

Volume 2

Annex 2.6a: The MUSOM Academic
Operating and Development
Implementation Guidelines –
2019, Teaching Faculty
Performance Criteria, 2019;
Instrument 1: Coworker Rated
Anchors (pp. 83-86).

**The MUSOM Academic
Operating & Development Implementation
Guidelines- 2019**

**MUSOM Operating Guide to
Academic/Administrative/Financial/Research/Innovation**



**MU SCHOOL OF
MANAGEMENT**

Approved by MUSOM Governing Council on 22 of the July 2019

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**Mid-Western University School of Management (MUSOM)
Surkhet, Karnali Province, Nepal**

Part Seven: Teaching/GRP/UGRP/Project & Evaluation System

7.1 Teaching Faculty Performance Evaluation Criteria 2019

**Mid-Western University, School of Management (MUSOM)
Teaching Faculty Performance Evaluation Criteria 2019
Functional and Behavioral Anchors of High Performance**

Instrument 1: Coworker Rated Anchors

Dear Sir/Madam,

We are pleased to inform that Mid-Western University, School of Management (MUSOM) has introduced a system of institutionally approved criteria to assess and evaluate the delivered performance of its teaching faculty members using a 360° approach of evaluation whereby the coworkers, students, works supervisors, subordinates and the job incumbent faculty separately perform an objective evaluation-based grading of teacher delivered quality of expected services as a dominant means of assessing the level of individual faculty member's performance. For this, a set of 10 functional and behavioral anchors have been assessed by rating on a set of 5 elements in each anchor.

Based on the overall level of performance results, necessary reward and benefits as well as faculty training and development programs of the institution are initiated. In this respect, we would like to request you to provide your valuable time and effort for about 30 minutes to grade the performance of at least one of your coworker teachers who is working in the similar capacity of your position in this institution within at least last 6 months. Please take into reference a coworker teacher at a time and grade the level of delivered quality of performance on aggregate of individual basis.

Please provide a grading score against each item listed within different functional and behavioral anchors of assessment using following mechanism:

5 = exemplary level of performance; 4 = fully operational level of performance; 3 = average level of performance; 2 = low level of performance; 1 = hardly some evidence of performance; 0 = no evidence of performance.

Responding coworker information

Name: _____

Gender: _____ Program: _____

Evaluated faculty member information

Faculty member's name: _____

Subjects taught: _____



Assessment Checklist

SN	Functional and Behavioral Anchors of Performance	Level of Performance					
		5	4	3	2	1	0
1	Comprehensive knowledge of the field of teaching	5	4	3	2	1	0
1.1	The teacher exhibits high level of possession of updated knowledge and information about the subjects taught.						
1.2	The teacher seems always keen to adapt or create newer trends of teaching-learning and shares them with the students.						
1.3	While delivering teaching sessions, the teacher mostly uses worth learning examples from his/her own professional experience.						
1.4	This teacher is quite popularly known for periodically revising and updating classroom teaching-learning materials in each cycle of academic progression.						
1.5	The teacher seems to be quite comfortable in teaching by linking the general concepts and philosophies of his/her professional area into different subjects he/she teaches here in this institution.						
2	Deontology and availability for teacher-student communication	5	4	3	2	1	0
2.1	The faculty member actively takes responsibility to empower students for the development of professional skill competencies.						
2.2	The teacher is best known for his/her non-discriminatory and impartial behavior and relationship with all students.						
2.3	The teacher is always willing to provide in person and online additional consultative support to the needy students.						
2.4	The teacher also provides with effective facilitation for students individual learning and career development.						
2.5	Under any circumstance, this faculty member is committed to stand with moral principles of professionalism.						
3	Presentation skills	5	4	3	2	1	0
3.1	The teacher is quite appealing and charismatic to inspire all students for attentive learning in classroom and beyond.						
3.2	The teacher gives closer attention to each student in the class during classroom proceedings.						
3.3	This teacher encourages all students to have active participation in classrooms with dialogues, discussions and cross-questions.						
3.4	The faculty member uses effectively and adequately the various technologies, equipment, powerpoint presentations and other gadgets to make teaching-learning more effective.						
3.5	The teacher always encourages the students to involve in explanation and demonstration of the theoretical understanding of the concepts taught.						
4	Passion for teaching	5	4	3	2	1	0
4.1	The faculty member displays verbally and non-verbally high level of enthusiasm on teaching.						

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4.2	The teacher promotes high level of students' participation in class by encouraging them to link between theory and practice.						
4.3	The teacher is always ready and available to share with students the information/knowledge for better learning.						
4.4	The teacher's general behavior and pattern of actions confirm that he/she loves teaching.						
4.5	The teacher attempts to connect teaching-learning activities in classroom with the positive happening within and beyond the institution.						
5	Class preparation and management	5	4	3	2	1	0
5.1	The teacher always attempts to adapt class schedules and teaching methods as per students' feedback.						
5.2	This teacher always sets teaching plan of action and teaching objectives before commencing a course and communicates the same with all students in advance.						
5.3	Before introducing a new theme of teaching learning, this teacher attempts to connect it with the thematic contents of previous learning and makes sure that all students have clearly understood it.						
5.4	The teacher always attempts to maintain the pace of working so as to deliver the classes as decided in plan of action.						
5.5	The teacher always keeps along the approved university curricula for teaching-learning.						
6	Student examination	5	4	3	2	1	0
6.1	This teacher attempts to test the students' capacity to apply the subject matter learnt rather than only recalling the theoretical perspectives.						
6.2	The teacher normally develops the test instruments with an aim to evaluate the students' capacity to analyze and synthesize the issues.						
6.3	This teacher also attempts to test each students' low and high level of cognitive or learning ability.						
6.4	This teacher always tries to link the contents of test instruments with the thematic and practical aspects covered through classroom teaching and project exposure.						
6.5	The teacher accomplishes all evaluations in a correct and consistent manner as per planned schedules.						
7	Quality of teaching materials	5	4	3	2	1	0
7.1	The teacher is mostly found preoccupied in collaboration with other to develop and disseminate additional teaching materials.						
7.2	Most of the time, this teacher develops teaching materials keeping in view the level of difficulty of the subject matter and overall level of students capacity to grasp it.						
7.3	The teacher prepares learning materials keeping in view the approved contents of teaching-learning.						
7.4	The teaching faculty is highly popular among the students for his/her innovative approach to develop learning resources for them.						
7.5	This teacher encourages all students to use local, no-cost,						

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	low-cost materials and resources for effective teaching-learning.						
8	Research and scientific productivity	5	4	3	2	1	0
8.1	This teacher is popularly known for initiating several research and development projects that are widely connected with regular coursework with novelty of contribution in academia.						
8.2	This teacher regularly publishes his/her works in various publications including related journals.						
8.3	Quite often, this teacher brings new professional research and development projects for the industry clients and provides with working opportunities to his/her students as young researchers.						
8.4	To my knowledge, this teacher has been an active member of various professional associations and networks promoting a culture of inquiry nationally and internationally.						
8.5	The articles and other academic publications published by this teacher are theoretically and methodologically comprehensive.						
9	Administrative skills	5	4	3	2	1	0
9.1	This teacher has been observed to be actively supporting the institution's administrative team by collaborating his/her knowledge and skills.						
9.2	This teacher is always keen to take initiative in promoting study programs, graduate counseling and staff training and development activities.						
9.3	This teacher knows the organization's philosophy, structure and design and respects the institution's strategies.						
9.4	During free time, this teacher is mostly seen engaged in helping general administrative staff for better management of the institution.						
9.5	The administrative staff of the college has been quite happy to work in association and collaboration with this person.						
10	Reputation	5	4	3	2	1	0
10.1	This faculty member has been actively serving as a guest lecturer, keynote speaker and convener of several national and international seminar, workshops and other proceedings.						
10.2	This teacher has already served as a member of editorial committee or any other elite committees in academia and professional development.						
10.3	This faculty member has already served to different national and international universities as a visiting fellow or professor.						
10.4	This teacher holds membership in different prestigious associations in and out of the country.						
10.5	This teacher has also served as a member in the different national evaluation committees.						

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