Pikes Peak State College (PPSC)
Educational Procedure

EP-190 – Guide for Evaluation of Faculty

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References:

System President's Procedures (SP) 3-31 Evaluation of Faculty Job Performance, November 2020
SP 3-55 Faculty Salary Plan, July 2013

Approved By:

Signature _____   Date   08/02/2023

Jacquelyn Baiters-Jordan (Aug 2, 2023 08:48 MDT)

I. Purpose:

The purpose of this guide is to define the faculty evaluation process per the Colorado Community College System's standards. The guide will also identify performance rating standards, interpretation of the performance ratings, evaluation methods, timeframes, and system and institutional policies. Additionally, this guide is designed as an aid to faculty, deans, associate deans, and anyone in a position to evaluate faculty.

II. Scope:

This Educational Procedure is applicable to all personnel involved in PPCC's annual faculty evaluation cycle.

III. Procedure:

A. Goals of Evaluation:

In the spirit of continuous improvement, all full-time faculty members are evaluated annually. *"*The goals of faculty evaluation are to assess faculty performance, as well as reward positive contributions to the success of students, the College, the College community and CCCS as a whole. These goals are defined as meaningful work both inside and outside of the faculty member's job description, assignments given by a supervisor or through the System office, or work chosen by the faculty member that improves the College classroom, student experience, College community, or CCCS." (SP 3-31 Revised November 1, 2020)

This process is intended to be both appreciative and collaborative between faculty members and their direct supervisors, with the goal of providing support to faculty for their ongoing efforts to develop their teaching and service goals.

B. Factors in the Evaluation of Job Performance

"Faculty will be evaluated equitably and holistically according to their documented responsibilities, job description, and efforts to complete goals that they have set in conjunction with their supervisor. Faculty goals should be based on Board, College, and department/program priorities. These documented responsibilities and goals will determine the specific focus of the faculty member's evaluation. The evaluation must include goals in both instruction and service, which may contain goals related to professional development and service to community. 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 such circumstances including but not limited to: provisional status; 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." (SP 3-31 Revised November 1, 2020)

C. Instruction:

"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 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." (SP 3-31 Revised November 1, 2020)

The evaluation of instruction WILL include, but is not limited to:

1. Student evaluations
2. Direct observation by supervisors
3. Class structure and organization
4. Course materials (ex. syllabi, course outlines, lesson plans, etc.)
5. Command of subject matter
6. Demonstrated currency in the field and in teaching methodology
7. Presentation skills
8. Professional and courteous interaction with students
9. Availability to students during office hours
10. Student engagement
11. Promotion of student achievement

Other factors to be considered in the evaluation of teaching include, but are not limited to:

1. Assessment of student learning
2. Documented teaching and curriculum improvement based on assessment results
3. Incorporation of course, program, and college student learning outcomes
4. Incorporation of student retention strategies
5. Integration of technology into coursework, as appropriate to the discipline

D. Service:

"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 considered in the evaluation should be based on the faculty member's job description, role, goals, and documented responsibilities. Faculty should be expected to participate in activities that encompass both College-needed service and other chosen service activities annually that include clear evidence of engagement and participation. These may include, but are not limited to, departmental service, including curriculum coordination and development; advising and outreach; 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 particular faculty members goals and job responsibilities. 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 as a representative of the College." "Professional development activities may also be a part of service on 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 enrichment in higher education structure or leadership." (SP 3-31 Revised November 1, 2020)

Service areas can include, but are not limited to:

1. Departmental service (ex. curriculum coordination and development, advising and outreach, administrative assignments, committee work, etc.)
2. System, college-wide, and campus committee work

3. Sponsoring and participating in student activities
4. Attendance at college activities and events

Additional service activities may include, but are not limited to:

1. Serving as the college representative on a local board or commission
2. Making community or professional presentations (including research)
3. Serving as a liaison to local schools
4. Serving as an elected or appointed member of local boards

E. Additional Considerations:

"In addition, as performance goals are only one aspect of evaluation, evaluators should consider the entirety of a faculty member's job. Such holistic 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." (SP 3-31 Revised November 1, 2020)

Compliance with Board Policies (BPs), System Procedures (SPs) and Educational Procedures (EPs) is a requirement of all CCCS employees; noncompliance will be an overall negative factor in a faculty member's evaluation.

F. Performance Rating Definitions:

There shall be three performance ratings: Exemplary, Commendable, and Needs Improvement. A formal evaluation meeting shall be held at least once during each evaluation cycle, and a written report of the conference (including the Supervisor's rationale for the rating), will be provided to the faculty member.

EXEMPLARY: To receive a rating of "exemplary," a faculty member must exhibit clearly superior performance contributions and consistently surpass position requirements in all areas and goals.

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 Departmental, 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." (SP 3-31 Revised November 1, 2020)

COMMENDABLE: "To receive a rating of "commendable," a faculty member must abide by all College guidelines, CCCS policies and procedures, and meet 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." (SP 3-31 Revised November 1, 2020)

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 their performance requires more than the normal amount of coaching, guidance and direction; 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." (SP 3-31 Revised November 1, 2020)

Faculty that receive a "Needs Improvement" rating should discuss actions and/or objectives and goals for the next academic year with their supervisor (See Appendix C 93: Faculty Job Description).

G. Performance Improvement Plans:

These steps have been developed in collaboration with Human Resources Services, and should be followed if any issues regarding collegiality are encountered:

1. Supervisors should address the problem with the faculty member promptly. Faculty members will have the opportunity to respond to issues raised about their behavior.

2. Faculty members should engage in regular dialogue with their supervisor about these issues at least once every 1-2 weeks for an average of 60-90 days; the actual time may vary depending on the severity of the situation and should be determined by the faculty member and their supervisor.

3. Supervisors MUST document all concerns, meetings with the faculty member, and faculty efforts to resolve said concerns. The type of documentation (Memo to File, email, etc.) is left up to the discretion of the supervisor.

4. Supervisors may also choose to address issues of collegiality, courteousness, and professionalism in the faculty member's Midyear and/or Final performance review, whether or not the issue has been resolved. If resolved, supervisors MUST include information on faculty efforts to address these concerns.

5. If these issues cannot be effectively remediated through regular communication between faculty and supervisors, the appropriate Academic/Instructional Dean should be consulted. Depending on the severity of the situation, Human Resources Services may also get involved.

6. Repeated issues, and/or refusal to improve concerning behaviors, may result in disciplinary action as outlined in the PPCC or CCCS System Policies.

H. Evaluation Procedures:

1. Faculty members shall receive annual performance evaluations from trained supervisors. The type of evaluation may vary. If related to performance improvement plans or changes in faculty role and responsibilities, the delegated faculty supervisor has discretion to require more frequent evaluations.

2. Faculty members will develop and submit for supervisor approval an annual performance plan that must include goals related to instruction and service. Individual performance goals are based on the faculty member's documented responsibilities and their department and College goals.

3. Goals may be changed during the evaluation cycle in the event of a change in faculty role. At the discretion of the supervisor, and in consultation with the faculty member, goals may also be changed by the mid-year review to reflect new responsibilities or a change that makes an original goal unachievable. Faculty who have goals with timelines that extend across multiple evaluation cycles should submit updates each year, until the goal is completed.

4. Faculty members will prepare a reflective summary of their activities for the year and the contribution and outcome of those activities to teaching, service and their performance goals.

5. Performance evaluations and ratings shall be narrative, not numerical. They should also be concise and demonstrate the specific work accomplished by the faculty member that year, including individual goals. There shall be three performance ratings: Exemplary, Commendable, and Needs Improvement.

6. A formal evaluation conference shall be held at least once during each evaluation cycle. A written report of the faculty member's performance, including supervisor's rationale for the rating, will be provided to the faculty member. After the supervisor drafts the evaluation, it shall be reviewed by the second level supervisor prior to sharing it with the faculty member.

7. The faculty member shall have the opportunity to respond to the evaluation report for the record, which will be maintained in the faculty member's personnel file. A faculty member may also petition for a review of the formal evaluation report. Each College President will establish guidelines for a prompt review of the appeal. These guidelines may include a requirement that

the faculty member seek to resolve the dispute informally with a Dean or Vice President before a review by the President. Once a President reviews and makes a final determination, the process is final.

8. Supervisors will participate in ongoing training for faculty evaluation. Initial trainings are mandatory and are held annually for new supervisors, coordinated by CCCS. Failure to attend training may result in suspension of supervisor duties. Additional trainings will be held by either CCCS or individual institutions and are designed to keep all supervisors current with CCCS faculty evaluation guidelines. (SP 3-31 Revised November 1, 2020)

I. Guaranteed Ratings:

Performance ratings will "re-set" at the start of each academic year. That is, faculty members may earn any rating in any year, as applicable to their performance during the corresponding academic terms. For example, earning "Exemplary" during one academic year does not automatically guarantee the faculty member this same rating in subsequent evaluation cycles. In conversation with their direct supervisor, full-time faculty should identify their desired final rating before submitting their initial performance plan, and strive for that rating throughout the year.

J. Salary Increase Eligibility:

SP 3-55, "Faculty Pay Plan", states "Salary increases are merit based and only faculty members whose performance rating is 'Commendable' or above are eligible for salary increases."

K. Deadlines and Responsibilities:

There are different roles and responsibilities in the performance planning and evaluation process. The following table provides important deadlines and descriptions of **Faculty Member's**, **Supervisor's,** and **Academic Dean's** responsibilities in the typical annual faculty evaluation cycle.

August	Faculty	• Reflect on possible Teaching and college Service opportunities, including online learning (as applicable), for the academic year.
	Academic Deans	• Initiate one-on-one planning meetings with all faculty supervisors under your direction to discuss "Initial Goal Plans" for the academic year (for faculty members under their supervision).
September	Faculty	• Meet with your supervisor to collaboratively select Instruction, and Service items or activities, for inclusion in the "Initial Goal Plan" sections of Instruction and Service on the Faculty Annual Evaluation Plan. • Based on the meeting with your supervisor, complete the "Initial Goal Plan" section of the Faculty Annual Evaluation Plan. Electronically sign the correct line and email the document to your supervisor by the established deadline.
	Supervisors	• Arrange one-on-one planning meetings with all faculty members under your supervision to discuss "Initial Goal Plans" for the academic year. • Meet with all faculty members under your supervision (roughly 30-60 minutes each) to collaboratively select Instruction and Service

		items or activities for inclusion on their Faculty Annual Evaluation Plan (in the "Initial Goal Plan" section of Instruction, and Service). • Make sure you have received <u>electronic</u> copies of all faculty members' Initial Goal Plans for Instruction and Service (on the Faculty Annual Evaluation Plan) by the established deadline. • The forms should be <u>electronically signed</u> by the faculty members. • Review the goals, and If you are in agreement with what the faculty member has included, <u>electronically sign</u> and email the Faculty Annual Evaluation Plan to the appropriate Academic Dean. • If you disagree or are concerned with any portion of the worksheet, talk to the faculty member promptly so that he or she can update their Initial Goal Plan(s) as needed.
	Academic Deans	• Make sure you have received <u>electronically signed</u> copies of ALL Faculty Annual Evaluation Plans (with the "Initial Goal Plan" sections completed) by the established deadline; forms should be <u>electronically signed</u> by the faculty member and faculty supervisor. • If you disagree or are concerned with any portion of the Faculty Annual Evaluation Plan, talk to the faculty member and his or her supervisor promptly so that he or she can update their portion of the worksheet as needed. You may choose to add your own comments to the Faculty Annual Evaluation Plan documents.
October-November	Faculty	• Provide your supervisor with syllabi, course lesson plans, and/or anything else requested prior to the scheduled Evaluation of Teaching classroom observation. • Clearly outline the teaching methodology for the class session your supervisor will observe. • After your classroom and/or lab observation (Evaluation of Teaching) is completed, meet with your supervisor and process areas of success and improvement from that session.
	Supervisor	• Arrange to conduct a "classroom" visit with all faculty members under your supervision. • Complete a classroom evaluation form • Arrange one-on-one conversations with all faculty members under your supervision to discuss your observations of the faculty member's instruction.
January	Faculty	• At mid-year, review your "Initial Goal Plan" for Instruction and for Service. **DO NOT DELETE OR CHANGE THE TYPED "INITIAL GOAL PLAN"; ALL UPDATES WILL GO IN THE "MID-YEAR CHANGES TO THE GOAL PLAN" SECTION.** • Talk to your supervisor and update him or her on any important changes to Instruction and Service goals and enter significant updates or changes in the "Mid-Year Changes to the Goal Plan" section for Instruction and Service. • Then, <u>electronically sign</u> the correct line and email the document to your supervisor by the established deadline.

	Supervisors	• Arrange one-on-one conversations with all faculty members under your supervision to discuss "Significant Mid-Year Changes to the Initial Goal Plans". • Remind faculty members NOT to revise what they originally included in their "Initial Goal Plans," but to enter those updates in the "Significant Mid-Year Changes to the Initial Goal Plans" section of the Faculty Annual Evaluation Plan. • Make sure you have received <u>electronically signed</u> copies of all faculty members' Faculty Annual Evaluation Plan (with the "Initial Goal Plan," and now "Significant Mid-Year Changes" sections completed) by the established deadline. • Review the plans and add your own "Mid-Year Comments" in the correct section of the Faculty Annual Evaluation Plan. • Then, if you are in agreement with what the faculty member has included, <u>electronically sign</u> and email the form to the appropriate Academic Dean. If you disagree or are concerned with any portion of the Faculty Annual Evaluation Plan, talk to the faculty member promptly so that he or she can update their plan as needed.
	Academic Deans	• Arrange one-on-one conversations with all faculty supervisors under your direction to discuss "Significant Mid-Year Changes" on the Faculty Annual Evaluation Plans for faculty members under their supervision (as needed). • You may choose to add your own comments to the Faculty Annual Evaluation Plan documents.
March	Faculty	• Write an "End-of-Year" narrative and Goal Summary for both Instruction and Service. • The narratives should address goals, achievement of deliverables/outcomes (or lack thereof) and methodology utilized to assess the goal achievement, deliverables, outcomes (or lack thereof). • Electronically submit the narrative on the Faculty Annual Evaluation Plan to your supervisor by the established deadline.
	Supervisors	• Collect and review all faculty evaluation plans.
April	Faculty	• Meet with your primary supervisor to discuss your final performance rating. • <u>Electronically sign</u> a copy of your Faculty Annual Evaluation Plan ONLY AT THE END OF, OR AFTER the meeting with your primary supervisor. You may also add comments. Note: All faculty members who are dissatisfied with their final performance rankings may file an appeal within the timeframe specified by the college (S*ee EP 190 Supplement 1, Appendix E*).
	Supervisors	• Meet with your Academic Dean to discuss (and come to final agreement on) final performance ratings for faculty members under their supervision. Complete narrative comments addressing instruction and service (providing clear rationale) in the appropriate section of the Faculty Annual Evaluation Plan and complete the rating.

		• Arrange one-on-one conversations with all faculty members under your supervision to discuss the trajectory of their academic year, and his or her final performance rating; addressing areas of improvement AND areas of success for each faculty member. • Secure the faculty member's <u>electronic signature</u> on the Faculty Annual Evaluation Plan. • Deliver the electronic copy plans to the Academic Dean following their performance/rating meeting(s) with the faculty members (with the faculty member signature on the plan form).
	Academic Deans	• Meet with all faculty supervisors under your direction to review faculty and supervisor "End-of-Year Narratives/Goal Plan Summaries" (documented on the Faculty Annual Evaluation Plans) and discuss (and come to agreement on) final performance ratings for all faculty members in your area. • Both the supervisor and the Academic Dean should <u>electronically sign</u> a copy of the Faculty Annual Evaluation Plan. You may choose to add your own comments to the Faculty Annual Evaluation Plan documents. • Deliver signed (supervisor and Academic Dean signatures) copies of the Faculty Annual Evaluation Plans for each faculty member under your direction to the Vice President of Instruction. • The VPI will review, sign, and return the plan to the Academic Dean. The VPI may choose to discuss the final narratives and/or ratings listed on the plans with the supervisors and/or Academic Deans. • The Academic Dean will return the signed copies to the faculty supervisor(s) for their use in the faculty final performance rating meetings.
May	Faculty	• Before the end of the contract period, each faculty member will receive a copy of his or her final performance evaluation (Faculty Annual Evaluation Plan), with comments and signatures from all relevant parties. Faculty may request a copy of the completed/signed Faculty Annual Evaluation Plan from Human Resource Services. • After final grades have been submitted for your classes you may meet with your supervisor to discuss relevant areas of success and improvement as noted on the student Course Evaluation Forms (at least once a year). • Update, innovate, or continue successful assignments or methods as applicable! • All faculty are expected to encourage their students to complete the course evaluations of instruction. • All faculty members and/or departments or disciplines are welcome to gather incremental student feedback to provide additional information at any time during the term.

	Academic Dean	- Deliver signed copies of the Faculty Annual Evaluation Plans for all faculty members under your direction to Human Resource Services. - A signed copy shall be given to each faculty member and appropriate supervisor.

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