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TO: Dr. Monty Sullivan
LCTCS President
THROUGH: Joseph F. Marin
Vice President of Operations
FROM: Gena Doucet
Chief Human Resources and Development Officer
DATE: March 31, 2023
SUBJECT: Review and Advisement: New Faculty Performance Evaluation – Policy #6.502

Accepted
APPROVED
4/12/23
LCTCS BOARD OF SUPERVISORS

FOR BOARD REVIEW AND ADVISEMENT

Recommendation: Staff recommends that the board accept for review and advisement the attached new Policy #6.502, Faculty Performance Evaluation.

Background: The last time this policy was revised was in 2003. Many things have changed in the LCTCS in the past 20 years necessitating an update to the faculty evaluation policy and evaluation instrument. After a year and a half review of this policy by several college functional peer groups, the policy and evaluation instrument have been updated. Changes that were agreed upon allow for an appropriate, fair, and consistent evaluation tool across the system. Such things as burden of proof for ratings above and below the rating of 3, job expectations, and professional growth, which provides for a more objective instrument. The purpose is that the LCTCS colleges use this instrument while developing expectations from each faculty member in accordance with the colleges respective mission and goals.

History of Prior Actions: This policy was originally drafted in March of 2001 and updated in March 2003.

Benefits to System: The proposed policy ensures that the LCTCS colleges use the same instrument for all faculty members employed throughout the system.

Signature of Monty Sullivan

Approved for Distribution to the Board
Dr. Monty Sullivan, President

April 12, 2023
Date

LOUISIANA COMMUNITY & TECHNICAL COLLEGE SYSTEM

Policy # ~~16.045502~~

Title: FACULTY PERFORMANCE EVALUATION

~~AND IMPACT ON SALARY INCREASES~~

Authority: Board Authority	Original Adoption:	TBA
	Effective Date:	TBA
	Last Revision:	TBA

Louisiana Community and Technical College System (LCTCS) and the LCTCS Board of Supervisors require annual performance evaluations for each faculty of the LCTCS and its member colleges. The performance management process represents a continuous process of planning, communication, evaluation, development, and recognition and reward between the faculty and the supervisor.

Performance evaluations are an important tool to assist management in making a wide range of employment decisions (e.g. promotion, reassignment). Although there is not direct link between the evaluation and salary, the results can be considered in making salary decisions. Salary increases will primarily be merit-based; however, the LCTCS Board may authorize other modes of salary increase, as deemed necessary, with appropriate supporting justification.

I. PERFORMANCE EVALUATIONS

The annual performance evaluation provides an opportunity to formally review each faculty. The performance evaluation represents an agreement between the faculty and supervisor of the critical functions which must be performed and how well the faculty is meeting expectations. Supervisors must strive to provide a fair and accurate representation of the faculty's performance. Supervisors are evaluated, in part, on how well they manage the performance of their employees.

A. Employees Evaluated

All faculty of LCTCS' ~~and its~~ member colleges are covered under this policy.

B. Frequency of Evaluations

An annual performance evaluation must be conducted for all ~~unclassified staff~~ faculty of LCTCS' ~~and its~~ member colleges.

C. Evaluations Forms

LCTCS' ~~and all its~~ member colleges shall use the same standardized ~~faculty unclassified staff~~ evaluation and planning forms ~~as approved by the LCTCS Board of Supervisors~~. Each college shall develop the standard expectations to align with the mission and values of the college.

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D. Evaluation Process

All evaluations shall include a rating scale along with a comments section for the justification of said rating. Comments are required for each section. The performance evaluation shall:

1. Be reviewed and discussed with the ~~employee~~ faculty member by the supervisor
2. Be dated and signed by the ~~employee~~ faculty member and the supervisor

All rating of “needs improvement” or “unsatisfactory” ~~shall~~ required a written performance improvement plan.

I. IMPACT ON SALARY INCREASES

Salary increases for ~~employees~~ faculty of the LCTCS ~~and its~~ member colleges will be based on performance and the appropriate level of responsibilities.

A. Performance Rating

Consideration for a salary increase will be given to those ~~faculty employees~~ that receive an overall performance rating of “meets expectations” and above. In no instance will a salary increase, or promotion be granted to a ~~faculty n-employee~~ member with a rating of “needs improvement” or “unsatisfactory”.

B. Current Evaluation on File

Performance evaluations must be completed no more than one year prior to the recommended salary increase.

C. Across the Board Increases

Salary increases will not be awarded across-the-board, without prior LCTCS Board of Supervisors approval.

D. Actively Working and Current Evaluation on File

No merit increase shall be granted a ~~faculty member n-employee~~ out on leave for a period beyond 12 weeks (the maximum allowed under the Family and Medical Leave Act) until such time as the ~~faculty employee~~ member has (1) returned to work for a minimum of six months, and (2) has received a “meets expectations” or above performance rating.

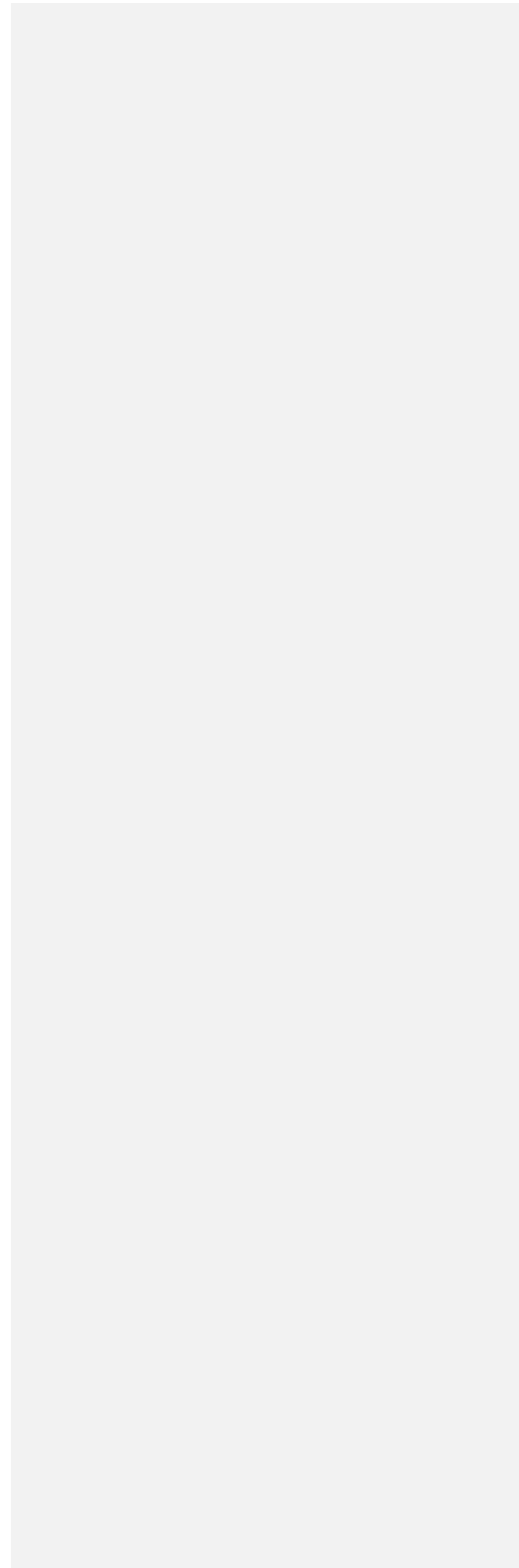
E. Limitation of Increases

~~-~~ Merit increases shall be based on the salary in place the day prior to the effective date of the merit increase.

1. No merit increase shall be granted a ~~faculty member n-employee~~ employed for a period of less than six months, or
2. No merit increase shall be granted a ~~faculty member n-employee~~ who has received a salary increase of any type within six months prior to the effective date of the merit increase; unless justification has been provided by ~~_~~ the Chancellor and the ~~LCTCS System~~ President has approved such for recommendation to the ~~LCTCS~~ Board of Supervisors.

Notwithstanding the above, performance evaluations and salary increases for classified employees are subject to the regulations of the Louisiana Department of State Civil Service.

| Please see policy specific to ~~unclassified faculty~~unclassified staff for those requirements.



Course Observation

Faculty Member's Name: _____ Academic Year: _____

Observer: _____ Date of Observation: _____

Course being Observed: _____

Type of course (lecture, lab, online, etc.): _____

I. Structure and Goals

Describe the evidence of planning and organization in the instructor's presentation. Describe the various instructional elements (lecture, LMS material, video(s), handouts, etc.) effectively integrated.

II. Subject Matter and Instruction Sequence

Give a description of how the instructor presents the subject matter. Was the information presented clearly and easily accessible? How does the instructor support the student's learning? Does the instructor use a variety of strategies?

III. Instructor-Student Rapport

Describe the instructor interaction with students. Does the instructor show fair and equitable concern for all students? Does the course material seem to be well received by the students? Do students receive clear answers to their questions? Is there any evidence that students are engaged?

IV. General

Give a brief description of the instructor's overall effectiveness as a teacher. During the observation, what strengths did the instructor demonstrate?

What, if any, are some areas that may need improvement?

Faculty Member's Signature: _____ Date: _____

Observer's Signature: _____ Date: _____

Louisiana Community and Technical College System Full-Time Teaching Faculty Evaluation

Faculty Member's Name: _____

Academic Year: _____

Department: _____

Present Rank: _____

Years of Service at Institute: _____

Part A: Job Expectations

Upon meeting all the requirements for a full-time teaching employee including all supporting documentation, the faculty member will receive a score of 3 (Meets Expectations) for part A. If a faculty member does not meet the criterion of a full-time teaching employee, the faculty member's immediate supervisor must provide disciplinary evidence (documentation in the form of disciplinary actions as outlined by LCTCS Policy 6.014 and the Institutional Disciplinary Policy) that corresponds with the resulting score of 1 (Unsatisfactory) or 2 (Needs Improvement).

Support Documentation Needed:

- Course Observation
- All State Mandated Trainings completed before submission of evaluation (Code of Ethics Training, Sexual Harassment Training, etc.)
- Other institutional specific requirements/documentation
- Faculty Professional Growth Form (FPGF) and accompanying Evidence (At the discretion of the faculty member)

I. TEACHING AND DIRECT INSTRUCTIONAL ACTIVITIES (*As Applicable*):

(INSERT all base level faculty/job expectations as outlined by faculty contract set by the institution)

I have met the college's faculty expectations.

Faculty Member Signature: _____ Date _____

II. SERVICE TO STUDENTS, DEPARTMENT, DIVISION OR COLLEGE, COMMUNITY (*As Applicable*):
(INSERT all base level faculty/job expectations as outlined by faculty contract set by the institution)

I have met the college's faculty expectations.

Faculty Member Signature _____ Date _____

III. PROFESSIONAL DEVELOPMENT:
(INSERT all base level faculty/job expectations as outlined by faculty contract set by the institution)

I have met the college's faculty expectations.

Faculty Member Signature _____ Date _____

IV. LEADERSHIP (As Applicable):

(INSERT all base level faculty/job expectations as outlined by faculty contract set by the institution)

I have met the college's faculty expectations.

Faculty Member Signature _____ Date _____

Part B: Faculty Professional Growth Form

It is the right of the faculty member to choose to complete the Faculty Professional Growth Form by providing evidence of any accomplishments of goals/achievements outside and beyond the basic job duties as outlined in Part A. The faculty member will utilize the Faculty Professional Growth Form (FPGF) to establish an evaluation rating that demonstrates more than just Meets Expectations (3). The Faculty Professional Growth Form (FPGF) is a *living document* and may be edited throughout the academic year until the point of submission.

The total points earned are the following:

- 0.5 point towards the overall score
 - Complete 2 goals/achievements
- 1 point toward the overall score
 - Completed 4 goals/achievements
- 1.5 points towards the overall score
 - Complete 6 goals/achievements
- 2 points towards overall score
 - Completed 8 goals/achievements
 - OR
 - Complete 1 goal/achievement of outstanding scope/effectiveness*

* The quality of the scope of each goal will be set by the discretion of the supervisor/institution.

Important Note:

1. Part A will not be negatively affected by a score of zero on Part B.
2. Failure to achieve a score of 3 in Part A will negate all progress made by the FPGF.

Rating Categories for Evaluations

5 – Outstanding - In order to receive this rating, the faculty member must make exceptional contributions to teaching and learning, service work, and/or professional development. These contributions must go beyond the expectations of the full-time faculty job description.

3.5 – 4.5– Exceeds Expectations – This rating indicates that the faculty member performs beyond the faculty's expectations in several areas, and that this performance has been documented.

3 – Meets Expectations – Based on this rating, the faculty member is meeting job expectations satisfactorily.

2 – Needs Improvement – Based on the rating, certain areas of the evaluation need to be addressed. There is a job-related issue that has surfaced over the past year which needs to be addressed in the coming year. There must be at least one written notification with formal documentation of counseling sessions.

1 – Unsatisfactory – According to this rating, the faculty member’s performance is not at an appropriate level of quality. It is unlikely that the situation for this employee will improve or that it will only be temporary issue. There have been multiple written notifications with formal documentation of counseling sessions.

**The overall evaluation score will be calculated by adding both Part A and Part B together.
A faculty member will not have to complete a PGP to receive a score of 3 (Meets Expectations).**

Part A Score	+	Part B Score	=	Overall Evaluation Rating
	+		=	

Comments:

Faculty’s Signature: _____ **Date** _____

Supervisor Signature: _____ **Date:** _____

Dean and/or Academic Vice Chancellor Signature: _____ **Date:** _____

Faculty Professional Growth Form (FPGF) for LCTCS Full-time Faculty

Faculty Member's Name: _____

Academic Year: _____

Department: _____

Present Rank: _____

Years of Service at Institute: _____

Instructions:

1. **At the beginning of the Academic Year**, all faculty members who elect to be eligible for a 3.5 or higher must submit their draft of a Faculty Professional Growth Form (FPGF) to the appropriate supervisor. The faculty member and supervisor should discuss and agree upon what would constitute as appropriate evidence for the proposed meritorious intentions. To finalize the FPGF for the academic year, the faculty member will schedule a meeting with the immediate supervisor. If a faculty member elects to be eligible for FPGF at a later point in the academic year, they will need to schedule a meeting with their immediate supervisor to complete the process before the end of the academic year. **The Faculty Professional Growth Form (FPGF) is a *living document* and may be edited throughout the academic year until the point of submission.**
2. **During the evaluation conference**, the goal/achievement should be explained in a brief manner, as well as the outcome. When experimenting for the purpose of improving instruction, it is not necessary to document "success." A statement of what new methodology, approach, technique, etc., has been tried and evaluated is needed. A key element of this process is the discussion or dialogue between the faculty member and the immediate supervisor with the purpose of continuing to improve both student and faculty advancement and success.

The total points earned are the following:

- 0.5 point towards the overall score
 - Complete 2 goals/achievements
- 1 point toward the overall score
 - Completed 4 goals/achievements
- 1.5 points towards the overall score
 - Complete 6 goals/achievements
- 2 points towards overall score
 - Completed 8 goals/achievements
 - OR
 - Complete 1 goal/achievement of outstanding scope/effectiveness*

* The quality of the scope of each goal will be set by the discretion of the supervisor/institution.

I. TEACHING AND DIRECT INSTRUCTIONAL ACTIVITIES

GOAL/ ACHIEVEMENT
Objective(s)
Resources Needed
Assessment Method
Results-

II. SERVICE TO STUDENTS, DEPARTMENT, DIVISION AND/OR COLLEGE, AND COMMUNITY

GOAL/ ACHIEVEMENT
Objective(s)
Resources Needed
Assessment Method
Results-

III. PROFESSIONAL DEVELOPMENT

GOAL/ACHIEVEMENT
Objective(s)
Resources Needed
Assessment Method
Results-

IV. LEADERSHIP

GOAL/ACHIEVEMENT
Objective(s)
Resources Needed
Assessment Method
Results-

Faculty's Signature _____ Date _____

Dept. Chair/Dean Signature _____ Date _____

PERFORMANCE IMPROVEMENT PLAN (PIP) FORM

FOR FACULTY EVALUATION

Faculty's Name: _____

Academic Year: _____

Department: _____

1. Supervisor's identification of the area(s) needing improvement:

- Teaching and Direct Instructional Activities
- Service to Students, Department, Division, or College
- Professional Development/Leadership

Please describe in detail the area(s) needing improvement and how they should be addressed: (Attach the documentation)

2. Timeline for addressing area(s) needing improvement:

- One semester
- Two semesters
- Other: _____

3. Faculty's plan for addressing the area(s) needing improvement:

4. Supervisor's assessment of the completion of the performance improvement plan at the end of the timeline:

Comments:

I have met the faculty member and discussed their performance improvement plan.

Supervisor's Signature: _____

Date: _____

I have met with the Supervisor and discussed my performance improvement plan.

Faculty member Signature: _____

Date: _____

Signature: Gena Doucet
Gena Doucet (Apr 3, 2023 13:56 CDT)
Email: genadoucet@lctcs.edu

Signature: Joseph J. Marin
Joseph J. Marin (Apr 3, 2023 15:11 CDT)
Email: jmarin@lctcs.edu











I.11.Policy 6.502 R&A Faculty Performance Evaluation

Final Audit Report

2023-04-04

Created:	2023-04-03
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