

STATE BOARD FOR TECHNICAL AND COMPREHENSIVE EDUCATION

PROCEDURE

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TITLE: FACULTY PERFORMANCE MANAGEMENT SYSTEM (FPMS)

**POLICY
REFERENCE NUMBER: 8-4-100**

**DIVISION OF
RESPONSIBILITY: Human Resource Services**

DATE OF LAST REVISION: June 9, 2017

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This procedure is in accordance with the regulations of the Division of State Human Resources (DSHR), for establishment and administration of the Faculty Performance Management System (FPMS).

I. GENERAL INFORMATION

A. Purpose

The primary purpose of the FPMS is to increase the overall efficiency of the agency by helping each faculty member to improve his/her own performance. Other important purposes include:

1. To encourage continued growth and development of all faculty members.
2. To identify faculty members who have potential for promotion.

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3. To provide information to faculty members, supervisors, and managers to use in making work-related decisions.
4. To assist management in assigning work and delegating responsibility based on a mutual understanding of the faculty member's skills and abilities.
5. To enhance other Human Resource Management administration components such as selection and classification.
6. To provide an accurate and objective method for evaluating faculty performance.
7. To provide documentation to support recommendations for salary increases, promotions, reassignments, demotions, and terminations.
8. To maintain a documented history of the faculty member's performance.
9. To recognize faculty member strengths and identify training needs.

B. Faculty Members to be Appraised

All faculty members who occupy FTE positions shall have his/her performance evaluated in accordance with the FPMS program. For faculty who work during the summer, summer performance shall be included in the overall evaluation.

The provisions of this procedure address the appraisal process of both probationary and covered faculty members. Although not mentioned specifically in this procedure, faculty members exempt from coverage under the State Employee Grievance Procedure Act shall also be given annual performance appraisals.

Temporary grant and time-limited project faculty members are not covered by FPMS, but they should receive regular performance feedback. The System Office/college may use the FPMS to provide feedback.

C. Orientation and Training

Orientation on the Performance Management System for all faculty members of the South Carolina Technical College System (SCTCS) is encouraged.

Supervisory faculty members should also receive training that will concentrate on the criteria for evaluating the individuals he/she supervises.

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D. Retention and Dissemination

All performance appraisal documents shall become a permanent part of the faculty member's official personnel record. The supervisor is encouraged to give the faculty member a copy of both the approved planning and appraisal documents at the time of discussion.

Upon request, however, the faculty member shall be furnished a copy of the performance appraisal document along with copies of the permanent attachments including the planning document and the final appraisal document. It is acceptable for the planning and appraisal documents to be created and maintained via a secure (password protected) electronic system. If such a system is used, approval through the system will be considered the required signature of the faculty member, Rating Officer, and Reviewing Officer referenced throughout this procedure. Faculty members shall be able to view and print the approved documents.

E. Documentation

Only the standard SCTCS form or other approved document format shall be used for FPMS purposes.

II. RATING OFFICER

The Rating Officer is the faculty member's immediate supervisor. All planning documents and performance appraisals shall be written by the Rating Officer who has first-hand experience or knowledge of the work being performed. The Rating Officer is responsible for the overall performance evaluation and for providing the faculty member with ongoing feedback on the performance of his/her duties and responsibilities. It is mandatory for all Rating Officers to be evaluated on the timely completion of each faculty member's planning document and performance appraisal.

Before the Rating Officer reviews either the planning document or final appraisal with the faculty member, he/she must review the document with the Reviewing Officer (see Section III). The Rating Officer will then schedule a conference for discussion of the document with the faculty member. Both the planning and appraisal document must bear the signature of the Rating Officer, the Reviewing Officer, and the faculty member (if possible). If a faculty member refuses to sign, notation should be made on the document of this fact. If possible, the notation shall be witnessed by one signature of the Reviewing

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Officer or an employee of equal or higher band than the Rating Officer.

The Rating Officer may solicit informal feedback from multiple sources relevant to assist in evaluating the faculty member. These sources should be identified to the faculty member in the faculty member's planning document.

III. REVIEWING OFFICER

The Reviewing Officer shall be the supervisor of the Rating Officer. The College President may designate additional levels of review. The Reviewing Officer is responsible for reviewing the planning document and performance appraisal developed by the Rating Officer¹. The Reviewing Officer may provide comment on the success criteria selected and the overall rating. If agreement cannot be reached between the Rating Officer and Reviewing Officer, the Reviewing Officer may not change the overall rating, except with approval of the College President before the appraisal is discussed with the faculty member.

IV. TYPES OF PERFORMANCE APPRAISALS

A. Probationary Performance Appraisal

The performance of each faculty member who has been given an original appointment shall be appraised prior to the completion of his/her probationary period of state service². The probationary period may not be extended. The probationary review date marks the beginning of a new review period. Failure to complete a performance appraisal prior to the end of the probationary period will by default automatically give the faculty member a "Successful" performance rating with all rights and privileges of a covered faculty member and permanent status in the class. Until a faculty member has successfully completed the probationary period and obtained permanent status in the class, the faculty member has no grievance rights under the State Employee Grievance Procedures Act; therefore, a supervisor is not required to follow the "Substandard Performance Process" prior to terminating a probationary faculty member. If a

¹ In extenuating circumstances (i.e. extended illness, vacancy) the Reviewing Officer shall serve as the Rater in the evaluation process with the approval of the System /College President or his/her designee.

² Initial faculty appointments shall be in a probationary employment status for two full academic years' duration. For more information, reference procedure #8-2-102.1; Compensation Plan for Unclassified Faculty Personnel.

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faculty member is not performing satisfactorily during the probationary period, the faculty member must be terminated before completing the probationary period and becoming a covered faculty member. The “successful” rating is the equivalent to the “meets” performance rating reference in the State Employment Grievance Procedures Act.

After satisfactory completion of the probationary period, a Short Year Planning Document and a Short Year Appraisal may be required to transition the employee to the faculty universal performance appraisal (UPA) date.

B. Trial Period Appraisals

Each covered classified employee who has been promoted, reclassified, reassigned or transferred to a faculty position in which he/she has not held covered status in the unclassified state title, shall have the performance review date reestablished six (6) months from the date of the action. The performance review date marks the beginning of a new review period. If an faculty member does not receive a performance evaluation prior to the six (6) month trial review date, the faculty member will receive a “Successful” performance rating by default and obtain permanent status in the new classification. The six (6) month trial period may be extended up to ninety (90) calendar days upon written notice of the extension to the faculty member prior to the end of the initial six (6) month period and the review date shall be advanced for the time period such extension is in effect.

The “Substandard Performance Process” is not required to demote or reclassify downward a faculty member in trial status to the same class or a class in an equal payband from which promoted, if the demotion or reclassification occurs within the trial period. The “Substandard Performance Process” is also not required to demote or reclassify downward a faculty member in a trial status to a class in an equal or higher pay band from which promoted if the demotion or reclassification occurs within the trial period. The faculty member in trial status may not grieve such demotion. The faculty member in trial status may not be terminated or demoted to a class in a lower pay band than that from which promoted for performance reasons without following the “Substandard Performance Process.”

After satisfactory completion of the trial period, a Short Year Planning Document and a Short Year Appraisal may be required in order to transition the faculty

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member to the faculty universal performance appraisal (UPA) date.

C. Regular (Annual) Performance Appraisal

All covered faculty members shall have a regular (annual) performance appraisal no more than ninety (90) calendar days prior to their established review date. The appraisal must be reviewed and discussed with the Reviewing Officer prior to discussion with the faculty member. The completed document must be forwarded to the Human Resources office at least twenty (20) calendar days prior to the faculty member's review date. If a faculty member does not receive a performance appraisal prior to his/her review date, the faculty member shall be rated "Successful" by default. The performance review date marks the beginning of a new review period. A covered faculty member may not be issued an overall "unsuccessful" appraisal during the annual review period without following the "Substandard Performance Process." All faculty performance ratings must be reported to the SCTCS Office of Human Resource Services no later than the beginning of the new academic year.

D. Interim Performance Appraisals

An interim performance appraisal is one conducted during the rating period other than a probationary, trial, regular (annual), or short year (if applicable) appraisal. Interim appraisals may be used periodically to call attention to commendable items or areas with opportunities for improvement, to identify serious errors in a faculty member's overall performance or to simply give the faculty member feedback. For addressing substandard performance, see Section V.C. below. Interim performance appraisals must not be used to calculate retention points for reduction in force purposes.

E. Review Date Changes

A faculty member's performance review date shall be changed for the following reasons:

1. A faculty member who is in trial status and has had the trial period extended shall have the performance review date advanced up to 90 calendar days for the time period such extension is in effect.

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2. A faculty member on approved leave with or without pay for more than thirty (30) consecutive work days shall have his or her review date advanced one calendar day for each calendar day on leave, not to exceed ninety (90) calendar days after those first thirty (30) workdays, if the normal review date occurs within the period of approved absence.
3. A covered faculty member who within thirty (30) calendar days of his review date receives a "Warning Notice of Substandard Performance" shall have the review date advanced to coincide with the "Warning Notice of Substandard Performance" dates.
4. A covered faculty member who is reassigned to another position in a different discipline at the same college or within the SCTCS within six months or less of his review date shall have the review date advanced six months from the date of the reassignment. In this event, a Short Planning document and Short Year Appraisal may be required to transition the faculty member to the faculty universal performance appraisal date.

F. Other Options

1. A team evaluation may be substituted for individual performance appraisals.
2. The college may establish a numerical weighting system for evaluating faculty members.
3. The college may link the faculty member's performance evaluation to the appropriate work unit's mission, objectives, or training plans. When used, written statements of such mission, objectives, and/or training plans should be provided to the faculty member.
4. Before implementation, items 1, 2, or 3 above must have an implementation plan and policy reviewed by the Vice President of Human Resource Services of the System Office and item 1 must be approved by the DSHR to ensure compliance with state regulations.

V. LEVELS OF PERFORMANCE

- A. Job Functions (duties plus success criteria), Objectives and the Overall Rating will be evaluated as follows:

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UNSUCCESSFUL - Substandard work performance that is below the job requirements and expectations as evaluated according to the success criteria. Before this rating is given, a review process must take place that includes a warning notice of substandard performance and meetings with the faculty member. (See Substandard Performance, Section V.C.). Any faculty member who receives an overall rating of “Unsuccessful” must be removed from the position (reassigned, demoted or terminated).

SUCCESSFUL - Work that meets the expectations and requirements of the assigned position throughout the rating period as evaluated according to the success criteria (see Section VI). Performance may fluctuate during the rating period to include exceeding the job requirements and expectations in some areas.

EXCEPTIONAL - Work that is consistently above the expectations and requirements of the job as evaluated according to the success criteria throughout the rating period. For the Overall Rating, a detailed explanation is required to support a rating of “Exceptional.”

B. Performance Characteristics

Performance characteristics, if used, should be evaluated as either “Pass” (meets requirements) or “Fail” (fails to meet requirements). It shall be mandatory for all supervisors or managers to be rated on all of the management performance characteristics.

C. Substandard Performance Process for Covered Faculty Members

Substandard performance is performance that is less than minimum performance requirements and will result in a faculty member receiving a formal rating of “Unsuccessful” unless improvement is shown. If during the performance period a covered faculty member is considered “Unsuccessful” in any essential job function and/or objective that significantly impacts performance, the Rating Officer, with approval of the Reviewing Officer, shall provide the faculty member with a written “Warning Notice of Substandard Performance.” In order to ensure that covered faculty members are given adequate notice of his/her substandard performance and are allowed the opportunity to improve such performance prior to receiving an “Unsuccessful” rating and being removed from the position, the following procedures shall be observed:

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1. The warning notice shall provide for an improvement period of no less than thirty (30) calendar days and no more than one hundred twenty (120) calendar days.
2. Normally, a written warning for substandard performance may not extend beyond the faculty member's review date. However, the review date may be advanced to coincide with the "Warning Notice of Substandard Performance" dates.

Should the review date roll forward, and the faculty member receives a "Successful" or above rating on all essential job functions and/or objectives that significantly impact performance as noted in the warning notice, the faculty member may require a Short Year Planning Document and a Short Year Appraisal to move the faculty member back to the faculty UPA date.

3. Warning notices of substandard performance shall:
 - a. Be in writing and labeled as a "Warning of Substandard Performance."
 - b. Be addressed to the faculty member whose performance is in question.
 - c. List job functions/objectives where performance is deficient. Explain the deficiencies and list ways to improve such deficiencies.
 - d. Specify time periods for improvement and possible consequences if performance is not brought up to an acceptable standard (reassignment, demotion, or termination).
 - e. Be presented to the faculty member for signature of acknowledgment and placed in the faculty member's official personnel record. If the faculty member refuses to sign, the Rating Officer should have an appropriate witness attest to such.
 - f. Include that a rating of "Unsuccessful" shall result if performance is not brought up to standard in the time period specified.
 - g. Include a plan for meetings to discuss faculty member progress during warning period.
4. The Rating Officer must develop a performance improvement plan for

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approval by the Reviewing Officer. The Rating Officer should include the faculty member in drafting a performance improvement plan. The performance improvement plan should include a list of ways to improve the deficiencies and other appropriate performance related recommendations. In those instances where the faculty member does not agree upon the timing and content of the performance improvement plan, the Rating Officer with the approval of the Reviewing Officer, will make the final determination of the content and time period.

5. During the warning period, the faculty member and the Rating Officer shall have regularly scheduled meetings during which they discuss the faculty member's progress. Documentation is required to verify that these counseling sessions were held. Copies of this documentation shall be placed in the faculty member's official personnel record and given to the faculty member upon request.
6. If the faculty member's performance is rated "Successful" or above on all essential job functions and/or objectives significantly impacting performance as noted in the warning notice of substandard performance, by the end of the warning period, employment shall continue. If the faculty member is rated "Unsuccessful" on any essential job function and/or objective significantly impacting performance as noted in the written warning of substandard performance, by the end of the warning period, the faculty member shall be removed from the position immediately (reassigned, demoted, or terminated).
7. Once a time frame for improving substandard performance has been given, the faculty member must be rated within that specified time or the faculty member will receive a "Successful" rating by default.
8. If a faculty member has been issued two warning notices within a 365 day period and performance drops to a substandard level on any essential job function(s) and/or objective(s) that significantly impacts performance for a third time within a 365 day period, the faculty member shall be removed from the position upon the third occurrence of such substandard performance. In such instances, an "Unsuccessful" performance appraisal and letter of reassignment, demotion or termination must be issued. Should the faculty member receive a second warning within a 365 day period, the employee should be provided notice of the possible

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consequences should performance deteriorate again. A warning notice is not required on the third occurrence within a 365 day period.

9. The substandard performance process is not required to demote or reclassify downward a faculty member in a trial period to the same class or a class in an equal or higher band from which promoted, if the demotion occurs within the trial period. A faculty member in his/her trial period may not grieve such demotion through the grievance process. The faculty member in a trial period, however, may not be terminated or demoted to a lower banded class than that from which promoted due to performance reasons, without following the substandard performance process.
10. The substandard performance process above is not required to terminate the employment of a probationary faculty member.

VI. FPMS DOCUMENT

A. Planning Document

Within six (6) weeks of the beginning of the rating period the Rating Officer and the faculty member should have a planning conference. The conference will include a review of job functions, objectives (optional) and performance characteristics. Additionally, success criteria should be reviewed for each job function and objective (optional for non-management faculty) if used. Job functions and objectives should be updated as necessary for substantial changes in position requirements.

The Rating Officer should initially meet with the faculty member to discuss the planning document and how it relates to the faculty member's job functions (and objectives, if used) for the upcoming year. After this discussion, the Rating Officer shall complete the planning document. Prior to discussing the completed planning document with the faculty member, the Rating Officer will meet with the Reviewing Officer to discuss the planning document. Once the planning document is approved by the Rating Officer and Reviewing Officer, the Rating Officer will meet with the faculty member to review the planning document. It shall be mandatory for all Rating Officers to be evaluated on the timely completion of each faculty member's planning document and performance

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appraisal.

Each faculty member will certify that he/she has reviewed the planning document. In those instances where the Rating Officer and faculty member cannot agree upon the items in the planning document, the Rating Officer's decision will be final. The faculty member should be given a copy of the planning document by the Rating Officer so that he/she can reference the criteria during the rating period. Should substantial changes occur to the faculty member's job during the rating period, the planning document should be modified to incorporate such changes.

B. Success Criteria

Success criteria statements are required and must be defined for each job duty and objective on which a faculty member is evaluated. Success criteria are statements/explanations of factors that specify the level of performance necessary to obtain a "Successful" rating. Performance characteristics may be alternatively reflected through success criteria.

C. Job Functions

A job function is defined as a job duty plus related success criteria. Job functions are those overall job responsibilities that are unique to a particular position description. Job functions relate specifically to a faculty member's position, but generally not at a detailed level. The development of job functions is the most critical aspect of developing criteria to evaluate the faculty member because it is job specific. Therefore, it is imperative that the faculty member's planning document be current and accurately reflects the duties and responsibilities of the position description. Success criteria must be defined for each job duty.

The Rating Officer will be responsible for developing job functions after discussing the faculty member's position description with the faculty member. During the review of the planning document the Rating Officer and faculty member will have the opportunity to discuss the accuracy of the job functions as they relate to the work performed by the faculty member. Should the Rating Officer decide to change the job duties to be evaluated, the Rating Officer will in turn modify the faculty member's planning document and position description to reflect the change; however, if just the success criteria is changed, only the faculty member's planning document will be modified to reflect the change. Should the

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Rating Officer feel that the job functions accurately reflect the areas of responsibility desired in a particular position, no change will be made. In those instances where the Rating Officer and faculty member cannot agree upon the job functions, the Rating Officer's decision will be final. It shall be mandatory for all Rating Officers to be evaluated on the timely completion of each faculty member's planning document and performance appraisal.

It is suggested that, for the purpose of the planning document and performance appraisal, no job function should consist of less than ten percent (10%) of the faculty member's specific job duties. Items of less than ten percent (10%) may be able to be evaluated together with other items. When Rating Officers are having difficulty developing job functions, he/she should consult his/her Human Resources Officer for assistance.

D. Objectives

Objectives are those specific projects, programs or other nonrecurring issues that should be focused upon by the faculty member during the rating period. These projects, programs, or other non-recurring activities may be at the direction of the Rating Officer or jointly determined by the faculty member and Rating Officer.

Assignment of objectives to faculty members is optional; however, if used, success criteria must be developed for each objective. Objectives may be added or deleted during the rating period. Objectives should only be replaced or deleted if the objectives are no longer important or not a priority to the department. Objectives may be added if the completion date is within the rating period.

Objectives, if used, must be a factor in determining the overall faculty member performance rating and shall be rated based on the three (3) levels of performance.

E. Performance Characteristics

Performance characteristics may be used to clarify the expectation of the Rating Officer. If used, the performance characteristics selected may only be used as a communication tool to emphasize those items that are important to success in performing the job functions (and objectives, if used) in the planning document. The performance characteristics shall be given no weight in the determination of the overall performance rating. Ratings given on the performance characteristics should be either "Pass" or "Fail." Comments should be made for any ratings of "Fail."

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In addition to general performance characteristics, all management performance characteristics for supervisors and managers are required. Management performance characteristics are designed to evaluate supervisors and managers on their ability to plan, organize, control, motivate, develop, promote equal opportunity, and complete planning documents, and appraisals. All supervisors will be rated on each assigned management characteristic as either "Pass" or "Fail." Additional management characteristics may be added if they relate specifically to the job.

F. Overall Summary

In the overall summary, the overall rating is determined and space is provided for a Rating Officer to include written comments.

A written justification/rationale is required to be made by the Rating Officer for any faculty member whose overall performance rating is either "Exceptional" or "Unsuccessful." Written comments are encouraged, but not required, for a "Successful" rating. A faculty member's strengths and areas with opportunities for improvement relating to his/her performance during the rating period should be noted.

The Rating Officer is encouraged to provide comments recommending actions to be taken by the faculty member or college to improve or maintain the faculty member's performance or potential.

A separate written response may be made by the faculty member if he/she wishes to express an opinion (agreement or disagreement) regarding the performance appraisal.

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ADDENDUM #1

SUGGESTED FACULTY JOB FUNCTIONS

1. Job Duty: Instructional Development - Suggested success criteria include developing and maintaining course documentation; reviewing and selecting text books for courses in subject area; maintaining audio-visual and/or other materials for courses taught; being organized and well prepared for class; scheduling of class and lab time effectively.
2. Job Duty: Teaching Performance - Suggested success criteria include providing students with course syllabus, grading/attendance policy, and other relevant information in a timely manner; relating instructional materials, discussions and other course activities to course objectives; demonstrating effective interaction skills; using practical examples and illustrations; pacing the instruction over the semester; providing students with timely tests; returning test results in a timely manner; relating tests to course objectives; following acceptable department and college grading policies. In addition, the faculty member shall, at least annually, participate in conducting a college student evaluation of at least one section of every course he/she teaches.
3. Job Duty: Student Advisement - Suggested success criteria include maintaining required office hours; publicizing office hours and availability; referring students to other persons for appropriate assistance; maintaining appropriate records; meeting with students in a timely manner; displaying sensitivity to students' needs and problems.
4. Job Duty: College and/or Community Service - Suggested success criteria include: assisting with recruitment as required; assisting with job/transfer placement or recommendations as required; cooperating with or participating in projects/activities of other instructional and support areas in fulfillment of the colleges' mission; serving effectively on college/community committees.
5. Job Duty: Professional Development - Suggested success criteria include: developing an annual professional development plan in conjunction with supervisor; attending courses/seminars/workshops as required or planned; writing manuscripts or presenting papers at conferences, etc.; doing research projects in subject field.
6. Job Duty: Instructional Management - Suggested success criteria include submitting reports in a timely manner; arranging physical environment as much as possible for effective learning; adhering to class schedules; providing effective classroom/lab supervisors; maintaining accurate records; providing disciplinary action where appropriate.

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ADDENDUM #2

GENERAL PERFORMANCE CHARACTERISTICS

This addendum provides supervisors and faculty members with a list of general performance characteristics and definitions if they are used in the process of defining or clarifying supervisory expectations.

FUNCTIONAL QUALITIES

1. Technical Competence - Possesses necessary knowledge and skill to effectively perform duties and applies this knowledge appropriately.
2. Self-Management - Works with minimal supervision, manages own time effectively, maintains control on all current projects/responsibilities and follows up on all relevant issues.
3. Job Knowledge - Possesses necessary familiarity with assigned position and follows appropriate procedures.
4. Quantity of Work - The extent to which the faculty member produces an amount of acceptable work in order to meet schedules over which he/she has control.
5. Quality of Work - The extent to which the faculty member neatly, thoroughly, and accurately completes job assignments according to established quality standards. Continuously improves quality of work.
6. Problem Analysis - Able to identify problems and relevant issues and breaks problems into components. Sees relationships and alternative solutions and arrives at sound conclusions through logical process.
7. Accuracy of Work - The degree to which the faculty member makes minimum mistakes or errors that require correction.
8. Time Management – Faculty member reports for work promptly and effectively and efficiently uses time to accomplish job tasks.
9. Safety - Follows established safety practices and corrects unsafe work practices.
10. Responsibility - Asks for work after completing assignments and does not make excuses but addresses problems squarely. Offers action plans to resolve problems.

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11. Concentration - Able to put aside distractions and stays with a job until complete. Able to stick to assignments and gets results in spite of difficulties.

PERSONAL QUALITIES

12. Judgment - Reasons, compares, understands, and thinks rationally on the job. Makes quality work related decisions based on sound conclusions and separates facts from opinions.
13. Leadership - Reliable in guiding others to the accomplishment of objectives/responsibilities, development of teamwork, and the resolution of conflict/problems.
14. Initiative - Starts assignments without prompting and independently contributes ideas and projects. Sees and acts upon new opportunities. Thinks and acts independently and promptly addresses problems.
15. Dependability - Meets work schedules and fulfills job responsibilities and commitments. Consistently meets deadlines and follows instructions.

INTERPERSONAL QUALITIES

16. Acceptance - Gains confidence of others and earns respect of subordinates, peers, and superiors. Values diversity and respects opposing opinions
17. Teamwork - Works effectively and cooperatively with others to achieve organizational goals. Demonstrates responsiveness to organizational needs.
18. Adaptability - Adapts to job or organizational changes. Readily accepts new responsibilities and assignments.
19. Communication - Presents clear and accurate information (both verbally and written) to peers, leaders, and customers.
20. Service Excellence - Effectively anticipates and meets the needs of those served by continually assessing performance.
21. Listening Skills - Asks meaningful questions and actively listens before offering comments.

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ADDENDUM #3

ADDITIONAL PERFORMANCE CHARACTERISTICS FOR MANAGERS

This addendum provides a list of required additional performance characteristics (with definitions) for those persons in managerial and supervisory positions. These required additional managerial performance characteristics should be included on the planning document.

MANAGEMENT CHARACTERISTICS

MANAGEMENT QUALITIES

1. Planning and Organizing

Establishes a course of action for meeting an objective. Allocates resources and personnel for best effect and within budget limits. Develops schedules for activities and projects. Sets and observes priorities in order to avoid backlogged work. Effectively matches short term goals to contribute toward longer range plans.

2. Controlling

Monitors and facilitates faculty members' activities; establishes and maintains effective procedures to monitor and control activities within the faculty members' responsibilities;

3. Delegating

Allocates responsibilities to faculty members to help develop their career potential. Uses staff faculty members effectively by delegating decision making and other responsibilities to the appropriate faculty member(s). Provides clear instructions and leadership so delegated tasks are properly completed. Monitors the progress and results of delegated assignments and keeps informed of developments in area of responsibility. Where appropriate, establishes and empowers teams to improve work systems and processes.

4. Motivating

Creates an organizational climate and work environment in which faculty members can perform to the best of their abilities. Establishes faculty member motivation by giving

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faculty members timely and regular recognition and feedback for work performed. Ensures that faculty members are aware of the possibility of advancement and growth. Develops a sense of trust and responsibility.

5. Developing

Develops positive learning environments for both self and faculty members by identifying and providing continuing education and professional development opportunities to stay abreast of the current state of the art in one's field.

6. Promoting Equal Opportunity

Assists in meeting college/agency affirmative action goals in hiring, promotion, or placement; demonstrates personal and organization unit commitment to equal opportunity; shows progress toward achieving an integrated/representative work force; and contributions toward minority/female programs and other social/economic equal opportunity goals.

7. Planning and Appraising Employee Performance

Administers FPMS program for subordinate faculty members on a timely basis.