

Performance Management: Evaluation Criteria for Full-Time Staff

(A) TEACHING					
		Teaching-related duties	TFQs	Line Manager's Observation Report	Reflection on teaching
		<i>e.g. attending inductions, standardization, moderation and appeals meetings, keeping up-to-date with ELC regulations and procedures; fulfilling exam duties to the appropriate standard, submitting forms punctually, etc.</i>	<i>All TFQ data must be submitted together with a summary of courses taught.</i>	<i>This will be based on the following FOUR categories:</i> <ul style="list-style-type: none"> ▪ Aims of the lesson ▪ Learning environment ▪ Classroom management ▪ Lesson design 	<i>Evidence of thought and evaluation of teaching based on the data provided as well as personal experience.</i>
RATING					
Outstanding		<ul style="list-style-type: none"> ▪ Attends inductions and standardizations and takes steps to be fully informed about courses. ▪ Fulfils administrative duties promptly and accurately. ▪ Has an established reputation among course/exam coordinators and administrative staff. 	<ul style="list-style-type: none"> ▪ Consistently above the course mean, sometimes well above. ▪ Qualitative data (if available) is positive throughout. ▪ Would be a good candidate for the Teaching Excellence Award. 	<ul style="list-style-type: none"> ▪ Has fulfilled all of the above categories outstandingly. 	<ul style="list-style-type: none"> ▪ A very clear and focused teaching philosophy. ▪ Consistently clear, focused and deep reflection. ▪ Clearly linked to professional development aims. ▪ A statement for refining teaching strategy in light of reflection. ▪ Clear demonstration of experimentation to support improvement.
Excellent		<ul style="list-style-type: none"> ▪ Attends inductions and standardizations and takes steps to be fully informed about courses. ▪ Fulfils administrative duties promptly and accurately. ▪ Has received notably positive recent feedback from course/exam coordinators and administrative staff. 	<ul style="list-style-type: none"> ▪ Consistently above the course mean. ▪ Qualitative data (if available) is positive throughout. 	<ul style="list-style-type: none"> ▪ Has fulfilled all of the above categories excellently. 	<ul style="list-style-type: none"> ▪ A very clear and focused teaching philosophy. ▪ Generally clear, focused and deep reflection. ▪ Clearly linked to professional development aims. ▪ A statement for refining teaching strategy in light of reflection. ▪ Evidence of experimentation to support improvement.
Very Good		<ul style="list-style-type: none"> ▪ Attends inductions and standardizations and takes steps to be fully informed about courses. ▪ Fulfils administrative duties promptly and accurately. 	<ul style="list-style-type: none"> ▪ Consistently on or slightly above the course mean. ▪ Qualitative data (if available) is mostly positive. 	<ul style="list-style-type: none"> ▪ Has fulfilled all of the above categories very well. 	<ul style="list-style-type: none"> ▪ A clear teaching philosophy. ▪ Thoughtful reflection, though occasionally lacking focus/depth. ▪ Some link to professional development aims. ▪ A statement for refining teaching strategy in light of reflection. ▪ Some evidence of experimentation to support improvement.
The basic requirement	Good	<ul style="list-style-type: none"> ▪ Attends inductions and standardizations and takes steps to be informed about courses. ▪ Fulfils administrative duties. 	<ul style="list-style-type: none"> ▪ Consistently on or slightly below the course mean. ▪ Qualitative data (if available) is generally positive, though there may be occasional negative comments. 	<ul style="list-style-type: none"> ▪ Has generally fulfilled all of the above categories but may have minor areas identified for improvement. 	<ul style="list-style-type: none"> ▪ A clear teaching philosophy. ▪ Some degree of reflection, though generally lacking in depth and/or focus.
Of professional concern		<ul style="list-style-type: none"> ▪ Requires effort from others to ensure that the work is done. 	<ul style="list-style-type: none"> ▪ Consistently below the course mean, sometimes well below. 	<ul style="list-style-type: none"> ▪ Has problems in one or more areas. 	<ul style="list-style-type: none"> ▪ Little/superficial reflection. ▪ No link to professional development aims.
Of major professional concern		<ul style="list-style-type: none"> ▪ Generally fails to fulfil duties and has not corrected problems despite them having been identified. 	<ul style="list-style-type: none"> ▪ Consistently below the course mean, sometimes well below, with no evidence of improvement despite problems having been identified. 	<ul style="list-style-type: none"> ▪ Has continuous problems with no evidence/attempt at fixing them. 	<ul style="list-style-type: none"> ▪ No reflection. ▪ No link to professional development aims.

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		(B) AREA OF RESPONSIBILITY	(C) PROFESSIONAL DEVELOPMENT	(D) CAMPUS & COMMUNITY CITIZENSHIP		
		Managing specific area of responsibility	Effort made in engaging in professional development	Work on campus and/or in community	Collegiality	
		<p><i>Ability to oversee and manage specific area, communicate with colleagues (teaching and/or administrative, Full- and/or Part-time) regarding changes and/or developments.</i></p>	<p><i>e.g. attending/conducting TD workshops/training sessions, ELC Retreat, TD Days, ELC Colloquium, CSC workshops/courses and conferences, pursuing academic qualifications, conducting research, academic publishing, etc.</i></p>	<p><i>e.g. contribution to PLAs, internal/external committees, working parties, academic boards, CityU Open, Information, and Orientation Days, other relevant communities/the profession, etc., giving TD sessions, research for/about the ELC, representation in university and/or departmental events, receiving delegates, teaching for other departments, e.g. L-2-L, external examining, etc.</i></p>	<p><i>Contribution to creating a positive atmosphere in the ELC.</i></p>	
RATING						
Outstanding		<ul style="list-style-type: none"> Extremely reliable. Manages area of responsibility extremely well. Keeps staff members informed of changes and/or developments. Often shows initiative. Proactively seeks and/or responds to feedback for improvement. Has generally exceeded expectations. 	<ul style="list-style-type: none"> Clear professional development goal(s) that are linked to identified needs. Engaged in ongoing, focused professional development that is linked to goal(s). Actively makes use of relevant professional development opportunities. Has conducted the minimum number of peer-to-peer observations. 	<ul style="list-style-type: none"> Actively engaged in activities in promoting the ELC. Actively engaged in activities relevant to CityU/TEFL. Proactive. 	<ul style="list-style-type: none"> Very strong sense of collegiality. Friendly, approachable and helpful. A proactive and positive presence. 	
	Excellent		<ul style="list-style-type: none"> Manages area of responsibility extremely well. Keeps staff members informed of changes and/or developments. Often shows initiative. 	<ul style="list-style-type: none"> Clear professional development goal(s) that are linked to identified needs. Engaged in ongoing, focused professional development that is linked to goal(s). Actively makes use of relevant professional development opportunities. Has conducted the minimum number of peer-to-peer observations. 	<ul style="list-style-type: none"> Actively engaged in activities in promoting the ELC. Actively engaged in activities relevant to CityU/TEFL. 	<ul style="list-style-type: none"> Strong sense of collegiality. Friendly, approachable and helpful.
		Very good	<ul style="list-style-type: none"> Manages area of responsibility competently. Keeps staff members informed of changes and/or developments. Occasionally shows initiative. 	<ul style="list-style-type: none"> Clear professional development goal(s) that are linked to identified needs. Generally engaged in focused professional development that is linked to goal(s). Has conducted the minimum number of peer-to-peer observations. 	<ul style="list-style-type: none"> Generally engaged in activities relevant to the ELC/CityU/TEFL. 	<ul style="list-style-type: none"> Collegial. Friendly, approachable and helpful.
The basic requirement	Good	<ul style="list-style-type: none"> Manages area of responsibility competently. Keeps staff members informed of changes and/or developments. 	<ul style="list-style-type: none"> Clear professional development goal(s). Has done a little in engaging in professional development, but would benefit from making a greater and more concerted effort. Has conducted the minimum number of peer-to-peer observations. 	<ul style="list-style-type: none"> Some relevant work done. Some degree of work done, but could be more relevant to the ELC/CityU/TEFL. 	<ul style="list-style-type: none"> Collegial. May keep a low profile. 	
	Of professional concern	<ul style="list-style-type: none"> Some neglect of duties. Requires effort from others to ensure that the work is done. Sometimes fails to keep staff informed of important changes and/or developments. 	<ul style="list-style-type: none"> Professional development goals absent or irrelevant. Has not conducted the minimum number of peer-to-peer observations, and has not provided a valid reason why. Shows very little interest in professional development. 	<ul style="list-style-type: none"> Some work done but not relevant to the ELC/CityU/TEFL. 	<ul style="list-style-type: none"> Isolated minor issues that have negatively affected colleagues. 	
Of major professional concern	<ul style="list-style-type: none"> Neglects duties. Fails to keep staff informed of important changes and/or developments despite problems having been identified. 	<ul style="list-style-type: none"> Professional development goals absent or irrelevant. Has not engaged in any professional development activities/resists professional development despite areas of identified professional concern. 	<ul style="list-style-type: none"> None. 	<ul style="list-style-type: none"> Consistently negatively affects colleagues despite the problem having been identified. 		