

# **Faculty Performance Appraisal System**

## **Akamai University**

### **A. University Position Statement**

Akamai faculty supervisors and the administration conduct periodic performance appraisals of all members of the faculty relative to quality of guidance, instruction, curriculum, scholarship, research, and systems. The goal of the University in assessing its faculty is to identify and correct inefficiencies within its operating systems and provide the necessary direction and guidance in support of each individual faculty member for assurance of quality and integrity. Akamai's faculty appraisal system is meant to highlight areas where faculty members have encountered difficulties in the conduct of their duties or assignments and provide solutions and guidance to assure achievement of standards and expectancies.

Faculty members are assessed in relation to the University's expectations of its faculty in the areas of faculty standards, program operations, and the University's policies on ethics and professional behavior. Assessment of program operations should focus upon orientation of the student, planning of student degree activities, course planning and delivery, and proper conduct of the program, reporting of student progress, and maintenance of quality standards. Faculty quality standards are published and available online together with the University's Code of Ethics and Professional Behavior. When faculty members have experienced little or no difficulty in carrying out these responsibilities, they receive a favorable status report in the permanent record.

The administration will contact faculty members who experience difficulties in achieving academic standards and expectations for dialogue and reorientation. Faculty supervisors may also make similar contact with faculty under their direction. A frequent need for specific interventions will highlight for the administration those areas within the program structure that need detailed attention and possible rework. When a specific faculty member continues to experience failure in meeting expectations and is unable to make the necessary adjustments, the President will consider discontinuing assignment of students. The Administration will consider this resolution only as a final action, after careful intervention, and further orientation and in-service for the faculty member.

### **B. General Guidelines for Faculty Appraisals**

It is the policy of the University that the job performance of each member of the faculty be evaluated periodically by the faculty supervisors or administration of the University.

1. Faculty performance appraisal is a written evaluation of the faculty member's job performance. It may include: the supervisor's comments and recommendations, an action plan for both employee and supervisor, and performance goals for the next evaluation period. Information derived from the performance appraisal shall be considered when making decisions affecting a faculty member concerning training needs, continued assignments, and opportunities for advancement.

2. Performance appraisals should be completed upon the following occasions:
  - a. After the initial probationary period.
  - b. On or about each anniversary date of employment;
  - c. When the faculty member is transferred or promoted to a new position;
  - d. When the faculty member is assigned to a new supervisor;
  - e. At the time of the faculty member is to be termination, if a disciplinary or termination report is not prepared; and
  - f. Whenever deemed appropriate by the University administration.
3. Faculty supervisors are strongly encouraged to keep informal written records of significant events concerning the job performance of faculty members under their supervision.
4. When commenting a faculty member's overall performance during the evaluation period, supervisors may consider factors such as:
  - a. The experience and training of the faculty member
  - b. The job description and the faculty member's attainment of previously set objectives and goals.
  - c. Other factors that normally should be considered in the performance appraisal include, but are not limited to:
    - Knowledge of the job
    - Quantity and quality of work
    - Promptness in completing assignments
    - Cooperation
    - Initiative
    - Reliability
    - Attendance
    - Judgment
    - Acceptance of responsibility.
5. Senior administrators should review the supervisor's written evaluation to help assure that the evaluation function has been properly completed in a fair and objective manner.
6. After the written evaluation has been reviewed by the supervisor and the faculty member, and recorded at the University headquarters, the supervisor and senior administrator should discuss the evaluation; assess the employee's strengths and weaknesses in a constructive manner, and set objectives and goals for the period ahead. The employee should be given the opportunity to examine the written evaluation and make written comments about any aspect of it. The employee and supervisor will then sign and date the evaluation and forward it to the Office of the President for inclusion in the faculty member's archival record.

7. If the written evaluation contains an unfavorable commentary or rating, which the faculty member believes unfair or unjustified, and the matter has not been resolved to the employee's satisfaction during the discussion with the supervisor, the employee may take further action by using the regular grievance procedure. If an employee refuses to sign the evaluation, a third party, who is not privy to the contents of the evaluation, shall, in place of the employee, sign as a witness to the fact that the employee refused.
8. Nothing contained in this policy should be construed to prohibit or discourage supervisors from discussing an faculty member's job performance on an informal basis, whenever the need arises.
9. The procedures discussed in this policy are intended as guidelines. The University President or Board of Directors may unilaterally modify or revoke them in whole or in part from time to time. Accordingly, these procedures are not a promise or contract, express or implied, that they will be used in every instance.
10. If the faculty member continues to perform duties in an unsatisfactory manner, after adequate opportunities to correct the unsatisfactory work performance or ineffective behaviors, administration will terminate the services of the faculty member and eliminate future student assignments. Administration reserves the right to terminate at will where necessary and at the time they deem appropriate.

### **C. Procedures for Verifying Quality of Faculty**

The procedures for verifying the quality of faculty fall into two main categories. The **first** is inherent within the process for hiring, assignment, and promotion of faculty. The **second** is contained within the faculty appraisal system now established.

#### **1. Summary Guidelines for Hiring, Assignment, and Promotion.**

Applications for adjunct faculty positions include a request for documentation by the University related to contact information, a full resume or CV, a brief biographical sketch, educational transcripts, letters of reference, and a recent photograph. These materials are reviewed to demonstrate for the review committee the candidate's preparation and career experience relative to the job functions.

Initial applications for faculty positions are received and reviewed for completeness by the Office of the President. Complete materials are then distributed to a faculty review panel, which includes the immediate supervisor of the position in question, a member of the senior staff, and an assigned representative of the Office of the President, as appropriate. The President is included in review panels for all appointments and promotions of directors and senior academic staff.

Faculty applications are reviewed and sorted according to the strength of the candidates' academic background and professional experience relative to the expectations of the job functions for the position in question. For competitive situations, candidates are culled to

three and references are consulted, as needed, to verify the fitness of each candidate for the position under consideration. The final candidates are interviewed by members of the faculty review panel and again ranked according to the fitness of the candidates for the expectations of the position. Due to the virtual nature of the University, electronic modes of meetings and communications are to be used.

All appointments involve a 90-day probationary period during which faculty newly hired or promoted are given a full and extensive orientation by supervisors and assessment for fitness to continue in the position.

## **2. Summary Guidelines on Faculty Appraisals**

The goal of the University in assessing its faculty is to determine their effectiveness for employment, and to identify and correct inefficiencies within the operating systems of the institution. Where possible, the administration will seek to provide the necessary direction and guidance in support of each individual faculty member. The University's appraisal system, therefore, is meant to highlight areas where faculty members have encountered difficulties in the conduct of their duties or assignments, and to ascertain the appropriateness of their performance and/or behavior for their particular role within the University and identify remedies and in-service opportunities.

### **D. System of Faculty Appraisal**

In summary, faculty appraisal is conducted as a means to enhance the job performance of each individual faculty member and as a route to improvement of the organizational effectiveness and overall operation of the University. It is further designed to reinforce the "team management" approach and validate management's commitment to a mutually supportive environment. The appraisal process is designed to gather vital information and measurements about staff activities and University operations useful to management's purpose in bettering the faculty output, working conditions, faculty morale, and inner workings of the University community as a whole.

The Faculty Appraisal System is a six-fold process including the following elements:

- Appraisal Element #1: Self-Assessment
- Appraisal Element #2: Assessment of Working Conditions
- Appraisal Element #3: Reassessment of Position Description
- Appraisal Element #4: Supervisory Assessment
- Appraisal Element #5: Faculty Development Plan
- Appraisal Element #6: In-service Plan

#### **Appraisal Element 1: Self-Assessment**

The Self-Assessment process allows faculty members to reflect upon their effectiveness in accomplishing their current job requirements and the responsibilities of their position with the University. Faculty are asked to assess their performance and growth in each self-assessment category, identifying areas where they are successful and areas where they are in need of improvement and in need of advisement and further in-service training. If there are certain aspects of performance in each category that receive a self-assessment rating of

satisfactory, good, very good or outstanding, the staff member should identify these areas and clarify the response. If the self-assessment rating of certain aspects in each category are rated “need of improvement” or “unsatisfactory,” identify these areas and explain the difficulties.

**a. Job Knowledge**

Working knowledge of all phases of the job and the various techniques and skills needed for efficient completion of the tasks. Has remained up to date on changes in technical knowledge related to the discipline. Has expanded knowledge of the job and the University’s programs and services as it relates to the positions of service staff at the University

**b. Judgment**

Ability to make sound and proper decisions by drawing upon professional expertise with minimal negative effects on employee relations and University goals and outcomes  
Willingness to take responsibility for making these decisions

**c. Interpersonal Relationships**

Willingness and demonstrated ability to cooperate, work, and communicate with coworkers, management, and outside contacts and to make an unselfish contribution to improving the morale of the faculty, staff, and administration

**d. Verbal and Written Communication**

Effectiveness of expression in individual and group situations including listening, verbal and affective communication, and appropriate language and ability to express ideas clearly and concisely in good grammatical form and to successfully address the issues in the tasks at hand

**e. Coordination**

Ability to work with others as a team and express individual viewpoints and requirements from the perspective of the faculty position while considering and learning from the input of others

**f. Planning and Organization**

Ability to establish appropriate course of action for self and coworkers to accomplish goals Ability to make appropriate use of resources and the time of coworkers and set realistic target dates for the completion of important tasks

**g. Adherence to Policies and Procedures**

Ability to properly interpret and apply University policies and procedures and desired manner of operations to the responsibilities and tasks of the job

**h. Orientation Toward Results**

Ability to initiate projects, anticipate changes or needs, establish new priorities, follow through and meet deadlines

### **Appraisal Element #2: Assessment of Working Conditions**

The purpose for conducting the assessment of working conditions is to allow faculty to reflect upon the effects of the work organization and operation upon their job performance and the effectiveness of University operations.

Faculty members are asked to thoroughly assess the working conditions, the program and administrative systems and procedures, the flow of work, and the interplay of faculty, staff and administration, as required to successfully perform the tasks of their position. Faculty should assess the following elements:

**a. Supportive Working Conditions**

Identify aspects of the work environment that are especially supportive to the accomplishment of the various facets of the job.

**b. Detrimental Working Conditions**

Clearly explain factors within the work environment that hamper progress, delay completion, work against effectiveness or are counterproductive to the successful accomplishment of the tasks of the position.

**c. Suggested Improvements**

Suggest ways of operation that are clearly better and that would prove to be efficient for the University as a whole.

### **Appraisal Element #3: Reassessment of Position Description**

The purpose for conducting a reassessment of the faculty job description is to allow an assessment of the effectiveness of the employee's efforts in job tasks and their impact upon job performance, University efficiency, and the functionality of the work environment.

**a. Review of Faculty Job Description**

Faculty should review closely the written job description (as formally amended) under which they were hired. Point by point, the description of job responsibilities should be reviewed and matched against staff actual job responsibilities.

**b. Identifying Discrepancies**

Discrepancies should be clearly explained and the difficulties confronting staff due to the existence of these discrepancies should be identified as they relate to the job responsibilities.

**c. Duties and Responsibilities**

How have the job duties and responsibilities impacted the faculty member's ability to address the vital aspects of the job and the ability of the faculty member to perform well in all aspects of the job? Reflect on these issues in each of the eight areas highlighted in the staff self-assessment.

**d. Rewrite Job Description**

Staff should submit a rewrite of their job description as they envision it, to allow optimum performance of the vital aspects of their modification of job tasks to allow the faculty member to best address the important aspects of their position. In some cases, this may lead to the restructuring of the position description by the senior administration.

**Appraisal Element #4: Supervisory Assessment**

The purpose of this assessment is to provide staff with management's perspective on issues pertinent to staff performance.

**a. Supervisor Review of Faculty Input**

Supervisor will carefully review faculty input from self-assessment of performance, comments regarding the effects of the work environment on job performance, and the fitness and clarity of the job description to the tasks confronting the faculty member. This should also include a review of the staff development plans and corrective actions prescribed during any prior faculty appraisal.

**b. Management Consideration for Rebuttal of Faculty**

The management team will address areas where faculty overrate or underrate their performance in any aspect of the eight self-assessment categories, with discussion and agreement reached prior to response to the staff, reflecting an understanding of staff input with factual and informative determinations that address the issues directly. Management should gather the rebuttal of faculty as further valuable input to the management information process.

**c. Management Consideration for Working Conditions**

Management likewise shall discuss and reach a consensus in responding point for point to the faculty assessment of working conditions. In areas of agreement, such alterations in programs, systems and procedures should be outlined and agreed upon prior to response to the staff. In areas of disagreement, the management team shall jointly clearly state the perspective of management and offer the information needed for a joining of understandings.

**d. Management Consideration for Changes to Position Descriptions**

Management shall collaborate and respond in writing point for point in reply to faculty considerations of the job description, stating areas of agreement and disagreement, the perspective of management and offering the information needed for a joining of understandings.

**e. Summary Assessment of Faculty Performance**

Management shall draft and prepare a Summary Assessment of faculty performance from the perspective of management addressing each of the eight assessment categories. This written assessment is provided to faculty at least one week prior to the scheduled date for conferencing concerning the Faculty Staff Development Plan.

### **Appraisal Element #5 Faculty Development Plan**

The purpose of the Faculty Development Plan is to provide an opportunity for staff to participate in the design and development of plans for corrective actions that address all pertinent issues arising out of the staff evaluation process.

#### **a. Appropriateness of Meeting Schedule**

The meeting to discuss the appraisal should be scheduled at an appropriate time to assure faculty and supervisor can easily attend the electronic meeting. The meeting may be in person, by telephone, chat or discussion group, or a rapid exchange of email. All communications should be gathered and provided to the University's headquarters for storage in the faculty archive.

#### **b. Preparation for Electronic Meeting**

Faculty and supervisor should exchange and thoroughly review all appraisal reports and responses prior to the meeting and prepare and exchange a list of questions and issues to be covered.

#### **c. Conduct of Electronic Meeting**

Covering the vital issues or disagreements, point by point, management should lead the faculty member in a collaborative discussion of corrective actions to be undertaken by the staff member or management during the period following the assessment process. The results of the collaborative discussion should be reported in minutes to be maintained in the staff files. Corrective actions should include a specific description of the actions to be pursued and a timetable for accomplishment.

#### **d. In-Service Plan**

Those areas that cannot be corrected by the individual actions of faculty or management may be addressed by the In-service Plan as an important aspect of the Faculty Development Plan.

### **Appraisal Element #6: In-service Plan**

The purpose of the In-service Plan is to outline the acceptable means through which faculty will gain the skills, knowledge, and attitudes needed to address difficulties in job performance and working conditions.

#### **a. Importance of In-Service Plan**

In-service needs should be identified and prescribed at the Faculty Development Plan meeting and sources for such training actively pursued during the weeks immediately following the faculty appraisal process. The style of training selected should be commensurate with the funding available for such activities but should not be wholly disregarded due to lack of funding.

#### **b. Options for In-Service Plan**



Faculty development plans including corrective action plans may require in-service training for improvement of deficiencies in skills, concepts, understandings, and behavioral or attitudinal factors of job performance.

In-service plans may include further faculty orientation to the University policies and procedures, forms, standards and guidelines. One on one mentorship by the supervisor may be appointed as the necessary path to upgrading the competencies of the faculty member. If these are not a viable plan for the needs of the faculty member, the faculty member may elect at his or her expense, text or journal reading, video viewing, outside classes, seminars, or conferences.

**c. University-wide Faculty In-Service**

In certain instances determined by the Board and administration, in-service training may be conducted for the entire faculty at the expense of the University.

**E. Faculty Self-Assessment Guidelines**

**1. Eight Point Self-Assessment**

The faculty self-assessment contributes to administration's reflection upon effectiveness in operating procedures and faculty appointments.

**INSTRUCTIONS:** Assess your own performance and growth in each of the eight self-assessment categories below. Identify areas where you have experienced success and areas where you are in need of improvement within each category. Where there are aspects of performance that you rate satisfactory, good, very good, or outstanding, clarify these responses. Where your self-assessment rating within any category indicate a need for improvement or unsatisfactory achievement, clarify those areas and explain in detail the difficulties you have encountered. Your task is to prepare a written document, including your self-assessment in each category, justifying your responses. List your name and position at the top of the report. Sign and date the report at the end of the final page.

**a. Job Knowledge**

Working knowledge of all phases of the faculty appointment and the various techniques and skills needed for efficient completion of the tasks. Has remained up to date on changes in technical knowledge related to the discipline of instruction. Has expanded knowledge of the related professions and the University's programs and services as they relate to the position.

**b. Judgment.**

Ability to make sound and proper decisions by drawing upon professional expertise with minimal negative effects on University relations and quality academic goals and outcomes. Willingness to take responsibility for making cooperative decisions and actions.

**c. Interpersonal Relationships**

Demonstrated willingness and ability to effectively cooperate, exhibit teamwork in communication and with coworkers, supervisors, and administration, and to make unselfish contributions to improving the morale of the faculty, staff, and administration.

**d. Verbal and Written Communication**

Effectiveness of expression in individual and group situations including listening, use of appropriate language and ability to express ideas clearly and concisely in good grammatical form and to successfully address the issues in the tasks at hand.

**e. Coordination**

Ability to work with others as a team and express individual viewpoint and requirements from the perspective of the staff position while considering and learning from the input of others.

**f. Planning and Organization**

Ability to establish appropriate course of action for self and coworkers to accomplish goals and ability to make appropriate use of resources and the time of coworkers and set realistic target dates for the completion of important tasks.

**g. Adherence to Policies and Procedures**

Ability to properly interpret and apply University policies and procedures and take the needed actions to address the responsibilities and tasks of the job.

**h. Orientation towards Results**

Ability to initiate actions and projects, anticipate and adjust for changes or emerging needs, establish new priorities, follow through and meet deadlines.

**2. Assessment of Working Conditions**

The purpose for conducting an assessment of your working conditions is to better understand the effects of workplace organization and its impact upon your job performance and effectiveness upon University operations.

**INSTRUCTIONS:** Thoroughly assess your own work environment, administrative systems and procedures, the flow of work, and the interplay with University staff as required to successfully perform the tasks of your position. Identify aspects of the work environment that are especially supportive to the accomplishment of the various facets of your job. Explain factors within the work environment that hamper progress, delay completion, work against effectiveness or are counterproductive to the successful accomplishment of the tasks of the position. Suggest ways of operation that are clearly better and that would be more efficient for the University as a whole.

**3. Reassessment of Position Description**

The purpose for conducting a reassessment of your position description is to allow an assessment of the job tasks, effectiveness of your efforts, and the impact upon job performance, University efficiency, and the functionality of the work environment. Suggesting alteration of the position description and assigned tasks will provide essential information for management decisions regarding the most effective staffing arrangements and most efficient distribution of job tasks. Position alterations may serve to relieve certain staff of tasks for which their position is wholly unfit or for which another position would be better suited.

**INSTRUCTIONS:** Point for point, review and match your actual job duties and responsibilities with your written position description under which you were hired. Explain any discrepancies in your position as written in the job description and discuss the difficulties confronted due to the existence of these discrepancies. Prepare a rewrite of your position description as you envision it allowing for optimum performance of the vital aspects of your position, so you might best address the important aspects of your position.