



Faculty Performance Planning and Evaluation Form



Employee Name: _____

S-Number: _____

Supervisor Name: _____

Evaluation Period From: _____ To: _____

Department: _____

Planning

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

Employee Signature

Date

Evaluation Process

Establishing Performance Objectives

Faculty members write performance objectives for the two evaluation categories of Teaching and Service. Performance objectives should be written in specific terms that produce measurable results and which identify the value added to the institution. Performance objectives should be formulated based on State Board priorities, the College's Strategic Plan, instructional and departmental goals, the past year's evaluation, growth plan and performance objectives, and the Statement of Faculty Excellence. Faculty members will send their completed Faculty Performance Planning and Evaluation Form outlining their proposed performance objectives to their supervisor at least one week prior to the Initial Conference.

Initial Conference

Faculty members meet with their supervisors to agree upon performance objectives. The conferences must occur between August 15 and October 1 of each academic year. New faculty members will have this conference as soon as possible after being hired.

Mid-Year

All faculty members must submit a mid-year status report to their supervisor by January 31. Provisional faculty and faculty members who received a "Needs Improvement" rating for the prior evaluation must 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, this evaluation will be considered the second evaluation period for those faculty who received a "Needs Improvement" on their prior evaluation.

Year-End Self-Report

Faculty members must submit their Faculty Performance Planning and Evaluation form, reporting on the status of their performance objectives for the evaluation period. A written description of how each objective has been met must be included. Significant College activities in addition to performance objective accomplishments should also be included. This document must be submitted to supervisors at least one week prior to the Summary Conference. The document 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 must occur between April 15 and June 15. The supervisor's overall performance summary and overall performance evaluation rating will be completed and available for discussion and review at the summary conference. Supervisors provide a written evaluation and an overall performance rating determined by performance in all appropriate areas of responsibility, using the definitions of performance ratings provided in RRPR 3-45 and 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, supervisors' personal observations, classroom visitation, Student Opinion of Instruction, as well as the supervisor's evaluation. In addition, faculty members should be prepared to discuss their job satisfaction (what the supervisor and college could do to increase/improve performance, morale and job satisfaction), their strengths, professional growth, service activities and any potential areas of improvement. 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 Instruction) will be sent to the faculty members no later than August 1.

Job Performance Factors

Modification of Factor Weights

Factor weights may be modified from the 70% weight for Teaching and the 30% weight for Service for circumstances such as: provisional faculty; reduced teaching loads; department chairs/faculty on special assignment; or special projects, such as accreditation or where performance concerns have been identified. As part of establishing the performance objectives, any modified weights must be specified and justified by the faculty member here.

- No modification of factor weights
- Modification of factor weights as follows:
 - Modified Teaching Weight = ____%
 - Modified Service Weight = ____%

Justification for modification:

Teaching – 70% Weight

The evaluation of teaching will include but will not be limited to consideration of student evaluations and direct observation by supervisors. Evaluators should consider all the following components of teaching: class structure and organization; course materials, demonstrated currency in the field and in teaching methodology; presentation skill; professional and courteous interaction with students; availability to students during office hours; student engagement; and promotion of student achievement. In addition, evaluators should consider other factors that may be relevant based on the faculty member's job description, responsibilities and individual and college/department goals. These may include, but are not limited to: assessment of student learning; documented teaching and curriculum improvement based on assessment results; incorporation of course, program, and college student learning outcomes; incorporation of student retention strategies; and integration of technology into course work as appropriate to the discipline.

Performance Objectives:

Year-End Self-Report:

Supervisor's Summary of Overall Teaching and Achievement of Performance Objectives:

Service – 30% Weight

Service includes fulfilling the mission and goals of the college outside of the classroom. Components of service to be considered in the evaluation should be based on the faculty member's job description, role, goals, and documented responsibilities. These may include but are not limited to departmental service, including curriculum coordination and development, advising and outreach, administrative assignments, and committee work; system, college-wide and campus committee work; sponsoring and participating in student activities; and attendance at college activities and events. Additional activities may include serving as the college representative on a local board or commission, making community or professional presentations, serving as a liaison to local schools, or serving as an elected or appointed member of local boards. Service also includes professional and courteous interaction with colleagues, staff and community as typically demonstrated by active engagement, collaboration, and constructive cooperation in department and college activities. This shall not diminish lively, critical debate which is both necessary and appropriate in an academic institution.

Performance Objectives:

Year-End Self-Report:

Supervisor's Summary of Overall Service and Achievement of Performance Objectives:

Faculty Mid-Year Status Report:

Supervisor's Mid-Year Status Report:

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	VP of Instruction Signature	Date
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I have read and received a copy of the above performance evaluation.
I agree / disagree* with the overall performance evaluation/rating.
(circle one)

Employee Signature	Date
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*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).

DEFINITIONS OF PERFORMANCE RATINGS

Exemplary

To receive a rating of "Exemplary," a faculty member must demonstrate performance beyond "Commendable" in both teaching and service. Evidence of exemplary performance must be documented within the performance evaluation.

Examples of the kinds of combinations of qualities or activities an "Exemplary" teacher might demonstrate include, but are not limited to: exceptional skills 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 his or her teaching methods to improve student outcomes; leading the integration of technology into the classroom; and/or developing quality courses or curriculum -either in the classroom or online.

For service, exemplary faculty typically perform their department and discipline responsibilities at a high level or take active leadership on initiatives that are consistent with college or department goals. Examples of the type of efforts that might characterize exemplary service include, but are not limited to: effective leadership in college or system committees; developing and maintaining significant relationships in the community (with institutions such as K-12 districts, other colleges, or key business partners); making a contribution to their field of study, such as in published work, presentations, or service in a professional organization; and/or leadership in broader college initiatives that improve teaching and learning.

Exemplary service should be consistent with the faculty member's performance plan.

Commendable

To receive a rating of "Commendable" a faculty member demonstrates competence in teaching and service, abides by all college guidelines and CCCS policies and procedures and meets department, college, and board goals related to his or her area of responsibility, including performance objectives defined in his or her performance plan.

Commendable faculty members 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 skill in both instructional delivery and course design and planning, as well as 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 he or she does not meet the criteria of a "Commendable" performance rating in either teaching or service - he or she fails to competently meet the teaching or program management standards outlined above or in college guidelines, fails to provide significant service to the college or department, or violates 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.