



Houston Community College

Instructional Faculty Evaluation And Workbook

A set of documents that correlates with the Faculty Workload Guidelines and provides the basis for the evaluation of instructional faculty.

Approved by the HCC Executive Team

HCC Faculty Evaluation Committee

Revised 12/2006

Houston Community College

Instructional Faculty Evaluation

Table of Contents

Performance Excellence Form for Instructional Faculty

Cover Page	4
Section I: Objectives-Current Year	5
Section II: Instructional Faculty Checklist	6
Section III: Supervisor Comments on Rating Categories	10
Section IV: Summary on Adherence to Workload Policy	11
Section V: Objectives-Coming Year	12
Section VI: Summary Comments	13
Section VII: Signatures	15
Best Practices Workbook	16
Best Practices Self-Assessment	17
Faculty Non-Instructional Workload Activities	23
Non-Instructional Documentation Worksheet	24
Performance Reviewer Best Practices	25
Faculty Evaluation Committee	27

Changes to Faculty Evaluation Form – Please read before continuing.

With the 2006/2007 academic-year, the Faculty Evaluation Forms have been modified to align with the format of the HCC Performance Excellence Program (PEP). Evaluations for nine-month faculty members for this evaluation period are to be completed using this modified form and turned in to Human Resources **no later than April 23, 2007**.

Changes include:

- Reordering of sections
- Addition of Department Chair criteria to the Faculty Checklist
- Addition of approximate percentage of time spent in each checklist category for department chair positions
- Addition of rating categories, exemplary and professional performance, in Section VI for summary comments and overall performance rating**
- Addition of a new section (VII) for signatures and next level review
- Access Best Practices Workbook from [Instructional Faculty Evaluation Workbook](#) page

For questions regarding the faculty evaluation process, please visit with your supervisor and/or your assigned Human Resources Generalist. Please begin by saving a copy of this document to your computer. You will then be able to work directly on the form.

**For academic year 2006-7, performance ratings for 9-month faculty will be calculated by hand, using the formula found on the [Faculty Evaluations](#) page. Managers have the option to perform these calculations and enter results in Section VI or leave blank for HR to compute. HR will check all rating computations for accuracy.

...Powered by PEP

Performance Excellence Form for Instructional Faculty with Department Chair Guidelines

NAME: LAST	FIRST	MIDDLE
Dept/Division:		
College:		
Title:		
Years in assignment	Date of last Appraisal	Period covered this appraisal
Prepared & rated by	Date	Position
Reviewed by	Date	Position

HCC Performance Management Philosophy

HCC values our employees. We are committed to providing an environment that enables all employees to develop and realize their full potential in alignment with HCC's mission, goals, values and action plans. We strive to provide a support climate conducive to performance excellence and to personal and organizational growth.

In accordance with this commitment, the HCC Performance Excellence Program is designed to provide regular, consistent, fair, and honest evaluation, performance feedback, and structured professional growth opportunities. The ultimate goal of performance management is to improve the organization's performance and enhance our ability to provide the highest quality instruction and educational service to our community.

The written performance review and the subsequent conversation should focus on the employee's performance of essential checklist items, the achievement of goals and objectives, and professional development.

Directions for unlocking this form:

To use spell check, copy/paste, and other features of Microsoft Word, you must unlock this form. Go to Main Menu > View > Toolbars > select Forms pallet. You can toggle the Lock Icon (unprotect) to make the form accessible to change.

Careful! It is easy to change the setting without realizing it. If you unlock the form and start to fill out the form, *do not lock the form back again*. If you lock and unlock the form it will erase your information

Section I: Objectives for the Current Year

This form allows the supervisor to rate objectives for this appraisal period. List the objectives in the space provided. The supervisor should make a comment on each objective in the narrative section addressing the degree to which the objective has been meet. This form can be duplicated for additional objectives.

Objective #1 Check Status: Accomplished Not Accomplished Rescheduled

Objective #2 Check Status: Accomplished Not Accomplished Rescheduled

Objective #3 Check Status: Accomplished Not Accomplished Rescheduled

Section II: Instructional Faculty Checklist

The instructional Faculty Evaluation Form is the culminating document for the evaluation process. It is submitted to the Human Resources Department as official documentation of performance for the year. This document summarizes the categories that are discussed in detail in the Instructional Faculty Evaluation Workbook. All of these items, both in summary and in detail in the workbook are based on best practices in teaching. Data sources are required.

Professional Development

1. **Good teachers are knowledgeable and up-to-date in their subject matter.**

- Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory

2. **Good teachers develop their teaching skills.**

- Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory

Teaching and Learning Support

3. **Good teachers clearly identify learning goals and objectives.**

- Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory

4. **Good teachers present course materials in a way that actively involves students in their own learning.**

- Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory

5. **Good teachers require students to think critically about course materials.**

- Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory

6. **Good teachers use technology appropriately.**

- Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory

7. **Good teachers offer courses at an appropriate level of difficulty.**

- Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory

8. **Good teachers use a variety of instructional approaches that are appropriate to the subject matter and the students.**

- Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory

9. **Good teachers have positive relations with their students in the classroom.**

- Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory

10. **Good teachers clearly explain the subject matter to their students.**

- Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory

11. Good teachers demonstrate sound classroom management techniques.
 Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory
12. Good teachers regularly assess student learning and use the results to improve teaching.
 Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory
13. **Good Teachers provide their students with clear, timely, and meaningful feedback on their tests and assignments.**
 Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory
14. **Good teachers design tests and create assignments that reflect course goals and challenge students academically.**
 Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory

Advising

15. Good teachers foster regular and easy communication with students outside the classroom.
 Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory

Institutional and Community Support

16. Good teachers work to recruit and retain students for their courses and the college.
 Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory
17. Good teachers participate fully in the life of the college.
 Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory
18. Good teachers develop and maintain positive relationships with the community.
 Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory

Additional

19. **(Another category the department may choose to evaluate. Define best practices and data in workbook)**
 Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory
20. **(Another category the department may choose to evaluate. Define best Practices and data in workbook)**
 Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory

Department Chair Responsibilities

21. **Good department chairs provide leadership in recruiting, screening, interviewing, and orientating faculty and non-faculty staff.**

Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory

22. **Good department chairs encourage professional growth and nurture talents and capabilities of faculty.**

Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory

23. **Good department chairs recruits students and assists them in academic decisions and placement.**

Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory

24. **Good department chairs prepare, monitor and administer the departmental budget to make sure that the department maintains fiscal responsibility.**

Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory

25. **Good department chairs ensure that the curriculum is in compliance with governing bodies (including discipline and advisory committee guidelines) and provide leadership in evaluating and improving course offerings.**

Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory

26. **Good department chairs build schedules and assign faculty appropriately for optimum student enrollment.**

Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory

27. **Good department chairs accurately prepare honest and timely evaluations. They use the performance evaluation process to improve the performance of faculty.**

Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory

28. **Good department chairs timely and accurately perform routine paperwork and reports and maintain departmental records in accordance with established guidelines.**

Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory

29. **Good department chairs are accountable for their assigned responsibilities and following HCC policies, procedures, and guidelines.**

Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory

30. **Good department chairs demonstrate high professional standards and are consistently fair, truthful and sincere. They make ethical decisions and follow ethical behaviors.**

Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory

31. **Good department chairs foster a work environment that encourages teamwork and collaboration.**

- Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory

32. **Good department chairs demonstrate respect tolerance and inclusion of others in workplace actions and demonstrate awareness and sensitivity for various cultures, styles and beliefs.**

- Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory

33. **Good department chairs share relevant knowledge and information with others. Encourages open expression of ideas and opinions and communicates effectively both in writing and orally.**

- Exemplary Needs Improvement Not Applicable
 Professional Performance Unsatisfactory

Section III: Supervisor Comments on Rating Categories

Supervisors are required to complete a comment on every item in the Evaluation Document rated as “Exemplary,” “Needs Improvement,” or “Unsatisfactory.” Data sources are required. This form can be duplicated.

Checklist Number _____

Rating:

Exemplary Needs Improvement Unsatisfactory

Comment by Supervisor:

Checklist Number _____

Rating:

Exemplary Needs Improvement Unsatisfactory

Comment by Supervisor:

Checklist Number _____

Rating:

Exemplary Needs Improvement Unsatisfactory

Comment by Supervisor:

Checklist Number _____

Rating:

Exemplary Needs Improvement Unsatisfactory

Comment by Supervisor:

Section IV: Evaluation of Adherence to Workload Policy

Workload guidelines call for instructional faculty to distribute their time by the following percentages. Considering a 40-hour week, approximate hours per week are indicated. These figures are used for illustration of the amount of work that would occur over the course of the year. After having rated the faculty evaluation checklist, the supervisor, should indicate a rating for the performance of the faculty member on these job facets.

	Faculty	Chairs
Teaching/Learning Support	80%	20%
Student Advising	10%	
Professional Development	5%	5%
Institutional/Community Support	5%	75%

(Includes Department chair responsibilities)

1. Teaching/Learning Support

- Exemplary Needs Improvement
 Professional Performance Unsatisfactory

Comment:

2. Student Advising

- Exemplary Needs Improvement
 Professional Performance Unsatisfactory

Comment:

3. Professional Development

- Exemplary Needs Improvement
 Professional Performance Unsatisfactory

Comment:

4. Institutional/Community Support

- Exemplary Needs Improvement
 Professional Performance Unsatisfactory

Comment:

Section V: Objectives for the Coming Year

This form allows the supervisor and instructor to create objectives for the *coming* year. If a “Needs Improvement” or “Unsatisfactory” rating is given on any item in the checklist, an objective is required. Other objectives will relate to the Strategic Plan and to the appropriate categories in the *Faculty Workload Guidelines*. This form can be duplicated for additional objectives.

Type of Objective

- Department/College participation in Strategic Plan
- Teaching/Learning Support
- Advising/Orientation/Student Engagement
- College/Community Service
- Professional Development
- Response to “Needs Improvement” or “Unsatisfactory” rating on Checklist Item

Checklist # (objective required) _____

Statement of objective and how it relates the category checked above.

Expected work product:

Timeline:

Section VI: Summary Comment Section

Section I: Objectives for the Year

- | | |
|---|--|
| <input type="checkbox"/> Exemplary | <input type="checkbox"/> Needs Improvement |
| <input type="checkbox"/> Professional Performance | <input type="checkbox"/> Unsatisfactory |

Section II: Checklist

- | | |
|---|--|
| <input type="checkbox"/> Exemplary | <input type="checkbox"/> Needs Improvement |
| <input type="checkbox"/> Professional Performance | <input type="checkbox"/> Unsatisfactory |

Section IV: Workload Policy

- | | |
|---|--|
| <input type="checkbox"/> Exemplary | <input type="checkbox"/> Needs Improvement |
| <input type="checkbox"/> Professional Performance | <input type="checkbox"/> Unsatisfactory |

Overall Performance Rating

- | | |
|---|--|
| <input type="checkbox"/> Exemplary | <input type="checkbox"/> Needs Improvement |
| <input type="checkbox"/> Professional Performance | <input type="checkbox"/> Unsatisfactory |

What the evaluator may do:

May discuss specific areas of concern or commend the faculty member for outstanding service in specific areas. May make general comments or no comments. May write a specific plan for improvement in indicated areas. Attach additional sheets or a formal memo as needed. If overall performance is rated "Unsatisfactory," a plan for improvement must be completed in consultation with the Human Resources Department.

What the faculty member may do:

May make any comments he or she feels is justified or to supplement the information in the evaluation. Attach additional sheets or a formal memo as needed.

PART VII: EMPLOYEE/SUPERVISOR SIGNATURES

Signature of Supervisor: _____ **Date:** _____

I certify that my supervisor has discussed this document with me. My signature does not necessarily imply that I agree with this evaluation. If I disagree with this performance appraisal I have the right to respond in writing within five (5) working days and have these comments attached to this performance appraisal.

Signature of Employee: _____ **Date:** _____

(For Year End Review Only)

Employee:

Did the performance planning process take place? Yes No Date:

Did the Mid-Year Review Process take place? Yes No Date:

Supervisor's Supervisor

I certify that I have read the contents of this document and discussed them with the employee's supervisor.

Signature of Supervisor's Supervisor: _____ **Date:** _____

Evaluation Form Routing:

Original: Send through channels to the Human Resources Department, 3100 Main Street, M.C. 1120. Do **not** send the Workbook to Human Resources. Keep for department files along with proper back-up documentation.

Copy: Faculty member and Department Chair.

INSTRUCTIONAL FACULTY BEST PRACTICES WORKBOOK

This document is the backbone of the evaluation system. It categorizes and details actions and behaviors that make up teaching best practices. Each of the categories in the Faculty Evaluation Checklist originates from here. This workbook looks in detail at each category. The workbook should be given to faculty members at the first of the academic year and the Department Chair should provide a review of the items. One way to use this document is to make it a self-evaluation for the faculty member. Each category also includes the data that will be used to make judgments. These data along with the item ratings ultimately go into creating the final checklist.

Suggested Practice:

- Departmental review of the process, including all documents that will be used.
- A departmental discussion about how the items in the workbook should be used and what the expectations of the department are for the ratings in the checklist.
- Use the workbook as a guide during the year in discussions about teaching and learning and performance.

Houston Community College

Instructional Faculty Evaluation

Best Practices Workbook- Self-Assessment

2006

This document is based on well-known characteristics of good teachers and the best practices that they employ. The general category is followed by best practices.

Professional Development

1. Good teachers are knowledgeable and up-to-date in their subject matter.	
Best Practices include	
Keeping licensure and skills current	Data: <i>Syllabi, reading lists, licenses, publications, conference presentations, externship participation, SEOI reports, publications, attendance at scholarly meetings, up-to-date certifications and licenses.</i> NOTES:
Updating courses to reflect new developments	
Taking courses	
Learning new software	
Developing curricular materials	
Publishing books and articles in the discipline	
Conducting research in the discipline	
Other:	

2. Good teachers develop their teaching skills.	
Best Practices include	
Learning new teaching approaches	Data: <i>Syllabi, classroom observation reports, handouts, record of attendance at meetings, teaching products</i> NOTES:
Attendance at teaching conferences	
Development of new courses	
Mastering instructional software	
Revising course activities to stay abreast of new developments in the field	
Revising course materials to reflect personal growth as a teacher	
Teaching a distance education or dual credit course	
Other:	

Teaching and Learning Support

3. Good teachers clearly identify learning goals and objectives.	
Best Practices include	
Listing of learning goals in the syllabus	Data: <i>Syllabi, SEOI reports, classroom observation reports</i> NOTES:
Structuring courses to reflect learning goals	
Making the learning objectives for each class session readily apparent to students.	
Other:	

4. Good teachers present course materials in a way that actively involves students in their own learning.

Best Practices include

Using interactive lecture techniques	Data: <i>Syllabi, classroom observation reports, SEOI reports, course handouts, class projects</i> NOTES
Using discussion groups	
Using team projects	
Using simulations and other hands-on activities	
Other:	

5. Good teachers require students to think critically about course materials.

Best Practices include

Using interactive lecture techniques	Data: <i>Classroom observation reports, tests, course handouts, projects</i> NOTES:
Using test questions and assignments the encourage the demonstration of higher-order thinking skills	
Employing problem solving techniques	
Using class activities that emphasize analysis	
Other:	

6. Good teachers use technology appropriately.

Best Practices include

Regular use of communication technology, such as e-mail and voice mail	Data: <i>Home page, WebCT course site, syllabi, classroom observation reports, products used in presentation</i> NOTES:
The use of Internet resources such as WebCT	
A personal homepage	
Use of course and discipline-related software and commercial software	
Use of presentation technology, such as PowerPoint	
Appropriate use of lab resources	
Other:	

7. Good teachers offer courses at an appropriate level of difficulty.

Best Practices include

Writing course objectives that are consistent with those established by the discipline	Data: <i>tests, syllabi, student performance on departmental exams, advanced courses, standardized tests, licensure and certification exam</i> NOTES:
Completing the course curriculum	
Devoting an appropriate amount of time to each major course topic	
Using test questions and assignments that reflect course objectives	
Implementing a grading standard consistent with established norms	
Other:	

8. Good teachers use a variety of instructional approaches that are appropriate to the subject matter and the students.

Best Practices include

Effective use of lecture, discussion, group exercises, and collaborate learning	Data: <i>Syllabi, classroom observations, handouts, lab records and exercises.</i> NOTES:
Appropriate use of instructional technology	
Effective use of lab resources	

Appropriate use of service learning	
Other:	

9. Good teachers have positive relations with their students in the classrooms.	
Best Practices include	
Learning students' names	Data: SEOI reports, student complaints/commendations NOTES:
Holding office hours	
Showing sensitivity to cultural differences among students	
Dealing effectively with student questions and complaints	
Other:	

10. Good teachers clearly explain the subject matter to their students.	
Best Practices include	
Thorough preparation	Data: <i>SEOI reports, classroom observation reports, syllabi, handouts, lab manuals</i> NOTES:
Well organized syllabi	
Well-developed classroom presentations	
Transparent use of goals and objectives	
Appropriate use of handouts	
Effective use of demonstrations and simulations	
Well organized lab or workshop activities	
Other:	

11. Good teachers demonstrate sound classroom management techniques.	
Best Practices include	
Having a good personal attendance record	Data: <i>SEOI reports, grade sheets and attendance records, classroom observation reports</i> NOTES
Beginning and ending class on time	
Managing class rolls correctly	
Submitting paperwork accurately and on time	
Using class time efficiently	
Proctoring exams effectively	
Guarding against plagiarism and other expressions of academic dishonesty	
Properly using and maintaining equipment	
Efficiently focusing class activities on course objectives	
Other:	

12. Good teachers regularly assess student learning and use the results to improve teaching.	
Best Practices include	
Interactive lecture techniques	Data: <i>Classroom research results, test revisions, classroom observation reports, course grade distributions, licensure tests results</i> NOTES:
Test analyses	
Assessing the effective application of concepts in the lab	
Tracking student performance on advanced courses, departmental finals, standardized tests, or licensure exams	
Other:	

13. Good teachers provide their students with clear, timely, and meaningful feedback on their tests and assignments.

Best Practices include

Returning graded tests and assignments in a timely fashion	Data: <i>SEOI reports, graded student work, grading profiles, activity log</i> NOTES:
Giving students detailed feedback on their work	
Using grading profiles	
Holding student conferences	
Other:	

14. Good teachers design tests and create assignments that reflect course goals and challenge students academically.

Best Practices include

The development of test questions that mirror course objectives	Data: <i>Tests, written assignments, projects, lab assignments, syllabi</i> NOTES
The use of test questions, lab exercises, projects that assess higher order thinking skills in the context of the subject matter	
Other:	

Advising

15. Good teachers foster regular and easy communication with students outside the classroom.

Best Practices include

Regularly checking and responding to e-mail and voice mail	Data: <i>SEOI, activity log</i> NOTES:
Creating internet chat rooms	
Mentoring students	
Establishing electronic discussion boards	
Keeping advising hours	
Actively monitoring lab activities	
Other:	

Institutional and Community Support

16. Good teachers work to recruit and retain students for their courses and the college.

Best Practices include

Participating in student advising	Data: <i>Posted office hours, program from graduation, program enrollment data, college participation per workload policy</i> NOTES:
Using the early warning system	
Participating in recruitment activities	
Keeping regular office hours	
Working with the Student Success Center to support students	
Attending graduation	
Other:	

17. Good teachers participate fully in the life of the college.	
Best Practices include	
Reading and responding to e-mail, voice mail and campus mail communications from their supervisor and peers	Data: <i>Discipline committee and departmental meeting minutes, committee memberships, departmental records, attendance at student activities,</i> NOTES:
Attending departmental and discipline meetings and activities	
Taking an active role in college initiatives and student activities	
Serving on committees	
Participating in the student success center and the student orientation program	
Promoting appropriate service learning activities	
Other:	

18. Good teachers develop and maintain positive relationships with the community	
Best Practices include	
Working with advisory committees	Data: <i>Articulation agreements, advisory group minutes, externship agreements, joint workshops, partnership agreements</i> NOTES:
Developing relationships with business and industry	
Partnering with faculty members at other colleges and universities	
Establishing relationships with feeder high schools	
Working with relevant community groups and organizations	
Other:	

Additional

19. Item defined by department	
Best Practices include	Data:

20. Item defined by department	
Best Practices include	Data:

Department Chair Responsibilities (Best Practices to be Determined)

- Good department chairs provide leadership in recruiting, screening, interviewing, and orientating faculty and non-faculty staff.
- Good department chairs encourage professional growth and nurture talents and capabilities of faculty.
- Good department chairs recruit students and assist them in academic decisions and placement.
- Good department chairs prepare, monitor and administer the departmental budget to make sure that the department maintains fiscal responsibility.
- Good department chairs ensure that the curriculum is in compliance with governing bodies (including discipline and advisory committee guidelines) and provide leadership in evaluating and improving course offerings.
- Good department chairs build schedules and assign faculty appropriately for optimum student enrollment.
- Good department chairs accurately prepare honest and timely evaluations. They use the performance evaluation process to improve the performance of faculty.
- Good department chairs timely and accurately perform routine paperwork and reports and maintain departmental records in accordance with established guidelines.
- Good department chairs are accountable for their assigned responsibilities and following HCC policies, procedures, and guidelines.
- Good department chairs demonstrate high professional standards and are consistently fair, truthful and sincere. They make ethical decisions and follow ethical behaviors.
- Good department chairs foster a work environment that encourages teamwork and collaboration.
- Good department chairs demonstrate respect tolerance and inclusion of others in workplace actions and demonstrate awareness and sensitivity for various cultures, styles and beliefs.
- Good department chairs share relevant knowledge and information with others. Encourage open expression of ideas and opinions and communicate effectively both in writing and orally.

Faculty Non-Instructional Workload Activities

The HCC faculty workload calls for a portion of a faculty member's time to be spent in the following activities.

Learning Support
Advising/Activities/Orientation
Institutional/Community Service
Professional Development

The workload policy outlines the average time allocations and gives examples of the kinds of activities that might be undertaken in each category. Since these activities will become a much more integral part of your evaluation, it will be helpful to begin to define what is included in each category.

Each department needs to define what it thinks are appropriate activities in these categories.

Advising/Activities/Orientation: The following activities are given as examples.

- Department and discipline advising for individual students who have declared a major
- Departmental group advising for people majoring in or interested in the discipline.
- Being on the team of our one hour GUST 0101 orientation program either as a team member or the instructor of record. (This person will be paid for one semester hour also)
- Providing help to student services during peak hours of registration
- Participating as a sponsor of a student activity or club or student government
- Participating in service learning activities
- Create and lead student events or department events aimed at students
- Volunteer to work with students through the Student Activity office and student services
- Be a department assigned mentor
- Make appointments with students who need your mentoring or help
- Offer seminars for the 0101 classes

The departments should also discuss and decide on acceptable categories for professional development and institutional/community service. For instance, is it enough to attend TCCTA. Should some kind of sharing be a part of professional travel? The departments should try to answer these and other questions.

One of the important aspects of this process is the use of data in making evaluation decisions about people. The first part of this process is to decide as a department what is appropriate in these areas as data and as standards. A faculty member should also be prepared to bring to the evaluation, data that will indicate the kind of activities undertaken. The easiest way to do this is to tell and show the evaluator what the faculty member has been doing. Each department, once again, can decide how they want to proceed. As one possible avenue we are providing a worksheet that can be used by a department and a faculty member to record activities.

Houston Community College
Non-Instructional Documentation Worksheet

Name:

Department:

Advising/Activities/Orientation

Activity

Professional Development

Activity

Institutional/Community Service

Activity

Houston Community College

Performance Reviewer Best Practices

Good reviewers base evaluation job performance results, not personality traits.

Best practices: giving specific examples, using data sources listed on evaluation, focusing on observations, listing behavioral traits rather than personality or attitudes

Data: Performance Evaluation document, classroom or workplace observation documents

Good reviewers base evaluations on sound data.

Best practices: using and citing data sources listed on evaluation documents.

Data: list of data sources, Performance Evaluation document. Workload document

Good reviewers clearly communicate performance expectations and standards.

Best practices: job description matches work; supervisor/employee agree, job responsibilities and standards are clear to both

Data: copy of job description, copy of job responsibilities and standards, employee feedback, workload document

Good reviewers maintain an atmosphere of open, honest dialog.

Best practices : maintaining two-way communication, listening well, frequently checking for understanding, paying attention to nonverbal clues, allowing the employee to participate fully in performance review process, regularly checking and responding to email, keeping office hours.

Data: employee feedback

Good reviewers are willing to accept their share of responsibility for employee performance.

Best practices: They ask what they themselves can do to improve the situation, realizing that performance is influenced by environmental factors such as training, resources, and work processes.

Data: records of meetings held, record of information given and adjustments made to environmental factors.

Good reviewers assess employee performance regularly and provide timely and pertinent performance feedback throughout the year.

Best practices: Feedback is clear, descriptive, constructive, both positive and negative.

Reviewer evaluates performance throughout the year, rather than only once at review time, and discusses performance with employee as observed.

Data: employee conference records, performance documentation

Good reviewers honestly record performance.

Best practices: avoiding the “halo” effect, recognizing top performers, confronting performance deficiencies, and objectively recording facts and situations.

Data: Performance Evaluation Form, performance documentation, Performance Improvement Plans, counseling notes.

Good reviewers clearly identify performance goals and objectives and link employee objectives to departmental and institutional goals.

Best practices: clearly communicate departmental, college and strategic plan goals, , employees feel connected to institutional mission, goals and objectives support key institutional goals and objectives.

Data: 360-degree evaluation of supervisor, employee feedback, Performance Evaluation forms, institutional and department goals documents, objectives from previous year.

Good reviewers treat employees with respect.

Best practices: fair, supportive, sensitive to and value diversity.

Data: employee feedback.

Good reviewers present performance reviews in a way that actively involves employees in their own performance.

Best practices: Including employees in setting goals and objectives, and involving employees in self-evaluation

Data: Sources of data used for evaluation, Performance Review Form, goals actually set, employee feedback

Good Reviewers use the appraisal process as an opportunity to determine what new learning or resources are needed to assist the employee to move forward positively.

Best practices; clearly set forth standards and expectations, provide suggestions for developmental activities, follow-through on own commitments, coach, teach, assist with professional development.

Data: Program Review, Performance Evaluation form, development plan and activities completed

Good reviewers develop their reviewer skills.

Best practices: attendance at performance review classes, seeking personal coaching on review best practices, dialoging with peers or other administrators on review skills, reading articles or books on management.

Data: Training completion records, reading citations, attendance at discussion groups where review skills are discussed.

Houston Community College

Faculty Evaluation Committee

2004

Many thanks to the Faculty Evaluation Committee for the hours of hard work and for the excellent insights that came out of the discussions and exploration that the committee went through. Committee members did research; shared ideas; and created a coherent and forward-looking set of principles that are embedded in this document. Also, by putting more responsibility on the individual departments to set standards and define expectations, they have created a document and process that will be owned by its participants.

It is the dedication of these people and more like them who help to move HCC forward and make it an outstanding institution for teaching and learning.

Jonathan Brook
Judy Cantwell
Peggy Edwards
Fena Garza
Verla Green
Charles Hebert
Pat Jensvold
Mike McCormick
Frank Ortiz
Mary Page
Norma Perez
Suna Purser
Angela Secrest
Timor Sever
Connie Stone
Neal Tannahill
Jimmy Vu

Chair: Sue A. Cox