

Guidelines for Faculty Grading

Faculty grading is intended to evaluate teaching effectiveness, academic performance, research and professional contributions. It helps identify strengths and areas for improvement, supports faculty development, and ensures continuous improvement in academic quality and institutional performance.

Level	Proposed Name	Core Characteristic
Level 1	Foundation Faculty	Acquires and demonstrates essential teaching and professional competencies
Level 2	Competent Faculty	Independently applies advanced teaching, digital and domain skills
Level 3	Advanced Faculty	Demonstrates strong research, industry, innovation and student-development capabilities
Level 4	Excellence Faculty	Leads institutional practices, mentors faculty and demonstrates recognised expertise

Faculty Competency Framework (L1 - L4)

Faculty evaluation is typically organised around four distinct areas of performance: Teaching, Research, Innovation, and Service. When categorising faculty into four levels (L1, L2, L3, and L4), L1 is defined as the foundational/entry level (e.g., teaching-heavy Assistant Professors), with levels escalating to L4 as the Excellence level (e.g., Associate Professors/Professors).

Note: Faculty workload distribution based on levels

Level	Workload in the department	Workload in CDC
L1	21 hours per week	-
L2	18 hours per week	-
L3	16 hours per week	-
L4	14 hours per week	-
CDC	8-10 hours per week	15-17 hours per week

The four-level faculty performance criteria:

S. No	Performance Criteria	Level 1 (L1) Foundational	Level 2 (L2) Competent	Level 3 (L3) Advanced	Level 4 (L4) Excellence
1	Teaching Effectiveness	Student feedback $\geq$ 70%	Student feedback $\geq$ 75%	Student feedback $\geq$ 80%	Student feedback $\geq$ 85%
2	Digital Content	2 Course full stack 2 Course outline description	1 complete 4-quadrant engineering e-learning readiness video lectures 5 Educational Content Delivery 2 Course full stack 2 Course outline description	1 complete 8-quadrant engineering e-learning readiness video lectures 10 Educational Content Delivery 1 Course full-stack 1 Course outline description	2 complete 8-quadrant engineering e-learning readiness video lectures 15 Educational Content Delivery 1 Course full- stack 1 Course outline description
3	Research & Publications	----	6 Scopus/WoS indexed journal papers (Q3 or above) 8 Scopus-indexed conferences	10 peer-reviewed Scopus/WoS indexed journal papers (Q1/Q2) 15 Scopus-indexed conferences 2 Research Project Submissions - Recognition as research Supervisor by JNTUH/any other university	10 publications in Q1 journals 4 Research Project submissions 1-Called for research proposal presentation - Recognition as research Supervisor by JNTUH/any other university
4	Innovation & Tech Transfer	1 Indian patent grant, 2- Filled - Guides student capstone projects -02	2 Indian patent grants, 10-Filled - Guides student capstone projects - 04 2 Student innovation achievement mentored	4 patents grants, 16- Published - Guides student capstone projects -04 - SRI Projects-01 4 Student innovation achievement mentored	6 patents grants, 20-Published - Guides student capstone projects -04 - SRI Projects-03 - Undertakes consultancy project -01 4 Student innovation achievement mentored
5	Administrative Services	- Participates in 1 departmental committee/academic activity - Supports mentoring/proctoring of 15 students - Participates in OBE orientation	- Serves on 2 departmental/institution committees or academic activities - Supports mentoring/proctoring of 30 students - Shares OBE practices with peers	- Coordinates 1 NBA/NAAC/NIRF/quality-related activity per assessment cycle - Serves as 1 BoS/academic/institutional committee member - Leads departmental academic and administrative activities as Head of Department (HoD) or equivalent role. - Leads faculty development and programme-level OBE implementation	2 major institutional academic/administrative initiatives - Should serve as HOD for 2 years and 3 years as Dean - Leads institutional OBE workshops, coordinates programme-level OBE initiatives and trains faculty in outcome-based education.
6	Academic Services	1 Laboratory course development 2 MOOC Certification courses 1 professional body membership in the relevant discipline	5 case studies related to the course - Identifies 2 industry use cases - Identifies industry problem statements -02 4 MOOC Certification courses 2 professional body memberships in the relevant discipline	3 innovative assessment methods with documented outcomes 1 research problem with literature support 1 AI-enabled teaching resource 5 complex engineering problems - Identifies industry problem statements -04 - Conduction of FDP'S as Convenor in emerging areas-01 - Industry/Academia Certifications-01 2 professional body memberships and conducts at least 1 conference/technical event as a coordinator	- Lead departments towards globally relevant engineering education. - Lead role towards the achievement of awareness towards NBA, NAAC, NIRF, publications and funded projects - Conduction of FDP'S as Convenor in emerging areas-02 - Industry/Academia Certifications-02 2 professional body memberships and conducts at least 1 conference/technical event as a coordinator

