

Faculty Performance Evaluation Redevelopment – Recommendation

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In the spirit of shared governance, this taskforce team was organized to examine and enhance the existing faculty performance evaluation process. We considered the following areas: performance areas/competencies, ratings, evaluation period, evaluation timeline, approval flow.

1. Performance Areas/Competencies

Current Competencies	Recommended Competencies
Teaching/Librarianship	Teaching and Student Mentoring
Scholarship	Scholarship
Service	Service and Institutional Engagement
Administrative	Administrative Responsibilities
	Professionalism

Introduction: The administration recognizes that there are numerous differences in terms of what constitutes effective performance across types of faculty, disciplines, and colleges, such that every faculty member's job expectations are unique. Therefore, the descriptions below should be regarded as non-exhaustive, both in the sense that not all faculty are expected to engage in all listed activities, and there may be activities that contribute to evaluation which are not explicitly listed. We encourage raters to refer to these as common examples, and to justify ratings with specifics in writing.

Competencies	Description
Teaching and Student Mentoring	<ul style="list-style-type: none">• Designs and delivers effective courses aligned with program learning outcomes• Integrates research, industry practices, and evidence-based teaching methods• Stays current with educational technologies and innovative practices• Creates learning environments supportive of all students• Contributes to curricular development and program assessment• Promotes student development and career planning through scholarly and professional opportunities• Connects students with industry and academic networks• Mentors undergraduate, graduate, and postdoctoral scholars effectively
Scholarship	<ul style="list-style-type: none">• Conducts research and scholarly work that advances the field

	<ul style="list-style-type: none"> • Seeks and secures external funding from appropriate sources (recognizing that funding availability varies by discipline) • Publishes in peer-reviewed venues and presents at conferences • Builds collaborations with industry, government, and academia • Supports technology transfer, patents, and commercialization where applicable • Upholds research integrity and ethical standards • Provides student research opportunities
Service and Institutional Engagement	<p>Internal Service</p> <ul style="list-style-type: none"> • Serves on departmental, college, and/or university committees • Engages in faculty governance and collaborative decision-making • Mentors junior faculty and supports faculty development • Supports development and institutional advancement initiatives • Actively contributes to the advancement of the campus community, department, and academic programs <p>External and Professional Service</p> <ul style="list-style-type: none"> • Serves as a reviewer for publications, funding agencies, and/or professional organizations • Serves on editorial boards, society committees, or advisory panels • Evaluates programs, accreditation, or tenure/promotion cases externally • Organizes conferences, workshops, or professional development events • Consults for government, industry, or non-profit organizations <p>Public Engagement</p> <ul style="list-style-type: none"> • Participates in outreach, public education, and research communication • Serves on community advisory boards or professional organizations
Administrative Responsibilities	<p>Leadership</p> <ul style="list-style-type: none"> • Provides strategic direction for department, center, or program • Builds cross-departmental and external partnerships • Supports faculty development and fosters a positive work environment • Represents the unit within the institution and externally <p>Management</p>

	<ul style="list-style-type: none"> • Manages budgets, personnel, and facilities effectively • Ensures accountability for unit outcomes • Coordinates operations and resource allocation Administration <ul style="list-style-type: none"> • Develops and implements policies and procedures to advance unit goals • Manages required documentation and compliance processes • Balances administrative responsibilities with ongoing scholarly activity
Professionalism	Professional Communication and Collaboration <ul style="list-style-type: none"> • Communicates, collaborates, and problem solves professionally and respectfully with colleagues, students, and staff • Contributes to a collegial, supportive work environment Responsiveness and Accessibility <ul style="list-style-type: none"> • Responds to colleague and student inquiries in a timely manner • Maintains appropriate accessibility consistent with role expectations • Participates in scheduled meetings or provides advance notice when unable to attend Professional Growth and Feedback <ul style="list-style-type: none"> • Receptive to constructive feedback from colleagues, supervisors, and students • Demonstrates commitment to continuous improvement Compliance <ul style="list-style-type: none"> • Completes required institutional training by established deadlines • Adheres to institutional policies, procedures, and deadlines, e.g., grades and assessment reports • Reports compliance concerns appropriately • Maintains required certifications/credentials (if applicable)

2. Ratings

Current Rating Scale (4-point scale)	Recommended Rating Scale (5-point scale)
Exceeds Expectations	Significantly Exceeds Expectations
Satisfactory	Moderately Exceeds Expectation
Needs Improvement	Meets Expectations
Unsatisfactory	Needs Moderate Improvement
Not Applicable	Needs Significant Improvement

	Not Applicable
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Recommended Rating Scale (5-point scale)	Rating Value	Brief Description (included in Workday)
Significantly Exceeds Expectations	5	Far exceeds the normal expectations in most or all elements of the competency. Truly outstanding performance that results in extraordinary and exceptional accomplishments with significant contributions to the objectives of the department, division, or University. This rating requires specific examples.
Moderately Exceeds Expectation	4	Performance is above the expected level or requirement. Exceeds satisfactory in some elements of the competency or has shown aptitude outside of core area. Consistently generates results above those expected of the position. Contributes in a superior manner to innovations both technical and functional.
Meets Expectations	3	Performance is consistently acceptable and meets expectations in all elements of the competency. Good performance allowing core position requirements to be successfully fulfilled.
Needs Moderate Improvement	2	Performance is below expectations in some elements of the competency and work requires guidance and monitoring. This rating requires specific examples.
Needs Significant Improvement	1	Performance is significantly below expectations in most or all elements of the competency. Work requires a high degree of supervision, correction, and direction. Needs improvement to continue position and/or employment. Immediate action is required. This rating requires specific examples.
Not Applicable	-	This is not an aspect of the faculty member's job.

Detailed descriptions are defined for each rating below. These will be used in job aids and when conducting training for managers and end users.

Rating Scale	Detailed Description (included in Job Aids/Training)
Significantly Exceeds Expectations	<ul style="list-style-type: none"> • Consistently, or across all elements of the competency, delivers results that exceed established goals and standards • Demonstrates exceptional expertise and innovation in their field as compared to their peers • Takes initiative to drive significant improvements and positive change • Serves as a role model and mentor to others • Makes exceptionally meaningful contributions that have broad impact on Florida Tech and/or their profession/field • Anticipates challenges and proactively develops solutions • Demonstrates leadership that inspires and elevates others • Receives external recognition for excellence in their profession/field
Moderately Exceeds Expectation	<ul style="list-style-type: none"> • Occasionally, or across some elements of the competency, delivers results that exceed established goals and standards • Demonstrates growing expertise and innovation in their field • Takes initiative to improve processes and contribute beyond core responsibilities • Adapts well to changing priorities and challenges • Shows continuous professional growth and development
Meets Expectations	<ul style="list-style-type: none"> • Achieves most or all established goals and performance standards • Demonstrates necessary competence in core job functions • Shows understanding of position requirements and Florida Tech policies • Demonstrates adequate professional knowledge and skills • Responds appropriately to feedback and guidance • Maintains acceptable quality standards in work output
Needs Moderate Improvement	<ul style="list-style-type: none"> • Occasionally, or in some elements of the competency, needs improvement to meet goals and performance standards • Occasionally, or in some elements of the competency, does not demonstrate necessary capability/capabilities • Occasionally fails to show understanding of position requirements and Florida Tech policies • Occasionally, or in some elements of the competency, does not demonstrate adequate professional knowledge and skills • Occasionally, or in some elements of the competency, does not respond appropriately to feedback and guidance • Occasionally, or in some elements of the competency, does not maintain acceptable quality standards in work output

Needs Significant Improvement	<ul style="list-style-type: none"> • In most or all elements of the competency, needs improvement to meet goals and performance standards • In most or all elements of the competency, does not demonstrate necessary competence • Often fails to show understanding of position requirements and Florida Tech policies • In most or all elements of the competency, does not demonstrate adequate professional knowledge and skills • In most or all elements of the competency, does not respond appropriately to feedback and guidance • In most or all elements of the competency, does not maintain acceptable quality standards in work output
Not Applicable	<ul style="list-style-type: none"> • The performance area is outside the scope of the faculty member's job duties • The faculty member has not had opportunity to demonstrate performance in this area during the evaluation period • Role-specific circumstances make evaluation in this area inappropriate • The faculty member is in a specialized position where certain standard performance areas do not apply

3. Evaluation Period

- a. Recommend shifting evaluation period from calendar year (January 1 to December 31) to fiscal year (July 1 to June 30)
 - i. Pros of shifting to fiscal year
 1. Inherent workload in higher education aligns with fiscal year vs. calendar year
 2. Academic calendar better aligns with fiscal year
 3. Budget operates on a fiscal year
 4. Board budget approval for subsequent fiscal year occurs each June. Board would be assured our fall enrollment could support the budget for January increases

4. Evaluation – Timeline

April 1, 2026	Self-evaluation due July 31, 2026
August 1, 2026	First level manager reviews due Aug. 31, 2026
September 1, 2026	Next level manager reviews due Sept. 25, 2026
October 2, 2026	All approvals due and evaluations finalized

5. Approval Flow

- a. Current approval flow
 - i. Faculty member completes self-evaluation
 - ii. Manager evaluates faculty member
 - iii. Faculty member acknowledgment
 - iv. Manager acknowledgment
 - v. Dean reviews and approves
 - vi. Evaluation complete
- b. Recommended approval flow
 - i. Faculty member completes self-evaluation
 - ii. Manager evaluates faculty member
 - iii. Manager's manager approval
 - iv. Manager acknowledgement (if needed)
 - v. Faculty member acknowledgment
 - vi. Manager acknowledgment
 - vii. Evaluation complete