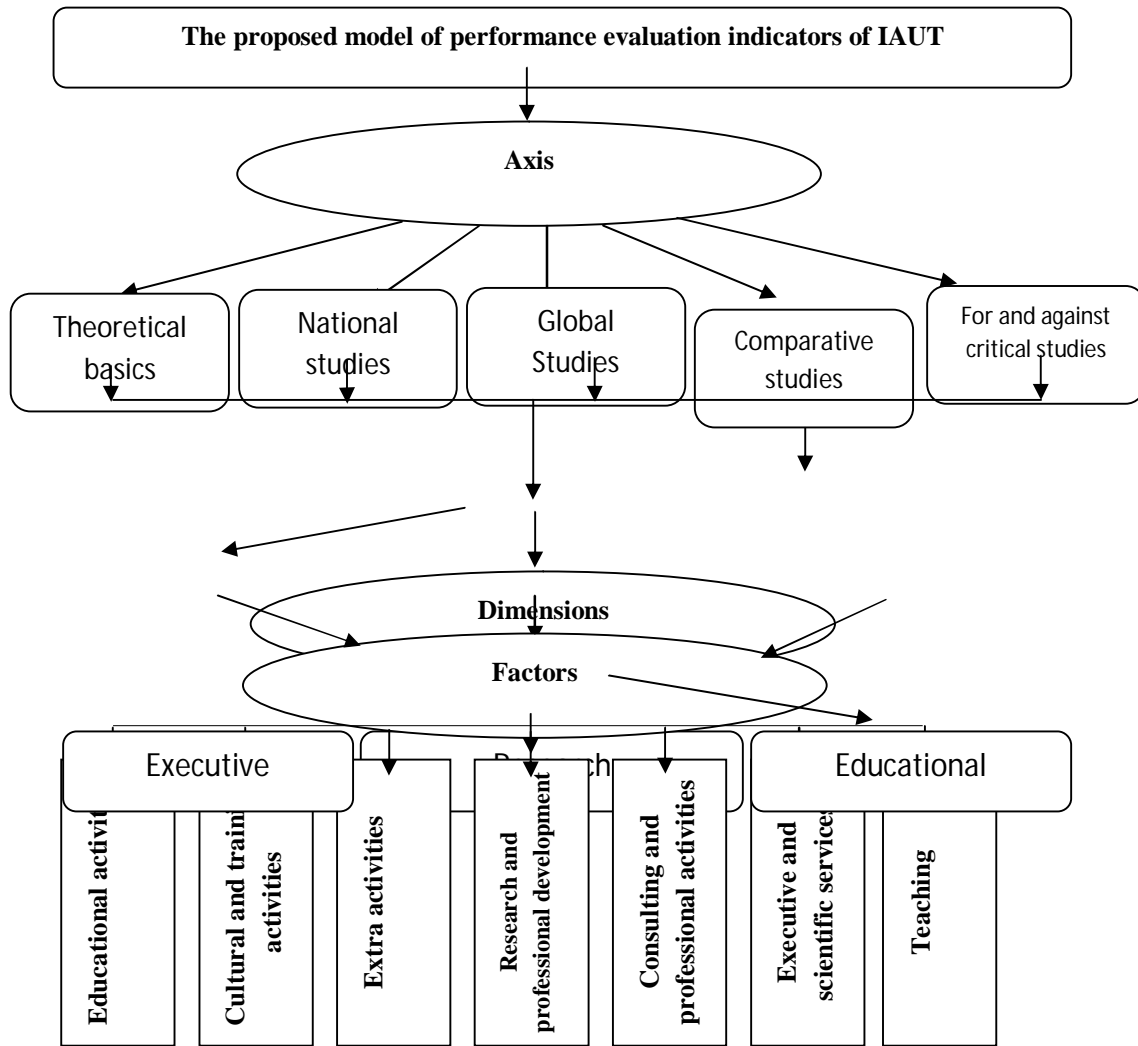
Fourth question: What is the degree of fitness of the proposed model?

Appropriateness of the proposed model, considering the sample group responses with a score of 3/25 to 5, and with the agreement of the 0/92 and credit of 0/92 was approved.

CONCLUSIONS

1. All of the 7 components of the proposed model were confirmed but of the 80 sub-components, 61 components were confirmed and 19 components were removed
2. The proposed model was with reliability of 0/92 and the mean of 3/25 to 5, and the agreement of the 0/92.
3. The first and most important factor of the proposed model is teaching because it has the highest loadings and importance and has tendency to become a general factor.
4. The least important component is instructional activity index.
5. Investigating loading factors it can be said the second indicator was scientific and executive services, the third factor was consulting and professional services, the fourth was research and professional development indicators, extra activities index was fifth, sixth and seventh indicators were cultural and training activities and educational activities.

The results of this study which lead of seven components extraction: teaching, scientific and exective services, research and professional development, and educational activities is aligning with Pap Zan and Rajabi's (2010) results wich considered the educational performance, academic performance, research performance, characteristics, and professional responsibilities, including the areas of faculty performance. The results of malekshahi et al (2008) who believe that educational initiatives, research, teaching and professional development should be considered in the evaluation of faculty performance are aligning with the results of this research study. Georgian and Siyami (2008), which measures faculty members' performance evaluation consists of several various components in a teaching, research, training and implementation services in universities which are aligning with this study results. Results of Ishak et al (2010) which included five performance areas for a faculty member, including education, research, executive services, publications, consulting and writing and sub components for functional elements for areas of research that are aligning with these results, also the three components (education, research, and executive services) which are used in performance evaluation of the faculty members at Johns Hopkins University in America, University of Georgia, University of North Carolina Pembroke (2006), University of Kansas, University of Minnesota (2003), Missouri State University (2005), Washington State University (2005), University of California - Davis (2005) and Sam Houston state University and is with similar results.
According to the research results and experiences gained during the implementation of the research, the researcher offers the following two proposals:

Practical suggestions
1. A Model to evaluate the performance of faculty members in the department of Tabriz.
2. Summary and abstract of research is programmatically available to all faculty members, managers, departments, deans, and assistants of university. And binding upon, each of them was responsible to form a functional certificate recorded in their workbook. In fact in this way we can improve self-reporting, and self-regulation in the performance of faculty members.
3. Supervision and evaluation office of University uses approved indicators in faculty members' performance evaluation.
4. Indicators of faculty members' performance evaluation shall be communicated clearly to faculty and academic staff.
5. Managers and officials of the Islamic Azad University of Tabriz paid close attention to main indicators and sub-divisions of the proposed model in faculty members' evaluation and ranking promotion.
It is suggested that regarding the results of the factor analysis of performance evaluation indicators, and faculty members' performance at the end of the school year be ranked. This ranking can result in healthy competition and academic performance among the faculty.

Research Proposals
1. The study was conducted on full-time faculty members'; we can set the ground for this study to be replicated with the masters of, part-time and run-time also.
2. These variables will be studied with other tools such as interviews and observation will also be studied.
3. Given the dimensions of faculty members' performance in almost all universities under the Ministry of Science, Research and Technology is the same, so it is suggested that similar studies be carried out in other universities, by other researchers.
4. Reliability and validity of the proposed business model and its experimental application in order to ensure the effectiveness of this model is suggested for further studies of the authors.

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