

Fayetteville Technical Community College PERFORMANCE APPRAISAL MANUAL

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FAYETTEVILLE TECHNICAL COMMUNITY COLLEGE

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V-1 Performance Appraisal Procedures

V-1.1 Purpose

To ensure quality performance, retain qualified employees and facilitate the communication of expectations between supervisors and employees, job performance is reviewed regularly for all full-time employees.

V-1.2 Procedure

1. An Employee Performance Appraisal form (see Fill-in forms on IEA website) will be completed for each full-time employee once a year.
2. At the beginning of each annual review period, the employee and their supervisor must conduct an Initial Conference for the purpose of reviewing the employee's job description, establishing individual performance objectives and identifying critical performance dimensions. The supervisor will consider the employee's input in the process. Responsibility for identifying individual performance objectives and critical performance dimensions remains with the supervisor.
 - a. The job description should be updated as needed by the supervisor with input from the employee. The appropriate senior administrator reviews and approves the updated job description and Human Resources receives the approved job description for any further review and for the records of the college.
 - b. The supervisor, with input from the employee, will establish individual performance objectives for the employee.
 - 1) Three or more objectives will be established.
 - 2) One objective may be directed toward personal growth and/or individual work assignments.
 - 3) All should support the college initiatives.
 - c. The employee and supervisor will also review the performance dimensions listed on the Employee Performance Appraisal (see following definitions). At the time of the review, the supervisor, with input from the employee, will mark the employability skills and performance attributes that are most critical to the function of that position. In most cases, six or more skills and attributes will be identified.

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Performance Appraisal Procedures (Continued)

3. During the review period:
 - a. The employee and supervisor will communicate formally and informally as needed.
 - b. As a tool to assist in professional development, supervisors may request that employees evaluate their supervisor's performance using the Supervisor Feedback Form (see Fill-in forms on IEA website). All employees will be encouraged to complete this form. This process must remain anonymous.
 - c. The employee and his/her supervisor should review the employee's performance objectives.
4. At the end of the review period, the employee receives an overall assessment on their performance.
 - a. The employee may evaluate their own job performance and provide a copy to their supervisor for consideration in the performance appraisal.
 - b. Supervisor must complete an Employee Performance Appraisal form (see Fill-in forms on IEA website) on each full-time employee.
 - c. Prior to the discussion with the employee, the supervisor's supervisor should be briefed prior if the employee's overall rating is "Below Expectations".
 - d. The supervisor reviews the appraisal with the employee. Both the supervisor and the employee sign the form and may write comments.
 - e. Both the employee and the supervisor retain a copy of the completed, signed appraisal.
 - f. The supervisor forwards the completed original signed appraisal form through supervisory channels to the Human Resources office for filing.
5. If a full-time employee changes supervisors and has worked for the supervisor for at least ninety days (90) a performance appraisal will be completed according to the end of the review period procedures (See Item 4).

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Performance Appraisal Procedures (Continued)

6. Full-time employees reporting to more than one supervisor should have an Employee Performance Appraisal (see Fill-in forms on IEA website) completed by each supervisor.
7. Full-time employees who separate from employment with the college will receive a written performance appraisal if more than ninety days (90) have elapsed since their last appraisal.
 - a. The employee's supervisor will make all reasonable attempts to conduct a performance appraisal with the employee prior to the employee's last working day.
 - b. In the event it is not possible for the supervisor to conduct a performance appraisal prior to the employee's last working day, the supervisor will provide a written performance appraisal for inclusion in the employee's personnel file in the Human Resources Office. A copy of the performance appraisal will be mailed to the employee. The employee shall be allowed ten (10) working days to provide a written response to the performance appraisal.
8. Students will evaluate faculty at least once a year. Student evaluations will be taken into account by faculty supervisors when completing the Employee Performance Appraisal (see Fill-in forms on IEA website). Please refer to the Faculty Handbook and/or Standard Operating Procedures.
9. Supervisor or designee will conduct at least one classroom observation per year using the Faculty Teaching Observation form (see Fill-in forms on IEA website), per faculty member and include a copy of same with the annual performance appraisal.
10. If an employee receives an overall "Below Expectations" appraisal, and does not make performance improvements within a specified time period, the employee may be disciplined in accordance with policies and procedures of the College.
11. Ninety-days (90) from hire date, a formal written performance appraisal will be conducted at the end of the ninety-day (90) probationary period for all new full-time employees hired under a written contract. Supervisors are always responsible for the continuous appraisal of employees' performance, especially during the first year of employment.
12. Supervisor or designee will conduct at least one classroom observation, and at least one students' evaluation of instructor will be conducted on all part-time faculty per year.

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Performance Appraisal Procedures (Continued)

13. Employees subject to administrative decisions affecting their employment are entitled to due process as outlined in the FTCC Employment and Affirmative Action Manual.
14. All appraisals and observations shall be kept confidential.

V-1.3 Definitions for Performance Dimensions

Directions: These definitions are to be used with Section 2, Performance Dimensions, of the Employee Performance Appraisal form to determine the critical dimensions and to help assess/describe performance. For more information, see the Employee Performance Appraisal form (see Fill-in forms on IEA website).

Employability Skills

Responsibility - Exhibiting individual behaviors that support the goals and objectives of the organization	Support the FTCC mission/purpose, goals and critical success factors Demonstrates a positive and supportive attitude Perform job to best of your abilities Demonstrate initiative Behave ethically Make decisions ethically Follow procedures Maintain a safe and clean work environment Adhere to company attendance policy/work hours Maintain professional appearance Accept accountability for actions and decisions Admit mistakes Utilize chain of command Challenge authority professionally Think cost effectively Meet deadlines Keep accurate records
Communication (Oral) - Exchanging ideas and information in oral, written, or visual form	Use correct grammar, appropriate vocabulary and proper etiquette face-to-face or on the telephone Use effective tone, pace and inflection in verbal exchanges Practice active listening Question effectively Maintain open communication Give and receive constructive feedback Negotiate win-win resolutions Deliver effective oral presentations(s) Understand body language Interact rationally with difficult people
Communication (Written) – Exchanging ideas and information in oral, written, or visual form	Demonstrate literacy Select appropriate format and style for written communications Use correct grammar, spelling, mechanics Organize written presentations effectively Summarize relevant and pertinent information Present information in visually appealing, understandable format Understand legal issues related to written communication Write business-appropriate correspondence (e-mails, letters, memos, etc.) Write legibly
Adaptability - Exhibiting flexibility and receptivity to changing technologies, methods, processes, work environments, and organizational structures and practices	Embrace change Seek learning and growth opportunities Adjust to physical changes in workplace Adjust to changes in work flow Manage multiple assignments

V-1.3 Definitions for Performance Dimensions

Adaptability - (Continued)	Adapt to the environment
	Support new ideas openly
	Complete a periodic self-assessment
	Adapt to changing technologies
	Be aware of global impact on the workplace
Teamwork - Working cooperatively with others to analyze a situation, establish priorities, and apply resources for solving a problem or accomplishing a task	Understand the importance of teamwork
	Commit to team cohesion
	Shares information and works cooperatively with others
	Embrace individual differences, including cultural, generational and global (diversity)
	Incorporate creativity
	Participate in team planning activities
	Evaluate objectively the ideas of team members to determine option(s)
	Carry out team assignments in a timely manner
	Communicate team results to appropriate people
	Evaluate team results
Problem Solving - Identifying problems, potential causes, and continuous improvement opportunities	Be proactive in preventing problem occurrences
	Define characteristics of situation or problem
	Gather essential information
	Determine root cause
	Recognize organizational and personal barriers
	Brainstorm possible solutions
	Utilize problem solving methods
	Use appropriate technology
	Establish decision criteria
	Interpret data
	Evaluate potential outcomes
	Prioritize best solutions
	Implement best solution(s)
	Monitor, evaluate, and share results with appropriate individuals
	Ensure proper follow up with internal and external customers
	Know when to seek help
	Approach problem as a learning opportunity
Information Processing – Finding, using, and sharing information	Determine information required
	Identify information resources
	Gather required information
	Modify search as required
	Compile information into appropriate format
	Understand sensitivity of data
	Ensure accuracy of sources
	Communicate with appropriate people
	Document action(s) taken
	Demonstrate math skills appropriate to workplace
	Demonstrate basic computer and associated application skills

V-1.4 Performance Attributes

Classroom Instructional Skills/Knowledge	Staying current with new information and activities related to discipline. Demonstrating professional expertise in assigned subject matter and teaching methodology, including performance-based learning, alternative delivery methods, and instructional technology.
Classroom Management	Maintaining appropriate environment for learning. Using class time effectively. Conveying enthusiastic attitude toward subject and encouraging student participation in class. Presenting current concepts and skills in courses and updating syllabi as needed.
Classroom Presentation	Applying appropriate instructional strategies and adequately conveys content. Is flexible in responding to the learning needs of students and adapting lesson plans as needed to facilitate student achievement.
College Service	Participating in and supporting college initiatives and activities. Serving on committees as requested. Attending scheduled meetings.
Customer Service	Treating students, the general public, and co-workers with basic courtesy. Being helpful and responsive to the concerns of others and promoting the college in a positive light.
Employee Development	Providing career planning for direct reports through employee development opportunities including training and varied job assignments. Providing feedback to support employees' efforts to achieve established performance outcomes.
Facility, Equipment and Supply Management	Developing and managing budgets based on objectives of the unit in order to identify and utilize resources to provide successful outcomes.
Initiative	Starting assignments without prompting and independently contributing ideas and projects. Seeing and acting upon new opportunities.
Job Skills/Knowledge	Possessing the knowledge and job skills for the specific area of responsibility assigned. Demonstrating an understanding of the administrative and management procedures related to assigned responsibilities.
Leadership	Demonstrating initiative through encouragement of new ideas, innovation and creativity. Providing for continuous improvement of college programs and services through techniques of mentoring, coaching and problem solving. Setting a good example by displaying a positive approach and professional demeanor.
Personnel Management / Supervision	Managing and supervising assigned staff while consistently adhering to policies and procedures established by the institution. Is sensitive and supportive of the college's EEO/Affirmative Action guidelines.
Planning/Organization	Scheduling and planning most efficient use of time in order to accomplish a specific goal. Keeping accurate records.
Professional Development	Participating in staff development activities on and off campus to learn new ways to improve job skills and knowledge.
Program Administration	Managing program or service area through utilization of available resources, maintaining records, developing schedules and monitoring progress of established outcomes.
Quality of Work	Demonstrating neatness, thoroughness and accuracy in completing job assignments.
Timeliness of Work	Completing assignments within established deadlines.