

PERFORMANCE APPRAISAL FORM – FACULTY MEMBER

The Performance Appraisal Form is intended to guide the supervisor and faculty member in discussing the nature of the faculty member's job, agreed upon goals for the coming review period, and the faculty member's job performance during the past review period. The annual evaluation is one component of performance management, which includes ongoing feedback, coaching, and development. The appraisal form comprises six (6) sections:

Section I reviews the faculty member's performance relative to functional level competencies.

Section II assesses the faculty member's performance relative to the academic core competencies.

Section III assesses the specific job goals or projects for period under review.

Section IV presents a summary of overall performance.

Section V identifies goals and future directions.

Section VI captures the dean's comments.

Name of Employee:	
Position Title:	
Department:	
Division:	
Current Contract Term:	
Period of Review:	
Supervisor:	
Date of Evaluation:	

SECTION 1 – FUNCTIONAL COMPETENCIES OF THE FACULTY MEMBER

Rate each of the faculty member's behaviours relative to the rating below. Please refer to the Academic Competency Profile to guide your scoring on each level of this scale:

- 3 = Outstanding Behaviours
- 2 = Above Expectations Behaviours
- 1 = Basic/Expected Behaviours

*To determine total score in this section, calculate the subtotal for each section upon completion of each rating. Divide the subtotal score by 114 and then multiply this score by the standard weight score – 0.5. As an example, should an employee achieve a sub total score of 99, the calculation should be as follows $99 / 114 * 0.5 = 0.43$. The score 0.43 represents the final score for Section I.*

1. KNOWLEDGE OF THE DISCIPLINE	
Key Behaviour Indicators	Rating
a. discusses/describes content that clearly relates to outcomes;	
b. underscores currency of content material and strategises to keep current in the discipline;	
c. manages/adjusts content to be relevant to level at which material is taught;	
d. offers explanations of content.	
SUB-TOTAL	/12

2. STUDENT LEARNING AND ENGAGEMENT	
Key Behaviour Indicators	Rating
a. makes content palatable to learners using mainly visual methods and techniques;	
b. may follow guidelines for effective presentations;	
c. fairly large number of lecture sessions.	
d. creates positive feeling for engagement in the teaching/learning process;	
e. piques students' interest; uses methods and tools creatively and effectively;	
f. shows clear learner-centeredness in lesson/session plans and activities;	
g. provides timely and meaningful feedback on student performance.	
SUB-TOTAL	/21

3. CREATION OF LEARNING ENVIRONMENTS	
Key Behaviour Indicators	Rating
a. uses approved course outlines with appropriate content and outcomes to develop teaching plans;	
b. aligns teaching methods to learning outcomes;	
c. prepares well-developed lesson plans and session notes.	
d. creates inviting classroom climate/ welcoming online sections;	
e. maintains a comfortable learning environment in which students and teacher generally show respect for one another;	
f. encourages students to respect expressions of others especially their peers;	
g. encourages student discourse;	
h. selects materials and methods to facilitate learning.	
SUB-TOTAL	/24

4. STUDENT ASSESSMENT	
Key Behaviour Indicators	Rating
a. uses a variety of assessment methods – developmental (formative) and summative;	

b. addresses higher order as well as lower order skills;	
c. employs valid assessments, that is, assessments appropriate to the competencies to be developed and assessed;	
d. assures reliable marking evidenced by few/ no queries of marks awarded;	
e. uses approved rubrics;	
f. provides timely and meaningful feedback on student performance	
SUB-TOTAL	/18

5. USE OF FEEDBACK	
Key Behaviour Indicators	Rating
a. uses a variety of assessment methods – developmental (formative) and summative;	
b. addresses higher order as well as lower order skills;	
c. employs valid assessments, that is, assessments appropriate to the competencies to be developed and assessed;	
SUB-TOTAL	/9

6. CLASS ADMINISTRATION	
Key Behaviour Indicators	Rating
a. adheres to guidelines and deadlines for submission of class information including in-course and final examination grades;	
b. consistently records students' attendance;	
c. notes students' regularity and punctuality and other signs of student stress/distress.	
SUB-TOTAL	/9

7. PROGRAMME DESIGN AND DEVELOPMENT	
Key Behaviour Indicators	Rating
a. participates in relevant programme design and development;	
b. demonstrates knowledge and understanding in the technical/subject matter area;	
c. participates in data collection to determine stakeholder needs;	
d. participates in decision-making regarding learning outcomes, content, delivery modes, assessment strategies, and other student engagement activities.	
SUB-TOTAL	/12

8. SCHOLARSHIP AND RESEARCH	
Key Behaviour Indicators	Rating
a. demonstrates a scholarly approach to professional practice;	
b. collects and uses student data including enrollment, attendance, performance to make decisions about improving practice;	
c. participates in professional development workshops and or training sessions.	
SUB-TOTAL	/9
SECTION I TOTAL	/114

Evidence/Comments: (Evidence may be sourced from documents, toolbox, portfolio and so on and must clearly support (provide a rationale for) the ratings provided.)

FINAL SCORE SECTION I (ADD RATINGS FROM COMPETENCY 1, 2, 3, 4, 5, 6, 7 and 8)	DIVIDE THIS SCORE BY 114, THEN MULTIPLY BY WEIGHT SCORE OF 0.6	WEIGHTED SCORE FOR FUNCTIONAL COMPETENCY ACHIEVEMENT (Max Score =0.60)

SECTION II – RATING OF PERFORMANCE AGAINST CORE COMPETENCY REQUIREMENTS

Using the following performance levels, check the box to the right of the number which best describes the employee's performance. A space is provided for comments about applicable accomplishments, achievement of goals and developmental concerns/needs. The inclusion of specific examples and observations is recommended. If a factor does not apply, please enter N/A in one of the boxes.

3 - Outstanding Behaviours: Contributions and high quality of work are widely recognized. The majority of performance outcomes routinely and consistently exceed defined expectations, producing important and impactful results for the department and/or College through planning, execution and creativity. Projects and objectives are completed in a manner that expands the scope and impact of the assignment.

2 - Above Expectations Behaviours: The staff member is successful in performing the majority of job responsibilities and makes a solid, reliable and meaningful contribution to the department and/or College. Performance is competent, efficient and effective along established expectations. Initiative, resourcefulness and good judgment are consistently exercised.

1 - Basic Behaviours: While the staff member's performance is effective in some areas, there are other areas in which performance is inconsistent and/or falls below established expectations.

To determine the total score for Section II, calculate the subtotal for each competency area. Upon completion of each rating. Divide the subtotal score by 99 and then multiple this score by the standard weight score – 0.3.

1. EXEMPLARY PROFESSIONAL AND ETHICAL BEHAVIOURS:	
Key Behaviour Indicators	Rating
a. consistently demonstrates exemplary and upstanding behaviours that undergird professionalism, including ethical and appropriate moral behaviours;	
b. treats objectively and in a non-discriminatory manner with colleagues and students;	
c. usually makes self available to students and lecturers as necessary.	
SUB-TOTAL	/9

2. COMMUNICATION SKILLS	
Key Behaviour Indicators	Rating
a. generally orally shares relevant information with appropriate constituencies in a timely and effective manner;	
b. consistently responds appropriately to oral directives, instructions and information;	
c. listens to others with the intent to understand.	
d. generally shares in writing relevant information with appropriate constituencies in a timely and effective manner	
e. consistently responds appropriately to written and directives;	
f. expresses oneself clearly in writing.	
SUB-TOTAL	/18

3. INTERPERSONAL SKILLS	
Key Behaviour Indicators	Rating
a. consistently cooperative, considerate and tactful in dealing with students, co-workers and the public.	
SUB-TOTAL	/3

4. PROBLEM SOLVING SKILLS:	
Key Behaviour Indicators	Rating
a. generally anticipates problems and may attempt solutions;	
b. involves others in seeking innovative simple solutions;	
c. conducts appropriate analyses;	
d. searches for best solutions that accrue benefits and minimizes costs, within and/ or outside the classroom;	
e. responds quickly to new challenges and generally takes balanced risks	
f. generally applies appropriate levels of analysis to problems.	
SUB-TOTAL	/18

5. DECISION MAKING SKILLS	
Key Behaviour Indicators	Rating
a. generally follows appropriate methods and strategies in making decisions;	
b. makes the right decision in most instances.	
SUB-TOTAL	/6

1. STEWARDSHIP	
Key Behaviour Indicators	Rating
a. shows consistent integrity and accountability with regard to the College's resources;	
b. adheres to the College' policies and guidelines with respect to the College's resources.	
SUB-TOTAL	/6

2. ACHIEVEMENT FOCUS	
Key Behaviour Indicators	Rating
a. assumes responsibility for one's performance and the correctness of one's interventions;	
b. recognizes opportunities and acts efficiently at the appropriate moment and within the given deadlines.	
SUB-TOTAL	/6

8.TEAM WORK	
Key Behaviour Indicators	Rating
a. cooperates and collaborates with colleagues as appropriate;	
b. works in partnership with others; builds and maintains good relationships with peers, other staff and students;	
c. delivers on commitments to team/College	
SUB-TOTAL	/9

9. LEADERSHIP	
Key Behaviour Indicators	Rating
a. generally, demonstrates understanding of and supports institutional goals.	
b. provides direction and guidance to students and academic staff	
c. encourages cooperation between and among team members to obtain objectives	
SUB-TOTAL	/9

10. SERVICE TO THE COLLEGE AND COMMUNITY	
Key Behaviour Indicators	Rating
a. overtly and consciously demonstrates ability to provide quality service to students and staff.	
b. demonstrates understanding of the needs of students and staff, responds promptly to, and is accessible to them;	
c. functions on at least ONE committee, outside of departmental committees, that is involved in development and or quality improvement of operations in the College;	
d. participates in college committees beyond departmental requirements;	
e. assists in generating revenue for department/College.	
SUB-TOTAL	/9
SECTION II TOTAL	/99

FINAL SCORE SECTION II (ADD RATINGS FROM COMPETENCIES 1 TO 10)	DIVIDE THIS SCORE BY 99, THEN MULTIPLY BY WEIGHT SCORE OF 0.3.	FINAL WEIGHTED SCORE FOR CORE COMPETENCIES (Max. Score = 0.3)

SECTION III – STUDENT EVALUATIONS

In this section, rate the performance of faculty on the perception of his/her students on four of the most critical job goals or projects assigned during the period of review. Use the following scale to rate goal achievement:

4- **OUTSTANDING** -Demonstrated outstanding achievement in performance standard expectations and goals for all course.

3- **ACHIEVED MORE THAN EXPECTED**- Exceeded performance standard expectations and goals consistently throughout across all courses

2- **ACHIEVED EXPECTATIONS AND/OR RESULTS**- Achieved performance standard expectations and goals consistently throughout all courses

1 - **PARTIALLY ACHIEVED EXPECTATIONS AND/OR RESULTS** Achieved some but not all performance standard expectations and goals. There is need for improvement in some areas of performance.

0 - **DID NOT ACHIEVE EXPECTATIONS AND/OR RESULTS** - Did not achieve performance standard expectations and goals across all courses

Total score for Section III, *is dependent on the number of courses* with which the faculty member was tasked. The norm is five (5) courses per semester. Please add the average student ratings and divide by the maximum total score (50). Multiply the total score for the section by 0.2. As an example, should the faculty member's score for each course were respectively 4.2, 3.5, 2.8, 3.4, 4.9, 4.0, 3.0, 4.5, 3.5 and 4.2, the total score would be 38.4 out of 50. Divide 38.4 by 50 and multiply by 0.2 to obtain the weighted score. In this case it is 0.15. The score for Section III is 0.15

ANNUAL STUDENT EVALUATION RATINGS

NO.	CRN	COURSE TITLE	AVERAGE STUDENT RATING (5)
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

SUB-TOTAL	
SECTION III TOTAL (only if 10 courses taught)	/50

FINAL SCORE SECTION II (ADD RATINGS FOR COURSES 1 TO 10)	DIVIDE THIS SCORE BY 50, THEN MULTIPLY BY WEIGHT SCORE OF 0.2.	FINAL WEIGHTED SCORE FOR STUDENT EVALUATION (Max. Score = 0.2)

SECTION IV – GOALS/PROJECTS (ONLY APPLICABLE IF PROJECT ASSIGNED)

In this section, rate the performance of faculty in the perception of his/her students on four of the most critical job goals or projects assigned during the period of review. Use the following scale to rate goal achievement:

4- **OUTSTANDING** -Demonstrated outstanding achievement in performance standard expectations and goals throughout the entire appraisal cycle

3- **ACHIEVED MORE THAN EXPECTED**- Exceeded performance standard expectations and goals consistently throughout the entire appraisal cycle

2- **ACHIEVED EXPECTATIONS AND/OR RESULTS**- Achieved performance standard expectations and goals consistently throughout the appraisal cycle

1 - **PARTIALLY ACHIEVED EXPECTATIONS AND/OR RESULTS** Achieved some but not all performance standard expectations and goals. There is need for improvement in some areas of performance.

0 - **DID NOT ACHIEVE EXPECTATIONS AND/OR RESULTS** - Did not achieve performance standard expectations and goals

Total score for Section IV, *is dependent on the number of projects* with which the faculty member was tasked. Please add each goal achievement rating and divide by the maximum total score. Multiply the total score for the section by 0.2. As an example, should the faculty member's score for each of the projects/tasks assigned were respectively 4, 2 and 4, the total score would be 10 out of 12. Divide 10 by 12 and multiply by 0.05 to obtain the weighted score. In this case it is .0.04. The score for Section IV is 0.04.

GOAL/PROJECT/TASK NO 1:	ALIGNS TO: (State Outcome)
Description:	
Goal Achievement Rating	

GOAL/PROJECT/ TASK NO 2:	ALIGNS TO:
Description:	
Goal Achievement Rating	

GOAL/PROJECT/TASK NO 3:	ALIGNS TO:
Description:	
Goal Achievement Rating	

(Insert additional goals/tasks as necessary)

SECTION IV TOTAL (for three (3) projects/tasks)	/12
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Evidence/Comments: *(Evidence may be sourced from documents, toolbox, portfolio and so on and must clearly support (provide a rationale for) the ratings provided.)*

FINAL SCORE SECTION III (ADD RATINGS FROM GOALS 1, 2 and 3)	MULTIPLY BY WEIGHT SCORE OF 0.2	GOAL ACHIEVEMENT WEIGHTED SCORE

SECTION IV – SUMMARY OF OVERALL PERFORMANCE - *Instructions: Insert any comments on performance or achievements within the last review period.*

GENERAL COMMENTS:

KEY ACCOMPLISHMENTS:

PROFESSIONAL DEVELOPMENT ACTIVITIES OR CERTIFICATION ACQUIRED DURING PERIOD UNDER REVIEW:

SECTION V – GOALS AND FUTURE DIRECTIONS - *Instructions - Supervisor discusses development opportunities, training recommendations, future goals and expectations, and any action plans*

Goal	Timeframe and Targeted Completion Date	Resources Required

SECTION VI – EMPLOYEE COMMENTS

Scoring Weights: Functional 50%(0.50); Core 30%(0.30); Student Evaluations 20% (0.20)

NB: If projects included in the faulty member's appraisal, reduce rating of **student evaluations** to **0.15** and compute **projects** at **0.05**)

TABULATION OF SCORES <i>Calculate the scores received in Section 1, 2 and 3 to select the total score below.</i>	
Outstanding (90-100%)	
Very Good (71-89%)	
Good (56-70%)	
Fair (41-55%)	
Unsatisfactory (Under 40%)	

SIGNATURES FOR ANNUAL PERFORMANCE APPRAISAL			
Supervisor:		Date:	
Date of Annual Performance Appraisal Review Session with Employee:			
<u>Employee Acknowledgement:</u> I understand my signature below indicates: that I have received this annual performance appraisal, that my signature does not necessarily imply my agreement with the ratings given or the comments included, and that if I choose, I may write a response to include with this appraisal document.		Check here if you are attaching comments.	
Employee:		Date:	