

COLORADO COMMUNITY COLLEGE SYSTEM
SYSTEMS PRESIDENT'S PROCEDURES
EVALUATION OF FACULTY JOB PERFORMANCE

SP 3-31

Reference:

Board Policy on Evaluation of Faculty Job Performance, BP-31

Effective: July 1, 2002

Approved:

S/Joe D. May, System President

Application:

This policy applies to regular teaching faculty.

Basis:

Board Policy 3-31 requires the System President to establish System guidelines for the evaluation of faculty job performance.

Factors in Evaluation of Job Performance

The four principal factors in evaluation of faculty performance are teaching effectiveness, professional development, service to the college, and service to the community, and compliance with State Board policies and State System procedures.

These factors shall have the following weights in the evaluation: teaching effectiveness, 65 percent; professional development, 10 percent; service to the college, 20 percent; service to the community, 5 percent. Compliance with State Board policies and State System procedures is a requirement of all State System employees; noncompliance will be an overall negative factor in a faculty member's evaluation.

Teaching Effectiveness

The evaluation of teaching effectiveness will include consideration of student evaluations and direct observation by supervisors. Components of teaching effectiveness include student achievement; student retention rates; class structure and organization; course materials, including syllabi, course outlines, and lesson plans; command of subject matter; presentation skill; instructor-student rapport; integration of technology into course work; availability to students during office hours.

Professional Development

Components of professional development include currency in subject matter area; pursuit of additional, credited course work at accredited institutions, attendance at

workshops or conferences in faculty member's field or in educational techniques; presentations at professional conferences and workshops, publication of articles and books in subject matter area; planning or presentation at departmental or college-wide workshops or in-service activities.

Service to the College

Components of service to the college include departmental service, including curriculum coordination and development, advising and outreach, administrative assignments, and committee work; college-wide and campus committee work; sponsoring and participating in student activities; attendance at college activities and events.

Service to the Community

The college president shall specify the types of community service activities that qualify for consideration in a faculty member's evaluation. These may include serving as the college representative on a local board or commission, making community presentations, serving as a liaison with local high schools, serving as an elected or appointed member of local boards.

Evaluation Procedures

The college presidents, with input from faculty, will develop procedures for conducting evaluations that will assess each faculty member's proficiency in performing the duties of his or her position. Such procedures will meet the following guidelines:

- Faculty members shall receive annual performance evaluations. These evaluations shall be conducted on an academic year basis. A comprehensive evaluation shall be conducted every third year. Short form evaluations that place greater reliance on faculty self-reporting may be conducted in other years. Deans have discretion to require more frequent comprehensive evaluations as they deem necessary.
- Faculty will be evaluated according to their documented responsibilities, job description, performance, and progress on furthering Board priorities and college goals. Faculty performance plans should link individual goals to organizational goals.
- Faculty members will prepare a brief written summary of their activities for the year and the impact of those activities on their own development, their students, the department, and the college.
- Performance evaluations and ratings shall be in narrative – not numerical – form.
- There shall be four performance ratings; Outstanding, Exceeds Expectations, Meets Expectations, and Fails to Meet Expectations.

- A formal evaluation conference shall be held at least once during each provisional contract. Thereafter, formal evaluation conferences shall be held on a regular basis. A written report of the conference will be provided to the faculty member.
- The faculty member shall have the opportunity to respond to the formal evaluation report for the record.
- The college president will review an appeal by a faculty member of a formal evaluation report.
- Only faculty members whose performance rating is “Meets Expectations” or above are eligible for salary increases.