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**Faculty Annual Evaluation Plan**

**Year 2022 – 2023**

**Faculty Name:**

**Faculty ID:**

**Division:**

**Department:**

**Supervisor Name:**

**Type of Evaluation: Regular**

# Instruction

| **Description**  |
| --- |
|  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, Evaluation of Faculty Job Performance)*  |
| **Faculty, enter an initial GOAL PLAN for teaching.** (completed early fall semester) |
|  Date:  |
| **Faculty, enter any significant MID-YEAR changes to GOAL PLAN for teaching.** (completed January) |
| Date:   |
| **Faculty, enter END-OF-YEAR NARRATIVE/GOAL PLAN Summary for teaching.** (completed late spring semester)  |
| Date:  |
| **Supervisor/Evaluator, enter comments on GOAL PLAN and/or MID-YEAR changes for teaching** (if any).  |
| Date: |

# Service

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

| **Description**  |
| --- |
| 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 member’s 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, Evaluation of Faculty Job Performance)* |
| **Faculty, enter an initial GOAL PLAN for service**. Community service should not be included unless it is directly relevant to your department, discipline, or the mission and goals of the college. (completed early fall semester)  |
|  Date:  |
| **Faculty, enter any significant MID-YEAR changes to GOAL PLAN for service.** (completed January)  |
| Date:  |
| **Faculty, enter END-OF-YEAR NARRATIVE/GOAL PLAN Summary for service.**  (completed late spring semester)  |
| Date:  |
|  **Supervisor/Evaluator, enter comments on GOAL PLAN and/or MID-YEAR changes for service** (if any).  |
| Date:  |

# Supervisor/Evaluator Rating

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

| Supervisor/Evaluator check one of the performance ratings below. *Note: only faculty members whose performance rating is Commendable or above are eligible for salary increases.* \*Refer to definitions of performance ratings at the end of this document. |
| --- |
| **\_\_\_\_\_** Exemplary | **\_\_\_\_\_** Commendable | **\_\_\_\_\_** Needs Improvement |

**Supervisor/Evaluator Narrative for the Rating**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

| The supervisor/evaluator shall provide an equitably, holistically summary of the faculty member’s performance of their documented responsibilities, job description, and efforts to complete the instruction and service goals that they have set in conjunction with their supervisor. 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. The supervisor/evaluator shall provide a summary of the faculty member’s performance over the school year and should identify the faculty member’s strengths and any suggested areas for improvement. |
| --- |
|  Date: Narrative: |

# Signature Page

## Signature Lines for the Supervisor/Evaluator and the Reviewers

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Signature of Supervisor/Evaluator Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Division Dean Date

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Signature of the Vice President for Instructional Services Date

(Reviewer)

*A copy of this signed evaluation will be placed in the faculty member’s personnel file which is maintained in the Office of Human Resource Services.*

 **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

## Faculty Member Signature Line

I have received and read the above performance evaluation.

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Faculty Member Signature Date

I **agree/disagree**\* (circle one) with the overall performance evaluation/rating and have received a copy.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty Member Signature Date

\*Employee must explain his/her disagreement in writing and may attach additional comments to this form.

| Faculty member’s response (optional).  |
| --- |
|  Date: |

## Definition of Performance Evaluation Ratings

(Reference SP 3-31)

**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 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 􀀁eld 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 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.

**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.