



# WESTERN PIEDMONT COMMUNITY COLLEGE

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## Faculty Performance Evaluation

### PART I: Instructor Information

|                    |        |  |                            |          |          |  |  |
|--------------------|--------|--|----------------------------|----------|----------|--|--|
| Instructor's Name  |        |  |                            |          |          |  |  |
| Instructor's Title |        |  |                            |          | Division |  |  |
| Reason for Review  | Annual |  | End of Re-Appraisal Period |          | Other    |  |  |
| Appraisal Period   |        |  |                            | Reviewer |          |  |  |

*Instructions:* This review is an assessment of the instructor's performance through the entire appraisal period stated above. The instructor should be evaluated in the following categories. The rating scale for each of the categories is as follows:

**E EXCEEDS EXPECTATIONS:** Significantly and Consistently Exceeded the Standard.

**S SATISFACTORY:** Meets Expectations

**U UNSATISFACTORY:** Does not Meet Expectations

*\*Concrete examples must be provided with any rating of "E" / "U".*

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### PART II: Performance Categories

|   |               |
|---|---------------|
| <b>Goals Accomplished</b> – accomplishments from objectives set forth on previous year's goals and objectives, if applicable. Did the instructor accomplish the objectives set forth on the previous year's goals and objectives? | <b>Rating</b> |
| <b>Comments:</b>  |               |

|   |               |
|---|---------------|
| <b>Institutional Mission</b> – knowledge of the mission and willingness to weigh decisions in light of the total institutional goal. Does instructor know what the College's mission and objectives are? How does he/she carry out his/her daily tasks in regards to the College's mission, goals and objectives? | <b>Rating</b> |
| <b>Comments:</b>  |               |

|  |               |
|--|---------------|
| <b>Teaching Assignment</b> – knowledge and skill in the area of specific responsibility assigned. Is the instructor competent, experienced, and well informed of developments in his/her discipline? | <b>Rating</b> |
| <b>Comments:</b>   |               |

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|--|---------------|
| <b>Human Relationships</b> – ability to work and communicate with supervisor, co-workers, and students effectively, and to resolve conflicts directly, quickly, and completely. Does the instructor use tact and diplomacy in human relationships? Is he/she able to resolve conflicts with courtesy and respect? How well does the instructor give and take criticism? Do his/her colleagues and students support him/her? Does instructor care about and work actively to develop each colleague/student? Is instructor a good role model for his/her colleagues and students? Does instructor work well as a team member? | <b>Rating</b> |
| <b>Comments:</b>   |               |

|  |               |
|--|---------------|
| <b>Advising</b> – Does instructor maintain good student records? Does instructor register students in appropriate classes (especially developmental students)? Does instructor post and maintain office hours? Does instructor have good knowledge of program requirements? Does instructor offer individual assistance, feedback and progress reports to students? Does instructor have good knowledge of transfer procedures, where appropriate? | <b>Rating</b> |
| <b>Comments:</b>   |               |

|  |               |
|--|---------------|
| <b>Organization</b> – ability to organize area of responsibility and tasks so that work is done with maximum efficiency. Does instructor expedite work and accomplish objectives effectively through good organizational procedures and structure? Is the instructor well prepared for classes? Does instructor begin and end class on time? Does instructor use class time effectively? Does instructor conduct classes in a professional manner? Does instructor plan ahead and avoid procrastination in his/her responsibilities? | <b>Rating</b> |
| <b>Comments:</b>   |               |

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|--|---------------|
| <b>Creativity and Problem Solving – ability to perceive and use new or creative approaches in teaching and willingness to try new ideas and concepts.</b> Does instructor identify opportunities to improve his/her teaching skills? Is he/she flexible and committed to change for the best interest of the curriculum and students? Does instructor stimulate and encourage student interest and participation? Does he/she encourage students to think for themselves. Does instructor encourage the development of problem-solving skills in students? | <b>Rating</b> |
| <b>Comments:</b>   |               |

|   |               |
|---|---------------|
| <b>Positive Behavior – Demonstrates positive behavior among students, faculty and staff?</b> Does instructor show respect for others? Does he/she show interest and enthusiasm for teaching? Is the instructor interested in student learning? Does instructor maintain a good rapport with students? | <b>Rating</b> |
| <b>Comments:</b>  |               |

|   |               |
|---|---------------|
| <b>Objectivity - ability to make sound decisions.</b> Does instructor keep emotions from distorting his/her perspective? Can he/she look at problems with clarity, logic, and coolness, and make sound decisions? When applicable, does instructor encourage discussions and make students feel free to express their opinions? | <b>Rating</b> |
| <b>Comments:</b>  |               |

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|---|-----------------------|
| <b>Dedication and Commitment</b> – Is instructor a team player? Is he/she flexible and willing to accept extra assignments and responsibilities when asked? When necessary, is instructor willing to put in extra hours when meeting deadlines? Is instructor willing to give students extra help outside of class? Does instructor accept extra responsibilities in regards to service to the community? | <b>Rating</b><br><br> |
| <b>Comments:</b><br><br><br><br><br>  |                       |

|  |                       |
|--|-----------------------|
| <b>Communication</b> – ability to communicate clearly in written and oral form. Is instructor clear and concise in statements and instructions? Does he/she seek to develop full understanding? Is he/she aware of feedback, sensitive to lack of understanding, and does he/she seek to clear this up when it occurs? Is instructor organized and confident in front of a group? Does instructor keep students aware of their progress in class? Does instructor respect organizational lines of communication? Does he/she make decisions properly and communicate them to appropriate administrators/supervisors? | <b>Rating</b><br><br> |
| <b>Comments:</b><br><br><br><br><br>   |                       |

|  |                       |
|--|-----------------------|
| <b>Personal Appearance</b> – Does instructor maintain professional expectations of personal appearance? Is his/her work area safe and efficient? | <b>Rating</b><br><br> |
| <b>Comments:</b><br><br><br><br><br>   |                       |

|  |                       |
|--|-----------------------|
| <b>Supervisory Skills (Coordinators Only) - ability to supervise colleagues.</b> Does coordinator give clear instructions when supervising? Does coordinator have good conflict management skills? Does coordinator supervise part-time faculty effectively. Does coordinator schedule and budget part-time faculty efficiently? | <b>Rating</b><br><br> |
| <b>Comments:</b><br><br><br><br><br>   |                       |

### **PART III: Overview (Attach Professional Growth Plan)**

*Complete all of the following sections:*

1. Accomplishments or new abilities demonstrated since last review, if applicable.

2. Specific category(ies) indicating a need for improvement.

3. Recommendations for professional development (seminars, training, schooling, etc.)

4. After careful review of the performance categories above, you have earned the following overall rating for this appraisal period:

Additional Comments \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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Below is the explanation and meaning of your rating:

- E EXCEEDS EXPECTATIONS:** Significantly and Consistently Exceeded the Standard.
- S SATISFACTORY:** Meets Expectations
- U UNSATISFACTORY:** Does not Meet Expectations

### PART IV: Comments by Instructor

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### PART V: Supervisor's Recommendations for Improvement

These recommendations are designed to alleviate deficiencies noted in the faculty member's evaluation. A detailed plan to achieve each of these recommendations is required. This plan should include a time schedule for achievement of the recommendation.

|                       |  |
|-----------------------|--|
| <b>Deficiency</b>     |  |
| <b>Recommendation</b> |  |
| <b>Plan</b>           |  |
| <b>Due Date</b>       |  |

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|                       |  |
|-----------------------|--|
| <b>Deficiency</b>     |  |
| <b>Recommendation</b> |  |
| <b>Plan</b>           |  |
| <b>Due Date</b>       |  |

### PART VI: Signatures

|                          |  |      |  |
|--------------------------|--|------|--|
| Supervisor's Signature   |  | Date |  |
| Instructor's Signature*  |  | Date |  |
| V.P. of Academic Affairs |  | Date |  |

**\*NOTE:** Your signature does not necessarily indicate agreement with the appraisal, only that it has been discussed with you. You are obligated to acknowledge the appraisal if your supervisor has discussed it with you.