

## Relationship Excellence - Faculty

**Relationship Excellence** encompasses the employee's ability to effectively partner with internal and external stakeholders utilizing thoughtful communication, personal responsibility, active listening, empathy, respect, and collaboration.

Rating	Behavior Examples
Exceeds Expectations	<p>Behavior examples, all employees:</p> <ul style="list-style-type: none"><li>• Consistently engages with others to identify shared interest, experiences, or other common ground</li><li>• Consistently responds promptly and in a professional manner</li><li>• Consistently takes into consideration different communication styles</li><li>• Consistently demonstrates an effort to build community</li><li>• Consistently maintains a professional and courteous attitude toward others</li><li>• Consistently fosters relationships with students, staff, and faculty to support student learning goals</li></ul>
Meets Expectations	<p>Behavior examples, all employees:</p> <ul style="list-style-type: none"><li>• Frequently engages with others to identify shared interest, experiences, or other common ground</li><li>• Frequently responds promptly and in a professional manner</li><li>• Frequently takes into consideration different communication styles</li><li>• Frequently demonstrates an effort to build community</li><li>• Frequently maintains a professional and courteous attitude toward others</li><li>• Frequently fosters relationships with students, staff, and faculty to support student learning goals</li></ul>

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Progressing	<p>Behavior examples, all employees:</p> <ul style="list-style-type: none"><li>• Is still developing the skills and knowledge in Relationship Excellence and is expected to meet or exceed over time</li><li>• Sometimes responds promptly and/or is occasionally abrupt or rude in communications</li><li>• Learning to take into consideration different communication styles</li><li>• Learning skill to demonstrate an effort to build community</li><li>• Learning to maintain a professional and courteous attitude toward others</li><li>• Learning to foster relationships with students, staff, and faculty to support student learning goals</li></ul>
Needs Improvement	<p>Behavior examples, all employees:</p> <ul style="list-style-type: none"><li>• Inconsistently tries to communicate with others to identify shared interest, experiences, or find common ground</li><li>• Rarely responds promptly and/or is often abrupt or rude in communications</li><li>• Rarely takes into consideration different communication styles</li><li>• Rarely demonstrate an effort to build community</li><li>• Rarely maintains a professional and courteous attitude toward others</li><li>• Rarely fosters relationships with students, staff, and faculty to support student learning goals</li></ul>

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<p>Does Not Meet Expectations</p>	<p>Behavior examples, all employees:</p> <ul style="list-style-type: none"><li>• Makes no effort to communicate with others to identify shared interest, experiences, or other common ground</li><li>• Does not respond promptly and/or is abrupt or rude in communications</li><li>• Often finds fault and is critical of others</li><li>• Does not take into consideration different communication styles</li><li>• Does not demonstrate an effort to build community</li><li>• Does not demonstrate a professional and courteous attitude toward others</li><li>• Does not foster relationships with students, staff, and faculty to support student learning goals</li></ul>
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## Service Excellence - Faculty

**Service Excellence** consistently aligns the culture and quality of our service in order to embrace our organization and department missions. Service Excellence enables greater work satisfaction and allows for more time focused on opportunities in which to advance YC.

Rating	Behavior Examples
Exceeds Expectations	<p>Behavior examples:</p> <ul style="list-style-type: none"> <li>• Consistently attends professional organization, district, College, and division/department meetings</li> <li>• Consistently participates as a member of a professional organization, college, division, or department committee; task force; or work group including search committees</li> <li>• Consistently participates and/or leads curriculum development, instructional innovation (including SLOA and/or assessment projects), and professional activities</li> <li>• Consistently advises current and potential students informally (e.g., writing letters of recommendation), including advising student organizations</li> <li>• Consistently participates as a faculty mentor through the provisional faculty process</li> <li>• Consistently supports other full-time and adjunct faculty by providing advice, guidance, and support, including classroom observation and feedback</li> <li>• Consistently communicates with Advising including utilizing the Early Alert process and registration through roster review and last-day-of-attendance reporting</li> <li>• Consistently meets with prospective students at various locations to support college recruitment and marketing efforts</li> <li>• Consistently communicates with professional, business, and community service organizations</li> <li>• Consistently participates in local articulation discussions and on statewide ATF as assigned</li> <li>• Officially sponsors a student club, student organization, directed study or official research project/internship</li> </ul>

### Service Excellence - Faculty

<p style="text-align: center;">Meets Expectations</p>	<p>Behavior examples:</p> <ul style="list-style-type: none"> <li>• Frequently attends district, College, and division/department meetings</li> <li>• Frequently participates as a member of a college, division, or department committee; task force; or work group including search committees</li> <li>• Frequently participates and/or leads curriculum development and instructional innovation, including SLOA and/or assessment projects</li> <li>• Frequently advises students informally</li> <li>• Frequently informally mentors other full-time and adjunct faculty by providing advice, guidance, and support, including classroom observation and feedback</li> <li>• Frequently communicates with Advising including utilizing the Early Alert process and registration through roster review and last-day-of-attendance reporting</li> <li>• Frequently meets with prospective students at various locations to support college recruitment and marketing efforts</li> <li>• Frequently communicates with professional, business, and community service organizations</li> <li>• Frequently participates in local articulation discussions and on statewide ATF as assigned</li> </ul>
<p style="text-align: center;">Progressing</p>	<p>Behavior examples:</p> <ul style="list-style-type: none"> <li>• Semi-regularly attends district, College, and division/department meetings</li> <li>• Occasionally participates as a member of a college, division, or department committee; task force; or work group including search committees</li> <li>• Is still developing effective participation and/or leadership ability in curriculum development and instructional innovation, including SLOA and/or assessment projects</li> <li>• Is still learning how to advise students informally</li> <li>• Is still learning how to mentor other full-time and adjunct faculty by providing advice, guidance, and support, including classroom observation and feedback</li> <li>• Inconsistently communicates with Advising including utilizing the Early Alert process and registration through roster review and last-day-of-attendance reporting or doesn't yet understand processes or their importance</li> </ul>

## Service Excellence - Faculty

	<ul style="list-style-type: none"> <li>• Irregularly or ineffectively meets with prospective students at various locations to support college recruitment and marketing efforts</li> <li>• Starting to participate in local articulation discussions and on statewide ATF as assigned</li> </ul>
Needs Improvement	<p>Behavior examples:</p> <ul style="list-style-type: none"> <li>• Often misses district, College, and division/department meetings</li> <li>• Sporadically participates as a member of a college, division, or department committee; task force; or work group including search committees</li> <li>• Ineffectively participates and/or doesn't lead curriculum development and instructional innovation, including SLOA and/or assessment projects</li> <li>• Often fails to advise students informally</li> <li>• Often fails to or ineffectively mentors other full-time and adjunct faculty by providing advice, guidance, and support, including classroom observation and feedback</li> <li>• Often fails to support Advising Early Alert or other registration processes through roster review and last-day-of-attendance reporting</li> <li>• Irregularly meets with prospective students at various locations to support college recruitment and marketing efforts</li> <li>• Rarely participates in local articulation discussions and on statewide ATF as assigned</li> </ul>
Does Not Meet Expectations	<p>Behavior examples:</p> <ul style="list-style-type: none"> <li>• Does not attend district, College, and division/department meetings</li> <li>• Fails to participate as a member of a college, division, or department committee; task force; or work group including search committees</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Fails to participate or lead curriculum development and instructional innovation, including SLOA and/or assessment projects or undermines these activities</li><li>• Fails to advise students informally</li><li>• Does not participate in mentoring other full-time and adjunct faculty by providing advice, guidance, and support, including classroom observation and feedback</li><li>• Does not support Advising Early Alert or other registration processes through roster review and last-day-of-attendance reporting</li><li>• Does not meet with prospective students at various locations to support college recruitment and marketing efforts</li><li>• Does not participate in local articulation discussions and on statewide ATF</li><li>• Does not sponsor service learning, internship projects, and/or student activities such as clubs and organizations</li></ul> |
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## Learning Excellence - Faculty

**Learning Excellence** reflects and demonstrates the employee's commitment to improving teaching and learning both inside and outside the classroom.

Rating	Behavior Examples
Exceeds Expectations	<p>Behavior examples:</p> <ul style="list-style-type: none"> <li>• Consistently completes additional education, attends seminars, presents at a conference, and/or publishes in field</li> <li>• Proactively recommends and provides support to students through integrated learning core support services</li> <li>• Researches, recommends, creates, and/or participates in innovative teaching pedagogy</li> <li>• Shares innovative teaching pedagogy with others in multiple teaching modalities</li> <li>• Consistently demonstrates the willingness to consider the views, cultural differences, and diverse experiences of students and other college stakeholders through attending various diversity, equity, inclusion and belonging events/trainings</li> </ul>
Meets Expectations	<p>Behavior examples:</p> <ul style="list-style-type: none"> <li>• Completes YC Required Training by the due date</li> <li>• Frequently completes additional education, attends seminars and/or conferences</li> <li>• Recommends and provides support to students through integrated learning core support services when needed</li> <li>• Uses innovative teaching pedagogy</li> <li>• Frequently demonstrates the willingness to consider the views, cultural differences, and diverse experiences of students and other college stakeholders through attending various diversity, equity, inclusion and belonging events/trainings</li> </ul>
Progressing	<p>Behavior examples:</p> <ul style="list-style-type: none"> <li>• Completes YC Required training later than due date, but before end-of-year performance evaluation</li> <li>• Infrequent involvement in additional education, attends seminars and/or conferences</li> <li>• Is not yet aware of support for students through integrated learning core support services when needed</li> <li>• Is still learning about innovative teaching pedagogy</li> <li>• Learning the ability to consider the views, cultural differences, and diverse experiences of students, and other college stakeholders through starting to attend various diversity, equity, inclusion and belonging events/trainings</li> </ul>



## Learning Excellence - Faculty

Needs Improvement	<p>Behavior examples:</p> <ul style="list-style-type: none"><li>• Completes YC Required Training after multiple reminders from supervisor</li><li>• Minimal involvement in additional education, attends seminars and/or conferences</li><li>• Inconsistently recommends support for students through integrated learning core support services when needed</li><li>• Rarely uses innovative teaching pedagogy</li><li>• Inconsistently demonstrates the ability to consider the views, cultural differences, and diverse experiences of students, and rarely attends diversity, equity, inclusion and belonging events/trainings</li></ul>
Does Not Meet Expectations	<p>Behavior examples:</p> <ul style="list-style-type: none"><li>• Does not complete YC Required Training</li><li>• No involvement in additional education, attends seminars and/or conferences</li></ul>

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|  | <ul style="list-style-type: none"><li>• Does not recommend and provide support to students through integrated learning core support services when needed</li><li>• Does not use innovative teaching pedagogy</li><li>• Does not demonstrate the ability to consider the views, cultural differences, and diverse experiences of students, and does not attend diversity, equity, inclusion and belonging events/trainings</li></ul> |
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## Job Knowledge & Functions- Faculty

Rating	Behavior Examples
Exceeds Expectations	<p>Behavior examples:</p> <ul style="list-style-type: none"> <li>• Consistently maintains posted office hours</li> <li>• Consistently incorporates student feedback of instruction and course design/delivery</li> <li>• Consistently engages in appropriate professional development opportunities</li> <li>• Consistently stays up to date on current, relevant developments in discipline</li> </ul>
Meets Expectations	<p>Behavior examples:</p> <ul style="list-style-type: none"> <li>• Frequently maintains posted office hours</li> <li>• Frequently incorporates student feedback of instruction and course design/delivery</li> <li>• Completes SLOA reporting</li> <li>• Frequently engages in appropriate professional development opportunities</li> <li>• Frequently stays up to date on current, relevant developments in discipline</li> </ul>
Progressing	<p>Behavior examples:</p> <ul style="list-style-type: none"> <li>• Usually maintains posted office hours</li> <li>• Learning to incorporate student feedback of instruction and course design/delivery</li> <li>• Learning SLOA reporting</li> <li>• Beginning to engage in appropriate professional development opportunities</li> <li>• Learning to stay up to date on current, relevant developments in discipline</li> </ul>
Needs Improvement	<p>Behavior examples:</p> <ul style="list-style-type: none"> <li>• Inconsistently maintains posted office hours</li> <li>• Irregularly incorporates student feedback of instruction and course design/delivery</li> <li>• Does not fully complete SLOA reporting</li> <li>• Reluctantly or rarely engages in appropriate professional development opportunities</li> <li>• Is often not up to date on current, relevant developments in discipline</li> </ul>

## Job Knowledge & Functions- Faculty

<p>Does Not Meet Expectations</p>	<p>Behavior examples:</p> <ul style="list-style-type: none"><li>• Does not maintain posted office hours</li><li>• Does not incorporate student feedback of instruction and course design/delivery</li><li>• Does not complete SLOA reporting</li><li>• Does not engage in appropriate professional development opportunities</li><li>• Is not up to date on current, relevant developments in discipline</li></ul>
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## Goals – All Employees

Employees are required to set 3 - 5 goals each year. At least three of the goals must align with at least one YC Strategic Plan Goal (Belonging, Living Wage, Adult Learners, Delivery). (See <https://www.yc.edu/v6/institutional-research/docs/2022-2024-strategic-plan-report-5-25-21.pdf>.) Additional goals can align with the YC Way Competencies (Service, Learning, or Relationship Excellence), growth or enhancement of Job Knowledge & Functions, or your department or division strategic plan. The use of SMART goals is highly recommended (Specific, Measurable, Achievable, Realistic, and Time-bound; see next page). This year, your goals will account for 20% of the overall performance review rating.

Entering Goals job aid: <https://www.yc.edu/v6/human-resources/docs/performance-management/employee-how-to-enter-goals-in-neogov-perform.pdf>

Approving Goals job aid: <https://www.yc.edu/v6/human-resources/docs/performance-management/supervisor-how-to-approve-goals-in-neogov-perform.pdf>

Rating	Behavior Examples
Exceeds Expectations	Behavior examples: <ul style="list-style-type: none"> <li>• Goals exceeded as originally stated</li> <li>• Excels in the ability to prioritize goals and plan for successful accomplishment</li> <li>• Displays excellent effort in working toward goals, even if goals not fully achieved as originally stated</li> <li>• Goal(s) no longer relevant or achievable, and decision to abandon goal(s) was supported by supervisor</li> </ul>
Meets Expectations	Behavior examples: <ul style="list-style-type: none"> <li>• Goals achieved as originally stated</li> <li>• Demonstrates ability to prioritize goals and plan for successful accomplishment</li> <li>• Displays great effort in working toward goals, even if goals not fully achieved as originally stated</li> <li>• Goal(s) no longer relevant or achievable, and decision to abandon goal(s) was supported by supervisor</li> </ul>
Progressing	Behavior examples: <ul style="list-style-type: none"> <li>• Goal(s) not yet achieved, but employee made significant progress toward meeting goal(s)</li> <li>• Starting to demonstrate ability to prioritize goals and plan for successful accomplishment</li> <li>• Employee has resources to complete goal(s) and is still learning the amount of effort required to meet goal(s)</li> </ul>

## Goals – All Employees

Needs Improvement	Behavior examples: <ul style="list-style-type: none"><li>• Employee has made sporadic or minimal efforts in achieving goal(s)</li><li>• Lacks ability to prioritize goals or plan for successful accomplishment</li><li>• Goal(s) not achievable as originally envisioned, or no longer relevant, but employee did not discuss this with supervisor</li><li>• Employee has resources to complete goal(s) but did not put forth the effort</li></ul>
Does Not Meet Expectations	Behavior examples: <ul style="list-style-type: none"><li>• Goal(s) not achieved and employee has made minimal or no progress towards meeting goal(s)</li><li>• Does not demonstrate ability to or interest in prioritizing goals or plan for successful accomplishment</li><li>• Employee has not shown interest in meeting goal(s) or is not engaged in goal seeking activity</li></ul>

## Goals – All Employees

# Setting SMART Goals

The research shows that specific and challenging goals lead to better performance (Locke, 1968). In this lesson we will be working on designing a plan and creating SMART goals to help us achieve a healthier lifestyle.



Your goal should be as specific as possible and answer the questions: **What** is your goal? **How** often or how much? **Where** will it take place?



**How** will you measure your goal? Measurement will give you **specific feedback** and hold you accountable.



Goals should push you, but it is important that they are **achievable**. Are your goals attainable?



Is your **goal and timeframe realistic** for the goal you have established?



Do you have a **timeframe** listed in your SMART goal? This helps you be **accountable** and helps in **motivation**.