

PROCEDURES MEMORANDUM

TO: MCC Staff

FROM: Office of the President

SUBJECT: Faculty Performance Appraisal Procedures

DATE: September 24, 2014

PURPOSE: The purpose of the faculty performance appraisal is to provide a Consistent methodology for appraising performance, enhancing self-improvement, and encouraging professional development of faculty and counselors for the enhancement of student learning.

SCOPE: This procedure applies to all full-time nine and twelve-month teaching faculty who are issued annual Notices of Appointment approved by the Area Board of Governors.

1. General Principles

The general principles underlying the this appraisal process are:

- A. To provide a system for measuring and appraising faculty performance.
  - B. To provide a conducive environment for faculty self-improvement.
  - C. To provide an appraisal process that allows for input from the faculty member , the supervisor, students and colleagues, as applicable.
  - D. To provide faculty with knowledge of appraisal criteria.
  - E. To provide a climate for ongoing communications concerning performance between faculty and their supervisors.
  - F. To provide documentation as required for administrative purposes.
2. Student Appraisal Procedures (For Teaching Faculty Only)

- A. Frequency – Student evaluations shall be conducted on a quarterly basis. A representative sample of each faculty member's classes shall be selected for student evaluation by the appropriate dean with a minimum of five classes evaluated each year on each faculty member.
- B. Student Evaluation Form – The student evaluation form is designed to be anonymous, self-explanatory and easily administered. A copy of the Student Evaluation Form is available from the Academic Affairs Office.
- C. Distribution – The instructor shall appoint a student to oversee the distribution and collection of student evaluation forms. The student, who shall receive a

standardized set of instructions, shall ensure that completed Student Evaluation of Teaching Forms are placed in an envelope, sealed and delivered to the Student Services office. The Student Services office will then forward the evaluations to the academic area office where they will be prepared for processing

- D. Access to Student Evaluations – The appropriate dean shall ensure that student evaluations are maintained and safeguarded in academic area office files for a period of two years. The faculty member, the dean, and other individuals designated by the President may have access to student evaluations.
- E. Computation – The appropriate dean shall ensure that evaluation ratings are sent to Computer Services for processing and that a compilation of student comments is prepared for distribution to the faculty member.
- F. Student Evaluation Composite Report – A Composite evaluation report provided by Computer Services shall be reviewed with the faculty member by the dean at the time of the annual appraisal conference, and at other times designated by the dean. The completed report shall be used as an input to the dean’s appraisal of the faculty member's performance.

### 3. Faculty Self-Appraisal Procedures

- A. Frequency – Self-appraisals shall be conducted during the fifth week of the fall quarter of the academic year in which the full appraisal process is done, and at other times as designated by the supervisor.
- B. Self-Appraisal Forms – Faculty Self-Appraisal forms are narrative self-appraisals identifying areas of strength and areas for growth in faculty performance. The form includes an option for the faculty member to identify a colleague who will complete the Colleague Input form. Self-Appraisal Forms are available on Public Folders/Blank Forms.
- C. Distribution – The supervisor shall ensure that each faculty member receives a copy of the appropriate Self-Appraisal form. They shall have a minimum of seven days in which to complete, sign and return the form.
- D. Relationship to Performance Appraisal – The Self-Appraisal form shall be reviewed with the faculty member by the supervisor in an appraisal conference and shall be considered in completing the Performance Appraisal form. The faculty member may request that the Self-Appraisal form be filed with the Performance Appraisal form.

### 4. Colleague Input Procedures

- A. Frequency – Colleague input will be provided as an option when the faculty member receives a full performance appraisal. Generally, this will be biennially for non-probationary faculty and counselors, but may be done annually when requested by the faculty member or as designated by their supervisor.

- B. Colleagues – The faculty member and their supervisor each identify a colleague for input on the Self-Appraisal form. The faculty member names a colleague who has knowledge of his/her work, so that their supervisor can consult with this person through the Colleague Input form. Usually the colleague, along with one other person selected by their supervisor, will have worked with the faculty member as part of a team or will be a "customer" of the employee's services. Any employee may be asked to appraise a colleague's performance as a vital part of the overall process, thus providing a more balanced and equitable assessment of each member of the College team.
  - C. Distribution – The supervisor sends a Colleague Input form to the two colleagues identified on the Self-Appraisal form and asks that they be turned to him/her in a "Confidential" enveloped by a certain date. Colleague Input forms are available on Public Folders/Blank Forms.
  - D. Relationship to Performance Appraisal Form – The colleague input shall be reviewed by the faculty member and their supervisor during the appraisal conference. Comments from the input are included on the Performance Appraisal form in the appropriate section.
  - E. Distribution – The Colleague Input forms are filed in the supervisor's office and copies are given to the faculty member. These forms are not included with Performance Appraisal forms sent to the Human Resources Office.
5. Performance Appraisal Procedures
- A. Frequency – The formal appraisal process will be done on a two-year cycle for most full-time faculty. The cycle will begin during the fall quarter, continue through one full academic year and extend into the subsequent fall quarter when the process will begin again. Probationary faculty will not be on the two-year cycle as well as those who have been advised by their supervisor that they will receive a full annual appraisal.  
  
During the year in which the full performance appraisal is not done, an Annual Appointment Notice form will be completed to meet policy requirements. The ratings on this form are for the purpose of this appointment recommendation only and are not a revision, substitution or replacement of the evaluations determined under the College's Faculty Performance Appraisal Procedures.
  - B. Instructional Visitations – (For teaching faculty only) Prior to the completion of the Faculty Performance Appraisal or Annual Notice of Appointment form, the supervisor shall hold a minimum of one visitation of not less than forty-five minutes in duration to observe teaching and instructional techniques. More than one visitation per academic year is strongly encouraged.
  - C. Faculty preparation for observation form (Optional) – The faculty preparation for observation form is used as a communication tool for deans to ascertain the faculty member's intentions and goals for the class session to be observed.

- D. Instructional Observation Rating Form - The Instructional Observation Rating form is used to assess the instruction and instructor during the classroom visit. These results are shared and discussed with the faculty member. The completed forms are filed in the academic area office and a copy is given to the faculty member. Instructional Observation Rating Forms are available on Public Folders/Blank Forms.
- E. Prerequisites – Prior to completion of the Faculty Performance Appraisal form, the supervisor shall review results of the student evaluations, the employee self-appraisal and colleague input (when available) and shall assess the instruction and instructor during one instructional visitation for teaching faculty.
- F. Completion of Faculty Performance Appraisal Form – The form includes a rating scale and/or narrative comments in defined areas of teaching performances. Faculty Performance Appraisal Forms are available on Public Folders/Blank Forms.
- 1) Identification Section – The identification section is designed to be self-explanatory and provide necessary documentation on background information concerning the appraisal. Such items as name, program, supervisor, performance period, class(es) visited, and date(s) of visit(s) are contained in the identification section.
  - 2) Performance Appraisal Section – The appraisal section consists of six defined areas of teacher performance, a rating scale and a narrative evaluation of the teacher performance.
    - a) Defined Performance Areas – Each area of performance has a title and an illustrative example of criteria to consider in this area. The listed criteria are not intended to be the exclusive list of criteria for any single area. Additional criteria consistent with the performance area title may be used.
    - b) Ratings of General Areas of Faculty Performance –

The five ratings of performance are defined below:

Unsatisfactory Performance – Faculty member or counselor does not achieve minimum requirements and is not acceptable.

Needs Improvement – Faculty member or counselor has demonstrated efforts to improve performance; however, continued improvement is required in order to meet expected level of performance.

Satisfactory – Performance represents the work that normally can be expected from a qualified faculty member or counselor. Development and achievement are continuing at the expected rate.

Above expectations - Performance is clearly above average faculty member or counselor's contribution and exceeds normal requirements.

Outstanding – Faculty member demonstrates unusual and exceptional contributions College that is recognized by others.

- c) Numerical Assignment to Defined Rating Areas - Numerical assignments are used to meet the requirements of [PM VI-15](#), Implementation Process Pertaining to Reduction in Force Policy for full-time Employees Covered in Negotiated Statement of Policy, if and when the policy is implemented. The numerical ratings for each of the areas of performance are assigned as follows:

Instructional Effectiveness.

U = 1

NI = 4

S = 5

A = 6

O = 7

Curriculum Enhancement

U = 1

NI = 4

S = 5

A = 6

O = 7

Professional Development

U = 1

NI = 2

S = 3

A = 4

O = 5

College/Community Service

U = 1

NI = 3

S = 4

A = 5

O = 6

Ability to Work With Colleagues

U = 1

NI = 2

S = 3

A = 4

O = 5

College Policies and Procedures.

U = 1

S = 3

- d) Comments – The supervisor shall provide specific examples and narrative justification for the Outstanding and Unsatisfactory ratings. Comments are important, but optional for the remaining Needs Improvement, Satisfactory and Above Expectations ratings.
  - 3) Supervisor Comments – The supervisor shall comment on strengths of the faculty member or counselor and areas wherein improvement is necessary and may make overall comments.
  - 4) Comments from Colleague Input Forms – When available, the supervisor will provide comments from the Colleague Input form using exact quotations as much as possible.
  - 5) Employee Comments – The supervisor will conduct a performance appraisal conference with the faculty member during which the ratings on the Performance Appraisal or Annual Notice of Appointment form will be discussed, and changes made if agreed upon. The employee may provide comments in this section if he/she wishes and will sign the form. Signature of the employee designates that the review has been discussed with him/her and does not necessarily constitute agreement with the review.
  - 6) Annual Notice of Appointment Form – During the year in which the full performance appraisal is not done, an Annual Notice of Appointment form will be completed to meet policy requirements. This form is a shortened version of the Performance Appraisal form and there will be no need to complete the Colleague Input forms unless the faculty member or counselor elects otherwise. However, the annual appraisal conference is still required. Annual Notice of Appointment Forms are available on Public Folders/Blank Forms.
  - 7) Appointment Recommendation – This section shall be completed by the supervisor and will indicate the appropriate recommendation for appointment and for the process for the next appraisal. Supervisors may notify faculty member or counselors at the time of the appraisal conference of conditions that may constitute cause for denial of promotion or non-reappointment.
- F. Review Section – The form with all prior parts complete will be routed to the Vice President of Academic Affairs and then to the College President for indication of concurrence/ non-concurrence and comments as appropriate.
- G. Completion of Performance/Professional Enhancement Plan – The faculty member and their supervisor meet in an appraisal conference to discuss the appraisal, to make changes if necessary and to develop together a Performance/Professional Enhancement Plan. The plan will be the basis, along with the faculty member's responsibilities, for the following appraisal period.

Frequent classroom visits (for teaching faculty) and conferences to review the Enhancement Plan and to discuss individual performance will be encouraged. Performance/Professional Enhancement Plan Forms are available on Public Folders/Blank Forms.

- H. Distribution – The Performance Appraisal form and Annual Notice of Appointment form are filed in the Human Resources Office. Student Evaluations, Self-Appraisals, Colleague Input and Performance/Professional Enhancement Plan forms are maintained in the supervisor's office. Self-Appraisal forms may be filed in Human Resources Office at the request of the faculty member or counselor.

Adopted 10/15/85; Revised 11/7/01; 7/31/06 (title changes only), Revised 9/24/14 (Counselors removed)