



Faculty - Annual Performance Evaluation

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Your Success, Our Priority

At our institution, we believe that open communication and clear expectations are key to personal and professional success. The performance evaluation process is designed to celebrate achievements, provide constructive feedback, and help each employee thrive in their role.

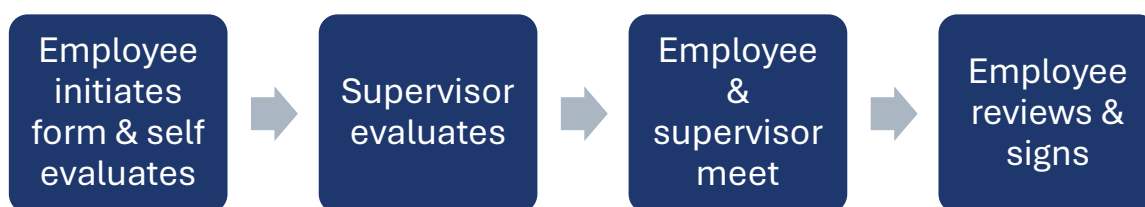
Introduction

The performance evaluation process is an important opportunity for employees and managers to reflect on accomplishments, identify areas for growth, and set clear goals for the future. This document provides step-by-step guidance to ensure evaluations are completed accurately, consistently, and in alignment with institutional expectations. Following these instructions will help ensure that the process is fair, constructive, and supportive of professional development for all employees.

Why This Matters

Performance evaluations are more than just a yearly requirement—they are a tool for fostering communication, recognizing contributions, and creating a shared understanding of expectations. When completed thoughtfully, they help employees feel valued, managers make informed decisions, and the organization maintain a culture of continuous improvement.

Process




Self-Evaluation

The performance evaluation entails setting an agreed-upon baseline of competencies and goals for the upcoming year. Throughout the process, the department chair or dean and the faculty member work together to identify the core skills, behaviors, and performance expectations that will serve as the foundation for the evaluation process. Clear goals are established to align the employees' contributions with institutional strategic initiatives.

This step is critical because it creates a shared understanding of what success looks like, provides measurable benchmarks for progress, and ensures fairness and consistency in how performance will be assessed. Documenting these expectations up front reduces ambiguity later in the year and helps both the faculty member and department chair or dean stay accountable.

It is important to note that all comments, goals, and competencies recorded in the evaluation will be visible to all parties who view the evaluation. For this reason, comments should be written clearly, professionally, and with the understanding that they become part of the official performance record.



Faculty Evaluation & Goals		
Today's Date October 2, 2025	Faculty or Staff * <input checked="" type="radio"/> Faculty <input type="radio"/> Staff	Tenure * <input type="radio"/> Tenure <input checked="" type="radio"/> On Tenure Track <input type="radio"/> No Tenure Track
Name	Badger ID	Email
Department Chair's Name * Q	Department Chair's Badger ID	Department Chair's Email
Does this faculty/staff have management responsibilities? * <input type="radio"/> Yes <input checked="" type="radio"/> No		Job Title * Taken from your latest LOA

Employee Details

Employee completes the following fields:

Faculty or Staff: select the appropriate classification

Supervisor Name: input the department chair or dean name

Management Responsibilities: select 'Yes' if the employee manages people and budgets

Job Title: input the employee's job title

Faculty Competencies

All faculty will self-evaluate themselves on competencies related to teaching, professional development, and service.


Example:

1. Lifelong Learning: How do you model a commitment to lifelong learning for your students and colleagues?
1. Response * enter response here
1. Goals, results, action plan * enter goals, results, and/or action plans here

2. Developing Teaching: How have you used professional development opportunities to improve your teaching?
2. Response * enter response here
2. Goals, results, action plan * enter goals, results, and/or action plans here

Managerial Competencies

If the faculty member manages people or budgets, the faculty should have selected 'Yes' on the Management Responsibilities question on the Employee Details page.


Managerial Competency 1 - Conflict Resolution (Initial)
Facilitates communication; Maintains impartiality; Applies negotiating skills; Prevents conflicts from escalating; Brings conflicts to resolution. *
...
Managerial Competency 1 - Comments
Provide supporting comments for your rating, including specific examples or outcomes where possible. enter comments here

Managerial competencies will be rated on a three-point scale.

Goal #1
Goal 1 - Snow College Strategic Initiatives *
...
Goal 1 - Describe your goal. * enter description here

Faculty are required to describe two goals and align them with the College’s Strategic Initiatives. A third, fourth, and fifth goal is optional.

...
...
<p>Ensure Positive and Sustainable Growth in ENROLLMENT, Retention, Completion, and Graduation</p> <p>Empower Students with Durable Skills and WORKFORCE READINESS</p> <p>Strengthen Institutional Capacity and OPERATIONAL EXCELLENCE</p>

Once the required goals have been input, the faculty will click the “Submit” button to submit the self-evaluation.

Department Chair/Dean Tasks

After the faculty member submits the evaluation, the manager will receive a Kualu task via email.

<p>Subject: Your APPROVAL is requested: Employee Evaluation & Goals - Supervisor's Evaluation Approval</p>
<p>S</p>
<p>Hello Tim,</p> <p>Your attention is required</p>
<p>Form Name: EMPLOYEE EVALUATION & GOALS</p> <p>Step Name: SUPERVISOR'S EVALUATION APPROVAL</p> <p>Your Action: APPROVAL</p>
<p>Begin Review</p>
<p>This email was automatically generated.</p>

The department chair or dean will begin their review of the faculty evaluation.

Managerial competencies will require the supervisor to either “Agree” or “Disagree” with the faculty’s rating and leave a comment if the supervisor disagrees with the employee’s evaluation.

Employee Competency #1 - Supervisor's Review

Employee Competency #1 - Supervisor's Response *

☐ Agree

☐ Disagree

Employee Competency #1 - Supervisor's Comments *


enter comments here

Once all competencies and goals have been reviewed, the department chair or dean will sign the form and click “Approve” to move the form forward to the next step.

Supervisor's Review

I acknowledge that I have reviewed the list of competencies presented in this form and believe they are in alignment with the institutional goals.

Supervisor's Signature *



Supervisor's Comments

enter comments here

The department chair or dean will then meet with the faculty to discuss the evaluation. During this meeting the form may be updated to reflect any changes discussed. To complete this step, the supervisor will “Mark Complete” in the Kuali task.

Final Steps

To finish the evaluation, the faculty will receive a Kuali task to do a final review of the evaluation. The faculty should review the evaluations for any changes that were made during the meeting with the department chair or dean and sign the evaluation. They will then click “Approve” to complete the process and initiate final notifications.

The faculty member and department chair or dean will then receive a PDF attachment in a Kuali email of the finalized evaluation.

Guidelines for Writing Comments

1. Be Clear and Purposeful

- State upfront that the evaluation is meant to recognize strengths and guide development (not just judge).
- Keep in mind that faculty want feedback that connects to professional growth in teaching, professional development, and service.

2. Focus on Behaviors, Not Personality

- Comment on what the faculty member did, not who they “are.”
- Example: Instead of “You’re disorganized,” write “Course materials were often posted late, which made it harder for students to prepare.”

3. Be Specific and Evidence-Based

- Use examples: “In the spring seminar, student evaluations highlighted your engaging discussion style.”
- Avoid vague phrases like “needs improvement” without context.

4. Balance Strengths and Areas to Improve

- Acknowledge what they do well (“Strong record of student mentorship”).
- Add a forward-looking suggestion: “Consider developing a structured advising guide for graduate students.”

5. Connect to Impact

- Show how behaviors affect outcomes.
- Example: “Your interdisciplinary research collaborations have raised the department’s profile.”
- Example: “Limited participation in committee work has placed more burden on colleagues.”

6. Use Developmental, Future-Oriented Language

- Phrase feedback as a path forward.
- Example: “Expanding your use of active learning strategies could further improve student engagement.”
- Avoid dwelling only on past problems.

7. Keep Tone Collegial and Respectful

- Remember, these are peers in an academic setting. Write comments as if you were advising a colleague.
- Constructive tone fosters openness, while harsh phrasing may create defensiveness.

8. Organize Feedback by Category

- Teaching
- Professional development
- Service/Committees