
FACULTY APPRAISAL SYSTEM HANDBOOK

Faculty Appraisal System

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Center for Teaching Effectiveness
Arizona Western College
(928) 344-7757 or (928) 344-7677

P.O. BOX 929
Yuma, AZ 85366

SECTION I

ARIZONA WESTERN COLLEGE FULL-TIME FACULTY APPRAISAL SYSTEM

INTRODUCTION

Arizona Western College District Governing Board Policy #440 Employee Evaluation states, "The President of the College or designated representative is responsible for the establishment of procedures for evaluation of all employees". Additionally, the 1989-1990 Institutional Goal XV reads, "The College will develop a college-wide professional growth and development program that incorporates performance evaluation and activities that encourage employee growth and further the effectiveness of the College." In December 1989 the members of the Faculty Appraisal Task Force began developing, with faculty input, an appraisal system.

There are several purposes of the Faculty Appraisal System. One purpose is to encourage instructional excellence through increased communication among student, faculty and administrators. Another purpose is to provide faculty members with a way to compare their individual performance to their job description. This system also provides information about each faculty member for decisions pertaining to faculty development, employment status, recognition of accomplishments and achievement of professional growth.

To this end, the Faculty Appraisal System

1. will identify the strengths of the faculty member.
2. will allow for recognition of individual differences with regard to accomplishments and performance.
3. will accommodate differences in programs and disciplines.
4. will address the following role expectations of the faculty member: teaching, professional/personal development and service to college/community.
5. will assist the faculty member in
 - identifying behaviors needed to perform effectively.
 - being aware of standards of performance.
 - appraising current level of performance.
 - receiving feedback.
 - reinforcing professional growth.
6. will encourage faculty contributions to the college, to the profession, and to personal as well as professional goals.
7. will be based upon information gathered systematically from students, faculty, administrators, and other sources as specified by the faculty member and evaluator.
8. will be formative and summative in nature, addressing issues dealing with, and procedures relating to, quality of performance and employment status.

PROCESS DESCRIPTION

The full-time faculty appraisal process is the basis for continuing review of performance. The process encourages faculty to establish long range goals based on formative evaluation. It also provides assessment of progress being made toward the attainment of stated goals.

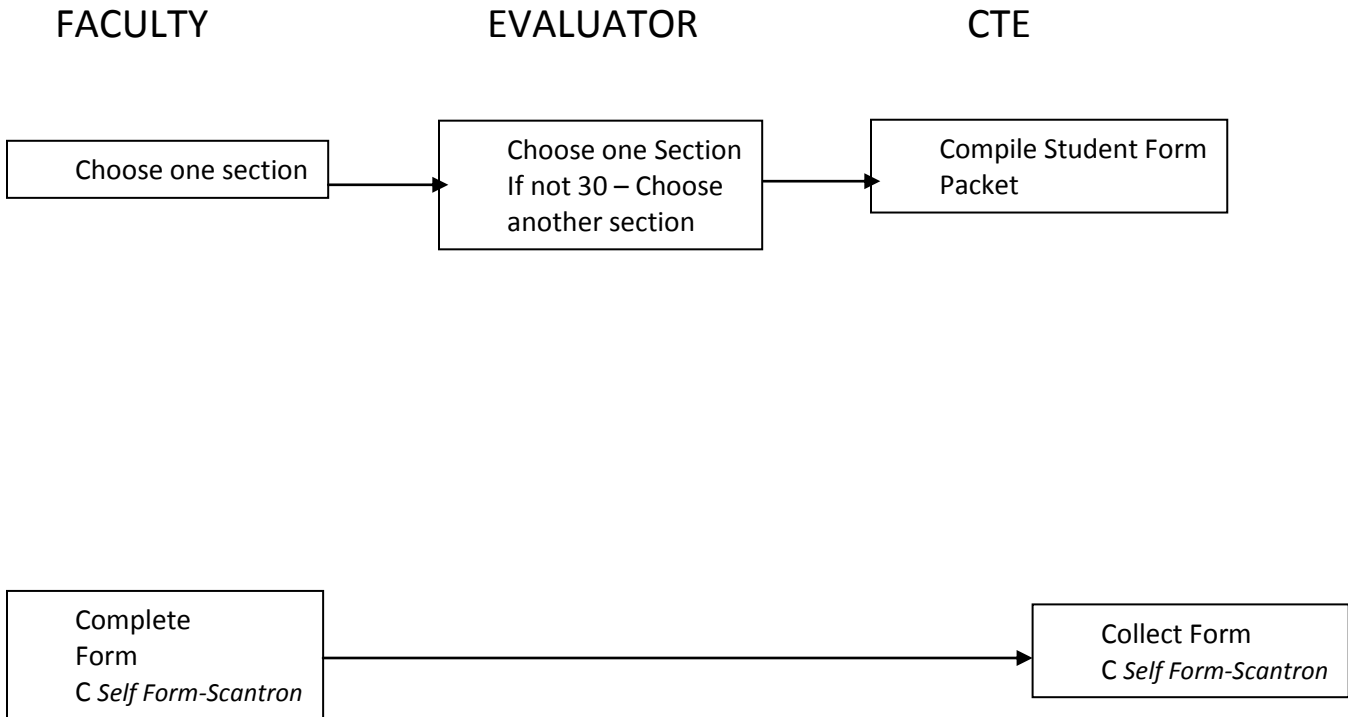
The full-time faculty appraisal process affords adequate time for planning, data gathering, reporting, and conferring. Full-time faculty appraisal occurs twice per year for the first three years. Thereafter, appraisal for full-time faculty occurs once every other year based on faculty hire date.

PROCEDURE USED TO PROCESS FACULTY APPRAISAL STUDENT FORMS AND STUDENT COMMENT FORMS B

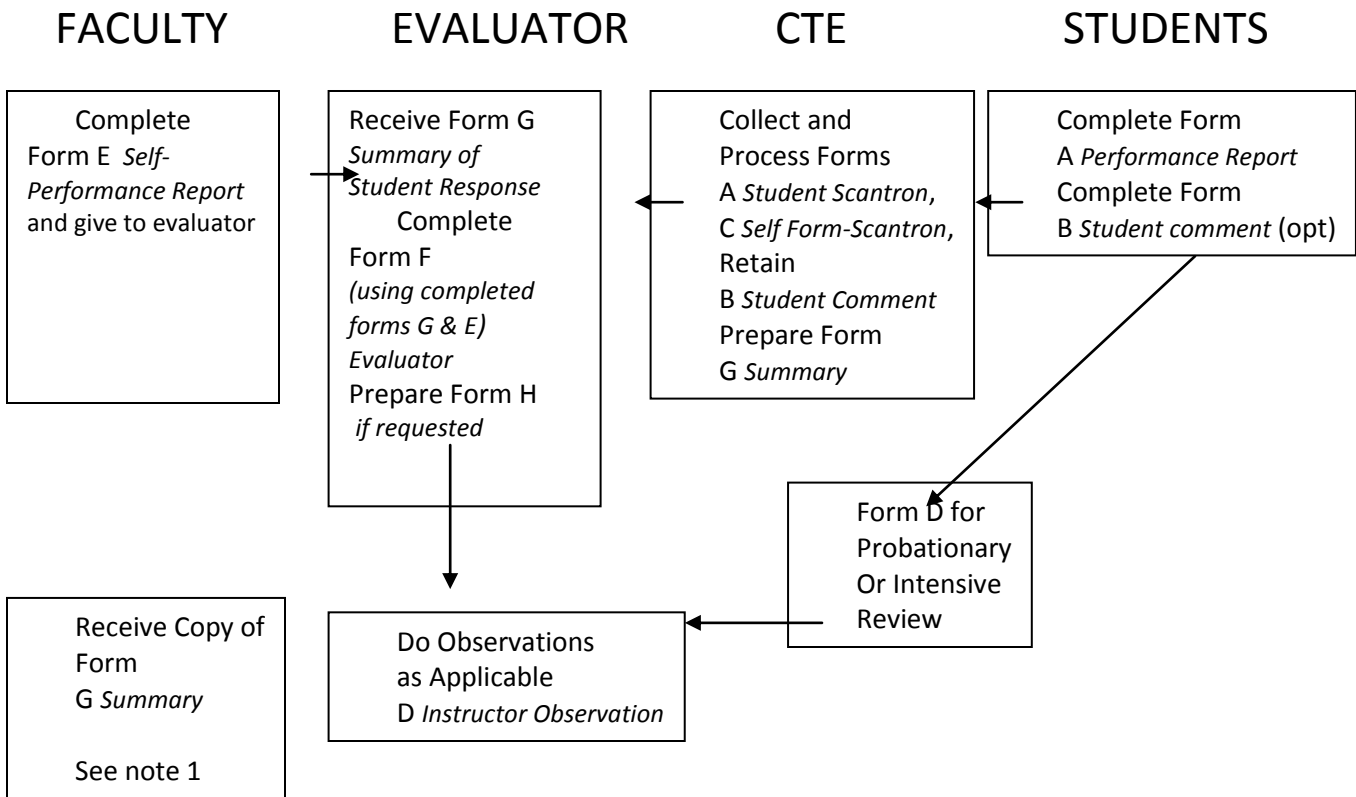
1. The appraisal packets are picked up from the AWC library drop box by CTE staff or are brought to the CTE by the appropriate director from the off campus sites.
2. The appraisal packet is cross checked with master list of courses appraised to record the date the packet was received.
3. The appraisal envelopes are opened and the Scantron forms removed at the CTE. Any Student Comment Forms B remains in the envelope. The envelope is sealed and filed alphabetically by the instructor's last name.
4. The Scantrons for each class are counted and the number recorded to serve as a double check if necessary.
5. Each Scantron is checked for the correct bubble selection of term, year, and section number.
6. When all packets have been returned, checked, and counted the scanning process begins.
7. If a form is incorrectly marked by term, year, and section number or if an erasure is not completed the information is dumped into an "error table". Each of those forms must have the corrections made by hand.
8. After the forms are scanned the software sorts the questions into categories and the scores are calculated.
9. The reports are generated and forwarded to the Associate Dean by the CTE along with the Self Form C report.
10. The Associate Dean prepares for the appraisal interview using Student Forms, Self Forms, First Day Handouts, Evaluator Forms and any other optional information gathered.

PROCESS AWC FACULTY APPRAISAL SYSTEM

BEGINNING OF SEMESTER



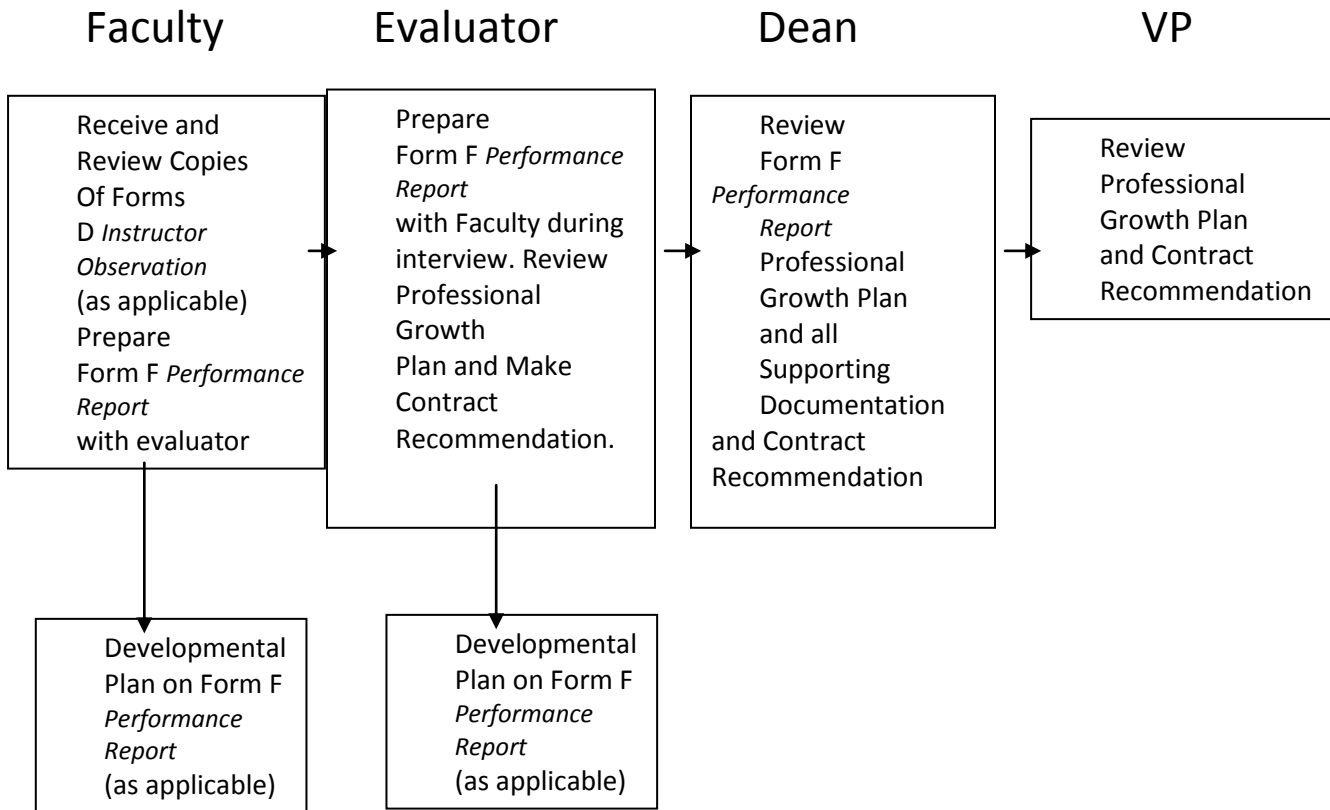
MID-SEMESTER



Note 1

1. Classroom Observations
2. Video Tape
3. Student Interview

END OF SEMESTER



STEPS FOR IMPLEMENTATION

STEP 1 (Faculty Member and Evaluator)

1.1 Required Sources and Information Gathering Instruments

1.1.1 Student feedback through use of Student Form A and Student Comment Form B.

This activity is an assessment by the students of the faculty member's performance based on the behavior directly observed by students.

1.1.1.1 The faculty member selects one class section for student appraisal and the evaluator selects a second section. If fewer than 30 students are enrolled in the two sections, the evaluator shall identify additional sections for student appraisal.

1.1.2 Self-appraisal accomplished by using Self Form C and E. This activity is the self-assessment of the faculty member's performance pertaining to role expectations, which include teacher preparation, implementation, and management, availability to students, personal/professional growth, and college/community service.

1.1.3 Evaluator feedback with Evaluator Form F, Interview Form G, First Day Handouts, Summary Form H, and when applicable, Instructor Observation Form E-1

1.2 Other Sources of Information and Information Gathering Instruments

The faculty member and/or evaluator may request the reasonable use of additional sources of information beyond those required in Step 1.1. If disagreement over inclusion of additional sources occurs, the final resolution rests with the Dean of Instruction.

1.2.1 Instructor Observation Form D

The observation is conducted using Form D by the appropriate evaluator specifically assessing the instructor's performance pertaining to the teaching role expectation listed in Step 1.1.2.

1.2.2 Video-Tape Observation (Use Form D)

1.2.3 Student Interview Form H

This may be accomplished with Form H by an appropriate person(s) specifically assessing the instructor's performance pertaining to teaching role expectations.

STEP 2 (Faculty Member, Evaluator, Center for Teaching Effectiveness, and Dean of Instruction)

2.1 The Center for Teaching Effectiveness, under the direction of the Dean of Instruction, coordinates the distribution and compilation of Student Forms A & B (refer to 1.1.1).

2.2 The Center for Teaching Effectiveness (CTE), coordinates the distribution and collection of the Form C.

2.2.1 Faculty members assess their performance and return Self Form C to the CTE.

2.2.2 The CTE compiles information from Student Form A and Self Form C and forwards to the evaluator on Computer Form G.

STEP 3 (Evaluator and Faculty Member)

- 3.1 The evaluator coordinates the distribution of Self Form E and First Day Handouts
- 3.2 The instructor completes Self Form E and submits to evaluator. Course materials are provided to the Dean or Associate Dean at the beginning of the semester.
- 3.3 The evaluator conducts classroom observations as required or requested.
 - 3.3.1 Classroom observations are required of all probationary full-time faculty (defined as faculty who have not yet completed their third full time year status of instruction. Temporary full-time faculty members are evaluated using the probationary process).
 - 3.3.2 Classroom observations are required of continuing full-time faculty on Intensive Review Status.
 - 3.3.3 Classroom observations may be conducted of non-probationary or non-intensive review faculty with appropriate notice to the faculty member being observed.

STEP 4 (Evaluator)

- 4.1 Evaluator provides a copy of Form G to faculty member.
- 4.2 Evaluator prepares Form F from a composite of Forms E and G and prepares for appraisal interview.
- 4.3 (Optional) Faculty may gather additional information, as specified within the appraisal system, to submit during appraisal interview. Evaluator may request additional information as specified within the appraisal system to be used in appraisal interview.

STEP 5 (Faculty Member and Evaluator)

- 5.1 The evaluator schedules and conducts appraisal interview with the faculty member.
 - 5.1.1 The appraisal interview includes discussion of the results of the appraisal process based on STEPS 1-4.
 - 5.1.2
 - a. Less than 3 on any one item (Form G) will initiate discussion on that item.
 - b. Less than 3 from student average on any category will initiate discussion of that category. This results in an improvement plan and may be considered as part of an intensive review status.
- 5.2 If additional information is requested by evaluator or faculty member after appraisal interview, material is gathered. If disagreement occurs over the gathering of additional information, the final resolution rests with the Dean of Instruction.

STEP 6 (Faculty Member and Evaluator)

- 6.1 The evaluator and faculty member finalize the Performance Report Form F

6.1.1 Performance Report Form F includes summary evaluations and recommendations leading to:

- establishing goals
- contract recommendation
- recommendation regarding Intensive Review Status, if necessary

6.1.2 If Performance Report Form F is below the acceptable standard, a developmental plan will be prepared jointly by faculty member and evaluator specifying corrective action and a schedule for implementation.

STEP 7 (Faculty Member and Evaluator)

7.1 Following the Appraisal Interview, a copy of Performance Report Form F is provided to the faculty member by the evaluator.

7.1.1 The evaluator signs Performance Report Form F to indicate the completion of this step of the faculty appraisal process.

7.1.2 The faculty member may add comments to Performance Report Form F and provide reasonable supporting information if desired.

7.1.3 The faculty member signs Performance Report Form F, acknowledging review of contents.

7.2 Performance Report Form F and supporting documentation (Forms D,E, G, and optional H) are submitted to the Dean of Instruction by the evaluator.

STEP 8 (Evaluator, Dean of Instruction, Vice President for Learning Services)

8.1 The Dean of Instruction reviews appraisal documents (defined in Step 7.2) for each faculty member.

8.1.1 Upon consideration of appraisal documents, the Dean of Instruction makes contract recommendation or requests further information.

8.1.2 The Dean of Instruction submits appraisal documents to the Vice President for Learning Services.

8.1.3 Upon consideration of appraisal documents, the Vice President makes contract recommendation according to established college procedure.

8.1.4 The Vice President for Learning Services advises the Dean of Instruction, evaluator, and faculty if a recommendation for “no contract” is being made to the President following established college procedure.

STEP 9 (President and District Governing Board)

9.1 The President considers recommendations from the Vice President for Learning Services and makes recommendations to District Governing Board.

9.2 District Governing Board takes final action.

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SECTION II

ARIZONA WESTERN COLLEGE ASSOCIATE FACULTY APPRAISAL SYSTEM

INTRODUCTION

The associate faculty appraisal system is derived from the philosophy and methodology of the full-time faculty appraisal system. Associate faculty are defined as faculty members whose teaching responsibilities may not routinely exceed 24 clock hours a week. The total clock hours per week are based on a formula of adding one hour for each clock hour spent in class or lab. Associate faculty shall teach no more than three three-credit hour lecture classes or two classes with 4.5 or more equated hours load credit. In unusual circumstances, when necessary to meet student and college need, an associate may be approved for more than three lecture classes or two lecture/lab classes or some combination thereof. The Vice President for Learning Services must provide prior approval.

Various adaptations have been made in the appraisal schedule to take into account the part-time status of associate faculty. Specifically, emphasis has been placed on achieving instructional excellence while no special emphasis has been placed on college/community service, which is significant in the appraisal of the full-time faculty.

An Associate Faculty member is expected to:

- *Model lifelong learning by active involvement in professional development and scholarship.*
- *Build and enhance the spirit of collegiality.*
- *Strive to help each learner realize his or her full potential.*
- *Prepare and teach assigned courses, labs, practical, and clinical.*
- *Identify student learning outcomes; develop process tools for assessment; incorporate results in order to modify instruction and materials in general education, degree program, course cluster, and/or certificate program, in coordination with colleagues.*
- *Maintain accurate records and submit as appropriate in a timely manner.*
- *Complete the one credit EDU 249 Community College course for Associate Faculty within two years of employment. This course is a self-paced online course. Course Description: A survey of the Philosophy, history, organization, functions, and funding of Arizona Western College. Emphasis will be placed on analysis of the institution, instructional systems, and resources for associate faculty. CR/NC.*
- *Attend department and general faculty meetings as schedule permits.*
- *Comply with applicable State and Federal laws as well as College policies and procedures.*

This appraisal system is designed to meet the following criteria: (1) the system should be as simple as possible; (2) a minimum effort should be required to administer the system; (3) the evaluator should be provided with only the essential information necessary for appraising associate faculty effectiveness; (4) the associate faculty member should be provided, when practicable, with assistance in becoming a more effective instructor; and (5) the system should make maximum possible use of the forms and procedures developed for the full-time faculty appraisal system whenever these provide the best means of analyzing their effectiveness as instructors.

These procedures are applicable only to the associate faculty teaching during all semesters.

PROCESS DESCRIPTION

The associate faculty appraisal process is the basis for a continuous review of associate faculty performance. This process encourages faculty to establish '*improvement goals*' based on their appraisal. It also provides an assessment of the progress being made toward the attainment of these goals when necessary.

This section describes the sequence of events which make up the associate faculty appraisal process. Associate faculty members should make special note that they have the following options prior to, or immediately following, the student appraisal portion of the process: (a) do nothing; (b) submit course materials and/or other resources to the evaluator.

(In subsequent paragraphs, the term "instructor" will normally be used to identify an individual associate faculty member.)

STEPS FOR IMPLEMENTATION

STEP 1 Sources of Data and Information Gathering Instruments

1.1 Required Sources and Information Gathering Instruments.

1.1.1 Student feedback through use of Student Form A and Student Comment Form B. This activity is the assessment by the students- of the instructor's performance based on his/her behavior which has been directly observed by the students.

1.1.1.1 Each instructor will be appraised by students in at least one section in each of the first two semesters of teaching at AWC. Associate faculty hired in the fall will be evaluated in the fall and in the next spring semester; those hired in the spring will be evaluated in the spring and the following semester (summer or fall). Returning instructors will be appraised at least once per academic year, in the Spring.

1.1.1.2 The evaluator will determine the section(s) which will serve as the basis for evaluation. A total of 30 students will be required for evaluation, the evaluator may choose a variety of sections to evaluate in order to achieve that total. Associates teaching fewer than 30 students will be evaluated on the basis of the total number of students available for evaluation.

1.1.1.3 Self-appraisal is accomplished by the use of Self Form C. This activity is the self-assessment of the instructor's performance pertaining to role expectations, which include instructor preparation, implementation, management, and availability to students.

1.2 Other Sources of Information and Information Gathering Instruments.

1.2.1 The instructor has the option of being appraised by the evaluator solely on the basis of Student Form A and Self Form C. Other data, however, may be submitted to the evaluator as discussed in 1.2.2 below.

1.2.2 Course materials handed out at the first class meeting must be submitted to the division office. These may also be submitted to the evaluator for review. The evaluator may then provide the instructor with feedback about the quality of these handouts.

STEP 2 Processing of Required Data Sources

2.1 The Center for Teaching Effectiveness (CTE) coordinates the distribution and collection of Student Forms A and B and Self Form C.

- 2.1.1 Forms will be returned to the CTE per established procedures.
- 2.1.2 The CTE compiles information from Student Form A and Self Form C on to Form G and forwards Form G to the evaluator. Evaluator distributes Form G and an explanatory letter to the instructor. As noted on Student Form B, student comments are provided to the instructor after semester grades are posted. Student Form B is used for developmental purposes only.
- 2.2 CTE sends packets containing Forms A, B, & C to off-campus sites. Directors/Deans/Associate Deans of off-campus sites will coordinate the distribution and collection of all forms. The forms are then forwarded to the CTE for processing and distribution.

STEP 3 The Evaluator's Preparation

- 3.1 Evaluator receives Summary Form G from the CTE.
- 3.2 The evaluator or instructor may request a classroom observation (Classroom Observation Form D) prior to completing the basic evaluation process.

STEP 4 Conducting and Documenting the Appraisal

- 4.1 If Summary Form G indicates satisfactory performance and the evaluator concurs with the results, the evaluator completes Summary Form H (AF), Part A.
- 4.2 A conference to discuss teaching performance may be requested at any time by either the evaluator, the Director/Dean or Associate Dean (if not the evaluator), or the instructor. This conference may include discussion of specific developmental activities. A written summary of this conference will be submitted to the instructor.
- 4.3 If Summary Form G indicates that a conference is necessary, the evaluator will confer with the instructor about teaching performance. The Dean or Associate Dean will be invited to participate if he/she is not the evaluator. Directors/Deans/Associate Deans of off-campus sites may participate, in most cases, in the conference with the evaluator and instructor. The evaluator will complete Summary Form H(AF), Part B or C, as appropriate, and attach a written summary of the conference as an enclosure. The conference summary will include developmental activities, if applicable, agreed to by the evaluator, Dean/Associate Dean (if not evaluator), and the instructor. If an off-campus site has a Director/Dean/Associate Dean, recommendations for developmental activities will be mutually agreed upon by the Director/Dean/Associate Dean, the evaluator, and the instructor.
- 4.4 If the Dean or Associate Dean is the evaluator, the D/AD will forward Summary Form H(AF) to the instructor and a copy will be placed in the instructor's file in the division office.

SECTION III

ARIZONA WESTERN COLLEGE
Lead Faculty Appraisal
DRAFT

INTRODUCTION

The Lead Faculty Appraisal process is used for assessing administrative effectiveness as perceived by the full time faculty, associate faculty, staff in the reporting structure, and the supervisor. It is intended to allow for multiple sources of information concerning the lead faculty member and the nature of the work they complete. These sources include a survey, self-evaluation, and the supervisor's evaluation. This differs from the Professional Administrative process in that this process only assesses the effectiveness as identified by the faculty, staff and supervisor. This process provides an opportunity for feedback from those working with the Lead Faculty as well as feedback from the supervisor.

PROCESS DESCRIPTION

This process is designed to be as simple as possible. It allows for specific and general input regarding the Lead Faculty member's effectiveness from the supervisor as well as from those who are in the department. The system consists of three types of feedback: Likert scale questionnaire; written open-ended comments; and an appraisal interview discussion session.

The Lead Faculty appraisal by full-time faculty, associate faculty, staff, supervisor, and self will occur at least annually.

STEPS FOR IMPLEMENTATION

STEP 1. Sources of Data and Information Gathering Process

1.1 Required Sources and Information Gathering Instruments

- 1.1.1 Full-time faculty and staff who are served by the Lead Faculty member complete a survey. This activity assesses the administrative effectiveness based on behavior directly observed by the full time faculty and staff.
- 1.1.2 Associate faculty who are served by the Lead Faculty member complete a survey. This activity assesses the administrative effectiveness based on behavior directly observed by the associate faculty.
- 1.1.3 The Learning Services Administrator who supervises the Lead Faculty being appraised will complete survey in paper form. This activity assesses the administrative effectiveness based on behavior directly observed by the supervisor.
- 1.1.4 The Lead Faculty who is being evaluated completes Survey in paper form as a self-assessment.

STEP 2. Process of Required Data Sources

- 2.1 Human Resources will contact the supervisor and initiate the process notifying those participating that the survey is available.
 - 2.1.1 The notification will occur on or before December 1 of each year.
 - 2.1.2 Full time faculty, associate faculty, and staff will complete the survey within eight (8) working days.

- 2.1.3 Human Resources will access the data analysis reports and provide the information to the Lead Faculty who is undergoing appraisal as well as the supervisor in advance of the interview.
- 2.1.4 The supervisor and the Lead Faculty being appraised will hold an appraisal interview where consideration is given to the summary data of the survey, the self-appraisal and the supervisor's appraisal.
- 2.1.5 This interview and discussion will take place on or before February 1 of each academic year.

STEP 3. Conducting and Documenting the Appraisal

- 3.1 The supervisor and the Lead Faculty participate in an interview to discuss the findings from all sources.
 - 3.1.1 If the summary indicates satisfactory effectiveness, the supervisor and the Lead Faculty complete the Interview and summarize the findings.
 - 3.1.2 If the summary data from the survey indicates that administrative effectiveness is not satisfactory, the supervisor indicates on the Interview Summary that the Learning Services Lead Faculty will be under intensive review as Lead Faculty. This designation affects only the Lead Faculty contract.
 - 3.1.3 The supervisor will confer with the Lead Faculty being appraised about administrative effectiveness and together will formulate a mutually agreed upon developmental plan based on areas needing improvement. This plan will detail specific activities for completion before the next review process.
- 3.2 A conference to discuss administrative effectiveness may be requested at any time by either the supervisor or the Lead Faculty. This conference may include discussion of specific developmental activities. A written summary of this conference will be given to the Lead Faculty.
- 3.3 The supervisor will forward the Summary Document and Interview Summary to the appropriate Learning Services Administrator for review and signature. It will continue being forwarded until it reaches the VP of Learning Services and is signed. A copy sent to Human Resources for retention in the Lead Faculty's file. A copy is forwarded back to the Lead Faculty being for his/her files and one is sent to the supervisor for his/her files.

APPENDIX ‘A’

Definition of Terms

DEFINITION OF TERMS

FULL TIME FACULTY

1. Appraisal Interview A conference between the full-time faculty member and his or her evaluator to discuss the faculty member's performance and to prepare the Performance Report.
2. Classroom Observation The activity of visiting a full class session by the evaluator for the purpose of observing teaching implementation. Primarily, but not exclusively, for faculty on Probationary Status or Intensive Review Status.
3. Contract Non-renewal The decision of the college not to offer an employee a contract for the next contractual period.
4. Contract Renewal The decision of the College to offer an employee a contract for the next contractual period.
5. Evaluation, Formative Evaluation for the purpose of providing feedback to the faculty member. Results are used to enhance professional growth and development.
6. Evaluation, Summative Evaluation to assess performance of full-time faculty members based upon established job descriptions and standards. Results are used to determine the faculty member's contractual status for the subsequent year.
7. Evaluator Dean or Associate Dean evaluate both on and off campus full-time faculty. The Dean of Instruction evaluates Associate Deans. If the specified evaluator cannot conduct the evaluation for any reason; the evaluation shall be conducted by the next higher administrative level.
8. Full-Time Faculty, Continuing Full-time faculty who have been offered and accepted a full-time teaching contract for a fourth consecutive year.
9. Full-Time Faculty, Probationary Any full-time faculty not having the status of a continuing employee.
10. Intensive Review Period Intensive Review period will be one semester or one full academic year but not to exceed two semesters as determined by the evaluator.
11. Intensive Review Status (See Policies & Procedures) A special review status applicable to continuing full-time faculty upon notice of inadequacy of contractual performance.
12. Record Retention Performance Appraisal records are kept for all faculty in the Human Resource Office for a minimum of 3 years. Full-time faculty records retained are Annual Faculty Performance Report Form F and supporting documentation (Forms F, G, and optional form H)

DEFINITION OF TERMS

ASSOCIATE FACULTY

1. Associate Faculty Temporary, part-time instructors
2. Appraisal Conference A conference between the associate faculty member and his/her evaluator to discuss the faculty member's performance.
3. Evaluator Normally, the Dean or Associate Dean. At some sites, there may be other designated evaluators.
4. Record Retention Faculty appraisal records are retained for all faculty for a minimum of three years. Associate Faculty records retained are optional Summary Form H and Summary Form G.

APPENDIX ‘B’

Forms for Full-time and Associate Faculty

Faculty Appraisal Forms

<u>Form</u>	<u>Form Letter</u>	<u>Color</u>	<u>Use</u>	
Student Scantron	ARec* B Lab	Blue/White Green/Red	Full-time Faculty Associate Faculty	
Student Comment	B	White	Full-time Faculty Associate Faculty	pg. 25
Self Form-Scantron	CRec C Lab	Blue/Red Red	Full-time Faculty Associate Faculty	
Instructor Observation	D	Brown	Selected full-time Associate Faculty	pg. 26
Self-Performance Report	E	Yellow	Full-time Faculty	pg. 29
Annual Faculty Performance Report	F	Blue	Full-time Faculty	pg. 30
Guidelines	for E/F	White	Full-time Faculty	pg. 32
Summary (Student & Self)	G	Computer Report	Full-time Faculty Associate Faculty	
Optional Student Interview	H	Salmon	Full-time Faculty Associate Faculty	pg. 33
Instructions for Packets		Yellow	Full-time Faculty Associate Faculty	pg. 37
Instructions for Student Monitor	*	Pink	Full-time Faculty Associate Faculty	pg. 38
Intensive Review/ Development Plan	I	Pink	Selected full-time faculty	pg. 41

*Also available in Spanish

Instructor Observation - Form D

Guidelines for observations:

1. Arrange for the observation well ahead of time.
2. Review the course materials or class objectives prior to observing the instructor. After observing the class, check the column across from each statement that most closely agrees with your observations of this instructor.
3. Be a few minutes early on the day of the class.
4. Allow the instructor to decide if you are to be introduced to the class.
5. Plan to stay for the entire class. Do not leave early.
6. Do not interrupt or disrupt the class session. It is important to be quiet and not interact with the students during the session.
7. At the end of the class session, say thank you, and leave quietly. Do not comment favorably or unfavorably. Make an appointment for a meeting with the faculty member.

COURSE: _____ Location: _____

NUMBER STUDENTS: _____ Date: _____ Time: _____

INSTRUCTOR: _____ Semester: _____

OBSERVER: _____ Year: _____

	<u>Applicable</u>	<u>Not Observed</u>	<u>Not Improvement</u>	<u>Area for Satisfactory</u>	<u>Very Well</u>	<u>Accomplished</u>
--	-------------------	---------------------	------------------------	------------------------------	------------------	---------------------

I. CONTENTS/ ORGANIZATION

- | | | | | | | |
|---|-------|-------|-------|-------|-------|--|
| 1. Purpose of class is stated. | _____ | _____ | _____ | _____ | _____ | |
| 2. Material presented is appropriate and understandable for the level of students. | _____ | _____ | _____ | _____ | _____ | |
| 3. Examples are relevant to students' level of understanding. | _____ | _____ | _____ | _____ | _____ | |
| 4. Different viewpoints are presented if appropriate. | _____ | _____ | _____ | _____ | _____ | |
| 5. Amount of material presented is appropriate. | _____ | _____ | _____ | _____ | _____ | |
| 6. New terms, concepts, and principles are defined. | _____ | _____ | _____ | _____ | _____ | |
| 7. Relationship of theory to laboratory/studio/clinic is apparent. | _____ | _____ | _____ | _____ | _____ | |
| 8. Restatements/summaries are provided. | _____ | _____ | _____ | _____ | _____ | |
| 9. Instructor stays on the main topic. | _____ | _____ | _____ | _____ | _____ | |
| 10. Teaching methods are appropriate for content presented (e.g., lecture, discussion, role-play, demonstration). | _____ | _____ | _____ | _____ | _____ | |
| 11. Communication of material is understandable to the students. | _____ | _____ | _____ | _____ | _____ | |
| 12. Relationship between present and previous material is shown. | _____ | _____ | _____ | _____ | _____ | |
| 13. Relationship between material and future material is shown. | _____ | _____ | _____ | _____ | _____ | |
| 14. Content is discussed in an organized manner which coincided with syllabus/objectives. | _____ | _____ | _____ | _____ | _____ | |
| 15. Questions are asked to determine students' understanding. | _____ | _____ | _____ | _____ | _____ | |

	<u>Not Applicable</u>	<u>Not Observed</u>	<u>Area for Improvement</u>	<u>Satisfactory</u>	<u>Accomplished Very Well</u>
16. Examples are used to clarify difficult concepts.	_____	_____	_____	_____	_____
17. Students' questions are encouraged.	_____	_____	_____	_____	_____
18. Instructor pauses after questions.	_____	_____	_____	_____	_____
19. Authorities are cited to support statements.	_____	_____	_____	_____	_____
20. Distinction is made between fact and opinion.	_____	_____	_____	_____	_____
21. A command of subject matter is demonstrated.	_____	_____	_____	_____	_____
Comments:					

II. FACILITATION OF LEARNING

1. Class starts and ends on time.	_____	_____	_____	_____	_____
2. Problems raised during class are addressed.	_____	_____	_____	_____	_____
3. Instructor addresses students by name.	_____	_____	_____	_____	_____
4. Group or collaborative learning is emphasized when appropriate.	_____	_____	_____	_____	_____
5. Student attention and participation are maintained during class.	_____	_____	_____	_____	_____
Comments:					

III. TEACHING MATERIALS

1. Board work facilitates note-taking.	_____	_____	_____	_____	_____
2. Handouts are pertinent to class.	_____	_____	_____	_____	_____
3. AV materials are appropriate to class.	_____	_____	_____	_____	_____
4. Course materials clearly communicate course expectations.	_____	_____	_____	_____	_____
Comments:					

IV. ORAL CHARACTERISTICS

1. Voice is easily heard.	_____	_____	_____	_____	_____
2. Tone is raised/lowered for emphasis.	_____	_____	_____	_____	_____
3. Speech is free from distracting mannerisms (e.g., "ah-h," "okay").	_____	_____	_____	_____	_____
4. Rate of speech allows time for note taking.	_____	_____	_____	_____	_____
5. Tone of voice conveys encouragement of individual comments.	_____	_____	_____	_____	_____
Comments:					

Not Not Area for Satisfactory Accomplished
Applicable Observed Improvement

V. NONVERBAL CHARACTERISTICS

- | | | | | | |
|--|-------|-------|-------|-------|-------|
| 1. Instructor maintains eye contact with class. | _____ | _____ | _____ | _____ | _____ |
| 2. Instructor listens attentively to students' questions/comments. | _____ | _____ | _____ | _____ | _____ |
| 3. Body language is congruent with oral messages. | _____ | _____ | _____ | _____ | _____ |
| 4. Instructor responds appropriately to student cues (e.g., signs of boredom, puzzlement, weariness, etc.) | _____ | _____ | _____ | _____ | _____ |

Comments:

What overall impressions do you think students left this lesson with?

What were the instructor's major strengths as demonstrated in this observation?

What suggestions do you have for improving this instructor's skills?

	1	2	3	4	5	
Overall impression	Below			Above		Expectations

Does this form provide you with the opportunity to observe the instructor adequately? Yes _____ No _____
 Please note other items that need to be added.

These signatures acknowledge that the contents of this observation have been reviewed. They do not necessarily imply agreement.

_____	_____	_____	_____	_____
Instructor's Signature	Date	Observer's Signature	Date	

SELF-PERFORMANCE REPORT FORM E

Instructor's Name _____

F Sp Su Year _____

(Please fill out this form using the **Guidelines**.)

Teaching

College Responsibilities

Community Service

Areas Needing Improvement and Plan of Improvement

Professional Goals and Professional Growth Plan

Instructor's Comments

Instructor's signature _____ Date _____

Evaluator's signature _____ Date _____

These signatures acknowledge the opportunity to review contents of this appraisal. They do not necessarily imply agreement.

ANNUAL FACULTY PERFORMANCE REPORT FORM F

Instructor's Name _____

F Sp Su Year _____

(Please fill out this form using the **Guidelines**.)

Teaching

College Responsibilities

Community Service

Areas Needing Improvement and Plan of Improvement

Professional Goals and Professional Growth Plan

Instructor's Comments

Instructor's signature _____ Date _____

Evaluator's signature _____ Date _____

These signatures acknowledge the opportunity to review contents of this appraisal. They do not necessarily imply agreement.

Professional Goals and Professional Growth Plan

Contract Recommendation:

Probationary Faculty
_____ Contract Renewal
_____ Contract Nonrenewal

Continuing Faculty
_____ Contract Renewal
_____ Intensive Review Status
_____ Contract Nonrenewal*

Supervisor's signature _____ Date _____

Probationary Faculty
_____ Contract Renewal
_____ Contract Nonrenewal

Continuing Faculty
_____ Contract Renewal
_____ Intensive Review Status
_____ Contract Nonrenewal*

Dean of Instruction Date

Probationary Faculty
_____ Contract Renewal
_____ Contract Nonrenewal

Continuing Faculty
_____ Contract Renewal
_____ Intensive Review Status
_____ Contract Nonrenewal*

Vice President for Learning Services Date

* Following Intensive Review Status and with Appropriate Due Process Procedure.

Faculty Appraisal Guidelines for Forms E and F to be distributed to Faculty and Associate Deans.

Please utilize the following guidelines* when addressing the strengths and weaknesses of the faculty being appraised. (Forms E and F.)

1. Teaching
 - Prepares for classes (provides appropriate course materials, syllabus or outline)
 - Responds in a timely and accurate manner to requests for grades, rosters, etc.
 - Follows instructional calendar for final exams, class meetings and other scheduled events)
 - Begins and ends class on time and as scheduled
 - Reviews and assesses results of student appraisals
 - Reviews and assesses teaching observation New Form D if used by Associate Dean
2. College Responsibilities
 - Willingly accepts share of department and division tasks
 - Strives to support the division minimum of a student ratio of 20 to 1 per semester for full-time faculty
 - Attends and participates in faculty meetings
 - Identifies student-learning outcomes; develops processes and tools for assessment; incorporates results in order to modify instruction and materials in general education, degree program, course cluster, and/or certificate programs in coordination with colleagues
 - Participates in student recruitment, placement, and advisement
 - Serves on college committees and task forces
 - Posts and maintains office hours and keeps appointments with students
 - Serves as a resource for associate faculty
 - Designs and develops curriculum
 - Participates in professional development activities (FLEX)
3. Community Service
 - Represents AWC, i.e., community events, speakers' bureau, service clubs, school
 - Provides professional skills in community affairs
 - Establishes and maintains relationships with the districts' educational partners
4. Areas Needing Improvement and Plan for Improvement
 - Focuses on any areas above that need to be addressed
5. Professional Goals and Professional Growth Plan (examples)
 - in institutional professional development activities
 - Participates in conferences, seminars and meetings
 - Joins appropriate professional organizations
 - Participates Regularly reads professional journals
 - Is well-read and informed beyond the subject matter taught
 - Sets challenging personal performance goals
 - Values life-long education for self and others
 - Maintains a collegial relationship with fellow employees
 - Develops personal skills (time management, problem solving, conflict resolution, leadership, relaxation, etc.) that also enhance job performance
 - Works to maintain a balance among work, self, and personal relationships
 - Other

*Guidelines are derived from Full Time Faculty Guide and Job Announcements.

Arizona Western College

OPTIONAL STUDENT INTERVIEW FORM H

INSTRUCTIONS: OPTIONAL STUDENT INTERVIEW FORM H

For the Instructor:

The purpose of this procedure is to provide you with information for personal development and instructional improvement. You begin by selecting a facilitator to conduct the classroom interview. He/she may be any AWC employee with whom you feel comfortable. Together you select a date for the interview and follow-up discussion. The class interview takes about half an hour and is most effective when implemented during the latter part of the class period. At the selected class session, introduce the facilitator you've chosen as someone who is here to help you learn about your teaching. Then you should leave. The facilitator will conduct the interview and will give you handwritten FORM H as soon as the procedure is completed (or within 24 hours if it is inconvenient to meet after the class). FORM H is the only record of the interview; it is yours to keep or dispose of in any manner you choose. At your discretion, you may include FORM H in the appraisal interview as an optional source of information about your teaching. If you have questions about any stage of the process, please contact the Director of the CTE.

For the Facilitator:

1. You explain the process to the students, emphasizing that the purpose is to give the instructor assistance and that all student comments will be confidential.
2. You ask the students to divide into small groups (fewer than seven in a group). Each group is to select one member to serve as its representative. You will then ask the students three questions:
 - 1) What does this instructor do that helps your learning in this class?
 - 2) What does this instructor do that makes learning difficult in this class?
 - 3) What suggestions can you offer to improve this instructor's teaching?
3. The groups discuss these questions for 10 minutes.
4. Each representative shares his/her group's responses with the class. You encourage all students to contribute. Some of the students' statements may not be clear; therefore you may need to restate the response in order to arrive at a clear understanding.
5. You record statements on FORM H.
6. You ask the students to indicate their agreement or disagreement with each statement by a show of hands. You record these numbers on FORM H. Under the "Agree" and "Disagree" columns is to record the number of students agreeing and disagreeing with the statement.
7. You give handwritten FORM H to the instructor as soon as the procedure is completed if an immediate meeting is inconvenient, the results should be shared within 24 hours. You may also want to elaborate on class comments in order to give the instructor a "feel" for the manner in which they were given.
8. If you have questions about any stage of the process, please contact Director of the CTE.

Arizona Western College

OPTIONAL STUDENT INTERVIEW FORM H

Instructor's Name _____ Sec. # _____ F Sp Su Yr _____

Number of Students in Class _____

INSTRUCTIONS: Under each question, the facilitator will handwrite the responses received from student groups. Blanks are provided to record the number of students who indicate either agreement or disagreement with each response.

What does this instructor do that helps your learning in this class?

	Agree	Disagree	No opinion
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____
10.	_____	_____	_____

What does this instructor do that makes learning difficult in this class?

	Agree	Disagree	No opinion
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____
10.	_____	_____	_____

What suggestions can you offer to improve this instructor's teaching?

	Agree	Disagree	No opinion
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____
10.	_____	_____	_____

Facilitator's Signature _____ Date _____

Any other comments you would like me to tell your instructor?

Instructions for Faculty Appraisal

Information for the Instructor

- The **Appraisal Process** takes about **15 minutes**.
- Please convey the **importance** of the appraisal process to your students which will encourage accurate, useful results. Review the following information **before helping your students fill out the top portion** of the **Scantron Forms**. Remember that the instructor being appraised will remain out of the room while the actual appraisal is taking place.
- **Check the label** on the outside of the packet to make sure the information is correct: instructor name, year, course title, section number, and syn #. **Write** the information on the board for your students to copy onto Scantron Forms.
- **Check the packet** to make sure it contains enough **Scantron Forms** and **Student Comment Form B** (in Spanish if requested) for your students. Check to make sure there is one **Student Monitor Instruction Sheet**.
- For more forms, call the CTE at, 344-7757, or your off-campus site.
- **Distribute** 1 Scantron form to each student.
- **ALL FACULTY:** please fill out Faculty Self Appraisal of Instruction (**using #2 pencil, blue or black pen**) while students are completing their forms. Then give to the student monitor to place in the packet for return to the CTE.
NOTE: The appraisal process requires only **one Faculty Self Appraisal form per instructor**, so if more than one section is being appraised, you will be receiving a Self Appraisal Form in only **one** of your packets.

Please read these Scantron Form instructions to your students:

1. Tell your students to use a **#2 pencil, blue or black ink only!!!** Students fill in corresponding bubble for each question. Be sure bubble is darkened completely. Do not make any other marks on the form. Completely erase any necessary changes.
2. Please help your students fill out the **top portion of the Scantron** form accurately.
3. **Check** instructor's name, course title, section number, year, and syn #. Scantron form cannot be scanned if any information is missing. This will cause huge and unnecessary backlogs for the CTE Staff and will cause a **delay** in the process for **all** faculty.
4. **Choose** a responsible student to be the student monitor for the rest of the appraisal process. Give this person the packet and **Student Monitor Instruction Sheet**. Make sure the student monitor understands the instructions.
5. **You should leave the room at this point.** The instructor being appraised is to remain out of the room while the students complete the rest of the Scantron form and Student Comment Form B.

Student Monitor Instructions for Faculty Appraisal

Thank you for assisting in AWC'S Faculty Appraisal Process. Your help is important in ensuring that the appraisal is done properly, that the results can be read by the computer, and that your instructor receives your valuable feedback.

Scantron Form

Please make sure all students have filled out the top portion of the Scantron Form accurately.

Tell your classmates that the answers on the Scantron forms are anonymous and will be computer scanned. A summary of the responses will be made available to the instructor and his/her supervisor.

Student Comment Form B

Please distribute 1 Student Comment Form B to each student.

Tell your classmates to use Student Comment Form B to make additional comments. This form is not seen by the instructor's supervisor and is also anonymous.

Now there are **two options**. Individual students can choose either option.

First, individual students can put the completed Student Comment Form B in the envelope along with the completed Scantron forms. By doing this, the instructor will not read the comments until after final grades are turned in.

The **second** option is that individual students can hand Student Comment Form B to the student monitor who will give it directly to the instructor after the class. By doing this, the instructor can read the comments immediately.

Student Monitor

Thank you. Be sure to **collect all** materials from your classmates. All completed and any unused forms should be placed in the envelope provided and **sealed** in the presence of the class.

Please drop the sealed packets in the Book Return at the AWC Main Campus Library. Off Campus classes should return the packet to the designated staff person.

Be sure to give any **Student Comment Forms B** to the instructor if classmates so indicate.

Instrucciones Para el Alumno Encargado de la Evaluación del Maestro

Agradecemos su cooperación en esta evaluación del maestro. Su ayuda y atención son importantes para obtener resultados válidos y útiles para el mejoramiento de la enseñanza en Arizona Western College.

Forma A (Azul para la computadora)

Favor de asegurar que todos los compañeros llenen correctamente la porción que pide los **datos de la clase**: nombre del maestro, nombre del curso, año, número de sección, tiempo completo o parcial, y semestre apropiado. Si no se hace correctamente, se anulará la evaluación.

Recuerde que el maestro debe permanecer afuera del salón mientras se lleva a cabo la evaluación.

Favor de informarles a sus compañeros que todas las respuestas en esta forma azul son **anónimas** y que la computadora las interpretará. Por eso, es sumamente importante que llenen completamente los círculos **solamente con un lápiz #2**. Llene solo un círculo para cada pregunta. Si hay un error o si quiere cambiar una respuesta, favor de **borrar** muy bien. La computadora **rechazará todas las hojas** si una tenga pluma ó lápiz que no sea #2.

Un resumen anónimo de todas las respuestas de todos los alumnos se enviará al maestro y su supervisor.

Forma B Comentarios del Estudiante

Favor de darle a cada alumno **una copia** de la Forma B Comentarios del Estudiante. **Dígales** que pueden usar esta Forma B para comentarios **adicionales** y que hay que seguir las instrucciones en la forma. Esta forma también es **anónima** y el supervisor no la verá.

Después de llenar esta Forma B, cada alumno puede escoger entre dos opciones:

- 1.** El alumno puede poner la Forma B en el sobre con las hojas azules. De esta manera, el maestro las lee después de que se termine el semestre.
- 2.** O el alumno puede entregar la Forma B al estudiante encargado quien se lo entregará al maestro inmediatamente después de esta clase.

Estudiante Encargado **Muchísimas gracias!** **Favor de:**

- **Recoger** todos los materiales de sus compañeros.
- Ponga todas las **Formas A** en el sobre.
- Si hay alumnos quienes **no** quieren que el maestro vea sus **Formas B** inmediatamente después de esta clase, póngalas en el sobre también.
- **Cierre y selle** el sobre.
- Si está en **Yuma**, dé el sobre a la secretaria en LR 68.
- Si está en **Somerton, San Luis, Wellton, Quartzsite, ó Parker**, dé el sobre al encargado del centro.
- Dé las otras **Formas B** al maestro.

APPENDIX ‘C’

Forms for Lead Faculty Appraisal

**ARIZONA WESTERN COLLEGE
INTENSIVE REVIEW/ PERFORMANCE DEVELOPMENT PLAN
FORM I**

Faculty name: _____ Date _____

Supervisor _____ Date _____

Dates of Evaluation from _____ to _____

Dates of Review from _____ to _____

Remarks:

Objective 1: _____

Strategies _____

Measurable Outcomes _____ Completion Date: _____

Objective 2: _____

Strategies _____

Measurable Outcomes _____ Completion Date: _____

Objective 3: _____

Strategies _____

Measurable Outcomes _____ Completion Date: _____

Supervisor's Signature Faculty member's Signature

Mid Date Review: _____

(Faculty member's signature does not necessarily imply agreement, only acknowledgement of the instated Performance Development Plan.)

APPENDIX ‘D’

Quick Reference/Timeline

ARIZONA WESTERN COLLEGE

CTE FACULTY APPRAISAL PROCEDURES

2011-2012

Choosing the faculty to be appraised is the responsibility of the Dean/Associate Dean with guidance from the Dean of Instruction.

During the Fall term, the following faculty members will be appraised:

- a) all full-time faculty who were hired in an even-numbered year will be appraised in even numbered years, those hired in an odd-numbered year will be appraised in odd numbered years.
- b) all full-time faculty who are still on probation (faculty who have not yet had three consecutive years of full-time employment at AWC), and
- c) all associate faculty who are teaching in either of their first two semesters.

During the Spring term, the following faculty members will be appraised:

- a) all full-time faculty who are still on probation (faculty who have not yet had three consecutive years of full-time employment at AWC), and
- b) all associate faculty

Timeline for the appraisal process:

2nd week or after add/drop, the CTE secretary will send out printouts and an electronic copy of the current classes to the dean's/ad's for faculty/course selection. (Again, questions regarding who should be appraised should be directed to the Dean of Instruction. Printouts are run after add/drop but should be checked for accuracy by the division.) **AUG 22/JAN 17**

End of the 4th week-An electronic spreadsheet is due back to the CTE secretary from the head of each division with **all** classes/faculty to be appraised in the current semester highlighted. (Please be sure that the faculty member is still teaching for us and that the class has not been cancelled) **SEPT 8/FEB 2**

Week 7-Envelopes will be compiled by the CTE secretary and distributed to faculty directly or through the division. (Whichever the division secretary prefers) **SEPT 26/FEB 21**

Weeks 9 & 10-Packets are due back from faculty two to three weeks from distribution date. (Special arrangements can be made for courses outside of traditional dates. Faculty may call the CTE secretary directly to make arrangements) **OCT 17/MAR 12**

Week 12- Form G (Scantron Analysis) will be returned to the deans/ads with the self appraisal from the CTE secretary. **OCT 31/MAR 26**

***Dates are for the 2011-2012 academic calendar**