

## Faculty Performance Appraisal Handbook

The primary purpose of the faculty performance appraisal process is the continuous improvement and professional growth of faculty. The following principles are at the core of the process:

- Is collaborative in nature in order to maintain strong working relationships and accountability for managers and faculty.
- Is based on collaborative goal setting for the appraisal period.
- Is multi-sourced and tailored to the individual rather than a "one size fits all" model.

Considerable effort is undertaken to employ faculty members who are fully qualified in their discipline, who have demonstrated or shown potential for significant professional growth, and who are committed to the mission, values, and goals of Linn-Benton Community College.

It is expected that faculty members, whatever qualifications or experience they possess upon initial employment, will mature as professionals and continue to grow throughout their careers. The appraisal system nurtures new faculty by providing opportunities to enhance understanding of the vision, mission, philosophy, and goals of the department, division, and college.

Professional growth is the primary purpose for faculty appraisal at LBCC. Secondly, the appraisal process establishes a pattern of performance over time that may be used for personnel decisions in accordance with Article 22 of the Faculty Association Agreement. The faculty appraisal process will not be used in place of any of the discipline steps outlined in Article 23 of the Faculty Association Agreement.

Information gathered for the appraisal process comes from many sources- learners/clients, peers/colleagues, support staff, administrators, and self-reflection. It is ongoing, formal or informal, wide-ranging, and provides a basis for professional growth. It is through professional growth that the college maintains and strengthens the quality of faculty at the institution.

In keeping with LBCC's commitment to continuous improvement, there is also the need for ongoing development of the appraisal system. Throughout the process of refining and revising, the appraisal system will continue to adhere to these objectives:

- Assess the strengths and weaknesses of faculty for the purpose of encouraging continuous improvement and professional growth.
- Assess teaching and learning effectiveness through a comprehensive, purposeful, and meaningful process.
- Assess performance of trial service faculty for the purposes of retention and/or awarding non-trial service status.
- Assess performance of all faculty to ensure faculty excellence.

## Process

The following four components of the appraisal process will be completed every year by trial service faculty and every three years by non-trial service faculty.

1. Faculty Observation
2. Feedback from Others
3. Reflection
4. Goal Setting

Instructions for completing each of these four components comprise the bulk of this handbook. As faculty are completing their reflections and goal setting, they should keep in mind the five faculty roles and the college-wide values, strategic goals, and core themes (see Appendix F).

The handbook contains the following additional materials:

- Appendix A: Peer/Colleague Input Form
- Appendix B: Sample Observation Report
- Appendix C: Sample Peer/Colleague Input
- Appendix D: Sample Reflection
- Appendix E: Sample Goal Setting
- Appendix F: Five faculty roles and college-wide values, goals, and core themes.
- Appendix G: Faculty Appraisal Summary

## Appraisal Year Timeline

### Trial Service Faculty

#### Throughout the year

- Learner/client feedback will be gathered on a regular basis.
- Student evaluations of faculty shall be distributed and collected no later than two weeks before the end of every term.

#### Spring term (the year before the appraisal is due)

- Faculty member and supervisor meet to discuss goals, work plan, and the appraisal process, especially observation plans and feedback sources.

#### Fall term

- Complete observation and gather feedback from others.

#### Winter term

- By February 15, Trial Service faculty member submits the Reflection to their supervisor. Feedback from others is also due at this time.
- Following submission of Reflection and feedback from others, appraisal conference between faculty member and supervisor.
- The Faculty Appraisal Summary form completed by supervisor (and optionally by the faculty member). The supervisor will provide the faculty member with a copy and forward the original to the Academic Affairs office for review by March 10. The Faculty Appraisal Summary is subsequently forwarded to Human Resources for inclusion in the faculty member's personnel file.

## **Non-Trial Service Faculty**

### **Throughout the year**

- Learner/client feedback will be gathered on a regular basis.
- Student evaluations of faculty shall be distributed and collected no later than two weeks before the end of every term.

### **Spring term (the year before the appraisal is due)**

- Faculty member and supervisor meet to discuss goals, work plan, and the appraisal process, especially observation plans and feedback sources.

### **Fall and/or Winter term**

- Complete observation and gather feedback from others.

### **Spring term**

- By the end of the second week of term, faculty member submits the Reflection to their supervisor. Feedback from others is also due at this time.
- Following submission of Reflection and feedback from others, appraisal conference between faculty member and supervisor.
- The Faculty Appraisal Summary form completed by supervisor (and optionally by the faculty member). The supervisor will provide the faculty member with a copy and forward the original to the Academic Affairs office for review by the end of the eighth week. The Faculty Appraisal Summary is subsequently forwarded to Human Resources for inclusion in the faculty member's personnel file.

\*Each non-appraisal year, the faculty member will meet with their supervisor to discuss goals, work plan, professional development, etc. Faculty members are also encouraged to participate in observation on non-appraisal years.

# I. Faculty Observation

## Rationale

The purpose of these observation guidelines is to help ensure that faculty receive meaningful feedback during the observation process. Observation feedback is meant to provide a description and/or analysis of an instructional/learning support experience; it is not intended to be explicitly evaluative.

## Requirements

Faculty will be formally observed **at least once per appraisal cycle** (multiple observations, by multiple people are encouraged) according to the following requirements:

- Observation is expected to be done by the supervisor, although this requirement can be waived by mutual agreement between the supervisor and the faculty member.
- In the case of waiving the supervisor's observation, the faculty member will be observed by another faculty member(s) or other designee(s) determined by mutual agreement between the supervisor and the faculty member.
- Observers will complete a written observation report and discuss it with the faculty member after the observation (see details below).

## Prior to observation

The faculty member will select a mutually agreeable time for the formal observation for the appraisal, identify the specific areas for which the faculty member is most interested in receiving feedback, and provide the observer with any necessary context for the observation (including relevant materials).

## After the observation

The faculty will have a follow-up meeting with their observer as soon as possible after the observation, ideally within one week. This will be an opportunity for both persons to reflect on the experience and consider how the feedback can be most useful to the faculty member's pursuit of continuous improvement.

## Observation report

The observer should complete the observation report before the follow-up meeting described above. In the case of an observation conducted by another faculty member or other designee, the observation report will be given to the faculty member only, not to the faculty member's supervisor, although this does not preclude the faculty member from submitting it to the supervisor if they choose. Below is a list of possible areas the observer may draw from to produce an observation report. This list is not meant to be exhaustive *nor is it expected to be covered in its entirety*. As mentioned above, specific criteria for the observation should be agreed-upon by the faculty member and observer(s) prior to the observation.

- Teaching style and methods of engagement

- Content knowledge
- Faculty-student interactions
- Use of technology
- Faculty demeanor, persona, presence
- Verbal presentation
- Instructional materials
- Organization and time management
- Student engagement and performance

## II. Appraisal Feedback from Others

In order to provide the most complete picture of faculty performance, the appraisal process will gather performance feedback from multiple sources. Feedback sources should include input from peers/colleagues and from students/clients.

### Input from Peers/Colleagues

The supervisor will gather feedback from a minimum of three responses from colleagues who have had substantive interaction with the faculty member. These colleagues may include faculty, classified staff, managers, and/or community partners. At least one colleague should be from outside the faculty member's department. These colleagues will be chosen by the faculty member and their supervisor. The tool(s) for gathering input should be determined by mutual agreement between the faculty member and their supervisor. Examples of feedback-gathering tools may include the Peer/Colleague Input Form (Appendix A), other written feedback, a conversation, email, etc.

### Input from Students/Clients

Input gathered from students/clients during the appraisal period will be reviewed by the faculty member and their supervisor for overall themes and patterns. The following guidelines will be adhered to when gathering input from students/clients:

- Instructional Faculty (45 credit) faculty:
  - In most cases, feedback will be gathered using the Student Evaluation of Teaching.
- Non-Instructional (33 hour) faculty
  - One or more tools for gathering input from clients may be used by mutual agreement between the faculty member and their supervisor. The tools for gathering feedback should be tailored to each faculty member's job assignment, by mutual agreement between the faculty member and their supervisor. These tools will be used to gather information on client/learner interactions or teaching assignments outside the traditional classroom. These feedback tools are typically used for counselors, librarians, consultants, and faculty members with similar assignments.

### III. Reflection

The purpose of reflection during the appraisal process is for faculty to reflect on and make observations about their professional growth, performance as a faculty member, and future direction. Listed below are some items that faculty may choose to reflect upon; however, it is up to individual faculty to include what makes most sense for their specific job assignment. What is included will help inform the faculty member's supervisor of current and future work as it relates to the faculty roles. All five roles do not need to be included in your reflection if one or more of them is not pertinent to the faculty member's current job assignment. However, the following components are required:

- Thoughts on the results of peer/supervisor observation.
- Reflection on goals from the current appraisal cycle (e.g. what got in the way and what worked?).
- Goals for the next appraisal cycle

The format for this reflection is up to individual faculty members, but it may be helpful to keep LBCC's values, strategic goals, and core themes in mind while writing the reflection. The reflection should be submitted to the faculty member's supervisor by the end of the second week of Spring term.

Below are suggestions to reflect upon, although faculty do not have to reflect on *all* of these items, and they reflect on others not listed here:

- Trends or patterns in student evaluations over the course of the appraisal period.
- Progress toward meeting goals established at the last formal evaluation.
- Areas for more training or professional development.
- Emphasis on new or existing pedagogical and/or professional approaches.
- Involvement in campus-wide work and/or community involvement.
- Reflection on relationships within the department, division, college, and community.

## IV. Goal Setting

The purpose of goal setting during the appraisal process is to pull together information reflecting the overall goals of the faculty member over the length of the faculty appraisal cycle and in alignment with the five faculty roles. Progress in achieving these goals will be reviewed annually during a “Yearly Check In” with the supervisor. Conversation topics may include the following:

- Workload review and work plan.
- New course/current course development. (e.g. What are you working on?)
- Professional development plans.
- Planning for new materials, new equipment, and other resources.
- End-of-term course outcome report comments.
- Additional relevant topics.

Goals will be developed based on the yearly discussion between faculty members and their supervisors. Faculty may find it helpful to refer to the college-wide values, strategic goals, and core themes while developing their goals. Faculty should include these goals when turning in their Reflection.



# Appendix A: Peer/Colleague Input Form

## Faculty Roles

### **Teaching**

Responsible for subject matter mastery, curriculum development, instructional design and delivery, assessment of student learning, establishing a positive learning environment and completing related administrative requirements.

### **Learner Support and Development**

Activities which result in a student's personal, social, academic, or career-oriented growth. These may include, but are not limited to, program-related administrative tasks, instructional support, advising, testing, retention/recruitment, consultation, counseling and special event coordination.

### **Communication, Collaboration and Professionalism**

Involvement with internal and external constituencies to improve the quality of teaching and learning and the work environment at the College. Responsible for demonstrating professional and collegial attitudes and abilities which contribute to the growth and well-being of the department, division and College.

### **Community Partnerships**

Active in developing partnerships with individuals, groups and organizations outside the College. Activities may include the development and management of grants and contracts, provide leadership and management of joint activities, plan and implement coordinated services, plan and present workshops and serve on boards and job-related committees.

### **Professional Development**

Activities which contribute to the continuing development of content expertise, scholarship, skill, and/or professional behavior. These may include participation in short and long term professional organizations, and participation in College and program accreditation activities.

## Appendix B: Sample Observation Report

Faculty Member: Professor X

Observer: Dean Z

Title/Description of Instructional Experience: Underwater Basket Weaving Class

Date: MMY Y

Summary of instructional experience: Professor X's underwater basket weaving class began promptly at 1:00 PM with 22 students present. The main objective of the class session--how to properly construct a basket handle--was identified on a computer slide projected at the front of the classroom. After greeting students, Professor X began with a brief review of the previous class period's lesson. She posed several questions to students, who responded eagerly for the most part. Occasionally Professor X asked students to clarify or expand upon their responses. The review session lasted about 10 minutes and ended with a reminder about an accompanying assignment due for next class period.

Professor X then transitioned to the main lesson for the day. She spent 20 minutes delivering a lecture on the two most common techniques for constructing basket handles: vertical crosshatch and horizontal overlay. The lecture was supplemented with computer slides and a short instructional video that demonstrated some of the principles covered in her lecture. During the lecture most students appeared engaged in the presentation; some chose to take notes, while others simply listened. Twice during the lecture, Professor X paused to ask if any students had questions; none did.

The remainder of the class period was devoted to an ungraded assessment that asked students to begin creating their own basket handles. Professor X provided students with their working materials and explained that those on the left side of the classroom would be practicing vertical crosshatch, while students on the right side would be practicing the horizontal overlay. 25 minutes would be allotted for individual work on basket handles, and the remaining 20 minutes of the period would be devoted to students examining and critiquing the progress their peers made on their basket handles.

A few minutes into the activity, Professor X began to meander around the classroom to check on student progress. In some cases, she asked questions about students' techniques and/or pointed out areas of concern regarding certain aspects. In one case she modeled a technique for a student who was noticeably struggling. Most students made steady progress, although a few seemed to be frustrated with their lack of progress in comparison to some of their peers. At one point a student asked if Professor X could replay one of the instructional videos used during lecture. Professor X initially declined, stating that the student should rely instead on his lecture notes, although she then changed her mind and played the video with the sound lowered so as to not distract other students. Several students stopped working to compare their work to the example in the video.

After 25 minutes, Professor X asked students to stop their work and set their handles in a row on one of the classroom tables. She then asked each group to spend a few minutes examining each handle and offering feedback on it. Some students were initially a bit hesitant to do this, perhaps out of uncertainty in their knowledge or trepidation in pointing out weaknesses in their peers. In both groups, a few vocal students seemed to lead the feedback. Student work ran the gamut. A few handles were nearly completed, while others were only barely begun. Professor X spent a few minutes observing each group, occasionally offering her own feedback on some of the student models. She was careful to phrase her comments in a supportive way, emphasizing that students were just being introduced to these techniques and that several opportunities for additional practice were planned for upcoming class sessions.

The student group working on horizontal overlay finished their feedback session quickly, and their conversation seemed to stray off-topic. The other group was still discussing their feedback when the class period came to an end. As students packed up, Professor X reminded them of the assignment due for next class and that the required reading for the next meeting could be found on the syllabus.

Additional notes and observations:

- It was quickly apparent that Professor X knows her students' names.
- During the lecture portion of the class period, Professor X varied her movement throughout the classroom; she didn't stay fixed behind the computer cabinet.
- A few students were occasionally distracted by their electronic devices (i.e., covert texting under the table).
- At least one student in the back row seemed to have difficulty reading the text on some of the computer slides that were projected.
- During the lecture portion, Professor X's voice was loud enough to be heard by everyone, although at times a few students appeared to have some difficulty in taking notes quickly enough to keep up with her speaking rate.

Questions:

- Do the same vocal students tend to dominate class discussion?
- Could the peer-review portion of the in-class activity be enhanced by providing students with a checklist of criteria on which to evaluate their peers' work? Perhaps this could be a rubric that is similar to what will be used to formally evaluate students' own work?
- Could the in-class activity be adapted in some way so that groups could interact with each other? This would allow students to see examples of both techniques for construction basket handles.

## Appendix C: Sample Peer/Colleague Input

Appraisal of: Professor X

Your name: Professor Y

Based on your direct observations, please give your appraisal of this person's performance of the faculty roles (see other side). You may not be able to respond to some questions because of insufficient opportunity to observe. All responses will be handled in a confidential manner. Note: This is not a rating of the department chair role.

1. Please comment upon the faculty member's performance in the area of Collaboration, Communication, and Professionalism.

I serve on the Campus Beautification and Employee Ego-boosting committees with Professor X. As the chair of the Campus Beautification committee, Professor X is very organized and skilled at keeping the group on track and moving forward. She is very careful to ensure that all voices are heard and that committee decisions are communicated to all stakeholders.

2. Please comment upon the faculty member's performance in the area of Learner Support and Development.

Professor X is one of the most knowledgeable advisors on campus. I have gone to her several times for clarification on course transfer, graduation requirements, etc. and she has always been able to quickly answer my questions. She has an open door for her own advisees and appears to have good rapport with them. She mentored a CWE student employee last year, overseeing their planning, curation, publicity, and set-up of an exhibit of local artists. Her patient guidance of this student not only led to a successful show, but also much growth for the student.

3. Please comment upon the faculty member's performance in the areas of Teaching, Community Partnerships, and/or Professional Development.

I have not had the opportunity to observe Professor X's teaching or work in community partnerships. However, I am familiar with her commitment to professional development. Last summer, Professor X moved to Mexico to learn new basket weaving techniques and improve her Spanish language skills. As a result, LBCC now offers sections of Meso-American basket weaving in both English and Spanish.

4. Any additional comments about the faculty member's performance?

The Library's exhibit of baskets by her Underwater Basketweaving students is always amazing. It is clear that she is talented in nurturing students' artistic expression.

## Appendix D: Sample Reflection

Student evaluations over the past three years have shown that most students consider my classes above average. Student comments are very favorable especially regarding my lecture style and study guides. One area that students have expressed a concern in is that the material I lecture on isn't what they feel is necessarily what they are tested on. I plan to work to resolve this in the future by creating assessments and test questions directly related to the outcomes of the class and then to develop my lectures from this. Additionally, I would like to seek professional development in the area of creating assessments to learn different methods of assessing students rather than the traditional "paper and pencil" test.

Last year I created a flipped classroom environment for my Underwater Basket Weaving class and am continuing to use this model. Students were given readings, research, and assignments to complete individually outside of the classroom. As a group we met face-to-face four times throughout the term. During these face-to-face meetings, students demonstrated weaving techniques they have learned in the class as well as new techniques they have developed with the strategies and training they have received. Student test scores and those meeting the outcomes of the class have risen by 20% and 25% respectively. I am very pleased with the results of the pedagogical shift and will continue to incorporate new ideas and strategies such as this into my classes in the coming year.

During this appraisal period I have not had as much overall department responsibility as another member who has filled the role of department chair for us. My role has been to be supportive of this leadership and the model we have adopted for our department. I have helped to create schedules, courses, outcomes, and strategic initiatives to advance our department. My relationship with others in the department is excellent and we work very collaboratively within our department to continuously improve our programs. I have been a mentor to two new part-time faculty in our department and am available any time they have questions or concerns. We have had many conversations regarding what is and is not working in their classes, and I have offered suggestions on different ways to engage the students.

I have been engaged at LBCC by serving on the ACME Committee for almost 3 years, and I have chaired that committee for the past 2 years. I typically spend between 2 and 10 hours per week on this committee work. In addition I have been an early adopter, supporter, and innovator in the area of OER and have applied for and received two grants for OER materials development for my courses. My department currently has a higher percentage of required textbooks that are OER than any department on campus. The result has been increased student satisfaction and a smaller financial burden for all of them. I serve on the LBCC committee which is designated to control and implement standards and guidelines for the use of OER materials on our campus.

I am very involved with our department's advisory committees. I communicate with many of these committee members outside of our advisory committee meetings through phone calls, emails, and visits to their places of employment and make sure to connect with these community partners at least once per term. To be active in the programs of our department, advisory committee members must remain engaged in the program. I consider myself a form of cheerleader whose job it is to encourage that engagement.

During the school year, our local professional organization, YOU MAKE IT HAPPEN, meets monthly to provide for education as well as to conduct the business of the organization. Once each year, it is my job to provide this education. I generally attend all of these educational and business meetings. During this appraisal period I have served as the YOU MAKE IT HAPPEN president and was nominated for "Instructor of the Year" by the parent organization - WE ALL WORK TOGETHER. In addition, my Acme certification requires me to receive 12 hours of continuing education every year to maintain my certification. Also, every other year I attend the national convention and state convention of this organization.

Last but not least, I am currently enrolled in "Leadership LBCC" which is an educational opportunity for LBCC employees and is this year focused on the subject of diversity. I have very much enjoyed my days that have been spent in the Fireside Room with the rest of this year's cohort and have learned a great deal. What an excellent opportunity.

## Appendix E: Sample Goal Setting

### Appraisal Cycle Goals:

1. Work with the Oregon Association of Professional Basket Weavers to upgrade curriculum to meet the new weaving materials requirements.
2. Attend National Conference on Basket Weaving in next year.
3. Create partnership with Linn and Benton County cooperative Basket Weaving Associations to expand opportunities for internships (CWE) and employment.

### Yearly Check In:

1. Current Workload review.

Department classwork/teaching load: 80%

Professional/Industry organizations: 10%

Department Chair load: 10%

2. New course/current course development.

Two current laboratory classes are being redesigned. These courses will be updated to meet industry standards and incorporate new laboratory equipment.

One new course is being developed. This new laboratory class is being proposed to bring student skills to a higher level. Currently working with industry representatives to focus both topics and skill sets for this class.

3. Professional Development plans.

Attend National Laboratory Conference.

Attend equipment supplier seminar covering the operation and maintenance of new equipment.

4. Planning for new materials, new equipment, other resources.

Identify new equipment needs for laboratory classes under development. Investigate alternatives for financing equipment purchase.

5. Additional Topics

Expansion of CWE opportunities for program students.

## Appendix F

### Faculty Roles

- **Teaching**  
Responsible for subject matter mastery, curriculum development, instructional design and delivery, assessment of student learning, establishing a positive learning environment and completing related administrative requirements.
- **Learner Support and Development**  
Activities which result in a student's personal, social, academic, or career-oriented growth. These may include, but are not limited to, program-related administrative tasks, instructional support, advising, testing, retention/recruitment, consultation, counseling and special event coordination.
- **Communication, Collaboration and Professionalism**  
Involvement with internal and external constituencies to improve the quality of teaching and learning and the work environment at the College. Responsible for demonstrating professional and collegial attitudes and abilities which contribute to the growth and well-being of the department, division and College.
- **Community Partnerships**  
Active in developing partnerships with individuals, groups and organizations outside the College. Activities may include the development and management of grants and contracts, provide leadership and management of joint activities, plan and implement coordinated services, plan and present workshops and serve on boards and job-related committees.
- **Professional Development**  
Activities which contribute to the continuing development of content expertise, scholarship, skill, and/or professional behavior. These may include participation in short and long term professional organizations, and participation in College and program accreditation activities.

### Values

- Opportunity
- Excellence
- Inclusiveness
- Learning
- Engagement

### Strategic Goals

- Productivity: Increase Completion
- Equity: Completion for All
- Quality: Completion Leading to Better Lives

### Core Themes

- Educational Attainment
- Economic Vitality
- Cultural Richness

## **Faculty Appraisal Summary**

\*Please note that emphasis should align with the faculty member's work plan.

**Name:**

**Dept/Division:**

**ID#: X**

**Supervisor:**

**Appraisal period:**

**TEACHING**

**LEARNER SUPPORT AND DEVELOPMENT**

**COMMUNICATION, COLLABORATION, AND PROFESSIONALISM**

**PROFESSIONAL DEVELOPMENT**

## COMMUNITY PARTNERSHIPS

## OVERALL SUMMARY AND IDEAS FOR THE FUTURE

*This is to certify that this appraisal has been discussed with me. I understand that my signature does not necessarily indicate agreement and I can provide additional written comments if I so desire.*

\_\_\_\_\_  
Faculty Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Vice President or President

\_\_\_\_\_  
Date

\_\_\_\_\_  
Human Resources

\_\_\_\_\_  
Date