Guidelines for Performance Appraisal Form for Faculty

The goal of the faculty performance appraisal process is to provide a meaningful assessment of faculty, promote the development of goals and expectations, foster and support faculty development, and support the continuous improvement of teaching and learning. SACS requires accredited institutions to conduct an effective faculty evaluation. According to the SACS Criteria for Accreditation, Section 6: “The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of faculty members, regardless of contract or tenure status.” (www.sacscoc.org/principles.asp)

This manual provides guidelines to assist you in completing the appraisal form for faculty and instructors. The manual is organized by the sections found in the appraisal form. For each section, suggestions are provided for how to construct your answer and, where applicable, the supporting documentation is noted. You are encouraged, however, to add any information or documentation that you feel is important.

Part 1: Instructional Effectiveness and Student Success

Section 1.A: In reviewing the academic performance in your classes, choose a course that you taught this academic year and review the data of students attaining proficiency in the specific learning outcomes of that course. What pedagogically did you do that most contributed to the success of your students in the past year)?

This question provides you with the opportunity to reflect on and discuss pedagogy that contributed to the overall success of your students attaining proficiency in the learning outcomes of a specific course (list the course ID). Data of student success can be drawn from, but is not limited to, the Grade Distribution Report (https://dwreports.pbcc.edu/reportserver/pages/reportviewer.aspx?%2finstitutionaleffectivene ss%2fpublic%2fFacGradeDist_3Term) or other assessment tools, for example, GEN ED assessment, used to assess student proficiency of course outcomes.

Section 1.B: Choose a learning outcome for which it was challenging for students to attain proficiency and describe what teaching and assessment strategies you will implement to help students meet (or exceed) the learning outcome.

This question provides you the opportunity to reflect on and discuss one learning outcome that was challenging for your students over the past year and the teaching strategies/assessments you will implement to assist students meet that learning outcome.

- List the course ID and the course learning outcome you have selected.
- Describe how you measured your student’s performance, and if the measure addressed the learning outcome as a whole or a specific component of the outcome.
- Describe the results of the assessment.
- Describe the teaching strategies to be implemented to assist students meet the learning outcome. You may want to indicate any changes you have made to pedagogy, classroom management, use of College resources, or other practices related to teaching and learning.
• Describe/list anything you need to reach your goals, such as, educational materials, a mentor, or supervisor support.

Documentation: A copy of the assessment instruments and grading rubrics, if applicable. For example, if the assignment was a project, performance or paper attach a copy of the assignment and the grading rubric, if used.

Part 2: Relevant Feedback from Students and Supervisors

Section 2.A: Student Assessments of Teaching
Reflect on the feedback from Student Assessment of Courses and Faculty including numerical ratings and the comments provided. Describe how this information is or will be used to enhance your teaching.

This question gives you the opportunity to reflect on student assessment feedback and how you use the feedback to enhance teaching. Responses could also draw upon feedback from faculty-generated assessment tools.

There are a number of different ways you might consider summarizing the information.
• Examine the average ratings for each item and note which items received especially high or low ratings.
• Review student comments, and discuss those areas where students felt you excel as well as those they felt need improvement.
• If prior year reports are available, note any significant changes in ratings from the prior year.
• If any of these ratings were the focus of a prior year’s improvement plan or goal, comment on how they reflect the progress made on the plan or goal.
• Describe steps you will take to reinforce that which is working well and/or to address any areas of concern.

Section 2.B: Instructional Observation Instrument
Reflect on the comments provided by your supervisor on your instructional observation instrument. Describe how this information is or will be used to enhance your teaching.

This question gives you an opportunity to review your instructional observations and supervisor comments and ratings.

• Indicate which of your courses were observed and the term in which the observation took place.
• Discuss some of the areas where your supervisor commented positively about your instruction and instructional strategies. Explain why you feel these strategies have been successful.
• Discuss any areas where your supervisor made suggestions for change and how you will address those suggestions.
• If you received a rating of “Needs Improvement,” “Below Expectations” or “Unsatisfactory” on any item, note the course, the rated item and the required
improvement. In consultation with your supervisor, please provide an improvement implementation timeline.

Part 3: Continuing Professional Development

Section 3.A: Summarize your professional development activities in the past year.
Response should include more than a list of professional development activities. Examples could include graduate coursework, continuing education to maintain professional licensing, PTLC workshops, Human Resources workshops or classes, conferences, webinars, online courses, books read, presentations made, and writing/publications.

Section 3.B: Explain how the activities in 3.A have enhanced your teaching and student learning.
This question gives you the opportunity to reflect and explain how professional development has led to changes in instructional techniques, how information gained from professional development activities has been integrated to keep curriculum fresh and relevant, and how professional development has contributed to growth as a professor or in one’s area of study.

Part 4: Service to the Department, Campus, College, and Community

Section 4.A: Service to Department, Campus, and College
Describe your role, involvement, and contributions to college-related services such as committees, leadership roles, assistance in student activities, cluster involvement, Business Partnership Council, undertaking special tasks or assignments, etc.
Responses should include more than a list of committees and should provide an explanation of the extent to which you contributed to college-related activities, including any leadership roles on college, campus or professional organization committees.

Section 4.B: Community Service (Optional)
Describe how your community service activities support the College’s mission statement, Strategic Plan Goals and/or institutional learning outcomes.
Self-explanatory

Part 5: Performance Goals

Section 5.A: Prior year goal assessment
Describe the extent to which you attained your goals in the last year.
State your prior year’s goal(s) from your prior annual appraisal form (if applicable) and the progress you have made in reaching that goal. If you did not reach a goal, explain why you did not reach it and describe your intention to meet or not meet that goal during the next academic year.

Section 5.B: Future goals
In consultation with your supervisor, create at least two S.M.A.R.T. Goals (Specific. Measurable. Attainable. Realistic. Timeline.) that will contribute to your department, campus and/or college.
Although this is self-explanatory, once you and your supervisor determine your goals for the next year, also determine how you will measure your success and a timeline for completion.

Part 6: Additional Comments (optional)

If there is any additional information that you would like to have considered in your performance appraisal, please provide it here.

This is your opportunity to state anything you have not already stated in your appraisal that you wish to share.