

PERFORMANCE APPRAISAL POLICY

Purpose

The primary purpose of performance appraisal is to evaluate and document the performance of all staff and use this data to optimize their contributions toward achieving institutional goals. These appraisals help identify training needs, suitability for promotions, placements, and professional development opportunities. To ensure fairness and accuracy, performance appraisals must be conducted objectively and without bias. Reports are generated annually for both teaching and non-teaching staff.

Occasions for Raising the Appraisal Report:

Performance Appraisal Reports (PARs) are prepared under the following circumstances:

- (a) Annual Appraisal: Appraisal is done at the end of the academic year by 31 March every year for staff who have served for at least six months.
- (b) Confirmation of Appointment: For staff on probation, PARs are prepared to confirm appointments.
- (c) Promotions: PARs are prepared for promotion eligibility when the board convenes, or annual reports are reviewed if meetings occur after June.
- (d) Transfers, Resignations, or Retirement: PARs are generated for staff leaving the institution to facilitate service certifications and other formalities.
- (e) Long Leave: For staff availing extended leave for study, research, or maternity purposes, PARs are raised if at least six months of service have been completed.

Procedure for Completing the Performance Appraisal Report

- Self-Appraisal:

Staff must complete the self-appraisal section of the PAR form, detailing achievements, tasks, and results from the prior two semesters (excluding the most recent semester if results are pending).

The self-appraisal should also include professional development and research activities.

- Assessment by Supervisors:

Supervisors (HoDs, Deans) must verify self-appraisal and provide comments on job performance, professional development, and adherence to directives.

A numerical assessment covering professional and behavioural attributes must align with recorded observations.

Supervisors should maintain objectivity and avoid prejudice while presenting a balanced evaluation.

- Pen Picture:

Supervisors must provide a detailed overview of the appraisee, covering:

- (a) Performance in primary and additional tasks, highlighting strengths, weaknesses, and notable achievements.
- (b) Interpersonal skills, leadership style, and relationships with peers, subordinates, and students.

(c) Personal characteristics such as temperament, morale, hobbies, and participation in institutional activities.

Performance Counselling

To ensure continuous improvement, performance counselling sessions must be conducted by HoDs or Deans at least once per semester. These sessions aim to:

- (a) Highlight the strengths and areas for improvement of the appraisee.
- (b) Provide clear and constructive feedback on performance.
- (c) Document suggestions and improvements in a counselling register for future reference.

Guidelines for Appraisers

Appraisers are encouraged to:

- (a) View performance appraisal as a developmental tool rather than a fault-finding mechanism.
- (b) Identify opportunities for the appraisee's professional growth and provide actionable feedback.
- (c) Maintain records confidentially, ensuring access is restricted to authorized personnel.
- (d) Communicate findings effectively, balancing constructive criticism with recognition of accomplishments.

Conclusion

Al Azhar College of Engineering and Technology's performance appraisal policy seeks to nurture the potential of its staff through transparent and constructive evaluations. By fostering a culture of continuous improvement, the institution aims to empower its workforce to excel in their roles and contribute to the college's mission and vision.