

Faculty Evaluation System

1. Statement of Purpose

The mission of the College is to prepare the students for *future*. This entails high quality instruction delivery supported by allied activities like research, industry-institute interaction etc. It is the responsibility of the College to provide systematic support to faculty members so that they are properly equipped to meet the demands of the instruction. Faculty Evaluation is essential to identify the needs of the faculty members and students.

The performance evaluation desires building relationships among students, faculty members and administration based on trust, mutual commitment, and team effort. Intellectual honesty, rigour, and fairness are essential throughout the process. This system is designed so that individual faculty members are responsible for their own instructional improvement with some assistance from the College. Such a process ultimately will result in a better teaching and learning environment.

Faculty Evaluation is **not** intended to be a **punitive** or **disciplinary** instrument.

2. Objectives of Evaluation System

The objectives of the evaluation are as follows:

- a. Assess and promote excellence in the teaching-learning process
- b. Meet the educational needs of students by continually monitoring instructional performance
- c. Provide a constructive framework for evaluating faculty performance by identifying areas of strength and areas for improvement
- d. Provide a basis for professional growth and development of faculty members

3. Components of Evaluation System

Performance Evaluation is broadly categorized into two parts: a) Teaching, and b) Service. An explanation of the two aspects is given below:

- a) **Teaching** aspects include, but not limited to,
 - i. **Teaching portfolio** – Syllabus; course objectives & outcomes; course materials; quizzes, assignments, midterm tests
 - ii. **Pedagogy** – Teaching methodology; currency in the subject; presentation skill; curriculum improvement; professional & courteous interaction with students; availability to students during office hours; promotion of student achievements; remedial measures for academically weak students; integration of technology into coursework & delivery; effective utilization of class hours; punctuality
 - iii. **Student assessment** – Frequency & timing of assessment; surveys & feedback; analysis of student performance vis-à-vis other similar courses
 - iv. **Documentation** – Documenting the teaching processes; data acquisition; data analysis; generating reports
- b) **Service** aspects include fulfilling the mission of the College outside of the classroom, but not limited to,
 - i. **Department level assignments** – Curriculum coordination & development; student advising & outreach; administrative assignments; committee works like conducting seminars, workshops & conferences; industrial visits; accreditation works; consultancy etc.

- ii. **College level assignments** – College committee works like examinations, accreditation, seminars, workshops, conferences; participation in college events like freshers’ day, college day, sports day; professional and courteous interaction with colleagues, staff & community; contribution to research projects; special courses; consultancy etc.
- iii. **Personal career development** – Acquiring higher qualifications; attending seminars, workshops, faculty development programs, conferences; networking with industry experts; blogging on current/interesting topics etc.

4. Procedure for Evaluation

a) *Establishing performance objectives*

Performance objectives shall be in specific terms that produce measurable results. The suggested weight factors for Teaching and Service are 70% and 30%. These can be set differently for some faculty members like Head of Departments/Section Heads. Faculty members will be encouraged to write their own performance objectives for the two evaluation categories of Teaching and Service. Performance evaluation shall be done each of the two semesters in an academic year.

b) *Initiation of evaluation process*

Faculty members meet with their Heads to agree upon performance objectives. The performance objectives shall meet the instructional, Department, College and Individual’s goals.

c) *Mid-semester review*

All faculty members shall submit a mid-semester Faculty Self Evaluation report, say after first midterm test. At the same time, Student Evaluation of Instruction shall be obtained. The student rating are compared with Faculty Self Evaluation ratings and a *Gap Analysis* shall be prepared. The Gap Analysis compares perceptions of students and those of faculty members. The Heads shall suggest ways and means to bridge the Gaps

d) *Semester end review*

Semester end review is similar to mid-semester review. The Gap Analysis shall be reviewed by the Heads along with Principal/Director

5. Data Generation and Processing

The relevant data shall be captured continually. Google Forms & Sheets can be used for data capture. Dashboard can be designed to glean through data at any day

6. Data Forms

a) *For students*

- i. Pre-course survey – To know about students’ plan/preparation to take a course
- ii. Mid-semester Evaluation of Instruction – To get students’ perception about the course instruction
- iii. Semester-end Evaluation of Instruction – To get students’ perception about the course instruction
- iv. Psychometric Survey – To know about students’ attitude/motivation towards studies

b) *For faculty members*

- i. Day log – To capture day activity
- ii. Student assessment – To capture quizzes, assignments and tests conducted
- iii. Self-assessment report - To get perception of faculty on course delivery
- iv. Department level log – To capture department level activities/assignments
- v. College level log – To capture College level activities/assignments