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### Performance Evaluations - A Clear Translation

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“Performance evaluations”—these words can strike fear and dread in the hearts of faculty and department chairs alike. In a *Journal of Higher Education* review of the book *Evaluating, Improving, and Judging Faculty Performance in Two-year Colleges* (2000, Miller, Finley, and Vancko) writer Jon Wergin notes that community college performance assessment tends to be “bureaucratic and managerial rather than focused on the academic and professional development of the faculty” (2002.) At San Jacinto College, our goal is to make faculty evaluations formative rather than merely judgmental. However, despite the best efforts of our HR Department and administration to articulate exactly the criteria against which faculty will be measured, a number of gray areas remained. How do faculty members show that they demonstrate the College Values? How important is the Individual Performance Plan? How much College Service should faculty perform? What kinds of Professional Development do they need? And, most important, what are the standards for excellent Teaching? Each year, faculty performance ratings at evaluation time seemed to be moving targets because faculty and chairs had only general descriptions of criteria with which to work. Challenges included a problematic time line for the evaluation process and the difficulty of articulating the teaching portion of the evaluation. One year, after an English Department workshop on creating grading rubrics for writing assignments, I had a lightbulb moment: create a faculty performance rubric that more closely mirrors the ones our English faculty create when they are evaluating student writing. Articulate clear criteria and assign a specific value to each one, just as faculty do. Our professors understand exactly how rubrics work. It’s only logical to apply that same assessment tool to their own performance evaluations. This presentation discusses the general standards we use at San Jacinto College to evaluate faculty and how I now measure faculty performance against a clear and transparent rubric that reflects those standards. During the Q&A period, participants will have the opportunity to discuss creating a rubric of their own, based on the performance management standards of their institution.