Faculty Performance Planning

and Evaluation Form

**Employee Name: S-Number:**

**Supervisor Name:**

**Evaluation Period From:**  **To:**

**Department:**

My supervisor and I have agreed on performance objectives for this academic year.

Faculty Signature Date

# Evaluation Process

## Establishing Performance Objectives

To complement the primary goal of meeting job requirements, each faculty member should propose one or more development goals. These goals may be broken down into specific activities for clarification purposes. Faculty members write their goals in specific terms from which the outcomes could be measurably assessed, and which identify the value added to student learning or the institutional mission. Goals may be amended during the year with the support of the supervisor. Development goals should be formulated based on the following:

1. [State Board priorities](https://internal.cccs.edu/academic-affairs/academic-initiatives/)
2. [College’s Strategic Plan](https://www.rrcc.edu/strategic-planning) , instructional and departmental goals
3. Past years' evaluation(s), growth plan and performance objectives.

## Initial Conference

Each faculty member meets with their supervisor to agree upon performance objectives. The conference occurs by September 15 of each academic year, and goal setting may occur during the previous year’s final evaluation. New faculty members will have this conference as soon as possible after being hired. Faculty members will send their completed Faculty Performance Planning and Evaluation Form outlining their performance objectives to their supervisor at least one week prior to the Initial Conference.

## Mid-Year

All faculty members submit a brief mid-year status report to their supervisor using the Faculty Performance Planning and Evaluation Form by January 31. The faculty member should address the status of each goal listed. Supervisors will acknowledge receipt of the mid-year status report and state any concerns affecting the faculty member’s rating using the space provided on the form. Faculty members who received a “Needs Improvement” rating for the prior evaluation and all provisional faculty meet with their supervisor by January 31 to discuss the mid-year status report and be evaluated on their progress. Consistent with [State Board Policy 3-20](https://cccs.edu/policies-and-procedures/board-policies/bp-3-20-due-process-for-faculty/), this evaluation will be considered the second evaluation period for those faculty who received a “Needs Improvement” on their prior evaluation. In all cases, the completed Faculty Performance Planning and Evaluation Form will be completed by the supervisor and emailed back to the faculty member within one week of submission of the form or the meeting.

## Year-End Self-Report

Faculty members submit their Faculty Performance Planning and Evaluation form, reporting on the status of their performance objectives for the evaluation period, including concise documentation of how each goal has been met or what progress was made toward multi-year goals. College activities in addition to performance objective accomplishments should also be included. The faculty member will then forward the report to their supervisor at least one week prior to the Summary Conference. The documentation serves as a basis for discussion between the faculty member and the supervisor during the Summary Conference.

## Summary Conference and Supervisor’s Evaluation

The summary conference occurs between April 15 and June 1. The supervisor’s overall performance summary and overall performance evaluation rating will be completed and sent to the faculty member before the summary conference. Supervisors provide a written evaluation and a performance rating determined by the overall performance of the faculty member, using the definitions of performance ratings provided below.

During the summary conference, the faculty member and supervisor will discuss the faculty member’s overall performance with regard to performance objectives, official job description, year-end self-report, supervisor’s personal observations, classroom visitation, student feedback on instruction, as well as the supervisor’s evaluation. The summary or rating may be updated based upon information provided during the summary conference.

Faculty members receiving an overall evaluation rating of “Needs Improvement” will be provided with a detailed explanation of the identified gaps and expected improvement outcomes. In concert with their supervisors, they will develop self-improvement plans, including timelines, by the mid-year status report.

Supervisors submit the completed Faculty Performance Planning and Evaluation Form (signed by the faculty member and the supervisor) to the Vice President of Academic Affairs no later than one week after the Summary Conference. A final copy of the completed and signed Faculty Performance Planning and Evaluation Form (signed by the faculty member, their supervisor, and the Vice President of Academic Affairs) will be sent to the faculty member no later than August 1.

# Job Performance Factors

Faculty will be evaluated in a balanced and holistic approach according to their documented responsibilities, job description, and efforts to complete goals set in conjunction with their supervisor. Faculty goals should be based on Board, College, and department/program priorities. Goals should be evaluated based on how they relate to a faculty member's growth or contribution to the department or college goals rather than simply whether they are met. Goals are to encompass both instruction and service, and one goal may apply to both areas. A faculty member is expected to devote effort and attention to instruction and service to the College. Most faculty members will devote more time to instruction but may focus more on service in circumstances including but not limited to: reduced teaching loads for department chair or other leadership duties; special assignments or projects, such as accreditation; work on a grant or innovation project; or where performance concerns have been identified.

A faculty member’s focus in instruction shall be on teaching excellence, which can include learning and applying culturally responsive education and inclusive learning environments into classroom instruction and curriculum; demonstrating equity and inclusion skills that are measurable, student-focused, and support equity in achieving learning outcomes; active student engagement that empowers learners to think critically and achieve academic, professional, and personal goals; robust instructional content that is thought-provoking, current and relevant; meaningful assessment based on course learning outcomes and/or Common Learning Competencies and timely feedback related to student progress in achieving learning outcomes; continuous improvement of teaching and learning through evidence-based practices, reflection, innovation, and collaboration; and other College priorities.

A faculty member’s focus on service includes fulfilling the mission and goals of the College outside of the classroom. Components of service to be recognized in the evaluation should be based on the faculty member’s job description, role, goals, and documented responsibilities. Service to the college encompasses both College-needed service and other chosen service activities annually that include active engagement and participation. These may include, but are not limited to, departmental service, including curriculum coordination and development; advising and outreach to students and the public; administrative assignments; and committee work at a campus- level, college, or System-wide; sponsoring and participating in student activities; or community service events related to the College and tied to that faculty member’s goals and job responsibilities. Additional activities may include serving as the College representative on a local board or organization, making community or professional presentations, serving as a liaison to local schools, or serving as an elected or appointed member of local boards as a representative of the College.

Professional development activities may also be a part of service in the evaluation. Activities should focus on either continuous improvement in teaching or best practices in higher education as related to College initiatives, maintaining expertise in the field, or personal development in higher education structure or leadership.

In addition, as goals are only one aspect of evaluation, evaluators should consider the entirety of a faculty member’s job. Such items might include the position description; trends and patterns in student comments and course evaluations; professional and courteous interaction with students, staff, and colleagues (this interaction shall not diminish professional critical debate, which is both necessary and appropriate in an academic institution); and active engagement, collaboration, and constructive cooperation in department and College activities.

Compliance with [Board Policies (BPs), System Procedures (SPs)](https://cccs.edu/about-cccs/state-board/policies-and-procedures/) and [College Procedures](https://www.rrcc.edu/human-resources/policies-and-procedures) is a requirement of all RRCC employees; noncompliance may negatively affect a faculty member’s evaluation.

The evaluation period normally begins with the fall semester and continues through the spring semester. Activities in the summer term prior to the fall goal setting period may be included but are not necessary.

For the initial conference, identify the primary goal, state the performance objective related to the checked goals and identify the planned activities that support the accomplishment of the objective. No specific number of goals are required and you may add additional sections. If your performance objectives change at mid-year, add any new goal as necessary.

# Faculty Goals

Select the goal or goals used to develop each performance objective. State the performance objective and list the planned activities supporting that objective. For each activity, indicate both the nature of the activity and the intended purpose.

For example, the goals may be both equity and student engagement. The performance objective may be to decrease the opportunity gap amongst first generation students and students of color. The activities may include obtaining disaggregated data on student success and program retention and participating in specific professional development. They may also include instituting beginning and mid-semester surveys, updating content to reflect diversity, tailoring examples and assignments to reflect student interests or experiences, etc. The year-end analysis should then indicate the outcome of each activity and reflection on that outcome.

## Goal (more than one box may be checked)

[ ] Engage students through high quality, impactful, educational programs

[ ] Commit to Equity across all levels of the Institution

[ ] Develop and support partnerships within our community

[ ] Proactively address challenges and opportunities to ensure institutional effectiveness

[ ] Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Performance Objective 1:

### Planned Activities supporting this goal:

### Mid-Year Update for Objective 1:

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### Supervisor’s Mid-Year Comments for Objective 1:

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### Year-End Self-Report for Objective 1:

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### Supervisor’s Year-End Comments for Objective 1:

## Goal (more than one box may be checked)

[ ] Engage students through high quality, impactful, educational programs

[ ] Commit to Equity across all levels of the Institution

[ ] Develop and support partnerships within our community

[ ] Proactively address challenges and opportunities to ensure institutional effectiveness

[ ] Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Performance Objective 2 (if necessary):

### Planned Activities supporting this goal:

### Mid-Year Update for Objective 2:

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### Supervisor’s Mid-Year Comments for Objective 2:

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### Year-End Self-Report for Objective 2:

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### Supervisor’s Year-End Comments for Objective 2:

## Planned Service Activities:

List activities that serve as service to the college (See paragraph 3 of Job Performance Factors above) in a bullet point format with brief explanations, if necessary.

Mid-Year Self Report - Service:

Supervisor Mid-Year Comments – Service:

# Final Performance Evaluation

This final section should be a narrative summary of how the year went. It is not necessary to restate goals, rather the faculty member should reflect on the outcomes and experiences of the year, and where what you learned will lead you next. You may address whether you accomplished what you hoped, whether the results were what you expected, what you plan to do with this information gained, etc.

## Faculty Summary of Instruction:

## Faculty Summary of Service:

## Faculty Summary of Other Accomplishments (if applicable):

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## [ ] Classroom Observation Document(s) attached.

## Supervisor’s Overall Performance Summary:

**Overall Performance Evaluation Rating (based on the definitions of performance ratings as described in RRPR 3-45 and below):**

[ ] **Exemplary**

[ ] **Commendable**

[ ] **Needs Improvement**

Supervisor Signature Date

I have read and received a copy of the above performance evaluation.

[ ]  **I agree with the overall performance evaluation/rating.**

[ ]  I **disagree\* with the overall performance evaluation/rating.**

Faculty Signature Date

**\***Disagreement does not automatically constitute an appeal of the evaluation. If a faculty member wishes to appeal their written evaluation and overall performance rating, they must follow the appeal procedure as stipulated in the Faculty Performance Plan (RRPR 3-45).

VP of Academic Affairs Signature Date

My signature on this performance evaluation acknowledges that procedures have been followed in this process and does not indicate support or disagreement with the evaluation nor the ranking.

# DEFINITIONS OF PERFORMANCE RATINGS

## Exemplary

A rating of “exemplary” recognizes the faculty’s excellence. Examples of qualities or activities an “exemplary” faculty member might demonstrate in instruction include, but are not limited to: exceptional proficiencies in both instructional delivery and course design and planning; engaging students at a high level; demonstrating a strong commitment to using assessment data to guide revision of their teaching methods to improve student outcomes; leading the integration of new technology into the classroom; or developing new courses or curriculum either in the classroom or online that are of impressive quality. When considering service, exemplary faculty consistently perform their department and discipline responsibilities at a high level and take active leadership on specific initiatives that meet significant College or department goals. For example, if charged with managing a career/technical program, they might demonstrate very strong relationships with industry partners that lead to high levels of program support, internships, and high placement rates for students. For general education faculty, it could be similar, but the partnership might be with a transfer institution.

Other examples that might characterize exemplary service include: effective leadership roles in College or System committees; developing significant relationships in the community that meet College goals (with institutions like K-12 districts, other colleges, or key business partners); making a contribution to their field of study, either in published work, presentations, or service in a professional organization; leadership in broader College initiatives that improve teaching and learning like Learning Communities, Service Learning, Writing Across the Curriculum, or similar initiatives.

## Commendable

To receive a rating of “commendable,” a faculty member abides by all College guidelines, CCCS policies and procedures, and meets department, College, and Board goals related to their area of responsibility, including performance goals defined in their performance plan.

While they may occasionally or periodically demonstrate superior performance, commendable faculty members consistently meet basic instructional requirements, including following curriculum guidelines, College and department syllabus policies, assessment requirements, and deadlines for schedules and grades. They demonstrate currency in the field and in teaching methodology. They demonstrate proficiency in both instructional delivery and course design and planning, as well as striving toward innovation in teaching methods and a commitment to continuous improvement of student learning outcomes, including meeting College guidelines for assessment of student learning.

Commendable faculty members engage actively in service such as serving on department and College committees, engaging in department and College functions and activities, advising students as appropriate and demonstrating professional and courteous behavior. They also meet the critical duties of their assigned roles. For example, if charged with managing a program, they meet all basic program requirements, including holding productive advisory committee meetings and appropriately advising students. Or, if charged with hiring and mentoring part-time instructors, they provide appropriate screening, orientation, and supervision, including classroom observations.

## Needs Improvement

A faculty member “Needs Improvement” when they do not meet the criteria of a “commendable” performance rating; they fail to competently meet the teaching or program management standards outlined above or in College guidelines, fail to provide significant service to the College or department, or violate the expectation of professional and collegial behavior. Any disregard for or violation of established CCCS policy or procedures or College guidelines may also result in this rating.

A faculty member “Needs Improvement” when they regularly fail to competently meet the teaching or program management standards outlined above or in College guidelines; fail to provide significant service to the College or department; or violate the expectations of professional and collegial behavior. Any disregard for or violation of established CCCS policy or procedures or College guidelines may also result in this rating.

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# Appeal Process

Faculty members who believe they have not been evaluated fairly may request a review of the written evaluation and overall performance rating. Supervisors will ensure that faculty are informed of this option.

To initiate a review, a faculty member writes a rebuttal of the summary evaluation in support of their concerns (no more than 1500 words) and submit the rebuttal to the Vice President of Academic Affairs. The deadline for submission of the rebuttal to the VPI is 7 calendar days after the summary conference. This rebuttal will become a permanent part of the evaluation. Within 7 calendar days of the submission of the rebuttal, the faculty member and the VPAA meet to discuss the evaluation rating and rebuttal, and the VPAA will respond in writing directly following this meeting.

If resolution is not reached at this level, a faculty member may request a review of the evaluation and rebuttal by the College President. The deadline for requesting this review is no later than 7 calendar days after receipt of the VPAA response. Within 7 calendar days of this request, the faculty member will meet with the President to discuss their evaluation rating, and the President will respond in writing. The faculty member may have an individual of their choosing also attend the meeting, however, that individual may not speak for the faculty member. The President reserves the right to consult with any other parties for the purposes of gathering information. Per Board policy, the final determination of an evaluation appeal rests with the College President.

If mutually agreed upon by all parties, the timeline and deadlines outlined above can be altered.