

Faculty Member _____

Faculty Performance Appraisal Instrument

The five categories listed below constitute the college's expectations of the faculty member. These responsibilities will be assessed utilizing student evaluations, classroom observations by the supervisor, and the supervisor's formative and summative evaluations.

All activities of the faculty member shall reflect the mission, vision, values and learning focus of the College. (See Attachment A)

Category I Facilitating Student Learning

A. Instruction

1. The faculty member is responsible for the development and presentation of relevant course content for all courses he/she is assigned.
 Excellent development and presentation of relevant course content that integrates learning college principles
 Development and presentation of course content is adequate to assist in student learning
 Unacceptable development and/or presentation of course content

2. The faculty member distributes and reviews the course syllabus during the first class meeting.
Yes No

3. The faculty member utilizes active learning methods and uses a variety of instructional strategies designed to assist the learner in meeting the objectives of the course. Such activities can include, but are not limited to:
 - a. Cooperative learning
 - b. Experiential learning
 - c. Writing for learning
 - d. Critical thinking initiatives
 Utilizes a variety of methods and strategies
 Utilizes some methods and strategies
 Does not utilize active learning methods or varying instructional strategies

4. The faculty member guides the development of student portfolios.
Yes No Not Applicable

5. The faculty member provides artifacts for the Penelope Project.
Yes No Not Applicable

B. Instructional Support

1. Whenever there is not a standard departmental syllabus, the faculty member prepares for each course assigned a course syllabus that outlines clear and reasonable learning outcomes and expectations and that reflects the college general competencies.
Yes ____ No ____ Not Applicable ____
2. The faculty member uses the course description set forth in the common course library when developing or assessing learning objectives.
Yes ____ No ____
3. The faculty member, when developing or assessing course objectives, appropriately integrates:
 - a) Activities to enable students to achieve program competencies
Yes ____ No ____
 - b) Advisory committee recommendations
Yes ____ No ____ Not Applicable ____
 - c) Marketplace needs
Yes ____ No ____ Not Applicable ____
 - d) Student needs and characteristics
Yes ____ No ____ Not Applicable ____
4. The faculty member arranges for the acquisition and preparation of all materials and equipment in a timely manner necessary to meet course objectives. When applicable, the faculty member notified the library staff of materials that may be needed by students.
Yes ____ No ____
5. The faculty member is responsible for the completion and submission of textbook orders in a timely manner.
Yes ____ No ____
6. The faculty member is available for assisting students in achieving their learning goals.
 ____ Available beyond office hours; seeks opportunities to assist students; is helpful and interested when assisting students.
 ____ Usually available to assist students; is interested when assisting students.
 ____ Seldom available for students; displays detached and uninterested attitude with students.
7. The faculty member is prompt and accurate in the recording and reporting of student data including 10% reports and final grade reports.
Yes ____ No ____
8. The faculty member serves as an academic advisor to students.
Yes ____ No ____
9. The faculty member posts and maintains office hours for student appointments as stated in the faculty handbook.
Yes ____ No ____

Category II Service to Isothermal Community College

1. The faculty member demonstrates a commitment to the Learning College initiative.
 - Demonstrates high level of commitment; makes significant contributions; motivates others
 - Demonstrates acceptable level of commitment; makes contributions
 - Participates when required, but does not seek opportunities for involvement
 - Is counter-productive to the initiative

2. The faculty member actively participates in college committees and/or college-wide activities as elected or assigned.
 - Facilitate process; makes significant contributions; motivates others
 - Cooperative and helpful; participates in group/team/committee work
 - Attends, but does not participate
 - Is counter-productive to process

3. The faculty members is supportive of students' learning goals by:
 - a. Focusing on student learning outcomes
 - Yes No
 - b. Taking into account the needs and abilities of the students
 - Yes No
 - c. Becoming familiar with academic and social support
 - Yes No
 - d. Making reasonable provisions to accommodate individual differences
 - Yes No
 - e. Maintaining the academic integrity of the college
 - Yes No

4. The faculty member serves as the academic advisor to an assigned group of students and assists in the registration process.
 - Yes No

5. The faculty member participates in graduation exercises wearing appropriate academic regalia.
 - Yes No

6. The faculty member attends convocation activities.
 - Yes No

7. The faculty member performs other assignments, consistent with his/her professional abilities, as assigned by an appropriate Dean, Director or administrator in carrying out the mission of the college. These duties include, but are not limited to:
 - a) Working with the community in meeting the learning needs of our service area when requested;
 - Yes No Not Applicable
 - b) Assisting adjunct or new instructors when requested
 - Yes No Not Applicable

Category III Professional Development

1. The faculty member remains abreast of ongoing developments and practices in his/her professional content area(s).

- a. Job Knowledge and Interest:
 Very knowledgeable; shows enthusiasm
 Knowledgeable; interested
 Some knowledge; shows some interest
 Limited; shows little interest

- b. Updating Content Area Skills/Knowledge
 Exceptionally motivated to acquire skills/knowledge
 Interested; takes advantage of opportunities available
 Does what is required and expected
 Limited; shows little interest

2. The faculty member develops and updates a performance enrichment plan (PEP) to enhance content knowledge and teaching skills. (See Attachment E)

Yes _____ No _____ Comments and Recommendations: _____

3. The faculty member develops and/or updates a portfolio that reflects professional and personal development of the faculty member. (See Attachment F)

Yes _____ No _____ Comments and Recommendations: _____

4. The faculty member seeks opportunities to enhance skills in the utilization of active learning methods and instructional strategies. (Pedagogical skills/knowledge)

- Exceptionally motivated to acquire skills/knowledge
- Interested; takes advantage of opportunities available
- Does what is required and expected
- Limited; shows little interest

5. The faculty member completed the Foundations of Cooperative Learning course within two years of his/her employment.
Yes____ No ____
6. The faculty member participates in activities on scheduled professional development days.
Yes____ No ____
7. The faculty members shows evidence of utilizing current assessment practices.
Yes____ No ____

Category IV Interpersonal Skills

1. The faculty member consistently interacts with students, peers, and administrative and support staff in a timely, flexible, fair and professional manner. This may be evidenced by but not limited to:
 - a. Receptiveness to input from others
 - Values input
 - Usually values input
 - Sometimes values input
 - Does not value input
 - b. Positive feedback to others
 - Generous with compliments, recognition and feedback
 - Feedback is usually positive
 - Pays little attention to others
 - Poor attitude and frequent negative feedback
 - c. Constructive work relationships
 - Strives to develop and maintain good working relationships; values and promotes the self-confidence and self-esteem of others
 - Overall, maintains good working relationships
 - Has few positive working relationships
 - Obstructs positive working relationships
 - d. Solicitation of ideas
 - Encourages others to state their views
 - Occasionally solicits ideas from others
 - Is unconcerned about soliciting ideas from others
 - Does not listen to another person's ideas or point of view
 - e. Responsiveness to addressing concerns expressed by others
 - Accepts, defines and efficiently addresses concerns; focuses on situation, issues, behaviors, not the person
 - Usually addresses concerns appropriately and effectively
 - Ignores or avoids addressing concerns
 - Places blame on others for concerns

- f. Demonstrates properly directed leadership when appropriate
 Exhibits excellent leadership traits; leads by example, participation, involvement
 Is aware of influence on others and acts accordingly
 Pays little attention to his/her influence on others
 Has negative influence on others
2. The faculty member expresses needs, problems, and ideas through clearly understood concise and logical verbal and written communication.
- a. Written Communication Skills
 Excellent; expresses needs, problems, ideas through clearly understood, concise and logical written communications
 Good
 Average
 Poor
- b. Speaking and Listening Skills
 Excellent; expresses needs, problems, ideas through clearly understood, concise and logical oral communications. Encourages and facilitates open exchange of ideas; listens to others; asks questions and responds to concerns; instills trust
 Good; talks with others openly and honestly; listens to others
 Average; in talking with others
 Needs improvement; does not talk freely with others; does not listen

Category V Professional Behavior

1. The faculty member consistently demonstrates:
- a. Motivation and productive work habits;
 Exceptionally motivated and productive; always does “extra”
 Usually does more than required
 Does what is required and expected
 Does less than what is required
- b. Commitment to excellence as expressed in the College mission, vision and values;
 Consistently sets and meets high standards of excellence
 Sets high standards and usually meets them
 Is inconsistent or unreliable in setting or meeting standards of excellence
 Has little interest in setting standards of excellence
- c. A positive, cooperative and supportive attitude toward others;
 Consistently demonstrates positive, helpful, supportive and understanding attitude
 Usually friendly, interested and concerned
 Sometimes indifferent and detached
 Seldom interested or concerned; tense cold and abrupt

