

Establishing Performance Indicators for University Academics through a Consensus-based Approach: A South African Case Study

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ABSTRACT This study sought to identify Key Academic Performance Indicators (KAPIs) for academics (university teachers) based on a consensus among academics and management. The research questions were: (a) what are consensus-based KAPIs for academics on some selected factors such as publications, conference papers, presentations at faculty-based research seminars, research projects, evaluation of academics, and community projects or engagement; and (b) what factors (if any) might hamper the achievement of the KAPIs. A quantitative survey design was used. A sample of academics was selected from one comprehensive university (CU) using stratified sampling in order to ensure that all faculties were represented. The sample consisted of 243 academics and 12 members of the university management. Due to their small number, all members of the management were selected. A questionnaire was used to collect the data. The questionnaire return rate for academics and members of the management was 41% and 92%, respectively. The data were analysed using frequencies and percentages. The study identified consensus-based KAPIs for academics in a CU. These KAPIs were on: publications; conference papers; research seminars; research projects; evaluation of academics by students, peers and subject experts. The respondents also identified a number of concerns in achieving these KAPIs and these were: large class sizes; heavy workloads; inadequate resources; and a non-conducive environment. Based on these concerns, the study recommends short-, medium- and long-term interventions.