**The following pages provide supporting information for the Faculty Performance and Evaluation Process, including:**

* Link to State Board Policy SP 3-31 Faculty Performance Procedure (Appendix 1)
* Definition of Performance Ratings (Appendix 2)
* List of MCC strategic goals (Appendix 3)
* Guidelines and tips for writing goals including examples (Appendix 4)
* Faculty and Lead Faculty job descriptions (Appendix 5)

# Appendix 1

CCCS Evaluation of Faculty Performance Procedure

The Colorado Community College System procedure for evaluating faculty job performance includes the goals of faculty evaluation. The definitions of performance for Exemplary, Commendable, and Needs Improvement ratings are included.

State Board Policy SP 3-31-Evaluation of Faculty Job Performance Link:

<https://www.cccs.edu/policies-and-procedures/system-presidents-procedures/sp-3-31-evaluation-of-faculty-job-performance/>

Timeline

* August 15-September 15: Develop AWP draft
* August 15-September 15: Meet with Dean/Supervisor to discuss goals.
  + Send draft AWP to Dean/Supervisor two days before meeting.
* September 15: Last day to meet with Dean/Supervisor.
* January 15-Februay 15: Revise goals as needed; meet with Dean/Supervisor for mid-year review.
  + Send updated AWP to Dean/Supervisor two days before meeting.
* February 15: Last day to meet with Dean/Supervisor.
* April 15-May 1: Meet with Dean/Supervisor for end-of-year review.
  + Send AWP to Dean/Supervisor two days before meeting
* May 1: Deadline to meet with Dean/Supervisor
* August 15-April 15: Update goals at any time; meet with Dean/Supervisor to discuss changes.

# Appendix 2

**Definition of Performance Ratings**

**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 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.

**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.

# Appendix 3

**Morgan Community College Strategic Objectives and Strategies**

Here is an overview of MCC’s current strategic objectives and strategies for meeting the objectives.

For more information and details, see the Morgan Community College Strategic Plan Fall 2018-Spring 2023:

<https://www.morgancc.edu/themencode-pdf-viewer/?file=https://www.morgancc.edu/docs/io/SPT/18-23_Strategic_Plan.pdf>

1. Student Access
   1. Develop Relevant Programs
   2. Outreach to Underserved Populations
   3. Financial Support for Students
   4. Concurrent Enrollment Redesign
   5. Align Facilities with Program Needs
2. Student Success
   1. Increase Retention & Persistence
   2. Increase Graduation & Transfer Rates
   3. Grow Community & Continuing Education Opportunities
3. Teaching Excellence
   1. Foster an Inclusive and Supportive Environment
   2. Increase Utilization of Professional Development
   3. Promote Innovative Strategies to Reach Students
4. Community Success
   1. Build a Skilled Workforce
   2. Support Economic Development
   3. Enhance Arts & Culture
   4. Promote Equity
5. Operational Effectiveness
   1. Increase opportunities for staff professional development
   2. Develop external resources to meet ongoing needs of MCC
   3. Promote a diverse college workforce
   4. Promote healthy work-life balance

# Appendix 4

**Guidelines and Tips for Writing Goals**

Faculty goals should focus on excellence in teaching and service.

**The CCCS Board policy states the following:**

“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.”(CCCS, 2022)

“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.” (CCCS, 2022)

“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.” (CCCS, 2022)

**Questions to Think About:**

1. How does the area(s) of focus help you become a better instructor?
2. What activities will be implemented to reach your desired outcomes?
3. What is the timeline to achieve this desired outcome?
4. What impact do I want to have an educator?
5. How can I better support student success?
6. What am I doing well that I’d like to build upon (improvement and growth)?
7. Do I need to learn any new information for new tasks or projects (professional development)?
8. What can I learn from student course evaluation?

**Ideas for Teaching Goals**

1. Currency in the field and in the teaching methodology
2. Teaching skills
3. Integration of technology into course work
4. Incorporation of student retention strategies
5. Curriculum development related to an individual faculty member implementing a new course prep.
6. Improvement to a faculty member’s individual course based on assessment results
7. Professional interaction with students
8. Student engagement
9. Promotion of student achievement

Ideas for Service Goals

1. Departmental Service, such as curricular coordination and development, advising and outreach, administrative assignments, and committee work.
2. System, college-wide and campus committee work.
3. Sponsoring and participating in student activities
4. Attendance at college activities
5. College representation

**SMART Goals**

Utilizing the SMART framework may serve as a helpful planning tool to develop your teaching and service goals.

Specific: Goals should be clear, understandable, and focused

Measurable: State anticipated outcomes and describe how the success will be measured.

Attainable: Develop goals that are realistic and achievable within the set timeframe.

Relevant: Goals must be beneficial to your job, align with the strategic plan and departmental goals.

Time-bound: Set a date or timeframe for accomplishing the goals.

**Sample Goals:**

Here is an example of a General Education Faculty Teaching Goal:

Exemplary Planning Goal: ***I will conduct weekend review sessions, along with makeup lectures (by appointment), to help students retain the information in my courses.*** I believe this retention strategy will offer more opportunities to engage in the subject matter. Furthermore, it will offer a chance for students who missed class, because of illness, work and/or childcare, to make up the lecture. This retention strategy will allow more of a one-on-one approach to student learning, which will ultimately boost student engagement. I believe these review sessions are essential for student success, especially during this time of uncertainty (COVID-19 pandemic). These review sessions and makeup lectures achieve the following goals:

* Provide students with insights to my exams and allow them to practice questions that could appear on the test (Equip students with test taking skills).
* A personalized learning atmosphere.
* Extra time for students to meet with the instructor.
* A chance to build a relationship with students that fosters a safe and effective learning environment.
* Extra opportunities to make up what they have missed in class because of illness, emergencies, and/or work.
* Improve retention of complex topics.
* Provides equitable and inclusive education for all students by accommodating learning styles.
  + Much easier to accomplish this in review sessions that have fewer students.

Here is an example of a General Education Faculty Service Goal:

Serve and participate on the ACCESS committee. ACCESS is a committee that is dedicated to providing students with access to high-quality education. The ACCESS committee also ensures that MCC students of color from lower socioeconomic backgrounds have equitable treatment at MCC.

Here is an example of a CTE Faculty Teaching Goal:

Faculty will develop a “real-world” unfolding case study for (course name). The case study will encourage active learning/critical thinking and align with the course/program learning outcomes. Creating “real-world” learning activities increases student engagement which meets the strategic plan goal at MCC for teaching excellence utilizing the strategy of “promoting innovative strategies to reach students.”

Here is an example of a CTE Faculty Service Goal:

Faculty member will organize a CNE self-study group for faculty interested in obtaining their Certified Nurse Educator certificate. This goal will be accomplished by:

* Researching the requirements and resources necessary for CNE preparation and certification
* Inviting colleagues to attend
* Lead monthly study group meetings to prepare/study for the CNE exam

This goal aligns with MCC’s strategic “Objective #3: Teaching Excellence, to increase utilization of professional development on their subject specialty.” This goal is exemplary as it demonstrates leadership in supporting improvement of teaching in nursing through seeking professional certification.

# Appendix 5

**Generic Faculty Job Descriptions:**

This following job descriptions reflect Morgan Community College’s best effort to describe the duties of this job. It is not an exhaustive statement of all the duties and responsibilities of the job. This document is not intended to exclude an opportunity for modifications consistent with providing reasonable accommodations. This is not intended to be a contract.

### Faculty Job Description

**Position:** Faculty Member

**Organizational Relationship:** The faculty position reports directly to the Dean of General Education and Health Sciences or Dean of Workforce Development and ultimately to the Vice President of Instruction.

**Purpose/Summary of Job:**

The faculty member will be responsible for teaching, advising, recruiting and outreach to the communities served by MCC. Instructional content assignment will focus on the area(s) of which individual is qualified determined by the Vice President of Instruction, based on Higher Learning Commission standards and/or Colorado Career and Technical Education standards. The faculty member is responsible for using teaching methods and media designed to reach students of varying educational and experiential backgrounds to allow each student the opportunity to master the objectives of the course. The faculty member will be dynamic, creative and committed to teaching excellence, and have a passion for continuous improvement and assessment of student learning. Teaching assignments may include travel to area high schools to offer college courses to concurrent enrollment students. A variety of instructional delivery modalities (synchronous, online, remote) will be utilized via Zoom and a Learning Management System. The faculty member may be asked to teach one course in the summer semester for additional remuneration. The faculty member shall perform all duties while promoting opportunities for inclusion, expressing the valuing of differences, and regularly demonstrating the college’s commitment to the Guiding Principles.

**Duties and Responsibilities of Faculty**

**Functional Responsibilities:**

* Provides instruction to students in assigned classes in accordance with schedule, catalog description and official syllabi.
* Maintains scheduled office hours according to established guidelines.
* Maintains competence in assigned teaching fields.
* Maintains [career and technical education credentials](file:///C:\Users\s02386728\Downloads\2020-updated-F-handbook-2.docx#_CTE_Credential_Requirement_1), if applicable, in accordance with SBCCOE regulations.
* Engages in professional development activities and keeps informed on new approaches to instruction
* Actively collaborates with the Dean in the preparation and ongoing revision of class schedules, course syllabi and provides updated copies for department files.
* Makes recommendations regarding course content, textbook selection, teaching assignments, and student assessment.
* Actively participates in the assessment of institutional general student learning outcomes and other assessment plans for the discipline as needed. Administer common student assessments as required.
* Actively contributes to curriculum evaluation/revision based on available data.
* Identifies supplies, equipment and other learning resources needed to support instruction and make recommendations to the Dean.
* Maintains accurate class records of students’ attendance as necessary
* Maintains grades in the learning management system (LMS), keeping students apprised of their status in courses/program.
* Adheres to established guidelines and procedures for specific instructional delivery types.
* Assumes an active role in the recruitment, advising and enrollment processes of the College.
* Participates in student evaluation of instruction process.
* Serves on college committees and teams
* Participates in advisory committee meetings for other relevant programs as requested.
* Attends and actively participates in Departmental and college wide meetings.
* Participates in the Strategic Planning Process and provides input into the department work plan and budget development.
* Participates in the annual commencement exercises of the College. The College President must authorize exceptions prior to the commencement exercises.
* Performs other related duties as assigned by the Dean or VP of Instruction.

Based on the functions, this position is identified as a Campus Security Authority.  As a Campus Security Authority, the incumbent in this position is required to report allegations of Clery Act crimes that they become aware of to the Vice President of Student Success at Morgan Community College.  Attends training pertaining to these responsibilities as required.

**Statement regarding Mandatory Reporting:** *MCC is committed to preserving a safe and welcoming educational environment for all students. As part of this effort, I have an obligation to report certain issues relating to the health and safety of campus community members. I must report to the appropriate College officials any allegation of discrimination or harassment.  Sexual misconduct, which includes sexual harassment, non-consensual sexual contact, non-consensual sexual intercourse, and sexual exploitation, is considered a form of discrimination. I will also report all allegations of dating violence or domestic violence, child abuse or neglect, and/or credible threats of harm.*

### Lead Faculty Job Description

**Position Title:** Lead Faculty

**Report To:** The Dean of General Education or Dean of Workforce Development and the Vice President of Instruction.

**Role Description:** Lead faculty are content experts and content advisors. They are the first point of contact for advice within the discipline(s) to which they are assigned. Lead faculty are full-time faculty who serve at the request of the Dean of General Education or the Dean of Workforce Development and the Vice President of Instruction. The lead faculty will also work with part-time instructors throughout the College's service area to provide mentoring activities and help with the implementation of assessment strategies.

**Specific Duties and Responsibilities:**

Within the assigned academic discipline(s), the lead faculty, as specified by the Dean or Vice President of Instruction:

* Serve as content experts and content advisors within their assigned discipline(s).
* Assist the Dean with preparation of the class schedule as needed.
* Provide consultation regarding the recruitment and hiring of part-time instructors within assigned discipline(s) as needed.
* Identify and select appropriate textbooks, instructional materials, and equipment for

instruction within assigned discipline(s). Review adopted textbooks and instructional materials to ensure content is current and books/resources are available to students, faculty, and staff. Submit requests for change of textbook/materials following the guidelines in the established textbook procedure.

* Serve as the first point of contact regarding content queries from part-time instructors and new full-time faculty within the discipline(s).
* Organize and lead at least one discipline meeting per semester. An invitation should be extended to part-time instructors across the service area.
* Design, within the parameters set forth by the Assessment Committee, the rubric for assessing Institutional Outcomes for discipline courses. Lead faculty should collaborate with discipline members on an assessment plan for the discipline.
* Provide assessment rubrics to Dean of Concurrent Enrollment and Dean of General Education to be used by part time instructors.

**Qualifications:**

* Employment as a full-time faculty member within the appropriate academic discipline at

Morgan Community College.