



Mizan-Tepi University

Department's Performance

Evaluation Guideline

Oct.2014



1. Introduction

In a rapidly changing working environment a successful department's performance evaluation can determine what contributions are being made for the success of the University in general & the college/school in particular. It gives opportunities to scale-up exemplary practices and encourages effectiveness in all aspects of the on-going activities of a department. It also allows teachers, department heads, and other concerned bodies to adjust goals in a timely manner. It should be taken place frequently. Comprehensive performance evaluation provides formative guidance and direction to facilitate and promote department growth and improvement.

2. Short Title

This guideline shall be cited as: "Mizan-Tepi University, Guideline for Department's Performance Evaluation."

3. Scope: This guideline is applicable to all Mizan-Tepi University departments/co ordinations which are admitting regular students under respective colleges/schools.

4. Objectives:

- To focus on growth & development through realistic goal setting, aligning with the goals of the institution
- To understand the strengths & weaknesses of the individual and act as a feedback mechanism for improvement.
- To identify training and development needs
- To identify potential for higher role & responsibilities
- To motivate for better performance



5. Administration , procedure timing of the evaluation

Performance evaluation of departments will be conducted by participation of deans/v/deans of each college/school, academic staff and students according to a schedule set for this purpose and known by all concerned bodies. The participation of these bodies is vital, as they are at the interface between an institution's decision-making bodies and departments. All have the responsibility of conducting the evaluation in a fair and transparent way.

The overall evaluation work will be administered by an ad-hoc committee consisting of 3-5 members composed of:

- Dean and/or v/dean, college/school.....chairperson
- One teachers' representative, of college/school academic commission member...secretary
- One students' representative, of college/school academic commissionmember

Members should not be possibly from the same department.

The ad-hoc committee is responsible to select students and staff for evaluation and also converts the total result out of 100% as per the evaluation criteria attached herewith and rank the departments.

6. Evaluation Components

6.1 Evaluation by students

The purposes of student evaluation are to provide a comparative element, broad-scope feedback, and a general assessment of department's effectiveness as perceived by students.

- **For evaluation to be filled by students:** In addition to students representatives of each section under the department; 9% of the students (all batches of the department) from each section out of which 3% should be from higher achievers, 3% from medium, and 3 % from lower achievers will be randomly selected for evaluation.



6.2 Evaluation by Academic Staff

- **For evaluation to be filled by academic staff:** at least 50-70% (decided by the ad-hoc committee depending on the number of staff in the department) of the teachers from the respective department under the college/school will be randomly selected by the ad-hoc committee.

6.3 Evaluation by deans/v/deans

The purposes of administrative evaluation are to provide the department member with information from a supervisory perspective, synthesize information from various components of the evaluation process, and assist in the development and implementation of a department professional development plan.

6.4 Self Evaluation

The purposes of self-evaluation are to use the department member's self-knowledge to establish goals, acknowledge strengths, and develop strategies for improvement. This information, along with student and deans/v/deans evaluations, provides valuable insights into creating professional development plans for growth and improvement. In this evaluation department head, one randomly selected senior student's representative (selected by the ad-hoc committee) and one senior teacher's representative from the department will participate on the self evaluation.



7. Weight

The contribution of each of the components of the system of evaluation put here under to the overall rating of the performance of a department shall be as follows.

S.N	Evaluator	Weight (%)
1	Students	35
2	Academic Staff	25
3	Dean/v/dean	30
4	Self evaluation	10
Total		100

In exceptional cases where a department is not admitting regular students, the weighted evaluation of students may be waived and the rest criteria evaluation can be taken out of 100%.

8. Reward

True to be told, an institution needs to have reward mechanisms by which it has to encourage and motivate its hardworking employees/sections that would be the bedrock and examples for other compatriots to be same. Reward systems are a critical part of any organization's design. How well they fit with the rest of the systems in an organization has an important impact on how effective the organization is and on the quality of life that people experience in the organization.



Reward systems have the capability to shape organizational culture precisely because of their important influence on communication, motivation and satisfaction. The behaviors they cause to occur become the dominant patterns of behavior in the organization and lead to perceptions and beliefs about what an organization stands for, believes in, and values. The absence/presence of this system can have a dramatic impact on the culture of an organization because it so clearly communicates to organization members what the norms are in the organization about performance. In modern management incentives mechanisms allow institutions to act beyond the confines of their regulatory authorities to improve work units in their domain.

Reward kind/amounts varied in light of work nature and time. It is believed that, this award and recognition scheme has a significant effect on the commuting patterns and work cultures. In light of this, a team of 5 individuals (who will be selected by the LTRCDS V/P) will be proposing for the LTRCDS V/President office for decision in monthly/quarterly based.

9. Annexes

The following department's evaluation formats are attached with this guideline:

Form 1: Evaluation format to be filled by students

Form 2: Evaluation format to be filled by academic staff

Form 3: Evaluation format to be filled by dean/v/dean



Mizan-Tepi University

Department's Evaluation

College/School----- Department-----

General Direction:

Read each of the following lists of statements that could help you evaluate the department named above and rate the departments performance *by putting "X" mark* from the following rating options given below:

(5) Excellent :	Performance is consistently very high. The practice is demonstrated at a very high level.
(4) Very Good:	Performance is consistently high. The practice is demonstrated at a high level.
(3) Good :	Performance is consistently Adequate /acceptable. The practice fully meets all performance expectations at an acceptable level.
(2) Fair:	Performance is sometimes inadequate /unacceptable and needs improvement.
(1) Poor:	Performance is consistently inadequate or unacceptable and most practices require considerable improvement to fully meet minimum expectations.
(0) (0) Zero	If not done at all
NA:	If the criteria of evaluation does not apply for the department.



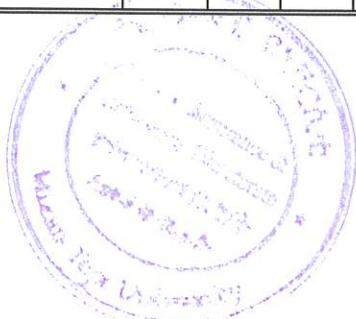
Performance Indicators (to be filled by Students)		Rating						
		5	4	3	2	1	0	NA
	Governance & Management							
1	Decision making practices in the department are characterized by transparency and accountability to the department community							
2	The clarity of responsibilities and duties of all stakeholder in the department							
3	Participation of staff and students in the formulation of the department's plan.							
4	Discussion conducted with staff and students on the plan of the University at department level							
5	Participation of staff in the departmental report							
6	Discussion conducted on the report of the University at department level							
7	The presence of smooth communication among community of the department							
8	Discussion conducted with students at department level							
9	The presence of clear and transparent communications of different schedules to the students and staff members							
	Function of Different Teams	5	4	3	2	1	0	NA
1	Extent of communication of curricular/ module(course) aims and objectives to students							
2.	Availability of optimum no. of text and reference books in the							

	library which are listed in the course outline						
3	Proper implementation of First Day First Class						
4	The extent of communication of assessment methods and procedures to the department community						
5	Mechanisms to ensure continuous assessment methods are applied appropriately. The extent to which a variety of assessment strategies are used (test, quiz, assignment, presentation, project....)						
6	Student access to corrected and graded papers.						
7	The degree to which courses are being run and finalized as per the course outline and academic calander of the university						
	Students Support Activities	5	4	3	2	1	0
1	Implementation of different mechanisms to minimize attrition rate						
2	Provision of necessary support for guiding students to choose their fields of study						
3	The extent of communication about peer learning among the departments community						
4	Practice of students' peer learning group to support each other						
5	Practice of mentoring in peer learning activities						
6	Discussion conducted on proper implementation of peer learning						
7	Practice regarding tutorial support						



8	Discussion conducted on proper implementation of tutorial service							
9	The provision of effective and satisfactory students' academic advising service					.		

	Performance Indicators (to be filled by academic staff)	Rating						
		5	4	3	2	1	0	NA
	Governance & Management							
.	Decision making practices in the department are characterized by transparency and accountability to the department community							
.	The clarity of responsibilities and duties of all stakeholder in the department							
.	Participation of staff and students in the formulation of the department's plan.							
.	Discussion conducted with staff and students on the plan of the University at department level							
.	Presence of clear and transparent human development plan at department level							
.	Participation of staff and students in the BSC cascading process at departmental level.							
.	Participation of staff in the departmental report							
.	Discussion conducted on the report of the University at department level							
.	The extent of communicating the results of different trainings ,meetings,etc to the department community							



0.	The presence of smooth communication among community of the department						
1.	The presence of clear and transparent communications of different schedules to the students and staff members						
2.	Proper utilisation of resources at department level						
	Function of Different Teams	5	4	3	2	1	0
	Proper functioning of course team in the department						
	Proper functioning of exam team in the department						
3.	The role of department heads on following-up of the above teams						
4	Fairness of allocation of teaching and advising loads for staff members						
5.	Availability of optimum no. of text and reference books in the library which are listed in the course outline						
6	Proper implementation of First Day First Class						
7	The extent of communication of assessment methods and procedures to the department community						
8	Mechanisms to ensure continuous assessment methods are applied appropriately. The extent to which a variety of assessment strategies are used (test, quiz, assignment, presentation, project....)						

	Students Support Activities	5	4	3	2	1	0	NA
1	The extent of communication about peer learning among the departments community							
2	Practice of mentoring in peer learning activities							
3	Discussion conducted on proper implementation of peer learning							
4	Practice regarding tutorial support							
5	Fair allocation of tutorial classes for teachers							
6	Discussion conducted on proper implementation of tutorial service							
7	The provission of effective and satisfactory students' academic advising service							
8	Presence of documented follow up of students academic progress							
	Research & Community Development Support Activities	5	4	3	2	1	0	NA
1	The active engagement of the department in facilitating , motivating and participating for scholars in research works							
2	Level of endevors made to organize seminars and/or other scientific stages of knowledge sharing opportunities							
3	Level of envolvement of students and staff in community outreach activities							
4	Level of the department in following up the research works under its staff							

Performance Indicators (to be filled by dean/v/dean)		Rating						
		5	4	3	2	1	0	NA
	Governance & Management							
1	Decision making practices in the department are characterized by transparency and accountability to the department community							
2	The clarity of responsibilities and duties of all stakeholder in the department							
3	Participation of staff and students in the formulation of the department's plan							
4	Discussion conducted with staff and students on the plan of the University at department level							
5	Presence of clear and transparent human development plan at department level							
6	Participation of staff and students in the BSC cascading process at departmental level.							
7	Participation of staff in the departmental report							
8	Discussion conducted on the report of the University at department level							
9	The extent of communicating the results of different trainings ,meetings,etc to the department community							

10	The presence of smooth communication among community of the department						
11	Discussion conducted with students at department level						
12	The presence of clear and transparent communications of different schedules to the students and staff members						
13	Proper utilisation of resources at department level						
Function of Different Teams							
1	Proper functioning of course team in the department						
2	Proper functioning of exam team in the department						
3.	The role of department heads on following-up of the above teams						
4.	Fairness of allocation of teaching and advising loads for staff members						
5.	Extent of communication of curricular/module(course) aims and objectives to students						
6.	Availability of optimum no. of text and reference books in the library which are listed in the course outline						
7	Proper implementation of First Day First Class						
8	The extent of communication of assessment methods and procedures to the department community						
9	Mechanisms to ensure continuous assessment methods are applied appropriately. The extent to						

	which a variety of assessment strategies are used (test, quiz, assignment, presentation, project....)						
10	Student access to corrected and graded papers.						
11	The degree to which courses are being run and finalized as per the course outline and academic calander of the university						
Students Support Activities							
1	Implementation of different mechanisms to minimize attrition rate						
2	Provisiion of necessary support for guiding students to choose their fields of study						
3	The extent of communication about peer learning among the departments community						
4	Practice of students' peer learning group to support each other						
5	Practice of mentoring in peer learning activities						
6	Discussion conducted on proper implementation of peer learning						
7	Practice regarding tutorial support						
8	Fair allocation of tutorial classes for teachers						
9	Discussion conducted on proper implementation of tutorial service						

10	The provision of effective and satisfactory students' academic advising service						
11	Presence of documented follow up of students academic progress						
	Research & Community Development Support Activities						
1	The active engagement of the department in facilitating , motivating and participating scholars in research works						
2	Level of endeavors made to organize seminars and/or other scientific stages of knowledge sharing opportunities and its success						
3	Level of involvement of students and staff in community outreach activities						
4	Level of the department in following up the research works under its staff						

General comments

Committee members

Name _____

Sign

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