



PERFORMANCE REVIEW AND APPRAISAL

Lecturer, Academic

Information, Guidelines, Incentive Schemes and Formats

1. Introduction

Your work performance will be monitored on a continuous basis so that your strengths can be maximized, and you can be helped to overcome any weaknesses. The College will also do an annual appraisal to formally appraise your performance. The College may at its discretion give a promotion or a raise in salary, an allowance or a performance based bonus in prescribed intervals to an employee who does extremely well in the appraisal. The College reserves the right to keep an employee without a raise or increment if the employee does poorly in the appraisal or terminate the employee after giving him/her notice according to the College policies.

An employee will be entitled for service letter after completion of 6 months in the college. If any employee claims a reference letter before the 6 months' employment period, the College Board should approve it. Copies of the service letters or reference letters will be maintained.

2. Performance Appraisal Process

3. The Performance Appraisal consist of a three-step cycle, where at the end of every four months the staff will be given a summative numerical score based on the continuous appraisal process through out each period.
4. At MIC Performance appraisal is conducted through the evaluation of the performance appraisal form, which every staff is obliged to fill.
5. It is the immediate supervisor's duty to sit with his or her staff and fill the designated sections of the PA form before the first week of the February.
6. The supervisor shall do a Quadrimester review of the Performance Appraisal, namely in the first week of May, September, and in the last week of December. If a period falls within a designated holiday, then the Appraisal must be done immediately before the holiday starts, or as soon as the holiday ends, which ever may benefit the employee.
7. The supervisor shall complete the PA form before the end of the year, share the PA form records with his or her staff, obtain signatures and submit the completed PA forms to the Human Resource Department before the college closes the current year.
8. The Human Resource Department shall provide written feedback to the staff before 15th January of the next academic year.
9. The Staff has the right to appeal the PA feedback within one week of the receipt of the written feedback form the Human Resource Department.
10. If a staff fails to secure 55% in the performance appraisal process, the staff maybe subject to demotion or termination
11. For the Head of the HR and Administration, the performance appraisal will be conducted by a member appointed by the Executive Board.

3.0 The Incentive Scheme

MIC introduces a very unique Performance Appraisal mechanism in order to drive the MIC family towards achieving it strategic goals:

- a. Every year the staff is subject to earn a monitory benefit at the end of each Quadrimester. This benefit is termed as Performance Bound Benefit (PBB) and it is calculated through numeric scores obtained from the Performance Appraisal Form, which will be filled by the Supervisor and discussed with the staff, before finalizing



- b. At the end of every year, after completing the three-step cycle, a summative score called Performance Appraisal Score (PAS) will be generated.

3.1 Performance Bound Benefit (PBB)

1. For the purpose of giving the PBB, MIC calculates a Performance Bound Score (PBS) for the staff at the end of each Quadrimester.
2. Table 3.1 describes the categories and the percent weight given to each category in determining the PBS
Table 3.1: categories for assessment and percent weight for PBS calculation

Category of Assessment	Percent Weight
A. Attendance and Discipline	10 %
B. Teaching and other academic activities	30 %
C. Assessment and Evaluation Activities	15 %
D. Academic Administration Activities	10 %
E. Student responsiveness and student feedback	20 %
F. Professional growth and Development	15 %

3. For the purpose of calculating the PBB, selected **scores** obtained by the financial controller in the Performance Appraisal, during each of the Quadrimester will be used. This calculated score is referred to as the **Performance Bound Score (PBS)**
4. The numeric values for the purpose of calculating the PBS will be taken from the completed performance Appraisal Form (PA Form). The following describes the specific domains that will be used for the purpose of calculating the PBS

The Performance Appraisal Form

1. MIC adapts a combination of departmental and functional approach to performance Appraisal.
2. To Evaluate the performance of the HR and Admin Director, and assign the **Performance Appraisal Score (PAS)**, the HR and Admin Director will be assessed through all the domains in the Performance Appraisal Form (PA Form)
3. To provide the **Performance Bound Benefit (PBB)**, the Dean's performance will be appraised within the following domains of the performance Appraisal Process.



Weighted Total 10%
A. Attendance and Discipline
PA form: Section 2 Attendance and Discipline Score
PA form: section 4 Domain 1 Score Dedication, honesty and integrity
PA form: section 4 Domain 2 Score Dutifulness, Attendance and Punctuality
Weighted Total 30%
B. Teaching and other academic activities
PA form: section 3A Task 2 Teaching and other academic activities
PA form: section 4 Domain 3 Score Instructional Planning
PA form: section 4 Domain 4 Score Instructional Delivery
PA form: section 4 Domain 5 Score Content Development and Academic learning materials management
PA form: section 4 Domain 6 Score New syllabus Development
Weighted Total 15%
C. Assessment and Evaluation Activities
PA form: section 3A Task 3 Assessment and Evaluation Activities
PA form: section 4 Domain 7 Score Assessment of and for Student Learning
Weighted Total 10%
D. Academic Administration Activities
PA form: section 3A Task 4 Score Academic Administration Activities
PA form: section 4 Domain 8 Score Academic Records management
PA form: section 4 Domain 9 Score Teaching and Learning management
Weighted Total 20%
E. Student responsiveness and student feedback
PA form: section 3A Task 5 Score Student responsiveness and student feedback
PA form: section 4 Domain 10 Score Customer care / Behaviour
PA form: section 4 Domain 11 Score Student feedback as assessed from student feedback form
Weighted Total 15%
F. Professional Growth and development
PA form: section 3A Task 5 Score Professional Growth and development
PA form: section 4 Domain 12 Score Professional growth and Development
PA form: section 4 Domain 13 Score Research Contribution

4. The PA form will have SIX SECTIONS. The table below gives a description of each of the sections



Section	Description
Section 1	General information about the staff: To be filled by the HR section before handing the form to the supervisor.
Section 2	This section will be filled by the HR.
Section 3A	Self-proposed targets by the appraised Staff: The staff fills this section and agrees on the targets with the supervisor.
Section 3B	First Quadrimester Review: The supervisor and the appraised staff review any changes to the tasks assigned and job description.
Section 3C	First Quadrimester Review: The supervisor and the appraised staff review any changes to the tasks assigned and job description.
Section 4	Rating the Performance. This section will be filled at the end of each Quadrimester of the appraisal period. The ratings should be discussed with the appraised staff
Section 5	Translating the ratings of Section 2 and Section 5 into an aggregate numerical score
Section 6	Final review: To be filled by the Supervisor and the appraised staff as the closure of the year's performance appraisal



**PERFORMANCE REVIEW AND APPRAISAL FORM FORMAT
DEAN, ACADEMIC**

Section 1. Information about the Appraised Staff

This section will be filled by the Human Resource Section

Name		NIC / Passport No:			
Designation		Section / Unit / Department / Functional Role			
Supervisor		Designation		Section	
Appraisal Period	Appraisal Round (Please tick)	Beginning	Quadrimester 1	Quadrimester 2	Year-end
Highest Qualification and Training					

Leave Details					
Period	Annual	Medical	Emergency	Paternity	Maternity
End of Quadrimester 1					
End of Quadrimester 2					
End of Quadrimester 3					
Total					

To be filled by the HR at the end of the each Quadrimester of the annual Appraisal period

Section 2: Attendance & Discipline

Attendance Related	Marks			
	Quad 1	Quad 2	Quad 3	Total
Absence to Meetings (More than 3 days, -5 marks per day from 4 th day)				
Late punching (More than 7 days , -5 marks per day from 8 th day)				
No Show (-20 for each time)				
Medical (More than 7 days, -2 marks per day from 8 th day in a Quad)				
Emergency (More than 7 days, -2 marks per day from 8 th day in a Quad)				
Paternity / Maternity (0)				
Non-Attendance Related				
Verbal Caution (-2 for each)				



Written Caution (-5 for each)				
Written Warning & Final Warning (-20 for each)				

Section 3A: Self-proposed targets by the appraised Staff

- This section must be filled by the appraised staff during the first two weeks of the academic year and approved by the supervisor.
- The Supervisor will do a mid-year review with the staff in June. The review must be complete before end of June.
- At the end of the appraise year, the supervisor must sit with the appraised staff and discuss the extent of the achievement of the self-proposed targets.
- The supervisor is expected to rate the level of achievement for this section based on the following criteria.

Rating	Abbr	Score	Description
Exceptional Performance	EP	6	Performed consistently and significantly and exceeded self-proposed targets
Performing Well Plus	PW+	5	Performed well in all aspects of the job, achieved self-proposed targets
Performing Well	PW	4	Achieved 65% - 75% of the self-proposed targets
Needs Improvement	NI	1-3	Achieved roughly 50% of the self-proposed targets
Does Not Meet Expectation	DNM	0	Failed to achieve 50% of the self-proposed targets
Not Applicable	N/A	-	



Self-proposed targets for the appraised year

The Supervisor Shall sit with the staff at the end of each Quadrimester and based on observable evidence collected through out the appraisal period, assign numeric score.

EP (6) PW+ (5) PW (4) NI (1-3) DNM (0) N/A (-)

Main responsibilities pertaining to the job title and the expected objectives (specific, measurable, realistic and time bound)		Quad 1 Score	Quad 2 Score	Quad 3 Score
1	Task 1: Attendance and Discipline Target:			
2	Task 2: Teaching and other academic activities Target:			
3	Task 3: Assessment and Evaluation Activities Target:			
4	Task 4: Academic Administration Activities Target:			
5	Task 5: Student responsiveness and student feedback Target:			
6	Task 6: Professional growth and Development Target:			

This section will be signed at the beginning of the appraisal period, after filling the self-proposed targets section.

The Employee	The Supervisor
Signature:	Signature:



Date	Date
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Section 3B: Quadrimester 1 Review

This section will be signed after a detailed discussion between the supervisor and the appraised employee. During this review, the employer will be given option to bring any changes to the self-proposed targets that may be necessary. Amended targets must be appended in a separate sheet and scored appropriately

Major changes that was brought to the employee's assigned tasks or job description

This section will be signed during the Quadrimester review of the appraisal period, after the detailed discussion between the appraised staff and the supervisor.

The employee	The Supervisor
Signature:	Signature:
Date	Date

Section 3C: Quadrimester 2 Review

This section will be signed after a detailed discussion between the supervisor and the appraised employee. During this review, the employer will be given option to bring any changes to the self-proposed targets that may be necessary. Amended targets must be appended in a separate sheet and scored appropriately

Major changes that was brought to the employee's assigned tasks or job description

This section will be signed during the Quadrimester review of the appraisal period, after the detailed discussion between the appraised staff and the supervisor.

The Employee	The Supervisor
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Signature:	Signature:
Date	Date

Section 4: Rating the Performance

This section shall also be filled after the completion of every 4 months of the appraisal period. The following describes the rating scale.

Rating	Abbr	Score	Description
Exceptional Performance	EP	6	Performance consistently and significantly exceeds departmental and position expectations
Performing Well Plus	PW+	5	Performs well in all aspects of the job, exceeds expectations in a few area
Performing Well	PW	4	Performance consistently meets expectations and job requirements
Needs Improvement	NI	1-3	Performance consistently does not meet expectations and improvement is require
Does Not Meet Expectation	DNM	0	Performance does not meet expectations
Not Applicable	N/A	-	

Rating Scale with sample behavioral descriptions:

EP Exceptional Performance

- Exceeded requirements even on the most difficult and complex aspects of the job.
- Accomplished far more than expected. Initiated new projects and solutions.
- Was able to take on additional assignments without affecting other work.
- Put students' needs first and worked to overcome obstacles to serve students' needs. Completed projects thoroughly, completely and ahead of schedule.
- Required little or no supervision and follow-up.
- Did advance planning, anticipated problems and took appropriate action.
- Exhibited exceptional leadership ability and was a role model for others.
- Demonstrated an exemplary commitment towards the team, department, institutional goals and MIC Mission.

PW+ Performing Well Plus

- Met expectations in all areas and exceeded expectations in some.
- Demonstrated leadership and took initiatives that resulted in successful outcome.
- Assumed additional responsibility while balancing the regular workload
- Consistently completed regular work and projects on schedule and exceeded expectations in few project(s).
- Demonstrated exemplary behaviors on few projects that support requirements of the job and the MIC Mission.
- Was a good team player and had a positive influence on others

PW Performing Well

- Met expectations in all areas
- Consistently completed regular work and projects on schedule
- Consistently put students' needs first and worked to overcome obstacles to serve students' needs
- Made few errors and seldom repeated them
- Took initiative and occasionally asked for additional responsibility



- Was a good team player and had a positive influence on others
- Consistently demonstrated behaviors that support requirements of the job and the MIC Mission Vision

NI Needs Improvement

- Performed some of the job requirements, but needs improvement to meet manager’s expectations
- Needed to show better quality of work, increased production, or attention to details and deadlines
- Did not always put students' needs first
- Held up others’ work or department outputs. On occasion, exhibited periodic lack of teamwork
- May have caused a morale problem on the team because he or she did not carry his or her load of work.
- Seldom demonstrated behaviors that support the SJU Mission and Values at Work.
- Must have intervention to improve: re-clarification of expectations, increased training, coaching, experience, etc.
- Should be on a documented corrective action plan

UA Does Not Meet Expectations

- Failed to meet expectations in many of the competency areas
- Failed to complete the assigned projects
- Despite coaching and counseling, showed no improvement during the reporting period
- Failed to implement the suggestions offered by manager to improve performance

N/A Not Applicable

- Does not apply (no written rationale required)

For each performance assessment criteria, Choose the most appropriate numeric and enter in the appropriate box.

EP (6) PW+ (5) PW (4) NI (1-3) DNM (0) N/A (-)

Staff Rating			
1	Domain 1: Dedication, honesty and integrity		
	Quadrimester 1	Quadrimester 1	Quadrimester 1
	<ul style="list-style-type: none"> • Displays strong understanding of company rules and policies and pays attention to simplest of things such as keeping work area clean, and respecting time in all situations. • Is known for providing honest feedback when asked and never over emphasize an issue or exaggerate a compliment. • Is always clam, diplomatic and listen to others’ opinion and never engage in gossip and harmful talk • Displays exceptional level of consistency in work with respect to quality, organization, task completion and when a mishap happens he or she readily owns up the mistake • Is well-known to put the company first. He or she actively seeks to align individually assigned responsibilities with the wider goals of MIC. 		
2	Doman 2: Dutifulness, Attendance and Punctuality		
	Quadrimester 1	Quadrimester 2	Quadrimester 3



Staff Rating			
	<ul style="list-style-type: none"> • When he or she is assigned a managerial task the level of leadership and people skill demonstrated are most of the time, exceptionally good. • Reports to work punctually, rarely getting late and rarely leaving the office before the prescribed time. In the rare situations when he or she has to leave early, established protocols are followed. Leaves are taken very sparingly. If he or she cannot attend, the supervisor is informed well in advance and most of the time ensures the routine work is not affected due to his or her leave of absence • He or she makes sure that extended break times are not taken, and prescribed reporting schedule is properly followed. • He or she ensures that available leaves and granted leaves are well planned and informed to the supervisors. He or she informs of leaves at least ten days in advance. • He or she never takes a single leave before prior permission is obtained 		
3	Domain 4: Instructional Planning		
	Quadrimester 1	Quadrimester 2	Quadrimester 3
	<p>The lecturer is recognized, as evident from department feedback and student feedback surveys, who:</p> <ul style="list-style-type: none"> • Analyzes and uses student learning data to inform planning. • Plans and adjusts instruction effectively for content mastery, pacing, and transitions. • Plans for differentiated instruction. • Plans the use of instructional technology to optimize the teaching and learning transactions • Aligns and connects lesson objectives to national competencies required in the subject field in order to actively participate as a contributing person. • Develops appropriate course, unit, and daily plans, and is able to adapt plans when needed. 		
4	Domain 4: Instructional Delivery		
	Quadrimester 1	Quadrimester 2	Quadrimester 3
	<p>The lecturer is recognized, as evident from department feedback and student feedback surveys, who:</p> <ul style="list-style-type: none"> • engages and maintains students in active learning as evident from • Builds upon students' existing knowledge and skills. • Differentiates instruction to meet students' needs. • Reinforces learning goals consistently throughout the lesson. • Uses a variety of effective instructional strategies and resources. • Uses instructional technology to enhance student learning. • Communicates and presents material clearly, and checks for understanding. • Engages students in higher-order thinking and/or application of performance skills. 		



Staff Rating			
5	Domain 5: Content Development and Academic learning materials management		
	Quadrimester 1	Quadrimester 2	Quadrimester 3
	<p>By the time the lecturer completes a module:</p> <ul style="list-style-type: none"> • Lesson notes for the module, are developed, updated and compiled • Presentations, video recordings, and video collections are made and filed topic wise • A complete set of tutorials are compiled and filed • A complete set of assessment and examination materials are compiled and filed • A complete set of resources such as chapter readings from books and research journals are compiled and filed 		
6	Domain 6: New syllabus Development		
	Quadrimester 1	Quadrimester 1	Quadrimester 1
	<ul style="list-style-type: none"> • He or she is actively engaged in the curriculum organization, identifying areas for improvement and taking part in the curriculum revision process. • He or she is actively engaged in developing quality teaching and learning materials, making them align with the curriculum and disseminate them on the google academic share • He or she has provided a complete curriculum package with presentations, handouts, and assessment materials for at least one of the modules taught during the year. • He or she has contributed to development of new syllabi by developing various new modules or parts of new modules • He or she has developed student versions of module outlines with relevant information such as assessment details, assessment dates, assessment rubrics, and references of core texts and handouts. 		
7	Domain 7: Assessment of Student Learning		
	Quadrimester 1	Quadrimester 2	Quadrimester 3
	<ul style="list-style-type: none"> • Uses pre-assessment data to develop learning goals for students, to differentiate instruction, and to document learning. • Creates or selects valid and appropriate assessments. • Aligns student assessment with established curriculum standards and benchmarks. 		



Staff Rating			
	<ul style="list-style-type: none"> Gathers, analyzes, and uses data systematically to measure student progress and to inform instructional decision-making. Gives frequent constructive feedback to students on their learning and progress toward their learning goals. 		
8	Domain 8: Academic Records Management		
	Quadrimester 1	Quadrimester 2	Quadrimester 3
	<ul style="list-style-type: none"> Updates student assessment marks on the smart school in timely manner Informs students of their attendance status and ensures that optimum assistance is provided to help students meet the requirements for sitting the final exam. Student academic records are systematically managed Resit and Re-do cases are appropriately identified and provides optimal level of assistance to the students and the academic department sot keep track. 		
9	Domain 9: Teaching and Learning management		
	Quadrimester 1	Quadrimester 2	Quadrimester 3
	<ul style="list-style-type: none"> He or she is actively engaged in the curriculum organization, identifying areas for improvement and taking part in the curriculum revision process. He or she is actively engaged in developing quality teaching and learning materials, making them align with the curriculum and disseminate them on the google academic share He or she has provided a complete curriculum package with presentations, handouts, and assessment materials for at least one of the modules taught during the year. He or she has contributed to development of new syllabi by developing various new modules or parts of new modules He or she has developed student versions of module outlines with relevant information such as assessment details, assessment dates, assessment rubrics, and references of core texts and handouts. 		
10	Domain 10: Customer care / Behaviour		
	Quadrimester 1	Quadrimester 2	Quadrimester 3
	<ul style="list-style-type: none"> He or she treats colleagues (internal customers) and external customers with respect and dedication, putting high priority to cater for their needs and problems. He or she is very clear in communicating both orally and in written form, keeping records as per the routine guidelines. Moreover, there is no delay in providing the service. He or she uses the phone and e-mail communication according the established policies and guidelines. Official email is regularly checked and necessary actions are taken. All incoming entries are attended as per the guidelines and ensures written correspondence is posted within 3-days. 		



Staff Rating			
	<ul style="list-style-type: none"> • When he or she is on leave or absent to work, the substitute staff is well informed of his or her existing tasks and ensures work goes on well. • He or she displays a very positive attitude and face everyone with a warm smile. • Scores in the upper quartile of customer satisfaction surveys. 		
11	Domain 2: Student feedback as assessed from student feedback form		
	Quadrimester 1	Quadrimester 2	Quadrimester 3
	<ul style="list-style-type: none"> • Scores on the upper quartile of the student feedback surveys • Provides innovative and creative learning experiences for the students and shift gears and is flexible when a lesson is not working • Draws environmental and social awareness through the lessons taught. • Provides exemplary teaching aids and materials • Connects with the students leading to good rapport and setting high expectations to all students • Acts as an ambassador who attracts students to MIC, and plays a significant role in retaining the student population by being, warm, accessible, enthusiastic and caring 		
12	Domain13 : Professional growth and Development		
	Quadrimester 1		Quadrimester 1
	<ul style="list-style-type: none"> • Has evidence of participation and successful completion of academic development programs • Displays love for his or her own learning • Demonstrates sharp focus in the subject area taught and works towards producing original academic materials displaying professional ethics • Constantly thrives to further personal educational qualifications, and puts every effort to take advantage of opportunities to win research grants and represent MIC in the academic sphere • Shows enthusiasm in developing networks with reputable scholars in the field. • Tries to develop familiarity with new developments in the field of expertise, developing competency in speaking with authority about his or her research interests. 		
13	Domain 14: Research Contribution:		
	Quadrimester 1	Quadrimester 2	Quadrimester 3
	<ul style="list-style-type: none"> • There is evidence that the lecturer promotes a research culture among the students and prompt them to seek interest in developing quality research work and publish them • There is evidence that the lecturer is keen on developing original research work and publish them 		



Section 5: Translating the Ratings into Numerical Scores

	Quad 1 Score	Quad 2 Score	Quad 3 Score
Performance Bound Score (PBS)			
Performance Bound Benefit (PBB)			

	Quad 1 Score	Quad 2 Score	Quad 3 Score	Over-all PAS
Performance Appraisal Score (PAS)				

Section 6: Final Review

This section will be completed during the year-end roundup of the appraisal period.

Supervisor's evaluation of the performance of the appraised staff.
The opinion of the appraised staff regarding his or her performance throughout the year.

This section will be signed at the end of the review period in the presence of both the appraised staff and the supervisor.

The appraised staff signing in this section signifies the fact that he or she has read through the content of this appraisal form. It DOES NOT imply that the appraised staff necessarily agrees with the content in this appraisal form.

The Employee	The Supervisor
Signature:	Signature:
Date	Date