**Lansing Community College**

**Faculty Performance Review – Teaching Faculty**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Faculty Member Name: | |  | | | | Academic Year: | 2015-2016 | |
|  | |  | |  | | | |  |
| Division: |  | | Department/Program: | |  | | | |
|  |  |  | | |  | | |  |
| Evaluator: |  | | | |  | | |  |

It is the responsibility of Faculty to use their knowledge and earnest efforts to achieve successful outcomes in teaching and learning and to advance the mission of the college. Each criterion listed below refers to the behaviors and responsibilities teaching faculty at Lansing Community College strive to attain. Not all criteria will be relevant to all positions. Please indicate “N/A” where you believe the criteria is “Not Applicable.” If you have questions concerning the relevance of any criteria to your position, please consult with the evaluator conducting your performance review, your supervisor or the dean of your respective division.

**Self-Evaluation**

Faculty member completes each relevant section of this evaluation form by marking each item as:

1. **Highly Effective:** *I have a command of this practice and can be a model for others*
2. **Effective:** *I consistently incorporate this into my practice*
3. **Developing:** *I incorporate this into my practice, but inconsistently*
4. **Opportunity for Improvement:** *I do not or I struggle to incorporate this into my practice*

Comments may be entered in the spaces provided in each section of the form.

**PART I. teaching effectiveness:**

| 4 – Highly Effective: | I have a command of this practice and can be a model for others. | | **4 – Highly Effective** | **3 – Effective** | **2 – Developing** | **1 – Opportunity for Improvement** | **N/A – Not Applicable** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 3 – Effective: | I consistently incorporate this into my practice. | |
| 2 – Developing: | I incorporate this into my practice, but inconsistently. | |
| 1 – Opportunity for Improvement: | I do not or I struggle to incorporate this into my practice. | |
| N/A – Not Applicable |  | |
| 1. **Establishes positive learning environment** | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| * 1. Establishes connection/rapport with students | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| * 1. Addresses students in a professional and respectful manner | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| * 1. Solicits student input and facilitates student engagement | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| * 1. Demonstrates enthusiasm for the course | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| * 1. Manages learning environment (disruptive behavior, accommodates, breaks) | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| * 1. Provides information about academic and/or support resources and services as appropriate | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| * 1. Communicates effectively with students | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| * 1. Uses adequate speech volume and pace for all students in all areas of the room to understand | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| * 1. Avoids distracting mannerisms | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| COMMENTS | | | | | | | |
| 1. **Empowers students to learn in a variety of ways** | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| 1. Uses variety of teaching methods/strategies to address all learning styles | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| 1. Provides opportunity for students to apply what they are learning | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| 1. Employs active learning techniques | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| 1. Encourages students to think critically about course material | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| 1. Asks thoughtful questions to determine if students grasp material | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| 1. Listens carefully to students and responds appropriately; acknowledges student contributions | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| 1. Makes course material relevant to students | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| COMMENTS | | | | | | | |
| 1. **Presents course material in an organized and clear manner** | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| * 1. Uses current, updated instructional materials | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| * 1. States objectives for lesson | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| * 1. Organizes material well and demonstrates preparedness for class; makes good use of class time | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| * 1. Emphasizes main points | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| * 1. Provides continuity between concepts | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| * 1. Uses illustrations and examples as appropriate | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| * 1. Summarizes course content periodically | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| * 1. Prepares students for next class | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| COMMENTS | | | | | | | |
| 1. **Uses communication and technology effectively in instruction** | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| 1. Utilizes course management system | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| 1. Demonstrates effective use of technology in the learning environment | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| 1. Encourages student use of technology | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| COMMENTS | | | | | | | |
| **ONLINE / HYBRID FACULTY** | | | | | | | |
| 1. **Designs, teaches and manages online/hybrid sections effectively** | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| 1. Course site is well-organized and course navigation facilitates ease of use | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| 1. Course syllabus, student learning outcomes and grading methodology are clearly stated and easily located | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| 1. Learning activities provide opportunities for interaction that support active learning and student engagement | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| 1. Course assignments and due dates/deadlines are clearly stated and allow reasonable time for satisfactory completion | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| 1. The course provides learners with multiple opportunities to track their learning progress | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| 1. The instructor uses and regularly updates the online gradebook | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| 1. The instructor uses online communication tools effectively, and responds to student questions/emails in a reasonable amount of time | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| 1. Appropriate and sufficient feedback is provided for graded assignments and assessments | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| 1. Graded assignments and assessments are returned to students in a reasonable amount of time | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| COMMENTS | | | | | | | |

**Instructions for Part II: Performance Competencies**

**Full-time Faculty**: Full-time faculty should complete a self-evaluation regarding all criteria in PART II. Full-time faculty should identify or provide “Documentation/Evidence” to illustrate and support their self-evaluation ratings where indicated.

**Adjunct Faculty**: Adjunct faculty should provide self-evaluation ratings for criteria 1, 2, 3, 10, 11, 12, and 13. If desired, adjunct faculty may provide self-evaluation ratings for additional criteria as is representative of their participation and work. Adjunct faculty may but are not required to provide “Documentation/Evidence” to illustrate such activities and contributions.

**PART II. PERFORMANCE COMPETENCIES:**

| 4 – Highly Effective: | I have a command of this practice and can be a model for others. | | **4 – Highly Effective** | **3 – Effective** | **2 – Developing** | **1 – Opportunity for Improvement** | **N/A – Not Applicable** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 3 – Effective: | I consistently incorporate this into my practice. | |
| 2 – Developing: | I incorporate this into my practice, but inconsistently. | |
| 1 – Opportunity for Improvement: | I do not or I struggle to incorporate this into my practice. | |
| N/A – Not Applicable |  | |
| 1. Keeps current in the area(s) of teaching and/or related activities | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| DOCUMENTATION/EVIDENCE (Identify activities that demonstrate how you keep current in your discipline and area of responsibility.) | | | | | | | |
| COMMENTS | | | | | | | |
| 1. Utilizes discipline-specific knowledge to teach, tutor, train, mentor and advise students and colleagues | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| * 1. Distributes section syllabus to students, including learning outcomes for the course, faculty contact information and office hours | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| * 1. All learning outcomes are taught either in class or via assignments | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| * 1. There is substantial agreement between course learning outcomes and lesson learning outcomes | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| DOCUMENTATION/EVIDENCE (Remember to include section syllabi in Portfolio.) | | | | | | | |
| COMMENTS | | | | | | | |
| 1. Assesses the quality of instruction and student outcomes in accordance with applicable College and legal standards | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| 1. Assessment methods are representative of the learning outcomes | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| 1. Provides students with clear, timely, and meaningful feedback on assessments (exams, assignments, projects, etc.) | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| 1. Assessments evaluate critical thinking skills as appropriate to the course | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| 1. Assessment results are used to improve teaching and learning | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| 1. Participates in construction of department capstone assessments as appropriate | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| DOCUMENTATION/EVIDENCE (Remember to include representative assessments, assignments, exam, etc. in Portfolio.) | | | | | | | |
| COMMENTS | | | | | | | |
| 1. Shares in the improvements of educational programs in accordance with college policy | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| DOCUMENTATION/EVIDENCE (How have you shared in the improvements of educational programs in your area?) | | | | | | | |
| COMMENTS | | | | | | | |
| 1. Participates in individual and/or group advising | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| DOCUMENTATION/EVIDENCE (How have you participated in individual and/or group advising? Approximately how many students do you advise in a Fall or Spring semester?) | | | | | | | |
| COMMENTS | | | | | | | |
| 1. Attends professional activity days and divisional, departmental and program meetings as directed | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| DOCUMENTATION/EVIDENCE (List meetings regularly attended.) | | | | | | | |
| COMMENTS | | | | | | | |
| 1. Participates in department, program and team leadership and duties in accordance with applicable policy | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| DOCUMENTATION/EVIDENCE (How do you participate in department, program and team leadership?) | | | | | | | |
| COMMENTS | | | | | | | |
| 1. Participates in peer reviews in accordance with applicable policy | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| DOCUMENTATION/EVIDENCE (List service on Peer Review Committee(s).) | | | | | | | |
| COMMENTS | | | | | | | |
| 1. Participates in the shared governance of the College, including participation on College committees | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| DOCUMENTATION/EVIDENCE (How do you participate in the shared governance of the College? List participation on any College-wide or Division-wide committees.) | | | | | | | |
| COMMENTS | | | | | | | |
| 1. Instruct courses as scheduled – SUPERVISOR ITEM | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| COMMENTS | | | | | | | |
| 1. Complies with faculty guidelines for required course material submissions (including first day handout/section syllabus, enrollment verification, IDEA course evaluations, end of semester grades, grade books, program accreditation materials, if applicable) – SUPERVISOR ITEM | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| COMMENTS | | | | | | | |
| 1. Holds office hours as scheduled – SUPERVISOR ITEM | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| COMMENTS | | | | | | | |
| 1. Uses technology to communicate effectively; responds to LCC and student emails in a timely manner – SUPERVISOR ITEM | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| COMMENTS | |  |  |  |  |  |  |
| 1. Performs curriculum and course development as needed | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| DOCUMENTATION/EVIDENCE (Identify curriculum and/or course development initiatives to which you have contributed.) | | | | | | | |
| COMMENTS | | | | | | | |
| 1. Performs program and course coordination as needed | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| DOCUMENTATION/EVIDENCE (List courses for which you perform course coordination/course leadership.) | | | | | | | |
| COMMENTS | | | | | | | |
| 1. Updates instructional material as needed | | ***Self***  ***Evaluator*** |  |  |  |  |  |
| COMMENTS | | | | | | | |

**Evaluator Comments:**

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**Dean/Designee Comments:**

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| --- |
|  |

**Outcome of Evaluation – to be completed by Dean/Designee**

|  |  |
| --- | --- |
|  | Satisfactory |
|  | Additional Evaluation Indicated – Teaching or performance concern(s) |
|  | Unsatisfactory – Individual Improvement Plan (IIP) required |
| After completed Performance Review is signed by Faculty and Dean/Designee, Division Office should forward original copy to Academic Affairs. | |

**Faculty Member Response**

|  |  |  |  |
| --- | --- | --- | --- |
|  | | | |
| **Faculty Member Initials:** |  | **Date:** |  |

**Faculty Member Signature\***

|  |  |  |
| --- | --- | --- |
|  | **Date:** |  |

**\****Faculty member signature does not indicate agreement but indicates the faculty member has received a copy of the evaluation form and its contents have been discussed with the Dean/designee.*

**Evaluator’s Signature**

|  |  |  |
| --- | --- | --- |
|  | **Date:** |  |

**Dean/Designee Signature**

|  |  |  |
| --- | --- | --- |
|  | **Date:** |  |