



OKLAHOMA CITY
COMMUNITY COLLEGE

PHASE 3: MID-YEAR REVIEW PREPARATION FOR SUPERVISORS

Supervisors will use this form to prepare themselves ahead of the Mid-Year Review meetings they will schedule with their Faculty members before January 31. This information should also be used during the meetings with Faculty members to help guide the conversation.

The Mid-Year Review is an opportunity for Supervisors and Faculty members to discuss progression of the requirements established in Phase 1 and Phase 2, which are: **I)** core competencies for teaching, service, and if Chair, leadership; **II)** teaching schedules and special assignments for the year; **III)** the SMART goals (original and/or revised versions), Professional Development, and **IV)** the classroom observation process.

Reminder: disciplinary actions are handled outside of the performance appraisal process.

I) Core Competencies for Teaching, Service and Leadership

First, you might ask:

- Do you have any questions about the expectations of the established competencies?

Then, give feedback related to their competencies. An example might be something like:

- I really appreciate the way that you create a welcoming environment in your classroom so that students feel comfortable to engage and ask questions.

Now, ask them about support. An example might be something like:

- Are there any specific competencies that you find more challenging than others, and might want some additional support from me?

Instruction-Related Core Competencies

- Class structure and organization
- Course materials such as syllabi, outlines, and lesson plans
- Instruction, facilitation, and presentation skills
- Embraces and encourages diversity of thought, opinion, and approach
- Professional and courteous engagement, interactions, and rapport with students
- Collection of general education artifacts
- Documented curriculum and instruction improvement based on assessment results
- Incorporation of student success strategies
- Fosters a welcoming environment where everyone feels comfortable learning
- Integration of technology

Service-Related Core Competencies

- Departmental efforts such as curriculum coordination and development
- Accreditation committee involvement
- Advocating and advancing the core values of civility, diversity, and respect



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Service-Related Core Competencies cont'd

- Sponsoring a student club or participating in Student Life activities and/or presentations
- Serve as liaison to local schools or as an elected/appointed member of local boards
- Administrative and outreach assignments
- Professional and collegial interaction, active engagement, and departmental collaboration

Leadership-Related Core Competencies (Chairs only)

Leadership also encompasses the subset competencies of supervision, planning/organization, and budget.

- Provides support and timely feedback, enabling employees to consistently improve performance
- Continually encourages employees to explore training opportunities
- Works effectively with diverse faculty, staff, and students while treating every individual with respect
- Consistently and clearly articulates a vision for the team and department
- Celebrates and rewards success
- Promotes diversity, equity, and inclusion principles and activities
- Analyzes work, sets goals, and develops plans of action
- Aligns goals based on OCCC's strategic plan
- Openly communicates all plans of action with individuals and the department
- Allocates and expends budget ethically and responsibly throughout the year (if applicable)
- Maintains budgetary records that are complete and accurate at all times (if applicable)

II) Teaching Schedules and Special Assignments for the Year

Any "Special Assignments" are determined by Faculty members and supervisors on an individual basis. If these have been established, this is the point of the Mid-Year Review in which they should be discussed, agreed upon, and/or revised accordingly.

III) SMART Goals and Professional Development

Review the established SMART goals discussed and submitted in Phase 2 for each Faculty member you supervise. (Locate and use your email from appraisal_no-reply@occc.edu for the submitted SMART goals of each Faculty member). For each goal, ask questions similar to the examples provided below:

Progress Thus Far

- Are you still on track to meet this goal before your annual review?
- Have you experienced any unexpected challenges related to this goal?
- Can I offer any additional resources or support?



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Revision(s) Required

- Have you found that this particular goal will take longer than you originally expected?
- Would you like to modify this goal in order to achieve it timelier?
- What is the most challenging aspect and which of these might help you most in reaching your goal by altering; changing the scope, the deadline, or the general focus?

Discuss the Faculty member's progress toward their Professional Development goals, (if applicable).

IV) Classroom Observation

This item can only be discussed during Phase 3 if the supervisor has already conducted the classroom observation for the Faculty member being reviewed. This objective is not due to be completed until March 31, however. If not yet observed, please discuss the results of this aspect during the Annual Review instead.

If the Faculty member has been observed by this point, the supervisor will add his/her feedback related to that observation. This could be a time to offer supportive instruction and input related to how the Faculty member handles his/her classroom.