



**FACULTY ANNUAL WORK PLAN
SUPERVISOR GUIDE – NEOED PERFORM**

August 2024

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Introduction

Welcome to NEOED Perform! The following is a step-by-step guide to walk you through the **Supervisory role** in the NEOED Perform evaluation process for *MCC Faculty*. **To avoid pitfalls and corrections later, we strongly encourage you to follow this User Guide.** To understand the process from the Faculty side, please review the separate Faculty NEOED Perform Guide. *Disclaimer: Please note that the screenshots included in this Guide are for illustrative purposes only. The content and due dates may be different than what you see in NEOED Perform.*

Account Activation

If you are new to NEOED Perform, you will be sent an email to activate your account. A username will be provided in the email, but you will need to set your password. Note that activation links are only good for five days. If your activation link has expired or you need to reset your password, contact MCC's NEOED Administrator.













The NEOED Perform Process

The Faculty Annual Work Plan (AWP) cycle runs from **August 15 – April 30**. The AWP provides a mechanism to define a faculty member's goals for the evaluation period, and then assess how well they were achieved. The AWP also provides the opportunity to evaluate a faculty member on the general expectations and duties that are required of all faculty as defined in their job descriptions. Note: this Guide will refer to the faculty member's direct supervisor as "Dean," which is the case for the majority of faculty. Nursing faculty evaluations are conducted by the Director of Nursing Education.

1. **Goal Setting:** The first step in the NEOED Perform process is to meet with the faculty member and collaborate to generate 1-5 goals for the evaluation period. The faculty member is responsible for entering the goals into NEOED within 15 days of the start of the performance cycle. Once the goals are entered, you will receive notification to sign off on them. If revisions are needed, you will need to contact the faculty member **OUTSIDE OF NEOED** (e.g., by email, phone, in-person) to ask them to make changes. Once the goals are acceptable, you will sign off on them. The faculty member will then be asked to sign off on their goals. The goal setting and signature process should be completed by you and the faculty member within 30 days of the beginning of the evaluation cycle (or of the start date of a new faculty member).
2. **Mid-Year Progress Check-in:** In January, the faculty member will be asked to complete a "Mid-Year Progress Update Check-In" to document their progress toward meeting their goals and the general expectations of their duties. You will then sign off acknowledging receipt of the faculty member's Check-In. As soon as you sign off, you will receive a task to complete a Mid-Year Progress Update Check-in on the faculty member. The faculty member will then sign acknowledging receipt of your Mid-Year Progress Update Check-in. You must meet in person with the faculty member to discuss the Mid-Year Progress Check-in. Note: If the faculty member was hired after the beginning of the evaluation cycle, this mid-cycle step may not apply, depending on when they started employment.
3. **End-of-Year Reflections/Ratings:** In March, the faculty member will receive a task to complete a self-rating. During the self-rating, they will reflect on how well they achieved their required duties and their goals. After the faculty member submits their self-rating, you will begin entering your reflections on the faculty member's performance, taking into account the information provided by the faculty member. You will also assign an overall rating. Once your rating of the faculty member's performance is completed, the evaluation will go to your Supervisor (the faculty member's Second-level Supervisor) for review and approval. After the Second-level Supervisor approves the evaluation, you will sign off on it and it will be released to the faculty member for viewing. You must meet in person with the faculty member to discuss their end-of-year evaluation. The final NEOED step is for the faculty member to sign acknowledging receipt of the evaluation.

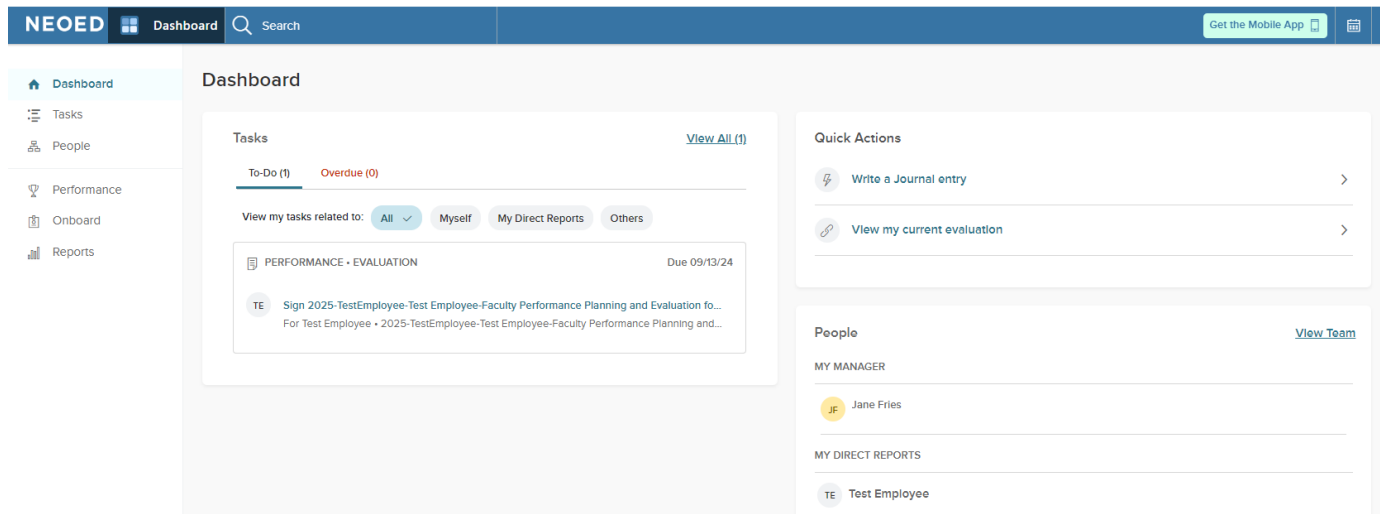
The NEOED Perform Process, continued:

A summary of the steps and timeline for the Faculty Annual Work Plan and evaluation process follows. The remainder of this Guide will go into detail about how to complete each step.

	Evaluation Creation date	Thu, Aug 15, 2024
1	 Faculty Adds Goals to Initial Plan	Simulated Due Date Fri, Aug 30, 2024
2	 Dean Signs off on Faculty Goals	Simulated Due Date Fri, Sep 13, 2024
3	 Faculty Member Signs off on Goals	Simulated Due Date Sun, Sep 15, 2024
4	 Faculty Mid-Year Progress Update (Completed by Faculty)	Simulated Due Date Wed, Jan 29, 2025
5	 Dean Acknowledges Completion of Faculty Member's Mid-Year Progress Review & Update	Simulated Due Date Mon, Feb 3, 2025
6	 Dean's Reflection on Faculty Member's Mid-Year Progress	Simulated Due Date Thu, Feb 13, 2025
7	 Faculty Member Acknowledges Review of the Dean's Mid-year Progress Check-in	Simulated Due Date Sat, Feb 15, 2025
8	 Self-Rating	Simulated Due Date Mon, Mar 31, 2025
9	 Rating	Simulated Due Date Tue, Apr 15, 2025
10	 Manager's Manager Approval & Signature	Simulated Due Date Sun, Apr 20, 2025
11	 Dean's Signature Acknowledges Release of Appraisal to Employee	Simulated Due Date Mon, Apr 21, 2025
12	 Faculty Member Acknowledges Receipt of the End-of-Year Review.	Simulated Due Date Wed, Apr 30, 2025
	Evaluation Due Date	Wed, Apr 30, 2025

NEOED Dashboard

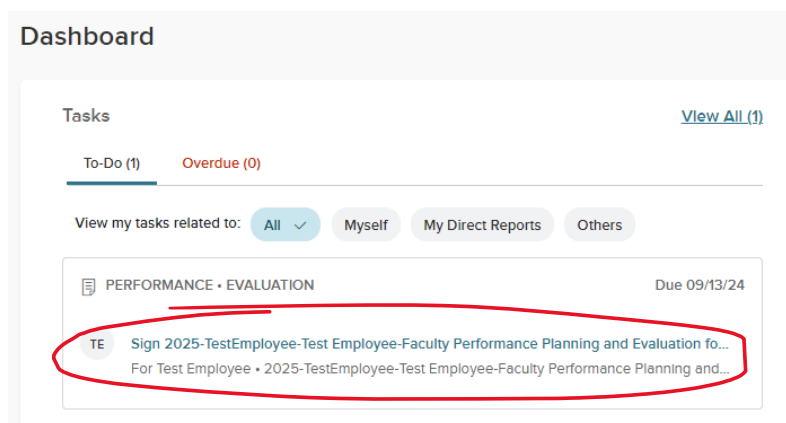
Once you log in to NEOED, please become familiar with the Perform dashboard. The dashboard will show an overview of any tasks due (or overdue) for you and your direct reports, provide quick access to write a [journal entry](#), provide access to your current evaluation, and list your Manager (supervisor) and Direct Report(s).



Faculty Goals Approval

The first step in the Annual Work Plan process is for you to meet with the faculty member and collaborate to establish **up to five goals** for their AWP cycle, which starts August 15. The faculty member is tasked with entering the goals into NEOED. You will then be asked to sign off on the goals. Once you have signed off, the faculty member will also sign. The goals should be established and signed off on by you and the faculty member within 30 days of the start of the evaluation cycle. (Note that goals for faculty who start employment after August 15 should be completed within 30 days of their start date.)

After the faculty member enters their goals, you will see a To-Do task show up on your dashboard indicating that you have something to sign. Your first task will be to sign off on the faculty member's goals.



Please **note that all signature steps in the Perform process read the same.** They will say “Sign,” followed by the name of the year the evaluation is due, the S# of the employee, the employee’s name, and the name of the evaluation. **“Sign” notifications do NOT identify what the signature is for.** Click on the link associated with the task.

Faculty Goals Approval, continued:

After clicking the link, you will see an “Acknowledgement Form.” On this page, the first section relates to the Required Faculty Duties. To review the goals entered by the faculty member, scroll down to the list of goals in the Goals section or click on the “Goals” tab on the left to jump to them. Note that the due date listed is the date that the entire evaluation is due, not the due date of the task step.

The screenshot shows the 'Acknowledgment Form' interface. At the top left, the user is identified as 'TE Test Employee Test Position'. The evaluation name is '2025-TestEmployee-Test Employee-Faculty Performance Planning and Evaluation' and the due date is 'Wed. Apr. 30, 2025'. A green 'Sign' button is in the top right. The 'Content' section has a left sidebar with 'GOALS' selected. The main area shows the 'REQUIRED FACULTY DUTIES' section with a table containing one row: 'Faculty Required Duties' with the description 'The Faculty member meets the performance expectations, duties, and responsibilities as defined in their job description.' Below this is the 'GOALS' section with instructions: 'The Faculty member enters UP TO FIVE GOALS that go beyond the minimum requirements of their job description. [Instructions: Click "Add Goals," then select the LAST option, "New Goal." Select the MCC Strategic Plan Category (Student Access, Student Success, Teaching Excellence, Community Success, or Operational Effectiveness) that is most applicable for each goal. Provide a detailed description of each goal and how it aligns with the strategic objective.] Once submitted, the Dean reviews and approves the goals. At mid-year, the Faculty member will provide an update on their progress toward meeting their goals, and has an opportunity to modify them. If needed. At the end of the performance cycle, the Faculty member will complete a self-rating (narrative) about their goals achievements. The Faculty member's final rating will be based on performance of all job responsibilities as well as the quality (not quantity) and execution of their goals in instruction and service.'

If you approve the goals as written, click on the **Sign button** in the upper right corner of the page.

This screenshot shows the same 'Acknowledgment Form' but with the 'Sign' button circled in red. The 'GOALS' section is expanded to show a table of goals. The table has three columns: 'Name', 'Description', and 'Due Date'. Two goals are listed: 'Goal #1' and 'Goal #2', both with a due date of '04/30/2025'. The 'Name' column is circled in red.

Name	Description	Due Date
Goal #1	Narrative description of Goal #1.	04/30/2025
Goal #2	Narrative description of Goal #2	04/30/2025

If you feel edits are needed to one or more of the goals, **DO NOT** sign. Contact the Faculty member **OUTSIDE OF THE NEOED PEFORM SYSTEM** (e.g., by phone, email, in-person) and discuss the changes that you would like them to make to their goal(s). Faculty have been provided with instructions in their User Guide on how to access and edit their goals after they have been submitted.

Once the faculty member has edited their goal(s), you should receive an email notifying you. You can also check at any time to see if the updates have been made by going back to your dashboard and clicking on your “Sign” task that is due. Follow the same steps as described above to view the goals. If the goals are now acceptable, go to the top right of the page and click on the **Sign button**. If additional edits are needed, contact the Employee again **outside of the NEOED system** and ask them to make further changes.

Faculty Goals Approval, continued:

Once you click the green “Sign” button, you will see a screen open with a box where you can add comments before clicking the “Submit” button. Once you click “Submit,” you will show “zero” tasks due on your dashboard. The faculty member will show a “Sign” task due as a final acknowledgement that their goals have been set and approved.

Sign Cancel **Submit**

Comments

Write comment here...

Please sign your name below

Test Manager

Test Manager July 12, 2024

Editing a Faculty Member’s Goals

After you sign off on the faculty member’s goals, you will be returned to an overview page of their AWP. At the top left of the page, there is a “print” button if you wish to print the plan. **If you need to make further edits to the AWP goals at any time *before* ratings, you have the capability to do so by clicking the “Pause” button.**

2025-TestEmployee-Test Employee-Faculty Performance Planning and Evaluation
Due Date: Wed. Apr. 30, 2025

Print **Pause** Launch Survey

EVALUATION DETAILS
Current Status: Before Ratings
Type: Periodic

SCORES
OVERALL RATING
Pending

EMPLOYEE DETAILS
Position: Test Position
Department: Department for testing only

Content Process

COMPETENCY SECTION | TEXT ONLY

REQUIRED FACULTY DUTIES

All Faculty have performance expectations, duties, and responsibilities as defined in their job descriptions. Faculty will be rated on their ability to meet these expectations in addition to their goals established for the appraisal period. At the end of the appraisal cycle, the Faculty member will submit a self-rating (narrative) of how they met this competency. Their Dean will also provide comments as part of the rating process.

Items	Description
Faculty Required Duties	The Faculty member meets the performance expectations, duties, and responsibilities as defined in their job description.

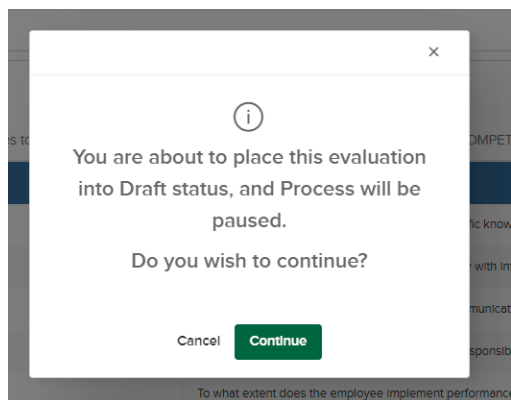
GOAL SECTION | TEXT ONLY

GOALS

The Faculty member enters UP TO FIVE GOALS that go beyond the minimum requirements of their job description. [Instructions: Click "Add Goals," then select the LAST option, "New Goal." Select the MCC Strategic Plan Category (Student Access, Student Success, Teaching Excellence, Community Success, or Operational Effectiveness) that is most applicable for each goal. Provide a detailed description of each goal and how it aligns with the strategic objective.] Once submitted, the Dean reviews and approves the goals. At mid-year, the Faculty member will provide an update on their progress toward meeting their goals, and has an opportunity to modify them, if needed. At the end of the performance cycle, the Faculty member will complete a self-rating (narrative) about their goals

Editing a Faculty Member's AWP, continued:

After clicking the Pause button, you will see the following:



Click the "Continue" button to place the Performance Plan in **draft status**.

You will then see the Performance Plan's content. Scroll to the Goals section. On the right-hand side, you will see that next to each goal there is a pencil icon and an "x." You can edit a goal using the pencil icon or delete a goal using the "x." If you wish to add a goal, click on the "Add Goals" button in the upper right. You can also click on the Progress bar to edit a goal or enter progress updates, even when the evaluation is not in draft status.

GOAL SECTION | TEXT ONLY

GOALS

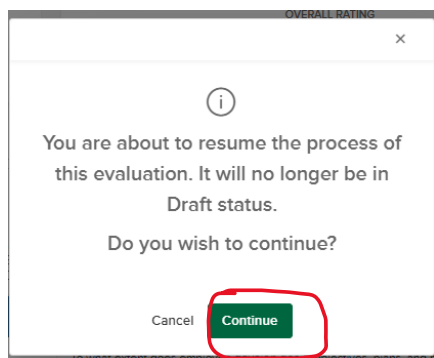
The Faculty member enters UP TO FIVE GOALS that go beyond the minimum requirements of their job description. [Instructions: Click "Add Goals," then select the LAST option, "New Goal." Select the MCC Strategic Plan Category (Student Access, Student Success, Teaching Excellence, Community Success, or Operational Effectiveness) that is most applicable for each goal. Provide a detailed description of each goal and how it aligns with the strategic objective.] Once submitted, the Dean reviews and approves the goals. At mid-year, the Faculty member will provide an update on their progress toward meeting their goals, and has an opportunity to modify them, if needed. At the end of the performance cycle, the Faculty member will complete a self-rating (narrative) about their goals achievements. The Faculty member's final rating will be based on performance of all job responsibilities as well as the quality (not quantity) and execution of their goals in instruction and service.

Items	Description	Progress	Due Date	Actions
Goal #1	Narrative description of Goal #1.	0%	04/30/2025	
Goal #2	Narrative description of Goal #2	0%	04/30/2025	

IMPORTANT: Once you are done editing goals, *you must take the evaluation out of draft status by clicking the START BUTTON* at the top of the page. If you leave it in Draft Status, the evaluation process will not continue.



When you click "Start," you will see the following. Click the green "Continue" button. This will take you back to the "Content" view of the AWP.



Monitoring the AWP Process

To monitor the AWP steps, click on the “Process” tab of the Faculty member’s AWP. This will list all the steps, the due dates, and the status of the steps (completed, current, or pending). Remember that each step must be completed before the next step becomes available. Viewing the Process tab is an excellent way to see where any delays in the AWP process are occurring. In the example below, nine of the twelve steps are shown (the final three steps are for the Vice President of Instruction, the Dean, and the faculty member to sign off on the evaluation). The current/active step is for the faculty member (“test employee”) to sign off on their goals.

Content Process

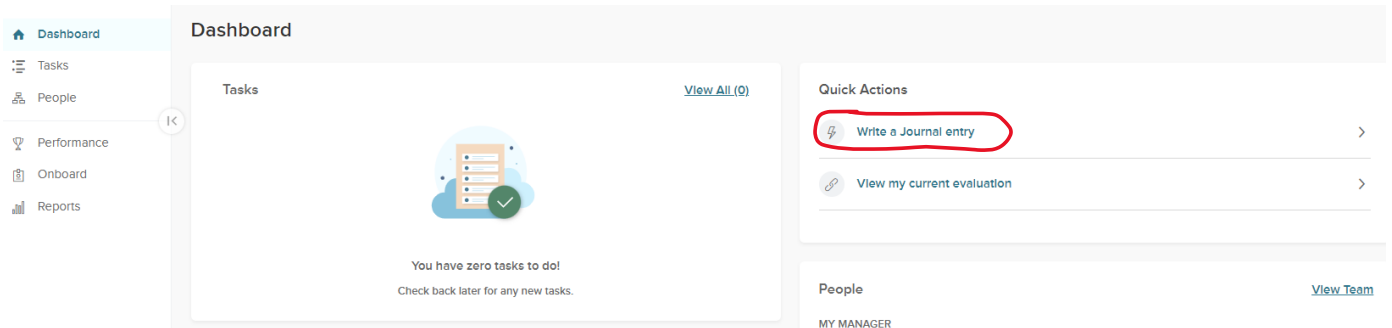
*Steps are required.

Before Ratings

1	Faculty Adds Goals to Initial Plan *	Due Fri, Aug 30, 2024	Status Completed on 07/12/2024
2	Signature *	Due Fri, Sep 13, 2024	Status Completed on 07/12/2024
3	Signature *	Due Sun, Sep 15, 2024	Status Current
4	Faculty Mid-Year Progress Update (Completed by ... *	Due Wed, Jan 29, 2025	Status Pending
5	Signature *	Due Mon, Feb 03, 2025	Status Pending
6	Dean's Reflection on Faculty Member's Mid-Year P... *	Due Thu, Feb 13, 2025	Status Pending
7	Signature *	Due Sat, Feb 15, 2025	Status Pending
Ratings			
8	Rating *	Due Mon, Mar 31, 2025	Status Pending
9	Rating *	Due Tue, Apr 15, 2025	Status Pending

Journal Entries

As you monitor the faculty member’s progress toward meeting their goals, the Journal Entry feature is a helpful way to keep track of accomplishments or concerns. To create a Journal Entry, go to your dashboard and click on “Write a Journal entry” under “Quick Actions” in the upper right corner.



Where it says, “Who is this entry about?” start typing the employee’s name or click the down arrow to view the options. (Note that you can also write journal entries about yourself.)

Write a Journal Entry

Close

* Who is this entry about?

Start typing here to find an employee



Journals can also be created by sending an email to journals@neoed.com. The email subject should be the employee's full name. One attachment can be included (5MB max and supported types: pdf, xls,xlsx, ppt, pptx, potx, doc, docx, txt, rtf, bmp, gif, jpe, jpeg, jpg, png, tif, tiff, wp, wpd, csv, zip.)

In the following example, the dropdown box lists the options of writing a Journal Entry about the Test Manager (the Dean), or the Test Employee (the faculty member).

Write a Journal Entry

Close

* Who is this entry about?

Start typing here to find an employee

Name	Employee #	Department	Division
Test Manager	TestManager	Department for testing only	
Test Employee	TestEmployee	Department for testing only	

Journal Entries, continued:

To write a Journal Entry about the faculty member, select the employee's name. Write the Journal Entry in the "New Entry" text box, and then select with whom you wish to share it. **If it is only for your viewing, select "Manager(s)."** If you wish to also share it with the faculty member and/or your supervisor (the Manager's Manager), click the applicable boxes, as well. Note that you can link the Journal Entry to a specific goal by typing "@" then the name of the goal in the text box. When you are done with the entry, click **"Submit Journal Entry"** at the bottom right.

Write a Journal Entry

Close

* Who is this entry about?

TE Test Employee

New Entry

Past Entries

B *i* U A: [text color] [text background color] [text background color] [font size] [link] [image]

This is a journal entry written by the Dean about the faculty member. The Dean has elected to only share the entry with "Manager(s)," which means only the Dean can see it. The Dean can choose to share the entry later with the faculty member ("Employee") or the Vice-president of Instruction ("Manager's Manager") later, if desired.

Press Alt + F10 to move to the toolbar. Press ALT + 0 for Help.

Draft Autosaved on 7/12/2024, 4:44:36 PM



Did you know? You can tag your journals with Competencies and Goals from recent/upcoming evaluations by typing "@" along with the name of the Item. Tagging is only applicable for one user at a time.

Who do you want to share this entry with?

- Employee
- Manager(s) ⓘ
- Manager's Manager

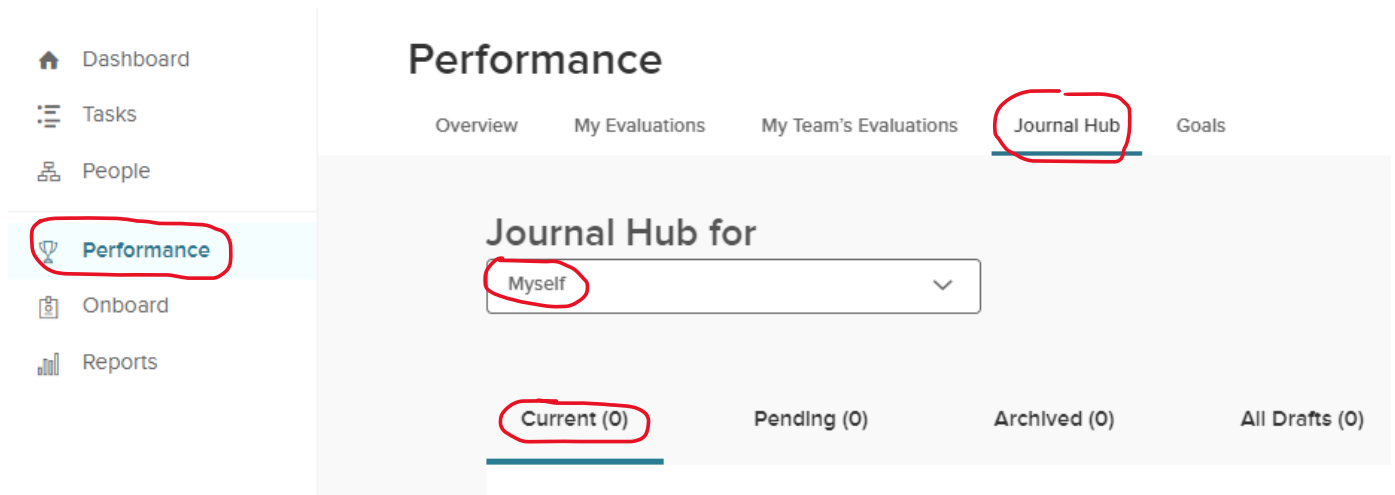
Discard Draft

Keep as Draft

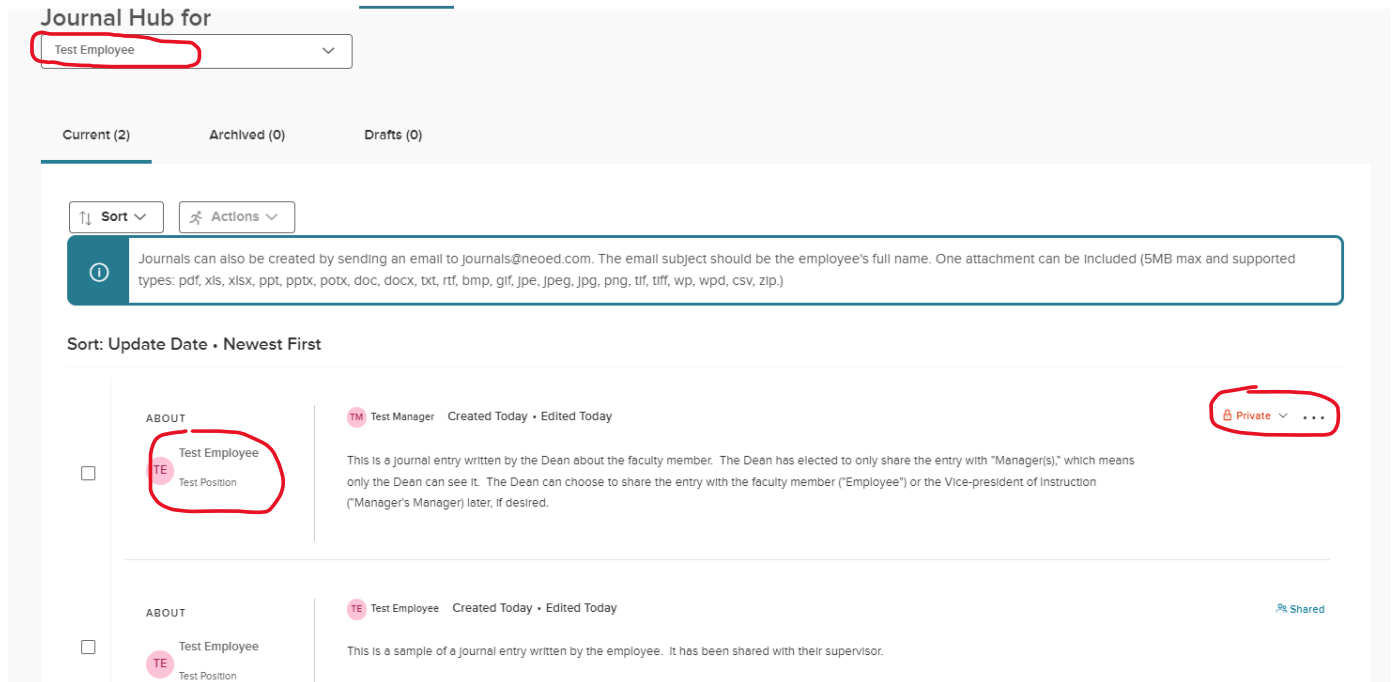
Submit Journal Entry

Journal Entries, continued:

After returning to the dashboard, you can view your journal entries by clicking the “Performance” section on the left, followed by the “Journal Hub” tab.



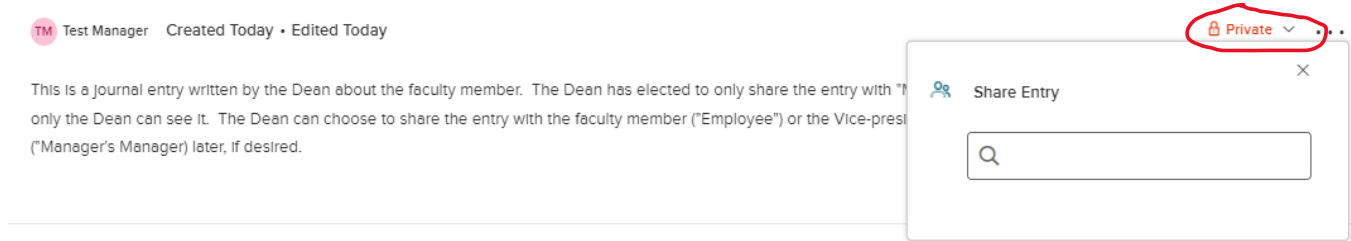
In the example above, zero “(0)” entries appear under the Current, Pending, Archived, and Drafts tabs. This is because the Journal Hub defaults to journal entries the Manager wrote about themselves (“Myself”). To see the journal entries written about an employee, click on the drop-down box and select their name (in this example, “Test Employee.”) Once the employee’s name is selected, any journal entries written by you about the employee or entries the employee wrote and shared with you will appear.



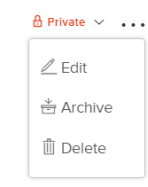
The example above shows a journal entry the Manager wrote about the Employee. It is marked **private**, which means *the Employee cannot see it*. Also illustrated is a journal entry that the employee wrote about themselves and shared with their manager.

Journal Entries, continued:

To share an entry previously marked private, you can click on the down arrow by “Private” and enter the name of whom you would like to share it with.



The three small dots to the right of “private” provide the options to edit, archive, or delete a journal entry.



Both the Dean and faculty member can write journal entries throughout the evaluation process and decide each time with whom to share (or not share) them with.

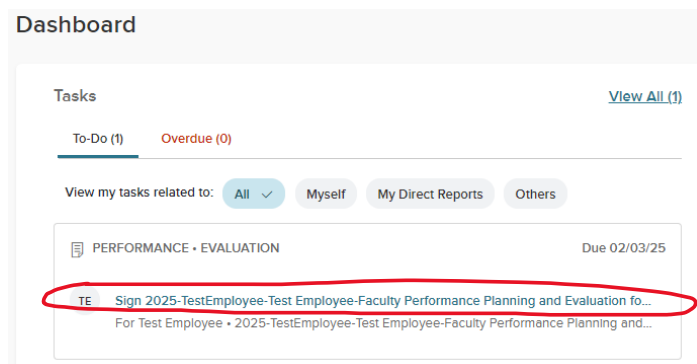
Faculty Mid-year Progress Update

The next steps in the Annual Work Plan cycle are for the faculty member and you to provide mid-year reflections on the faculty member’s progress toward fulfilling their faculty requirements and AWP goals. These steps occur in January and February. First, the faculty member will be asked to complete a “Check-In” step where they answer the following questions:

- 1) “Please describe your progress toward meeting your regular performance expectations and yearly goals in teaching and service.”
- 2) “Describe any changes to your teaching or service assignments since the start of the Performance Plan. If updates are needed to your goals, please describe why. If not applicable, type ‘N/A.’”

Acknowledging Faculty Member’s Mid-Year Progress Update

Once the faculty member has answered their Mid-Year Progress update questions and clicked “Publish,” you will see you have a “sign” task due. This sign task is to acknowledge that you have read the faculty member’s answers to the Check-In questions.



Faculty Mid-Year Progress Update, continued:

After clicking on the “Sign” task you will see an Acknowledgement Form. Select the “Check-In Forms” section on the left to read the faculty member’s answers to their Mid-Year Progress Update Check-In.

Acknowledgment Form Go to Evaluation Details >

TE Test Employee
Test Position

EVALUATION NAME: 2025-TestEmployee-Test Employee-Faculty Performance Planning and Evaluation
DUE DATE: Wed. Apr. 30, 2025

Sign

Acknowledgers

Role	Status	Status Date	Comment
TM Test Manager	Acknowledged	Fri. Jul. 12, 2024 3:54:56 PM	
TE Test Employee	Acknowledged	Mon. Jul. 15, 2024 9:26:00 AM	

Content

SECTIONS: REQUIRED FACULTY DUTIES, GOALS, **Check-In Forms**, ALL SECTIONS

COMPETENCY SECTION | TEXT ONLY
REQUIRED FACULTY DUTIES
All Faculty have performance expectations, duties, and responsibilities as defined in their job descriptions. Faculty will be rated on their ability to meet these expectations in addition to their goals established for the appraisal period. At the end of the appraisal period, the Faculty member will submit a self-rating (narrative) of how they met this competency. Their Dean will also provide comments as part of the rating process.

Name	Description

Content

SECTIONS: REQUIRED FACULTY DUTIES, GOALS, **Check-In Forms**, ALL SECTIONS

CHECK-IN SECTION | TEXT ONLY
Check-In Forms

By Test Employee

Test Employee Check-in Date: Jul. 15, 2024

Please describe your progress toward meeting your regular performance expectations and yearly goals in teaching and service.

This is where the faculty member describes their mid-year progress toward meeting their Annual Work Plan's performance expectations and goals in teaching and service.

Describe any changes to your Teaching and/or Service assignments since the start of the Performance Plan. If updates are needed to your goals, please describe why. If not applicable, type "N/A."

This is where the faculty member describes any changes to their teaching and/or service assignments since the start of their Annual Work Plan. If updates are needed to their goals, they would describe why.

Once you have reviewed the faculty member’s Mid-Year Progress Update Check-In, click “Sign” in the upper right corner of the screen to acknowledge you have done so.

After clicking the sign button, you will be given the opportunity to enter comments. Note: *This is only a signature step acknowledging you have received the faculty member’s Check-in.* Reserve any detailed comments relating to the faculty member’s Check-in for the next step, which is for you to complete a Mid-Year Check-in on the faculty member’s progress.

Sign Cancel **Submit**

Comments

Write comment here...

Please sign your name below

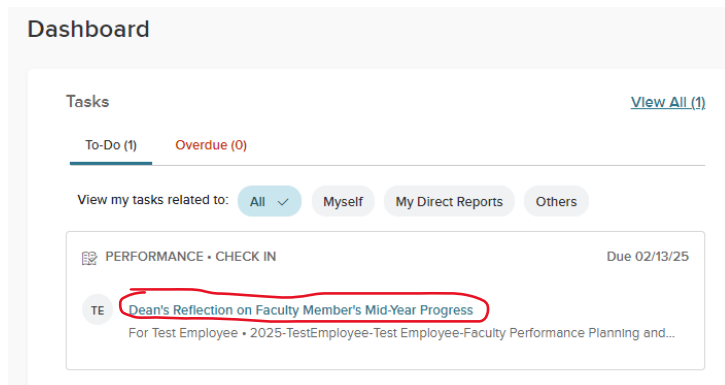
Test Manager

Test Manager July 15, 2024

Faculty Mid-Year Progress Update, continued:

Completing Mid-Year Progress Update on Faculty Member

After you sign acknowledging that you have reviewed the Mid-Year Progress Update Check-In submitted by the faculty member, you will immediately see a task to complete a Check-In reflecting on the faculty member's mid-year progress.

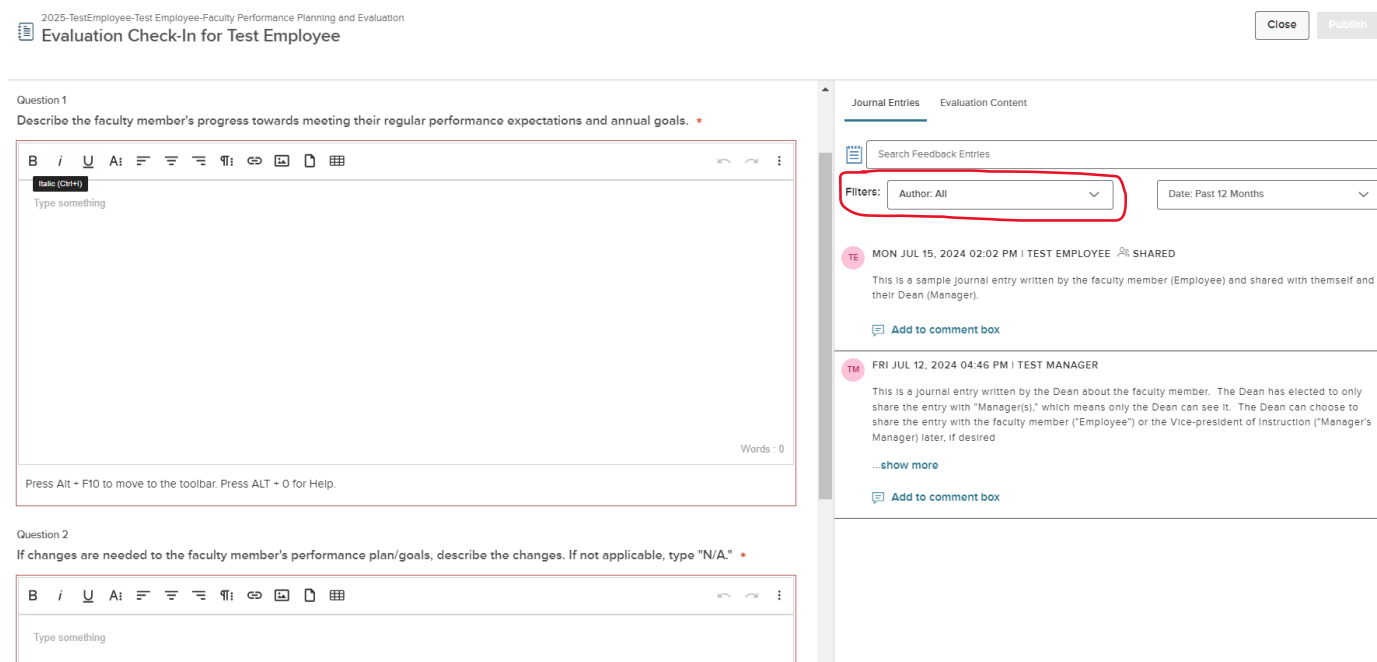


The screenshot shows a dashboard with a 'Tasks' section. Under 'To-Do (1)', there is a task titled 'PERFORMANCE - CHECK IN' due on 02/13/25. The task is associated with 'TE' and has a sub-task titled 'Dean's Reflection on Faculty Member's Mid-Year Progress' circled in red. Below the sub-task, it says 'For Test Employee • 2025-TestEmployee-Test Employee-Faculty Performance Planning and...'.

Click on the task to open the Check-In form. You will see two questions:

- 1) "Describe the faculty member's progress toward meeting their regular performance expectations and annual goals."
- 2) "If changes are needed to the faculty member's performance plan/goals, describe the changes. If not applicable, type 'N/A.'"

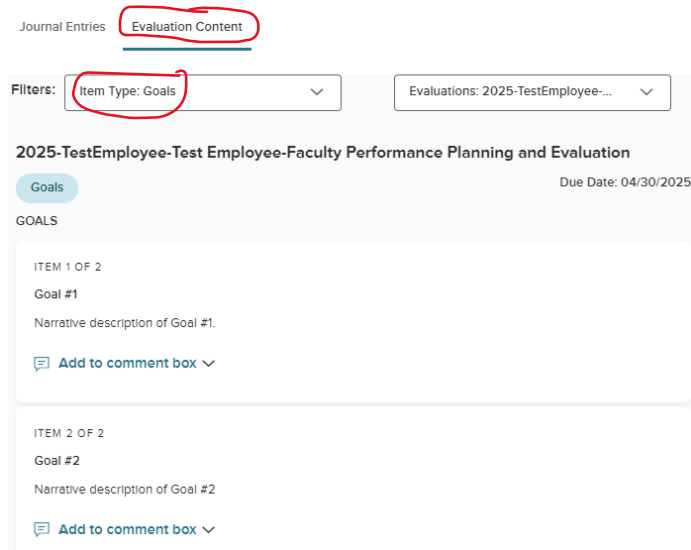
Before answering the questions, you can reference Journal Entries on the right side of the screen. In the example below, the "Author: All" filter has been selected, which shows a journal entry written by the Employee and shared with their Manager, and a journal entry written by the Manager about the Employee, but not shared. Content from the journal entries can be added to the Check-In text boxes by clicking on "Add to comment box," where it can be further edited.



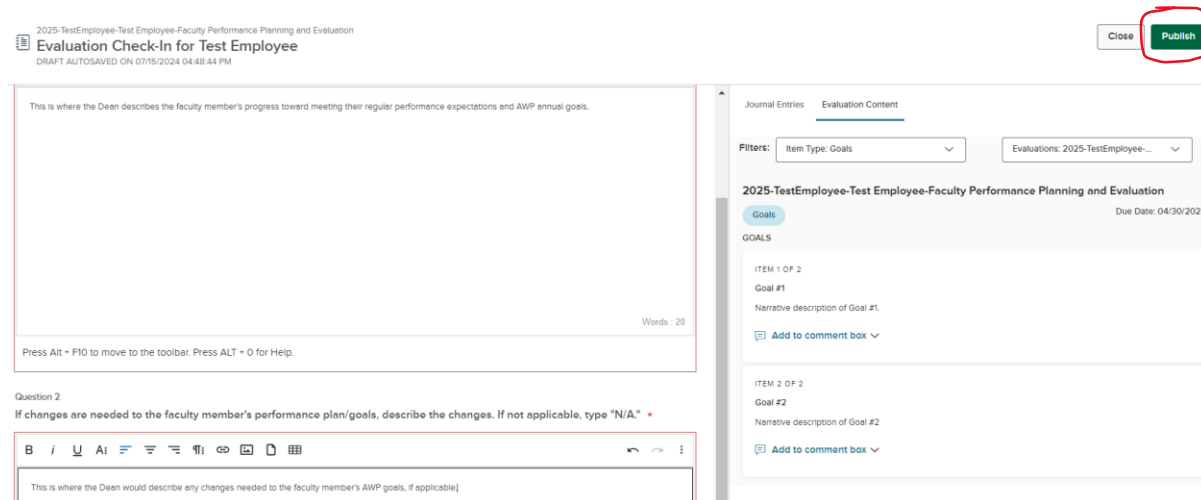
The screenshot shows the 'Evaluation Check-In for Test Employee' form. The 'Question 1' section asks to describe the faculty member's progress. Below the question is a rich text editor. To the right, the 'Journal Entries' panel is visible, showing a list of entries. The 'Filters' dropdown is set to 'Author: All', and the 'Date' filter is set to 'Past 12 Months'. Two journal entries are shown: one from the Test Employee (Employee) and one from the Test Manager (Manager). Both entries have an 'Add to comment box' button.

Faculty Mid-year Progress Update, continued:

You can also click on the “Evaluation Content” tab, then select “Goals” under the filter options to review the faculty member’s goals.



Enter your answers to the two Check-In questions and click “Publish.”



Faculty Member’s Acknowledgement of Dean’s Mid-Year Progress Check-in

After you click “Publish,” the Mid-Year Progress Check-In will be sent to the faculty member for viewing via a “Sign” task. You must meet with the faculty member in person to discuss their Mid-Year Progress Check-in.

The faculty member is required to sign off acknowledging receipt of their Mid-Year Progress Check-in. Their signature does not indicate agreement or disagreement with the Mid-Year Progress Check-in, only that they have received it. They have the option to add comments during the signature process.

If revisions are needed to the faculty member’s AWP, make the changes by following the steps described in [“Editing a Faculty Member’s Goals,”](#) or direct the faculty member to make the changes.

Continue to monitor the faculty member’s performance for the remainder of the AWP period. Enter journal entries as desired. The faculty member may submit optional goal updates, as well.

End-of-Year AWP Ratings Process

Faculty Self-Rating/Reflection

The first step in the End-of-Year AWP Ratings Process is for the faculty member to complete a “Self-Rating/Reflection.” In early March, the faculty member will be able to access their Self-Rating step. The Self-Rating process provides an opportunity for the faculty member to write narratives about how they accomplished their “Required Faculty Job Duties” as described in their job description, as well as how they accomplished each of their goals.

Dean Rating of Faculty Member

As soon as the faculty member completes their Self-Rating (which is due no later than March 31), you will see a task appear to begin their End-of-Year review.

The screenshot shows a task management interface. At the top, there are tabs for 'To-Do (1)' and 'Overdue (0)'. Below these are filters for 'View my tasks related to: All', 'Myself', 'My Direct Reports', and 'Others'. A task card is displayed with a star icon and the title 'PERFORMANCE - RATING' and a due date of 'Due 04/15/25'. The task itself is titled 'Rating For Test Employee's 2025-TestEmployee-Test Employee-Faculty Performance Planning and Evaluation' and is circled in red. Below the title is a sub-title: 'For Test Employee - 2025-TestEmployee-Test Employee-Faculty Performance Planning and Evaluation'.

Ratings Screen Overview

When you are ready to start the ratings process, click on the rating task. The ratings process for the faculty member’s AWP will open. On the left side of the page, you will see three rating sections: **Required Faculty Duties, Goals, and Overall Rating**. The Summary tab displays all the sections of the AWP ratings process. The first section displayed is the “Required Faculty Duties” section. This Guide will give instructions for starting with the Required Faculty Duties rating. If you prefer to start with the Goals section, you can click “Next Section” in the upper right, or click the “Goals” tab on the left.

The screenshot shows the ratings screen. On the left, there are three tabs: 'REQUIRED FACULTY DUTIES', 'GOALS', and 'Overall Rating'. The 'REQUIRED FACULTY DUTIES' tab is selected and circled in red. The main content area shows the 'REQUIRED FACULTY DUTIES' section with a sub-section 'Faculty Required Duties' that has 'no comment' written below it. There are navigation buttons for 'Previous Section' and 'Next Section'.

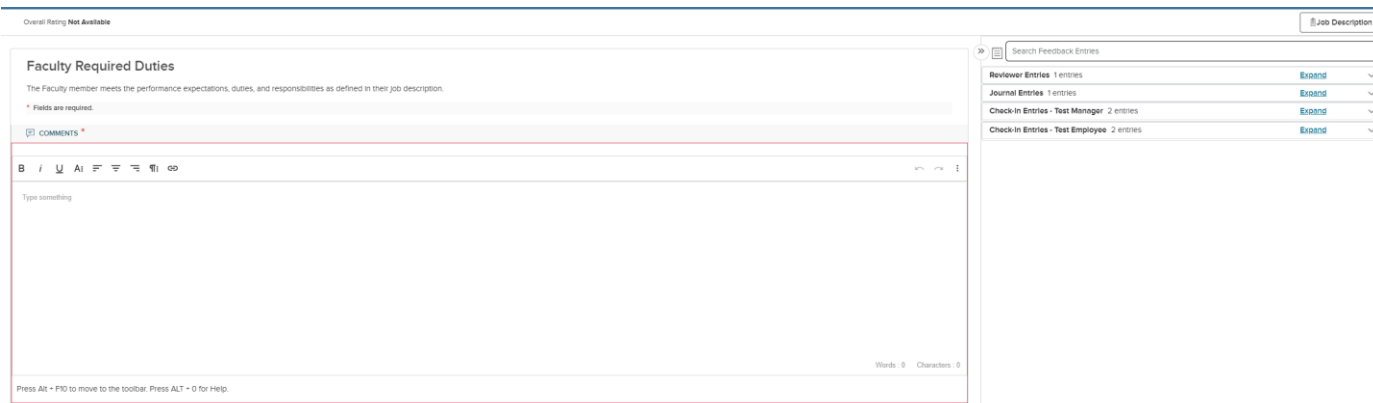
Faculty Required Duties Narrative

To begin rating the faculty member, click on the light green “Faculty Required Duties” section.

The screenshot shows the 'REQUIRED FACULTY DUTIES' section. At the top, it says 'COMPETENCY SECTION | TEXT ONLY'. Below that is the title 'REQUIRED FACULTY DUTIES' and a paragraph of text: 'All Faculty have performance expectations, duties, and responsibilities as defined in their job descriptions. Faculty will be rated on their ability to meet these expectations in addition to their goals established for the appraisal period. At the end of the appraisal cycle, the Faculty member will submit a self-rating (narrative) of how they met this competency. Their Dean will also provide comments as part of the rating process.' Below this is a light green box with the title 'Faculty Required Duties' and 'no comment' written below it. This box is circled in red.

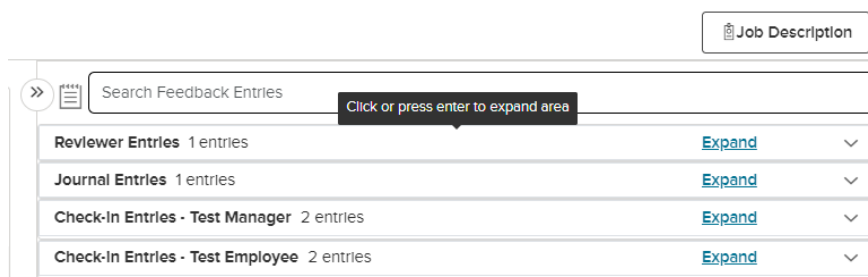
End-of-Year-AWP Ratings Process, continued:

After clicking on “Faculty Required Duties,” a screen will open for you to write a narrative about how the faculty member achieved their required duties as described in their job description (*do not describe goal achievement in this section, as an opportunity to do that will follow*).



Helpful Resources

There are several resources available on the right side of the screen to help you formulate your narrative about the faculty member’s performance: Job Description, Reviewer Entries, Journal Entries, and Check-in Entries. Each will be described next.

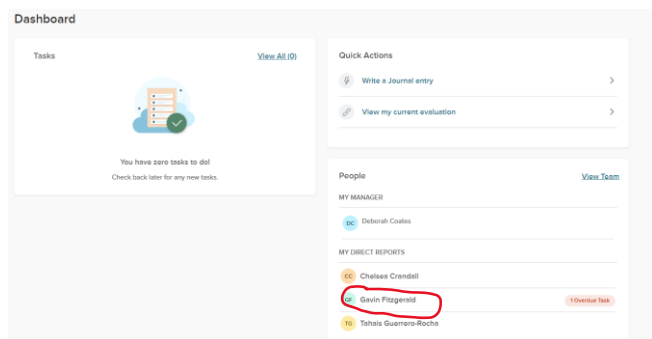


Job Description

Prior to writing your narrative on the “Faculty Required Duties,” you can click the “Job Description” button to review the faculty member’s job description. Note: the Job Description button is only available during the ratings process. However, both you and the faculty member can access the faculty member’s job description in PDF form at any time during the AWP process by going to their profile.

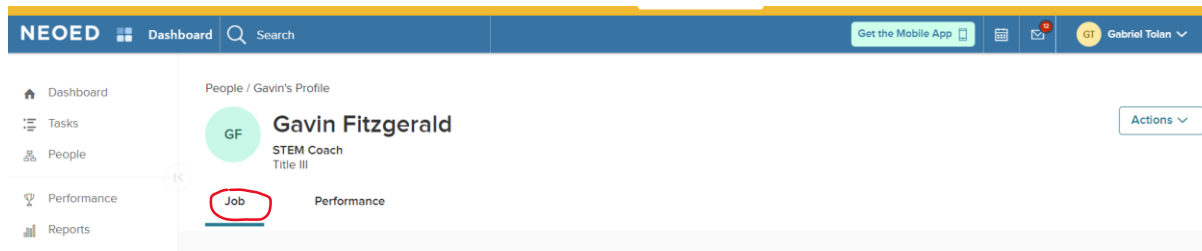
Accessing the Job Description from the Employee’s Profile

To access the faculty member’s job description from their profile page, go to your dashboard and click on their name in your list of direct reports.



End-of-Year-AWP Ratings Process, continued:

Click on the name of the person whose job description you would like to view. The view will default to the “Job” tab. Switch to the “Performance” tab.



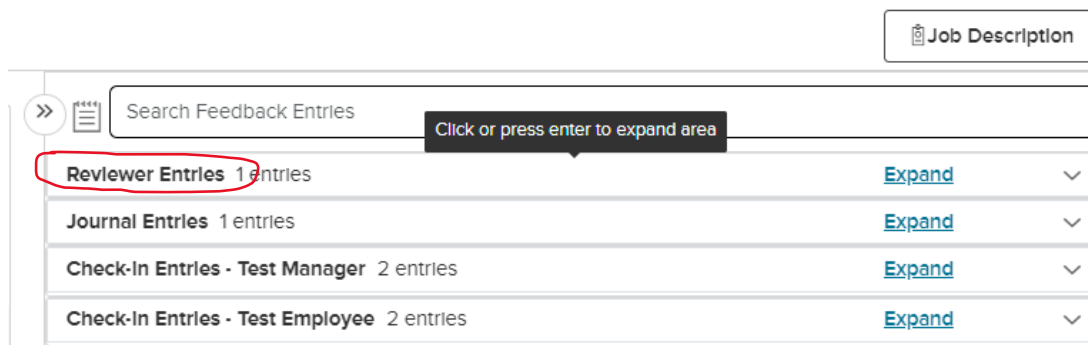
Under the Performance Tab, a link to a PDF of the Employee’s job description can be found under “Performance Documents.” Click on the link to download a PDF to read, print, and/or save.



If you do not see the faculty member’s job description included in NEOED, contact Human Resources to request a copy and request that it be added. You are encouraged to review the job description at least annually to ensure that it is accurate and up to date. If you see that revisions are needed, work with Human Resources to update it and have the latest version added to NEOED. If no job-specific job description is immediately available during the evaluation process, review the generic faculty job description in [Appendix 5](#) and work with Human Resources to develop a job description for the faculty member.

Reviewer Entries

To view the faculty member’s self-rating/reflection about how they performed their required job duties, expand the “Reviewer Entries” section.



End-of-Year-AWP Ratings Process, continued:

The following is an example of the expanded “Reviewer Entries” section relating to the “Faculty Required Duties” portion of the AWP rating process.

Reviewer Entries 1 entries [Collapse](#) ^

TE **Test Employee** None - Comments only
Self rater

This is where the faculty member enters their reflection on how they met faculty performance expectations, duties, and responsibilities as defined in their job description during the appraisal cycle.

Journal Entries

After expanding the Journal Entries section, click on “Author: All” to show entries written by you and any entries the employee shared with you. You can click “Add to Comment Box” to include the content in your rating reflection (it can be further edited once added.)

Journal Entries 2 entries [Collapse](#) ^

Filters: Author: All Date: Past 12 Months

TE MON JUL 15, 2024 02:02 PM | TEST EMPLOYEE SHARED
This is a sample Journal entry written by the faculty member (Employee) and shared with themselves and their Dean (Manager).
[Add to Comment Box](#)

TM FRI JUL 12, 2024 04:46 PM | TEST MANAGER
This is a journal entry written by the Dean about the faculty member. The Dean has elected to only share the entry with “Manager(s),” which means only the Dean can see it. The Dean can choose to share the entry with the faculty member (“Employee”) or the Vice-president of Instruction (“Manager’s Manager) later, if desired
...show more
[Add to Comment Box](#)

Check-In Entries

To review the Mid-Year Progress Update Check-In entry you wrote, expand the section by your name (in this example “Test Manager.”)

Check-In Entries - Test Manager 2 entries [Collapse](#) ^

Select one

If changes are needed to the faculty member's performance plan/goals, describe the changes. If not applicable, type "N/A."

TM **Test Manager**
7/15/24, 4:55 PM

This is where the Dean would describe any changes needed to the faculty member's AWP goals, if applicable.
[Add to Comment Box](#)

Describe the faculty member's progress towards meeting their regular performance expectations and annual goals.

TM **Test Manager**
7/15/24, 4:55 PM

This is where the Dean describes the faculty member's progress toward meeting their regular performance expectations and AWP annual goals.
[Add to Comment Box](#)

End-of-Year-AWP Ratings Process, continued:

Faculty Goals Narrative

If you clicked “Next” after completing the Faculty Required Duties narrative, the first goal will appear. Enter your narrative about how well the faculty member achieved their first goal. You can view the faculty member’s self-rating/reflection on their first goal under the “Reviewer Entries” section on the right. The Job Description, Journal Entries, Check-in Entries, and any optional Goal Progress Comments are also still viewable. When you are done with your narrative about the first goal, click “Next” to go to the next goal, “Previous” if you wish to go back to the Faculty Required Duties, or “Close” to stop and come back later.

GOAL SECTION GOALS

Overall Rating Not Available

DUE DATE: 04/29/2025
Goal #1
Narrative description of Goal #1.
* Fields are required.

COMMENTS *

This is where the Dean enters a narrative about the faculty member's performance meeting their first goal.

Reviewer Entries 1 entries [Collapse](#)

Test Employee Self rater None - Comments only

This is where the faculty member enters a narrative describing their success at fulfilling Goal #1.

Journal Entries 1 entries [Expand](#)

Check-In Entries - Test Manager 2 entries [Expand](#)

Check-In Entries - Test Employee 2 entries [Expand](#)

Goal Progress Comments 0 entries [Expand](#)

If you clicked “Next,” the second goal will appear. The faculty member’s reflection on their second goal will appear under “Reviewer Entries.” Enter your narrative about how the faculty member achieved their second goal in the Comments box. Continue the process until you have entered narratives about all the faculty member’s goals. After you have completed your narrative on the final goal (in this example, Goal #2), the options in the upper right corner will change to “Previous” (to go back), “To Overall Rating,” or “Close.”

GOAL SECTION GOALS

Overall Rating Not Available

DUE DATE: 04/29/2025
Goal #2
Narrative description of Goal #2.
* Fields are required.

COMMENTS *

This is where the Dean completes a narrative about how the faculty member achieved their second goal.

Reviewer Entries 1 entries [Collapse](#)

Test Employee Self rater None - Comments only

This is where the faculty member enters a narrative about their success in meeting Goal #2.

Journal Entries 1 entries [Expand](#)

Check-In Entries - Test Manager 2 entries [Expand](#)

Check-In Entries - Test Employee 2 entries [Expand](#)

Goal Progress Comments 0 entries [Expand](#)

End-of-Year-AWP Ratings Process, continued:

Overall Rating

When you have finished your narratives about the faculty member's performance relating to required faculty duties and their goals, the next step is to select an Overall Rating. The Overall Rating should be based on the faculty member's overall performance during the evaluation period. You may choose "Exemplary," "Commendable," or "Needs Improvement."

To review the definitions of the three levels of the rating scale, click on "Show descriptions" or go to [Appendix 2](#) in this Guide.

Rating Scale

Close

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.

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. They engage actively in service to the college,

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 in the Commendable or Exemplary ratings, 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.

End-of-Year-AWP Ratings Process, continued:

Select your Overall Rating for the Faculty Member and add the required comments justifying the rating. In the example below, an Overall Rating of “Commendable” was selected.

Overall Rating **Commendable**

Overall Rating

RATING SCALE *

Show descriptions >

- Exemplary
- Commendable**
- Needs Improvement

COMMENTS *

B i U A: [bullets] [align] [link]

This is where the Dean provides justification for why the Overall Rating was selected|

Once you have assigned the Overall Rating and made the required comments, select “Close” if you are ready to proceed. You also have the option of clicking “Previous” to go back and review other sections. **NOTE: Clicking “Close” does NOT submit the ratings.**



After clicking “Close,” you will be returned to a summary view of the evaluation. You will see checkmarks by each section, signifying their completion. It will default to the “Overall Rating” view. To view your narratives for the Required Faculty Duties or Goals sections, click on the applicable tab on the left. The “Summary” tab provides an overview of the entire evaluation.

< Go to Evaluation Details

Overall Rating **Commendable** **Submit Evaluation**

2025-TestEmployee-Test Employee-Faculty Performance Planning and Evaluation

< Previous Section | Next Section >

SECTIONS

- REQUIRED FACULTY DUTIES ✓
- GOALS ✓
- Overall Rating** ✓
- Summary

EVALUATION OVERALL SECTION | FACULTY 3 LEVEL RATING (NON-SCORED)

Overall Rating

Overall Rating

This is where the Dean provides justification for why the Overall Rating was selected. >

End-of-Year-AWP Ratings Process, continued:

Submitting the Evaluation

Following is the “Summary” view of the evaluation. You are still able to revise any sections by clicking on them. When you are satisfied with your narratives and overall rating, click “Submit Evaluation” in the upper right corner.

The screenshot shows a web interface for an evaluation summary. On the left, a sidebar lists sections: 'REQUIRED FACULTY DUTIES', 'GOALS', 'Overall Rating', and 'Summary' (which is highlighted with a red box). The main content area is titled 'COMPETENCY SECTION | TEXT ONLY' and 'REQUIRED FACULTY DUTIES'. It contains a text box for 'Faculty Required Duties' with a placeholder: 'This is where the Dean enters a narrative describing the faculty member's'. Below this is a 'GOALS' section with two goal cards. The first card is titled 'Goal #1' and has a due date of '04/29/2025'. The second card is titled 'Goal #2' and also has a due date of '04/29/2025'. In the top right corner, there is an 'Overall Rating: Commendable' and a 'Submit Evaluation' button, which is circled in red.

After clicking “Submit Evaluation,” a pop-up will appear. It will state that by clicking “Continue,” you confirm that your rating is complete and accurate. You will not be able to make further edits without administrator assistance. Clicking “Continue” sends the evaluation to your Supervisor (the faculty member’s Second-level Supervisor) for review and approval. **It will NOT be released to the faculty member until your Supervisor has approved it, after which you will complete a signature step.**

You're almost done!

By clicking certify and submit, you confirm that your rating is complete and accurate. Once your rating is submitted, you will no longer be able to make changes without administrator assistance.

Test Manager

Do you wish to continue?

Cancel **Continue**

After clicking “Continue,” you will receive confirmation that the evaluation has been submitted to your Supervisor for review. Click “Close.”

Success!



Your evaluation for **TEST EMPLOYEE** has been submitted.

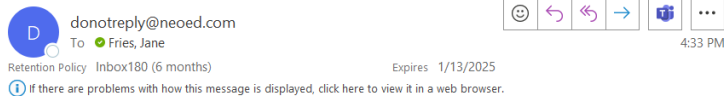
Close

End-of-Year-AWP Ratings Process, continued:

Second-level Supervisor Approval of Evaluation

After you submit the faculty member's evaluation, your Supervisor (the faculty member's Second-level Supervisor) will receive an email alerting them that they have a task to **approve OR disapprove** the ratings.

Test Manager has Rated evaluation 2025-TestEmployee-Test Employee-Faculty P...



EXTERNAL MAIL: donotreply@neeed.com: Do not click links or open attachments unless you recognize the sender and know the content is safe. Please contact your college IT Help Desk if you have any questions

NEOED

Kindly [Approve/Disapprove & Sign](#) the Performance Evaluation ratings of **Test Employee** for the Evaluation **2025-TestEmployee-Test Employee-Faculty Performance Planning and Evaluation**.

Employee:	Test Employee
Evaluation:	2025-TestEmployee-Test Employee-Faculty Performance Planning and Evaluation
Due Date:	4/30/2025

The Second-level Supervisor will also see a task due on their dashboard (even though it doesn't state "disapprove" in the task title, it is still an option once the task is opened).

Tasks

[View All \(1\)](#)

To-Do (1) Overdue (0)

View my tasks related to: All Myself My Direct Reports Others

PERFORMANCE - APPROVAL Due 04/20/25

TE [Approve and Sign 2025-TestEmployee-Test Employee-Faculty Performance Plan...](#)
For Test Employee • 2025-TestEmployee-Test Employee-Faculty Performance Plan...

When the Second-level Supervisor clicks on the task link (either in the email or from the To-Do Task List), it will take them to an overview of the faculty member's evaluation. The Second-level Supervisor may click "Approve & Sign" or "Deny." The first section is the "Ratings Summary." Both the faculty member and Dean are listed. The faculty member is listed because they completed a self-rating. However, only the Dean was allowed to assign an overall rating.

Approval Form

[Go to Evaluation Details](#)

TE Test Employee
Test Position

EVALUATION NAME: 2025-TestEmployee-Test Employee-Faculty Performance Planning and Evaluation

DUPLICATE DATE: Wed. Apr. 30, 2025

[Approve & Sign](#) [Deny](#)

Ratings Summary

	Overall Rating
TE Test Employee Test Position	Commendable
TM Test Manager Test Position	Commendable

End-of-Year-AWP Ratings Process, continued:

Scrolling down, the next section the Second-level Supervisor will see is the Required Faculty Duties. They will be able to view the self-rating/reflection submitted by the faculty member, as well as your narrative.

SECTIONS	Collapse All Sections ^	
REQUIRED FACULTY DUTIES	Collapse Section ^	
GOALS	REQUIRED FACULTY DUTIES	
Overall Rating	All Faculty have performance expectations, duties, and responsibilities as defined in their job descriptions. Faculty will be rated on their ability to meet these expectations in addition to their goals established for the appraisal period. At the end of the appraisal cycle, the Faculty member will submit a self-rating (narrative) of how they met this competency. Their Dean will also provide comments as part of the rating process.	
Check-In Forms	Faculty Required Duties	
ALL SECTIONS	The Faculty member meets the performance expectations, duties, and responsibilities as defined in their job description.	
	<p>TE Test Employee</p> <p>TM Test Manager</p>	<p>This is where the faculty member enters their reflection on how they met faculty performance expectations, duties, and responsibilities as defined in their job description during the appraisal cycle.</p> <p>This is where the Dean enters a narrative describing the faculty member's performance relating to Faculty Required Duties.</p>

The same is true of the Goals section, which follows next.

GOAL SECTION TEXT ONLY		Collapse Section ^
GOALS		
The Faculty member enters UP TO FIVE GOALS that go beyond the minimum requirements of their job description. [Instructions: Click "Add Goals," then select the LAST option, "New Goal." Select the MCC Strategic Plan Category (Student Access, Student Success, Teaching Excellence, Community Success, or Operational Effectiveness) that is most applicable for each goal. Provide a detailed description of each goal and how it aligns with the strategic objective.] Once submitted, the Dean reviews and approves the goals. At mid-year, the Faculty member will provide an update on their progress toward meeting their goals, and has an opportunity to modify them, if needed. At the end of the performance cycle, the Faculty member will complete a self-rating (narrative) about their goals achievements. The Faculty member's final rating will be based on performance of all job responsibilities as well as the quality (not quantity) and execution of their goals in instruction and service.		
Goal #1		DUE DATE: 04/30/2025
Narrative description of Goal #1.		
TE Test Employee		This is where the faculty member enters a narrative describing their success at fulfilling Goal #1.
TM Test Manager		This is where the Dean enters a narrative about the faculty member's performance meeting their first goal.
Goal #2		DUE DATE: 04/30/2025
Narrative description of Goal #2.		
TE Test Employee		This is where the faculty member enters a narrative about their success in meeting Goal #2.
TM Test Manager		This is where the Dean completes a narrative about how the faculty member achieved their second goal.

Your Overall Rating and justification follow the Goals section.

EVALUATION OVERALL SECTION FACULTY 3 LEVEL RATING (NON-SCORED)	
Overall Rating	
TM Test Manager	This is where the Dean provides justification for why the Overall Rating was selected.

Lastly, the Mid-Year Progress Update Check-Ins are available for review.

CHECK-IN SECTION TEXT ONLY	Collapse Section ^
Check-In Forms	
By Test Employee, Test Manager	
Test Employee	Check-in Date: Jul. 15, 2024
Please describe your progress toward meeting your regular performance expectations and yearly goals in teaching and service.	
This is where the faculty member describes their mid-year progress toward meeting their Annual Work Plan's performance expectations and goals in teaching and service.	
Describe any changes to your Teaching and/or Service assignments since the start of the Performance Plan. If updates are needed to your goals, please describe why. If not applicable, type "N/A."	
This is where the faculty member describes any changes to their teaching and/or service assignments since the start of their Annual Work Plan. If updates are needed to their goals, they would describe why.	
Test Manager	Check-in Date: Jul. 15, 2024
Describe the faculty member's progress towards meeting their regular performance expectations and annual goals.	
This is where the Dean describes the faculty member's progress toward meeting their regular performance expectations and AWP annual goals.	
If changes are needed to the faculty member's performance plan/goals, describe the changes. If not applicable, type "N/A."	
This is where the Dean would describe any changes needed to the faculty member's AWP goals, if applicable.	

End-of-Year-AWP Ratings Process, continued:

If, after reviewing the evaluation, the Second-level Supervisor selects “Deny,” a comment box will open for them to explain why.

Deny Cancel Submit

* Fields are required.

TM Test Manager
Test Position

* Comments

This is where the Second-level Supervisor explains why the ratings and/or comments for the Employee's appraisal are being denied.

After the Second-level Supervisor clicks “Submit,” you will see the Ratings task appear on your To-Do list again. You will NOT have to start over with ratings. Instead, make the modifications requested and submit the evaluation again. The Second-level Supervisor will then review the updated evaluation. If it is now acceptable, the Second-level Supervisor will click “Approve & Sign.” They may enter final comments before submitting the approval.

Approve & Sign Cancel Submit

Comments

The Second-level Supervisor can make comments here about approving the appraisal.

Please sign your name below

Jane Fries

Jane Fries June 28, 2024

[Auto-generate](#) [Draw signature](#)

Dean Signature & Evaluation Release to Faculty Member

After the Second-level Supervisor has approved the faculty member’s evaluation, you will receive a “Sign” task.

Tasks [View All \(1\)](#)

To-Do (1) Overdue (0)

View my tasks related to: All Myself My Direct Reports Others

PERFORMANCE - EVALUATION Due 04/21/25

TE Sign 2025-TestEmployee-Test Employee-Faculty Performance Planning and Evaluation for Test Employee
For Test Employee - 2025-TestEmployee-Test Employee-Faculty Performance Planning and Evaluation

End-of-Year-AWP Ratings Process, continued:

Click on the “Sign” task. You will see the same overview of the completed evaluation that the Second-level Supervisor did. If you wish to see any comments made by the Second-level Supervisor when they signed, click “View Other Approvers.” Click “Sign” to acknowledge that the evaluation is ready to be released to the faculty member.

Acknowledgment Form Go to Evaluation Details >

TE Test Employee
Test Position

Evaluation Name: 2025-TestEmployee-Test Employee- Faculty Performance Planning and Evaluation

Due Date: Wed, Apr. 30, 2025

Sign

Ratings Summary View Other Approvers >

	Overall Rating
TE Test Employee Test Position	Overall Rating Commendable
TM Test Manager Test Position	Overall Rating Commendable

SECTIONS Collapse All Sections -

REQUIRED FACULTY DUTIES Collapse Section

COMPETENCY SECTION | TEXT ONLY

REQUIRED FACULTY DUTIES

All Faculty have performance expectations, duties, and responsibilities as defined in their job descriptions. Faculty will be rated on their ability to meet these expectations in addition to their goals established for the appraisal period. At the end of the appraisal cycle, the Faculty member will submit a self-rating (narrative) of how they meet this competency. Their Dean will also provide comments as part of the rating process.

Faculty Required Duties

The Faculty member meets the performance expectations, duties, and responsibilities as defined in their job description.

TE Test Employee This is where the faculty member enters their reflection on how they met faculty performance expectations, duties, and responsibilities as defined in their job description during the appraisal cycle.

TM Test Manager This is where the Dean enters a narrative describing the faculty member's performance relating to Faculty Required Duties.

After clicking “Sign,” you can enter any final comments. Then click “Submit.”

Sign Cancel **Submit**

Comments

Write comment here...

Please sign your name below

Test Manager

Test Manager July 18, 2024

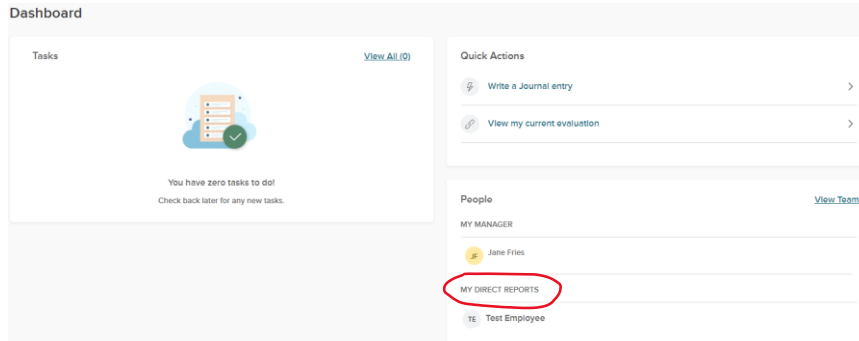
IMPORTANT: Once you click “Submit,” the evaluation will be released to the faculty member. They will receive a “Sign Task,” which allows them access to view their evaluation. You must schedule a time to review the evaluation with the faculty member in person.

Note: The faculty member is required to sign acknowledging receipt of the evaluation. By signing, they do not indicate agreement or disagreement with the content of the evaluation. However, they do have the option of adding comments to the signature. They may also initiate a [Dispute Resolution Process](#).

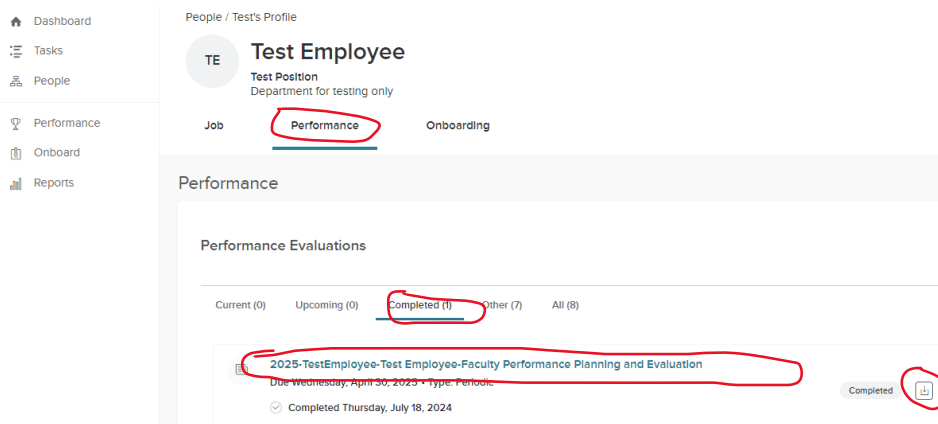
Printing/Saving the Completed Evaluation

Once the faculty member has signed off on the evaluation (i.e., the evaluation steps in NEOED have been completed), you can print and/or save a PDF version.

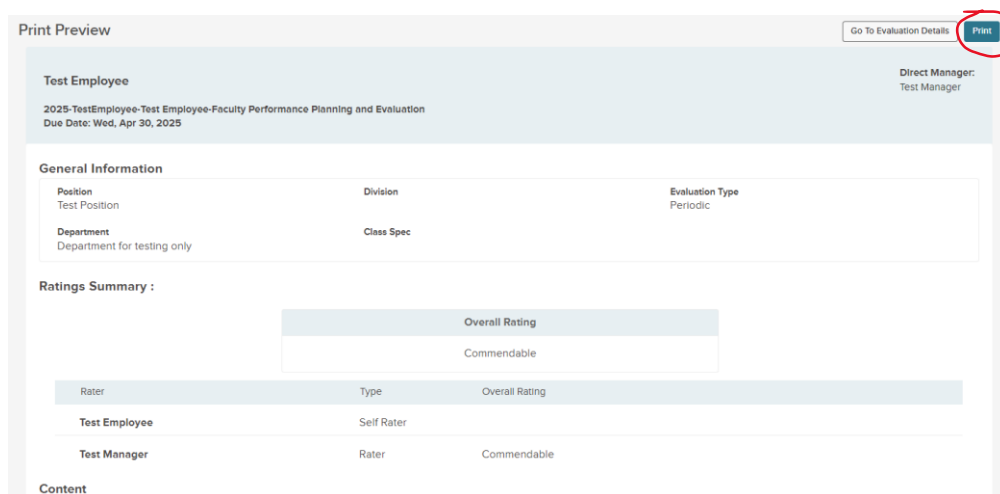
To print and/or save the faculty member's evaluation, go to your main dashboard and select the faculty member's name listed under "My Direct Reports."



Click on the Performance tab, then the "Completed" section. You can click on the link to the evaluation or use the "download" symbol.



A print preview of the evaluation will open. Click "Print" in the upper right to download a PDF version.

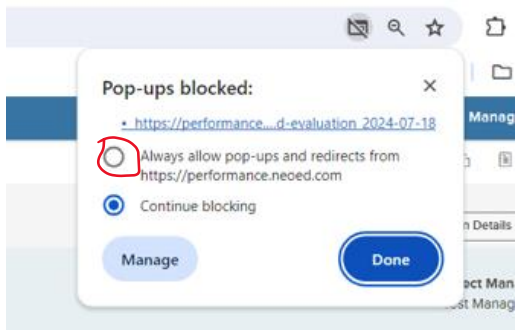


Printing/Saving the Completed Evaluation, continued:

You may receive notice that the pop-up was blocked.



If this happens, right click on the icon and change the setting to “always allow pop-ups . . .”



Once the pop-up blocker is removed, you will see a PDF version of the evaluation appear.



Performance Improvement Plans/Corrective Action

Only faculty members whose performance rating is “Commendable” or above are eligible for salary increases. If a faculty member receives a “Needs Improvement” Overall Rating, a Performance Improvement Plan is warranted. Performance Improvement Plans should be created and managed outside of NEOED in conjunction with the Human Resources Department.

Dispute Resolution Process

If the faculty member disagrees with their evaluation and/or rating, they may submit documentation in writing (outside of NEOED) to you and the Human Resources Department. This document can also be attached electronically to the employee’s evaluation in NEOED.

Per SP 3-31, a faculty member may also petition for a review of the evaluation report. These guidelines may include a requirement that the faculty member seek to resolve the dispute informally with a Dean or Vice President before a review by the President. Once the President reviews and makes a final determination, the process is final. Check with the Human Resources Department for more details about MCC’s Dispute Resolution Process relating to Faculty evaluations.

APPENDICES

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

- Link to CCCS System Policy SP 3-31 Faculty Performance Procedure ([Appendix 1](#))
- Definition of performance ratings ([Appendix 2](#))
- List of MCC Strategic Plan Objectives ([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 SP 3-31 provides guidelines for evaluating faculty job performance. The definitions of performance for Exemplary, Commendable, and Needs Improvement ratings are included, but are also listed in [Appendix 2](#).

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

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.

Appendix 2, continued:

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 (MCC Strategic Plan Objectives)

MCC develops strategic objectives and strategies as part of its Strategic Plan. Faculty goals should ultimately contribute to achieving these objectives.

For more information and details, see the Morgan Community College Strategic Plan for Fall 2018-December 2024, located on the MCC website <https://www.morgancc.edu/about-mcc/mission-vision-values/>

The 2018-2023 plan (extended to December 2024) includes the following:

1. Student Access
 - a. Develop Relevant Programs
 - b. Outreach to Underserved Populations
 - c. Financial Support for Students

Appendix 3, continued:

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

Appendix 4, continued:

“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 as 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 evaluations?

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.

Appendix 4, continued:

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. 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)

The 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.

Appendix 5, continued:

Generic 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 the 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, 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. Administers 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 makes 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.

Appendix 5, continued:

- 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 Services 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.*

Generic Lead Faculty Job Description

Position Title: Lead Faculty

Reports 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

Appendix 5, continued:

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 the Dean of Workforce Development and the Dean of General Education & Health Sciences to be used by part time instructors.

Qualifications:

- Employment as a full-time faculty member within the appropriate academic discipline at Morgan Community College.