

BRCC Faculty Performance Evaluation Procedures (updated July 31, 2018)

These procedures provide the mechanism for implementation of HR Policy No. 212, Performance Evaluation and Salary Increases, in regard to faculty.

Recognizing that faculty are crucial to the overall success of the institution, it is important that they receive specific feedback on their performance in a consistent and organized manner. The faculty performance evaluation measures good teaching and how well faculty are meeting their professional responsibilities and duties. In addition to contributing to the overall effectiveness of the institution, faculty are expected to adhere to the general principles of collegiality and the policies adopted by BRCC and LCTCS. Faculty should consult the Faculty Handbook for a full description of their job duties.

This performance evaluation constructively evaluates the faculty member's job performance to improve overall instruction and student success. Observing the faculty at work in the classroom (classroom observations) and reviewing their student rating surveys of the classroom experience are important aspects of the evaluation. While student achievement is not a quantifiable part of this evaluation, faculty are encouraged to examine and reflect on the achievement of their students by reviewing student success data provided by the Office of Institutional Research, as well as other measures of student success. It is also important for faculty to continuously enhance their teaching abilities and to remain current with the latest learner-centered approaches to teaching and learning as well as discipline-specific knowledge and discoveries.

Faculty Performance Evaluation Timeline:

- Each full-time faculty member will be evaluated annually by their immediate supervisor (dean and/or department chair)
- The evaluation period will coincide with the academic year (August-May).
- The *Faculty Goal and Objective Statement* will be submitted and approved by the immediate supervisor by September 30.
- The *Faculty Classroom Observation* will be conducted by the end of April. The observation schedule will vary by faculty rank.
- The *Faculty Goal and Objective Statement* and a *table/summary list of professional development and service activities* will be completed no later than May 1. Professional development and service points earned after May 1 will be applied to the upcoming evaluation year.
- The review of all documents comprising the *Faculty Evaluation Packet (FEP)* will be completed by the end of May.
- The supervisor forwards the *FEP*, including the signed *Faculty Evaluation Summary*, to Human Resources by June 1.

The faculty evaluation process begins with the submission of a measurable *Faculty Goal and Objective Statement* for the academic year that is related to student learning and retention. At the end of the academic year, the faculty member will submit a *Faculty Goal and Objective Statement* (that includes a report on how the goal was achieved) and a *table/summary list of professional development and service activities*. An annual Evaluation Scoring Rubric is used by the supervisor to score all of the activities related to teaching, professional development, service, adherence to policies, and achievement of the annual goal. The process culminates with a meeting of the faculty member with his/her immediate supervisor to review the *FEP*, sign the *Faculty Evaluation Summary*, and discuss plans for the upcoming year. The *FEP* and signed *Faculty Evaluation Summary* are then forwarded to the Office of Human Resources.

Performance Improvement Plan

The Performance Improvement Plan (PIP) serves as

- 1) a tool in facilitating improvements in faculty job performance deficiencies as well as,
- 2) an important planning guide of a professional growth experience.

Faculty and supervisors work collaboratively in the development of a PIP after careful analysis of needs. The PIP clearly states the problem or deficiency that needs to be resolved or improved, lists strategies for the resolution of the problem or deficiency, and gives an estimated completion date for significant improvement.

Progress toward PIP resolution will be documented and discussed; faculty will be encouraged to self-report on progress, what realizations they might have made, or what else they feel they need to succeed. Successful progress made toward PIP resolution should be recognized as a means of motivating the faculty member towards continued improvement. When the faculty member has responded positively by meeting plan strategies, possibly before the expiration date of the plan, the supervisor will formally close the PIP and recognize the faculty member's success. When the faculty member is committed to improvement, but falls short of the strategies within the established timeline, the supervisor may extend the plan to give him or her more time to succeed. Additionally, if PIP strategies were found, in retrospect, to not be realistic or fully within the faculty member's control, the plan may be ended successfully, based on the improvements achieved.

A PIP will be initiated by a supervisor if the faculty member receives:

- an "unsatisfactory" score on one or more of the following performance areas: classroom observation, professional development, service, adherence to job description, and annual goal.
- a "needs improvement" or "unsatisfactory" score on the overall Faculty Performance Evaluation.

Behavior-related incidents and concerns involving members of the campus community are to be reported to supervisors, the Office of Public Safety, and in some cases, the Office of Human Resources. Supervisors are required to document and report non-collegial behavior of faculty up the chain of command. Action regarding non-collegial behavior of faculty may include a PIP

but only as directed by the Vice Chancellor of Academic and Student Affairs (VCASA) in consult with Human Resources.

In cases where the performance area (s) is scored “satisfactory,” yet performance improvement action is deemed appropriate by the supervisor, faculty may receive a PIP designed to specifically address an area(s) of improvement. **In all cases, the PIP is a prescriptive action plan that supports faculty members whose performance has dropped, become inconsistent, or otherwise needs improvement.**

PIP Appeal – The development of the PIP is a collaborative process between the immediate supervisor and faculty member; however, should the faculty member wish to appeal the PIP or the content of a PIP, the faculty member must submit a letter with rationale to the dean within five business days of receipt of the PIP. The dean has five business days to meet with both the faculty member and the immediate supervisor to discuss the appeal, seek compromise or resolution, and render a decision in writing to the faculty member. The dean will then forward the written decision to the VCASA. If the faculty member is not satisfied with the dean’s decision, the faculty member has five days from receipt of the dean’s written decision to submit a letter with rationale to the VCASA for review. The VCASA may choose to conference with the faculty member, immediate supervisor and dean prior to rendering a final decision within five business days.

Teaching Performance – Classroom Observation

Teaching comprises the sum total of all activities designed to engage students in the acquisition of information, knowledge and skills. These activities include the planning of experiences, the selection of equipment and materials, the actual delivery of the content, the evaluation of the knowledge acquired, and the resulting revisions in the methods of instruction. The main instrument used to establish this score will be the official BRCC *Classroom Observation Rubric*.

The observation schedule will vary according to the rank of the faculty member:

- Instructors will be observed every year,
- Assistant Professors will be observed every two years, and
- Associate and Full Professors will be observed every three years.
- Faculty applying for promotion and rank may ask their supervisor for an annual observation to include in their rank and promotion packet.

The *Classroom Observation* will be conducted by the dean or department chair or designated official approved by the Vice Chancellor for Academic and Student Affairs and results provided to the faculty member. The completed classroom observation form will be discussed with the faculty member within 14 calendar days of the observation. During this meeting, the observer and faculty member may review the faculty members’ course syllabi and other documents (such as lesson plans, lab directions, sample copies of tests, exams or assignments, etc.) that demonstrate methods of instruction and procedures of assessment, and how these link to the course learning outcomes/objectives. In addition, the observer may reflect upon the impact of class size, course type, faculty course preparations, and student demographics on the teaching environment of all faculty within their areas of supervision. While all of these data may not be quantifiable, they are integral to increasing student success and improving teaching and learning.

Excellent = classroom observation score of 29 or higher = 6 points

Consistently and substantially excels with respect to performance in the classroom; continuous updating, improvement, and innovation in teaching materials, methods, and assignments; emphasis on learner-centered teaching and assessment; active learning and student engagement are consistently utilized.

Very Good = classroom observation score of 26-28 = 4 points

Frequently and clearly excels with respect to performance in the classroom; continuous updating, improvement, and innovation in teaching materials, methods, and assignments; emphasis on learner-centered teaching and assessment; active learning and student engagement are frequently utilized.

Satisfactory = classroom observation score of 22-25 = 2 points

Performs satisfactorily with respect to performance in the classroom; continuous updating, improvement, and innovation in teaching materials, methods, and assignments; some emphasis on learner-centered teaching and assessment; basic student engagement is exhibited.

Unsatisfactory = classroom observation score of 21 or lower = 0 points

Needs substantial improvement with respect to performance in the classroom; does not demonstrate updating, improvement, and innovation in teaching materials, methods, and assignments; heavy reliance on straight lecture with no student engagement.

Teaching Performance - Student Ratings

The instrument used to establish this score will be the official BRCC *Student Course Evaluation* to be administered in all classes each spring and fall semester. The score will be calculated by the Office of Institutional Research and provided to the faculty member and his/her supervisor. Students are in the best position to observe the classroom work of the faculty member on a regular basis and to share their perception of the effectiveness of the faculty in helping them to learn the material.

Excellent = an overall average of 3.66-4.00 on Student Rating of Instructor form = 6 points

Very Good = an overall average of 3.33-3.65 on Student Rating of Instructor form = 4 points

Satisfactory = an overall average of 2.66-3.32 on Student Rating of Instructor form = 2 points

Unsatisfactory = an overall average of 00-2.65 on Student Rating of Instructor form = 1 points

Professional Development

Professional Development for faculty is required in order to provide a learner-centered environment focused on student success and refers to those programs which focus on the individual faculty member. The most common focus for programs of this type is the faculty member as a teacher, scholar, and professional. Professional development is built on the philosophy that the faculty member is the driving force behind the institution; therefore, assisting that person to be as productive as possible will make the entire institution more productive. Professional development is delivered in a systematic approach at BRCC, and the Center for Teaching and Learning Enhancement has been established to coordinate the programming. **Faculty may receive additional activity credits upon pre-approval by their immediate**

supervisor but typically, faculty receive 1 activity credit per hour of professional development. Some examples and exceptions are listed below:

- actively participating in BRCC-sponsored and/or approved professional development seminars, workshops, learning communities, classes or training sessions;
- actively participating in a discipline-specific webinar that relates to teaching and learning;
- actively participating in a professional development conference: will count as no more than five activity credits unless pre-approved by immediate supervisor;
- completing a graduate-level course in one's program of study: 1 activity credit will be awarded for each academic credit earned;
- delivering or publishing a peer-reviewed paper, workshop, performance, or exhibition at a professional conference;
- completing all professional certification requirements that are relevant to a particular business or technical discipline: 1 activity credit will be awarded per hour of training;
- reviewing or editing for a peer-reviewed journal relevant to the faculty members' discipline;
- completing certification related to teaching in an online environment.

The form used to document these activities is a table or list. Faculty are encouraged to maintain an updated curriculum vitae (CV) as they are periodically required to submit a current CV to Human Resources. Documentation of participation for professional development must be maintained by the faculty member, be available upon request, and subject to random audit.

Extensive participation = 5 points

Extensive participation would include earning 10 or more activity credits from the aforementioned activities.

Satisfactory participation = 3 points

Satisfactory participation would include earning 6 to 9 activity credits from the aforementioned activities.

Unsatisfactory = 0 points

Unsatisfactory would include earning 5 or fewer activity credits from the aforementioned activities.

College Service

College service is a necessary component of faculty work and is required in order for the institution to function properly and effectively. College service includes activities internal to BRCC as well as institutional community service on behalf of BRCC. Institutional community service is defined as carrying out an assignment as part of BRCC'S commitment to providing service to the community and must be pre-approved by the immediate supervisor. **Faculty may receive additional activity credits upon pre-approval by their immediate supervisor but typically, faculty receive 1 activity credit per hour of college service.** Service over the summer will count as double activity credits. **Faculty may not claim service credit for activities for which they are receiving compensation, course release or course overload.** Some examples of college service activities and exceptions are listed below:

- chair a department, division, college or faculty senate committee: 2 activity credits (Chairs receiving release time will not receive activity credits for their service as chair; however, these chairs will be awarded 1 activity credit for membership on the committee.)
- serve on a department, division, college or faculty senate committee: 1 activity credit
 - serve on the Courses and Curricula Committee: 5 activity credits
 - serve on the General Education Committee: 2 activity credits
 - serve on the Assessment Committee: 2 activity credits
 - serve on the Faculty Senate Executive Committee: 2 activity credits
- serve as a SACSCOC committee member: 2 activity credits
 - SACSCOC committee members who do extra work: 4 activity credits
 - SACSCOC committee member who serve as editors: 5 activity credits
- serve as faculty senator;
- chair of a search committee: 2 activity credits
- serve on a search committee;
- serve as a mentor to new faculty: 2 activity credits
- advise students during special events like evening and weekend or eLearning programs recruiting, and college registration or orientation: faculty can earn 1 activity credit per hour of advising for special events
- write, submit and participate on an externally-funded grant or contract;
- conduct classroom observations for adjunct peers;
- teach more than three preparations;
- teach a section of 50 or more students;
- actively tutor in the Academic Learning Center; (for example, one full hour of service during which the faculty member is engaged with students);
- advise student organizations;
- serve as the College-appointed representative on boards and committees for the BRCC service region;
- participate in outreach and recruitment activities at K-12 schools as a BRCC representative;
- serve in an executive position of leadership for a professional organization related to the faculty member's discipline area;

The form used to document these activities is a table or list. Faculty are encouraged to maintain an updated CV as they are periodically required to submit a current CV to Human Resources. Documentation of participation for college service will be maintained by the faculty member, be available upon request, and subject to random audit.

Extensive participation = 5 points

Extensive participation would include earning 10 or more activity credits from the aforementioned activities.

Satisfactory participation = 3 points

Satisfactory participation would include earning 6 to 9 activity credits from the aforementioned activities.

Unsatisfactory = 0 points

Unsatisfactory would include earning 5 or fewer activity credits from the aforementioned activities.

Adherence to Job Description and Policies, Procedures, and Regulations of the College/Division/Department/Program

Faculty should review their job description published in the Faculty Handbook. Adherence to college policies includes but is not limited to the following examples: completes and submits all reports (such as but not limited to course assessments, show/no-show, posting of grades) by the established deadline; attends required BRCC functions; meets scheduled classes for the full class time consistently; office hours are scheduled and maintained; applies FERPA, sexual harassment, ADA, plagiarism, proctoring and identity theft rules; other policies specific to the discipline or department. If there are circumstances beyond the faculty member's control (i.e. documented system error, emergency illness) that may prevent adherence to a deadline, the faculty member is responsible for notifying their supervisor prior to the deadline so that the supervisor may assist the faculty member in meeting the deadline. In cases where this is not possible, and the deadline is missed, the faculty member is responsible for providing evidence of cause to the supervisor.

A: The following items are deemed crucial to the college processes (disbursement of student financial aid, processing of student grades, release of student transcripts for transfer, etc.); therefore, faculty who do not complete one or more of these items by their deadlines will receive a zero.

- Reporting Attendance (Show/No-Show reporting)
- Posting of Midterm and Final Grades
- Assessment of Course/General Education Assessment
- Submission of grade book, attendance records, and procedure for calculating final grades as required by department/division

Satisfactory = 5 points = Completes these items as required.

Unsatisfactory = 0 points = Misses one or more deadline(s) or completion of the item(s) above.

B: The following items require satisfactory performance by faculty:

- Meets scheduled classes for the full class period
- Attends required BRCC functions
- Schedules and maintains office hours
- Completes and submits other reports or materials as required
- Adheres to published LCTCS, BRCC, division, department, and discipline policies.

Satisfactory = 2 points

Meets deadlines, attends meetings, and otherwise adheres to college, division, or department policies.

Needs Improvement = 1 point

Occasionally misses deadlines or meetings or fails to adhere to college, division, or department policies.

Unsatisfactory = 0 points

Frequently misses deadlines or meetings or fails to adhere to college, division, or department policies.

Annual Goal

The faculty member is required to propose one goal for the academic year. The goal should be related to improvement of content knowledge, pedagogy or assessment abilities, retention of students, and directly impact teaching. An alternative goal can be proposed by the supervisor but must be accepted in writing by the faculty member. The form used to document this activity is the *Faculty Goal and Objective Statement*.

Satisfactory = 1 point

Successfully completes the goal and is able to document the attainment on the Faculty Goal and Objective Statement (Goal Report).

Unsatisfactory = 0 points

Did not complete the goal or is unable to document the attainment on the Faculty Goal and Objective Statement (Goal Report).

Overall Evaluation

The overall evaluation score on the *Faculty Evaluation Summary* is determined by adding the points from the various categories listed above using the Annual Evaluation Scoring Rubric. The maximum score attainable is 30. Faculty who receive an overall evaluation score of “needs improvement” or less will receive a PIP. If a faculty member is unable to improve or if his or her performance worsens over time, the supervisor will meet with the VCASA to determine possible employment action.

Excellent = 27 or more points

Consistently delivers outstanding performance.

Very good = 24-26 points

Exceeds performance standards and functions on a high level of proficiency.

Satisfactory = 21-23 points

Satisfactorily meets performance standards.

Needs Improvement = 16-20 points

Marginally meets performance standards; improvement required.

Unsatisfactory = 15 or fewer points

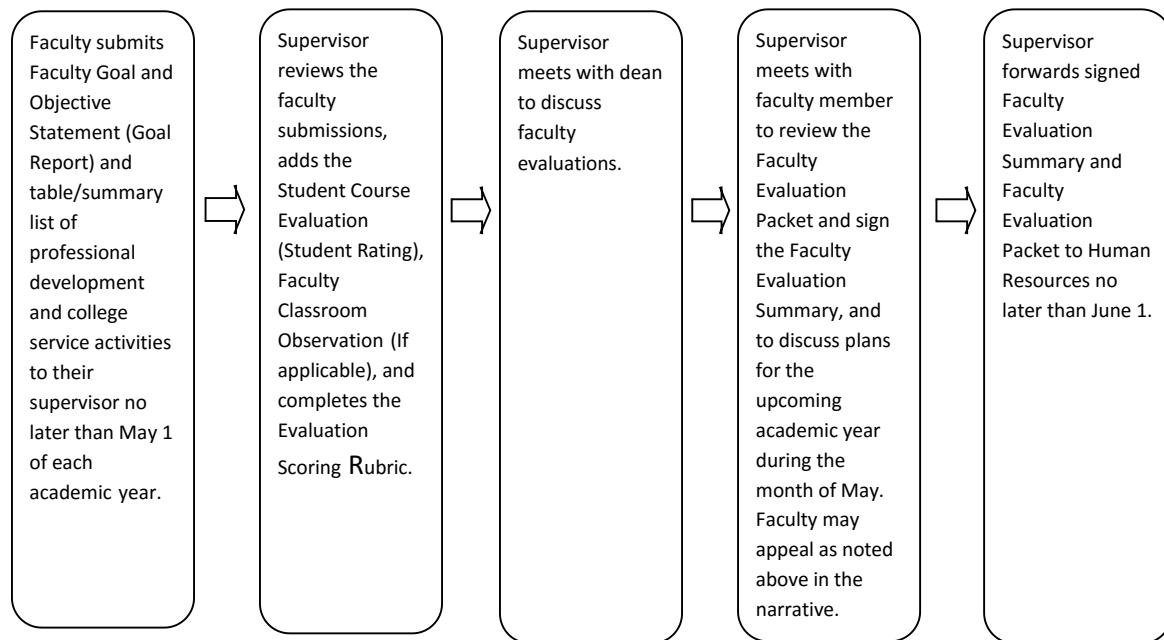
Fails to meet performance standards; the supervisor would be expected to state specifically in writing the ways in which the individual has failed to meet expected performance standards and to explain to the individual the reasons for assigning this rating. Assignment of this rating indicates that the faculty member’s services may not be required after contract expiration and that future contracts may not be offered.

Post-Evaluation Option

If faculty disagree with their annual performance evaluation, they must submit a rebuttal in writing outlining their areas of disagreement to their department chair within five business days from the date of the initial meeting between them and their supervisor. The rebuttal should indicate the specific area of disagreement, arguments that counter the assertion of the department chair and verifiable evidence that supports their position. Once the department chair receives the rebuttal, he/she must respond in writing to the faculty within five business days. Faculty who are not satisfied with the rebuttal response can submit a rebuttal in writing to the division dean within five business days. Once the division dean receives the rebuttal, he/she must respond to the faculty in writing within five business days and, if requested by the faculty member, schedule a face to face meeting with the faculty member within five business days. Faculty who are not satisfied with the rebuttal response of the division dean can submit a rebuttal in writing to the VCASA within five business days. Once the VCASA receives the rebuttal, he/she must respond to the faculty in writing within five business days and, if requested by the faculty member, schedule a face to face meeting with the faculty member within five business days. The decision of the VCASA is final.

The faculty member may request attendance of a representative at each of the face to face meetings involved in the review.

Overview of the Faculty Evaluation Process



BRCC Faculty Goal and Objective Statement

Faculty members should propose a measurable goal with objectives for the upcoming academic year (AY) and submit it by September 30. This goal must be approved by the faculty member's supervisor. If a mid-year goal change is proposed, faculty must meet with her/his department chair for agreement about the adjustment. At the end of the AY, this report must be updated to reflect how the goal was achieved and this form must be submitted with the annual Faculty Evaluation packet.

Goal - a general statement that indicates what needs to be accomplished:

Objectives - actions describing how the goal is to be accomplished and what information you will need from various units within BRCC:

I understand that my signature indicates that I have read, understand and agree to accomplish this goal during the next academic year.

Faculty name

Date

I am in agreement with the above stated goal(s) for the upcoming academic year.

Department Chair or Dean

Date

Goal Report

Please indicate how you achieved your goal for the AY (attach documentation as needed):

BRCC Faculty Evaluation Summary

Faculty Name _____

Department _____

Academic Year _____

Evaluator's Name _____

Your overall score is _____

Score Scale

Excellent = consistently delivers outstanding performance; 27 points or above

Very good = exceeds performance standards and functions on a high level of proficiency; 24-26 points

Satisfactory = performs satisfactorily, meeting performance standards; performs all tasks that are normally expected; 21-23 points

Needs Improvement = marginally meets performance standards; improvement required. The supervisor is expected to specify to the faculty the way or ways in which he/she is failing to meet expected performance standards and to make specific suggestions concerning ways to improve his/her performance, including the use of the Performance Improvement Plan. 16-20 points

Unsatisfactory = fails to meet performance standards; the supervisor would be expected to state specifically in writing the ways in which the individual has failed to meet expected performance standards and to explain to the individual the reasons for assigning this rating. Assignments of this rating may indicate that the teacher's services may not be required after contract expiration and that future contracts may not be offered. 15 or fewer points

I understand what was presented to me in my annual faculty evaluation.

Faculty Member's Signature* _____ Date _____

Department Chair/Dean's Signature _____ Date _____

**Your signature does not indicate agreement or disagreement, but is an indication that this evaluation has been reviewed with you.*

Faculty Member's comments (optional)

BRCC Faculty Annual Evaluation Scoring Rubric

Category	Score
Classroom Observation	
Student Rating	
Professional Development	
College Service	
Adherence to Job Description and Policies/Procedures/Regulations A	
Adherence to Job Description and Policies/Procedures/Regulations B	
Annual Goal	
TOTAL SCORE	

BRCC Faculty Performance Improvement Plan (PIP)

Faculty Name
Department/Unit

The purpose of this plan is to improve the effectiveness of the faculty member's performance of duties as outlined in the job description listed in the Faculty Handbook and may be based on the Faculty Performance Evaluation for academic year _____. This PIP is effective from _____ until _____.

Problem/deficiency that needs resolution/improvement:
Strategies for resolving/improving the problem/deficiency:
Estimated completion date (significant improvement will be noted by):
Support needed to implement strategies:

As part of this Performance Improvement Plan, the supervisor, following consultation with the dean, will:

- Complete the PIP form after meeting with the faculty member to develop strategies for resolving the problem/deficiency.
- Meet with faculty member at least three times each semester during the improvement plan period.
- Monitor the completion of all other faculty responsibilities as listed in the faculty handbook.
- Complete a mid-semester written review as part of the PIP process (see below).

I have read and understand this PIP. I agree to fully participate and implement the PIP.

Faculty Signature _____ Date _____

Supervisor's Signature _____ Date _____

Dean's Signature _____ Date _____

Mid-semester review (note improvement and areas that still need additional effort):

I have read and understand this PIP mid-semester review. I agree to continue to work on improving the areas noted above and to fulfill the obligations of this PIP.

Faculty Signature _____ Date _____

Department Chair's Signature _____ Date _____

Recommendation based on outcome of Performance Improvement Plan (Upon completion of the PIP, the Department Chair and/or Dean will meet with the faculty member to review the process and assess the resolution)

____ Sufficient improvement has been achieved. The PIP is ended.

____ Sufficient improvement has not been achieved. The recommendation is to:

Faculty Signature _____ Date _____

Department Chair's Signature _____ Date _____

Dean's Signature _____ Date _____