

# OCCC

## Faculty Performance Appraisal

### Process Instructions

1. **Complete the Faculty Performance Self-Appraisal Form** *(located on the Employee Home Page in Electronic Forms)*

Use the Sample Indicators document to help create your written documentation for each item of the job description.

2. **Consider Merit Recognition**

If you feel you have met the primary and applicable secondary performance standards and would like to be considered for recognition of merit, decide which of the two (or both) merit ratings apply to your meritorious performance. Attach a written summary and supporting evidence for each rating category selected to your Faculty Performance Self-Appraisal Form. Faculty are encouraged to discuss planned activities and achievements to be considered for merit recognition with their respective dean and/or department director or program director (as appropriate) in advance.

3. **Schedule Conference with your Dean, Department Director, or Program Director & Dean.**

You will sign up for a conference and complete your self- appraisal form. **(Begin signing up for conferences on January 21, 2008.)**

<b>Division:</b>	<b>Schedule Conference with:</b>
Arts & Humanities	Department Director
Business	Dean
Health Professions	Joint Conference with Program Director & Dean
Information Technology	Dean
Science & Mathematics	Department Director
Social Sciences	Dean

4. **Submit Materials.**

Submit your completed Faculty Performance Self-Appraisal Form, which includes the merit recognition summary or summaries if appropriate, and supporting evidence at least 2 working days (48 hours) prior to your conference.

<b>Division:</b>	<b>Submit Materials to:</b>
Arts & Humanities	Department Director & Dean
Business	Dean
Health Professions	Program Director & Dean
Information Technology	Dean
Science & Mathematics	Department Director & Dean
Social Sciences	Dean

5. **Appraisal Conference**

At the conference, your Faculty Performance Self-Appraisal Form and Faculty Performance Appraisal Summary Report will be discussed. If your dean, department director, or program director would like to consider you for merit recognition, that will be discussed. At the appraisal conference, you will be provided with a draft summary of the overall rating in writing. Should the faculty member be planning activities to be accomplished in the next year that could be considered meritorious, faculty are encouraged to discuss these activities at the conference. These forms and support will be kept in your file in the division office. **(Conferences will be held from the first Monday in February, through the first Wednesday in March.)**

6. **Summary Report is Completed**

Generally, within five working days of the conference, your dean will complete the final Performance Appraisal Summary Report (it will also be signed by the department director or program director for faculty in Arts & Humanities, Health Professions, and Science and Mathematics) and give it to you for your comments. You will sign and return it to the division dean within two working days. It will become a part of your file in Human Resources.

## List of Items

### Faculty Performance Appraisal Process

**1. Faculty Performance Self-Appraisal Form (Faculty)**

Found on the Employee Home Page in [Electronic Forms](#).

The faculty member fills out this form and gives to the dean, department director & dean, or program director & dean (as appropriate) approximately 2 working days (48 hours) before the scheduled conference. You can attach supporting materials if you wish. Also, if you are applying for merit consideration, you should hand in your summary and supporting evidence along with this form. Conferences are usually conducted in February and March each year.

**2. Faculty Performance Appraisal Review Form (Dean, Department Director, or Program Director)**

The dean, department director, or program director (as appropriate) usually fills this out before or during the performance conference and the dean, department director, or program director (as appropriate) and faculty member sign it at the conference. This form stays in the division office records.

**3. Faculty Performance Appraisal Summary Report (Dean and Department Director or Program Director)**

The dean and department director or program director (as appropriate) completes this report and the faculty member then adds comments, signs it, and gives back to the dean. The dean forwards it to the Associate Vice President for Academic Affairs. The Associate Vice President forwards it to the Vice President for Academic Affairs who sends it to Human Resources.

**4. Sample Indicators—Faculty Performance Appraisal Handout (Faculty)**

This handout is to help faculty members to fill out the Self-Appraisals. The indicators are suggestions only and this handout is not meant to be all-inclusive.

**5. Factors & Examples of Faculty Activities That May Be Considered for Merit Recognition (Faculty)**

If you would like to be considered for merit recognition, submit the request with your self-appraisal materials. To assist in determining merit, *the Factors and Examples of Faculty Activities That May Be Considered for Merit Recognition* document has been prepared.

## Sample Indicators

### Faculty Performance Self-Appraisal

**These are examples of possible performance indicators. Just because something is not listed does not mean it cannot be used as support for one of the job responsibilities. It is the faculty member's responsibility to gather the support and provide a written response for each item on the job description.**

#### **Primary Responsibility:**

1. Provided quality instruction.
  - student evaluations and input (SII's)*
  - student success in the work place and performance in other classes*
  - standardized test scores, pre- and post tests when applicable*
  - informal student responses; formal student responses such as letters, nominations for awards, etc.*
  - quality original audio-visuals, online tutorials*
  - exams, projects, other data*
  - written feedback by instructors to students*
  - instructor input*
  - observation reports by dean, department chair, program director, department director*

#### **Secondary Responsibilities:**

2. Maintained posted office hours.
  - dean's observation, department chair's input*
  - SII's*
3. Serves as an academic advisor.
  - student input*
  - Faculty Recommendation forms*
  - *lists of advisees*
  - current student degree plans*
  - letters/communications to advisees*
  - documentation of assistance in obtaining scholarships, etc., such as letters of recommendation*
  - proof of students' graduation*
  - acceptance of students by receiving institutions*
4. Managed program and course curricula by helping select textbooks, evaluating learning materials, and writing course syllabi.
  - instructor input*
  - department chair input, dean's observation*
  - evaluating new telecourses, online courses, textbooks, videos, CDs*

5. Maintained a flexible schedule to meet program and department needs.
  - printed schedule*
  - surveys*
  - posted office hours in various times, on-line office hours*
  - special appointments other than office hours*
  - individual conferencing with students*
  - dean's observation, department chair input*
  
6. Contributed to developing, implementing, and evaluating approved academic programs and developing new academic programs to meet community needs.
  - program reviews or self-study reports*
  - presented curriculum changes*
  - development of alternate methods of delivery*
  - demonstrated use of various methods of delivery*
  - department chair input, dean's observation*
  
7. Fulfilled course, program, and department goals and objectives.
  - student performance in class, tests, etc.*
  - course syllabi and course schedules*
  - student responses*
  - dean's observation, department chair input*
  - support program processes and objectives*
  
8. Responded in a timely fashion to information requests from program, division, and college administrators.
  - dean's observation*
  - office record of deadlines for reports such as turning in schedules and syllabi, status reports, grades, other information*
  - department chair input*
  - hands in appropriate paperwork like Change of Room Location forms, Professional Absence forms, Human Resources leave forms etc.*
  
9. Attended department, division, and college meetings.
  - meeting documentation*
  - dean's observation, department chair input*
  
10. Acquired new knowledge and skills as appropriate for academic discipline.
  - documentation of courses taken*
  - documentation of skills developed in WOW and other faculty development activities*
  - publications, exhibitions and lectures*
  - conference and workshop attendance documentation*
  - conference presentations*
  - participation in on-line workshops, conferences, and courses*
  - materials developed online or using specialized software; materials demonstrating "new" knowledge acquired*
  - department chair input, dean's observation*

11. Maintained license or professional certification specific to program requirements.
12. Developed and implemented a professional development plan.  
*--on file in Division Office*  
*--how the plan was accomplished; any appropriate documentation*  
*--department chair input, dean's observation*
13. Participated in on-campus staff development opportunities.  
*--attendance documentation*  
*--dean's observation and department chair input*  
*--participation in workshops, panels during orientation/planning and preparation weeks and at other times*
14. Participated in mutually agreed upon committees.  
*--committee minutes or other committee documentation*  
*--responded to the calls for new members of committees*  
*--department chair input, dean's observation*
15. Satisfied objectives for mutually agreed upon special assignments.  
*--the number of "special assignments" completed*  
*--the quality of work done on projects such as maintaining grant programs, department chair duties, etc.*  
*--department chair input, dean's observation*
16. Participated in faculty-related activities that attract and retain students.  
*--participation in activities such as College Fest, College Majors Day, job fairs, TechFest Opening Day, trips or visits to area middle and high schools (although faculty are not required to recruit)*  
*--demonstrated use of retention strategies in the classroom*  
*--reference notices to Student Development (Early Warning Referral form)*  
*--leading workshops or tours during prospective student visits to the campus*  
*--brochure writing*  
*--sponsoring a student club (input from the club members or officers)*  
*--attendance of student concerts, recitals, plays*  
*--participation in the development and implementation of activities/programs such as Standard/Web-Enhanced and Fast Track sections*  
*--department chair input, dean's observation*
17. Supported the college's vision, mission, goals, and priorities.  
*--participation in activities related to student success such as participation in the learning communities or the supplemental instruction program*  
*--demonstrated use of technology by the development of a web page, use of the webboard, development of an online course or online materials, use of multimedia in classes*  
*--activities supporting global awareness*  
*--developed and implemented programs addressing economic development*

*-- development of new courses that support the college's vision, mission, goals, and priorities such as the Film and Video program, Liberal Studies program, International Studies program, Pre-Education program, etc.*

*--grant writing*

*--department chair input, dean's observation*

18. Abided by the policies and procedures published in the Board of Regents' Policies and Administrative Procedures Manual.

## **Factors & Examples of Faculty Activities That May Be Considered For Merit Recognition**

**Early in the evaluation period, faculty members are encouraged to discuss merit plans and ideas with their deans. In order to be considered for recognition of merit, a supervisor’s overall rating of an employee’s performance must be “met job requirements.” If requirements are met, one or both of the ratings may be recommended.**

### Ratings

- A. Exceeded job requirements
- B. Recognition of a significant accomplishment

### **A. Factors to be Considered for Rating of Exceeded Job Requirements**

To be considered for this rating, a faculty member’s performance of his/her regular duties must meet job requirements and must consistently exceed the expected standards of performance.

- **Number of Activities**  
A larger number of activities increases the likelihood of consideration for merit.
- **Level of Compensation or Release Time Previously Given**  
Volunteer activities increase the likelihood of consideration for merit.
- **Quality in the Performance of the Activities**  
Leadership or the assumption of responsibility increases the likelihood of consideration of merit.

**Examples of Activities Which Could Qualify a Faculty Member to be Considered for the “Exceeded Job Requirements” Merit Rating** A combination of items would increase the likelihood of consideration of this rating; other factors not specified could also result in being considered for merit.

#### ➤ **Teaching**

Significantly high SII’s and positive student comments.

Portfolio of innovative activities, materials, and presentations.

Evidence of collaborative efforts with colleagues to improve instruction. The collaborative activity could be within a program, department, or division, or it could be across divisions. The information should include how these efforts have affected the faculty member’s teaching.

Observation reports indicating exceptional teaching that results in the potential of improved student learning (student success) by dean, department chair, or peer (done by invitation—combination of scheduled and drop in visits).



- **Course Development**  
Researching, leading (or making a significant contribution) in the revision of an important course and/or implementing a substantial revision of an important course or an entire program of courses.
- **Delivery Development**  
Leading and/or implementing a new delivery method of an existing course or program of courses (such as Internet delivery, FastTrack, or travel enhanced).  
Leading and/or implementing a new delivery of an entire degree and/or certificate program.
- **Faculty Development**  
Development of a new skill directly related to the faculty member's teaching area.  
Significant mentoring of other faculty (including part-time, new full time, and visiting faculty).  
Evidence of successful participation in the college-sponsored faculty development programs, such as the WOW Programs for Faculty and/or Staff Development, and the usage of the skills developed. Since acquiring new skills and knowledge and participating in staff development are duties in the faculty job description, using these faculty development activities for merit consideration should have the approval of your division dean.
- **Willingness to Serve**  
Actively and routinely serves on search and major college-wide committees, teams, or task forces; goes beyond the typical academic advisor in helping students; sponsors student clubs; helps with College tours and other recruitment activities e.g. College Major Day and New Student Orientation; visits and does presentations at schools and other organizations —may not lead but can be counted on to regularly volunteer to help and does so in an *active* and *productive* manner.
- **Contribution to the Discipline**  
Serving on relevant national, regional, and/or state professional organizations, task forces, and/or advisory panels.  
Giving a significant presentation at a regional or national convention, especially if there is an application or screening process or if the faculty member has been invited to present.  
Giving a significant live presentation online for a workshop, conference, or other collaborative activity; again, it should be for a well-known and well-respected organization or activity and should have some type of application or screening process or the faculty member should have been invited to present.
- **Participation in Grant Submissions and Programs**  
Significant participation or leadership in a grant program.
- **Other Contributions to the College**  
Other activities that would support the “exceeded job requirements” rating (Activities should be discussed in advance with your supervisor.)

## **B. Factors to be Considered for Rating of Recognition of a Significant Accomplishment**

To be considered for this rating, the faculty member's performance in a given year must meet job requirements and must include one or more specific and significant accomplishments that affect the faculty member's department, division, or the College and are beyond the basic job requirements.

- **Scope of Activity**  
The greater the importance of the activity (in relationship to the Division and/or College mission and priorities) and the larger the scope of activity increase the likelihood of consideration for merit.
- **Level of Compensation or Release Time Previously Given**  
Volunteer activities increase the likelihood of consideration for merit.
- **Quality in the Performance of the Activities**  
Leadership or the assumption of responsibility is a requirement for this rating.

**Examples of Activities Which Could Qualify a Faculty Member to be Considered for the "Recognition of a Significant Accomplishment" Merit Rating** The activity must be beyond the job requirements and must impact the department, division, or the College; other factors not specified could also result in being considered for merit.

- **Teaching**  
National, regional, state, or college recognition for teaching excellence.  
Portfolio of innovative teaching activities which have significantly impacted or which have the potential to significantly impact student learning in the faculty member's department, division, or the College.  
Evidence of significant collaborative efforts with colleagues to improve instruction. The collaborative activity should include other faculty members from two or more divisions. The information should include how these efforts have affected the faculty member's teaching and made a significant impact on student learning.  
Observation reports of an innovative teaching methodology that had a significant or potential impact on student learning (student success) by dean, department chair, or peer (done by invitation--combination of scheduled and drop in visits).
- **Course Development**  
Creating, leading in the creation, and implementing a new significant course or program of courses.
- **Delivery Development**  
Taking a significant role in the creation and implementation of a successful college-wide faculty collaboration (such as the development of learning communities, writing across the curriculum programs)—not just a small pilot program.
- **New Program Development and Implementation**  
Leading or making a significant contribution to the development and/or implementation of a new academic program.

- **Program Review and Accreditation Activities**
  - Leading a major (for example 5-year or OSRHE) program review, self-study, or a technology/occupational review.
  - Playing a leading role in an external accreditation (such as writing the self-study, chairing an accreditation committee).
- **Recruitment and Retention Activities**
  - Creating, leading, and/or implementing college-wide successful recruitment and/or retention activity.
- **Faculty Development**
  - Achievement of additional and significant certification and/or degree not required for the job but which contributes to the faculty member's teaching field and impacts the faculty member's department, division, or the College.
  - Creating and/or implementing a significant and successful college-wide faculty development activity.
  - Leadership (successful developing and/or presenting) in college-sponsored faculty and/or staff development programs, including the WOW Programs for Faculty and/or Staff Development.
  - Creating and/or implementing new initiatives college-wide as a result of a faculty exchange, externship, leadership program or academy, or some other significant and successful faculty development activity.
- **Contribution to the Discipline**
  - Authoring a published book, chapter, or national journal article relevant to the faculty member's teaching discipline in either print or electronic form (Material, whether in print or electronic form, should be refereed).
- **Participation in Grant Submissions and Programs**
  - Providing leadership in the submission and implementation of a major grant proposal.
- **Other Contributions to the College**
  - Leading or playing a key role in the design of new or renovated instructional space of significant size or importance.
  - Leading a significant college-wide committee, team, or task force.
  - Creating and implementing an important special event that is hosted by and/or at the College.
  - Leading and/or significant participation in collaborative activities and programs with various off-campus partners (industry/business, other educational institutions, and governmental agencies) beyond the faculty member's regular job requirements.

\*Leading is defined as serving as the chair, coordinator, or some designated official leadership role and/or making contributions that significantly assisted in the accomplishment of the activity.