

**I. Overview**

The Purpose of this procedure is to identify the process to complete the performance appraisal process for full-time faculty each calendar year.

**II. Statement of Philosophy for Performance Appraisal**

1. The faculty and staff within the Division of Academic Affairs at UACCB are committed to providing effective, appropriate and state of the art educational experiences to our students. To meet this commitment, each and every individual in the division must perform at a high level. It is the employees that separate a truly great college from an average one.
2. The primary purpose of performance appraisal is to improve the effectiveness of employees in their various areas of responsibility. The academic administration takes it as a truth that individuals desire to perform at a high level, and it is our responsibility to assist in this noble goal.
3. From this philosophy then, the division utilizes a formative, developmental, and improvement-driven approach toward performance appraisal. Most evaluative tools overly emphasize evaluation after the fact. Such tools do little to assist the individual employee in reaching the overall goal of professional growth.
4. In order to give emphasis to the objective of promoting professional growth, it is required that the performance appraisal approach place the supervisor in the role of partner and coach in the development of each individual rather than simply and only as a judge of historical performance. The ambiance of the process should be both supportive and future oriented. The primary outcome of the process should be increased effectiveness over time.
5. While the overriding purpose of the process is increased effectiveness over time, it is recognized that the system must provide for those unfortunate instances where concerns of basic competence or considerations that may lead to separation from the College exist. If the appraisal process should shift from a focus on growth and development to a focus on an employee's competence and/or accountability, the employee will be notified of this shift. Efforts to provide assistance do not cease if this occurs, as the objective remains one of development.

**III. Practice**

1. Prior to the end of each spring term, every full-time faculty will be evaluated by one or more of their peers. This evaluation will be documented on Form P, Peer Review Form.
2. By the start of spring term classes, every full-time faculty member will complete Form C for the prior calendar year and submit additional documentation to his/her Division Chair, as required by the Division Chair.
3. By the time of the performance appraisal meeting between the Division Chair and the Faculty member, which should occur before February 15<sup>th</sup> of the new year, the Division Chair will review the completed Form C, complete Form B, if required, review the student evaluation data derived from the students' use of Form A and any written comments from students, review other pertinent data, and develop an administrative evaluation of performance. This administrative evaluation will be documented on Form D.

4. The Division Chair will complete Form E for each faculty member and will discuss it at the session referenced in 3) above. Part III of the form will include the Division Chair's recommendation regarding reappointment status as well as the degree to which the faculty member is recommended for a merit increase in pay. Any faculty member whose performance is judged to not meet expectations will be notified at the performance appraisal meeting with written documentation on form E.
5. The Division Chair will contact the Peer Review Team and provide them the Evaluation Packet for their Division's Faculty. The Peer Review Team will review the packet for approval or disapproval. The appropriate box on the Peer Review Form (Form P) will be checked and Form P will be signed and dated by the Peer Review Team. The Evaluation Packet, along with Form P, will then be returned to the Division Chair for the remainder of the evaluation process.
6. Assuming the focus has not shifted from growth and development to competence and accountability, the majority of the performance appraisal meeting time will be spent considering the objectives for the next year (section IV of Form E). The discussion will include the development of objectives that will advance the division. If the focus has shifted to competence and accountability, the session will focus on the concern's regarding the employee's performance.
7. The faculty member and the Division Chair sign and date Form E. The faculty member may comment on the process or its outcome in section V of the form or with an attached document.
8. The Vice Chancellor for Academic Affairs completes the process by signing and dating the document last. A copy is returned to the faculty member upon completion of the process.
9. If a faculty member feels the evaluation was in error and does not reflect his/her performance, the faculty member may appeal the performance review in accordance with the established grievance procedure.
10. Performance evaluation forms are located at my.UACCB → Academics → Forms

#### **IV. Clarifying Points**

1. Faculty Peer Review will be conducted annually, between January 1 and February 28, for all faculty with teaching assignments. The evaluation will be documented on Form P, Peer Review Form. Each faculty member will be evaluated by the Peer Review Team. The completed Form P will become part of the instructor's performance evaluation report. Individual evaluation data may be shared only with division chairs, administrators, and other staff involved in personnel decisions. Student evaluation of faculty will account for 30% of the review with 70% attributed to division chair evaluation of faculty.
2. Faculty members whose total rating on Form D is below a 3.5 will automatically be considered for less than full participation in any merit raise budgeted. Faculty members with a rating above 3.5 may be considered for less than full participation if there exists specific and documented concerns regarding competence or accountability at the Vice Chancellor for Academic Affairs or Chancellor level. There are no cost-of-living-adjustments (COLAs) at UACCB. All pay increases are merit based. Through the budget process, the Administrative Cabinet will determine the amount of money to be available for faculty pay raises. Faculty evaluated at a 3.5 or higher will receive full consideration for participation in this pay increase. Factors other than performance that may be included in the final pay decisions include credential improvements, equity with other faculty, and exceptional performance during the past calendar year.
3. Faculty Members whose total rating from Form D is below a 3.5 will automatically have student evaluations completed both Fall and Spring semesters of the next year. Student evaluations will be completed on all first year faculty for both Fall and Spring semesters. Other full time faculty are

required to have evaluations done during the Spring semester. The Division Chair has the right to request a Fall Semester student evaluation for any faculty member and/or a faculty member may request that Fall evaluation be done on a voluntary basis. Summer evaluations will not be considered in performance evaluation. Finally, if a faculty member is teaching a new course or using a new teaching pedagogy in a class, she/he may request that the student evaluations from that course not be included in the evaluation process. The Vice Chancellor for Academic Affairs will make the final decision in this matter.

4. Faculty members whose total rating on Form D is below a 3.5 will automatically have a classroom observation and Form B completed by the Division Chair during the next year. Division Chairs will observe each new instructor's class during their first year and complete Form B. Other full-time faculty will have an observation performed on a rotating three-year basis. These observation requirements are expressed as a minimum and a Division Chair may elect to visit more frequently if warranted. Should a Division Chair choose to visit more frequently, a rationale will be provided to the Faculty member(s).
5. The Peer Review Team will come from members of the Faculty Affairs Committee.

Adopted: January, 1, 2000  
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