



Chapter 4: Human Resources

Employee Evaluation Policy

Adoption: 12/15/99
Revised: 10/5/11
Last Reviewed: 10/5/11 (SGC)
President Approved:
Next Review Date: **DUE FOR REVIEW**
Authority: [MnSCU Board Policy 4.9](#)
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POLICY STATEMENT

The Board of Minnesota State Colleges and Universities (MnSCU) and Minnesota Statutes require that all employees be evaluated on a regular basis. Hennepin Technical College believes that such an evaluation process will promote personal and professional growth for all employees. New employees are oriented to the job and the workplace as employment begins.

IMPLEMENTATION PROCEDURE

Subpart A. Staff Evaluation Procedure

1. STAFF EVALUATIONS

The Human Resource office will send to supervisors a memo and a performance appraisal form for each non-faculty employee that is due for an appraisal that month. The due dates for the appraisal are tied to wage progression. Supervisors who anticipate disciplinary action, withholding the step for performance, or extending the probation due to performance need to notify the employee and Human Resources PRIOR to the due date.

Prior to meeting with the employee being evaluated, the supervisor shall review and revise as necessary the employee's position description, create goals for the coming year and complete the appropriate performance appraisal document. The employee being evaluated shall review and recommend needed revisions to his/her position description and identify goals for the coming year.

Following the performance evaluation meeting between the supervisor and employee, both parties shall sign the appropriate forms and revised position description, if applicable. The employee being evaluated may provide written comments to address any concerns he/she may have regarding the evaluation. The materials shall be forwarded to Human Resources and placed in the employee's personnel file.

2. ADMINISTRATOR EVALUATIONS

Administrators are evaluated annually using criteria based on leadership, management, interpersonal relationships, and community and college relations skills.

Prior to meeting with the employee being evaluated, the supervisor shall review and revise as necessary the employee's position description, create goals for the coming year and complete the appropriate performance appraisal document. The employee being evaluated shall review and recommend needed revisions to his/her position description and identify goals for the coming year.



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Administrators will undergo a more comprehensive evaluation including input from both inside and outside sources in the form of a performance survey. Results of the surveys will be discussed during the formal administrator review.

Subpart B. Faculty Evaluation Procedure

1. INTRODUCTION

Hennepin Technical College (HTC) encourages faculty to improve their academic backgrounds and job skills by utilizing various staff development opportunities and funds. These include staff development meetings, attendance at professional meetings, sabbatical leaves and other growth opportunities. It is the philosophy of Hennepin Technical College that each employee should strive to improve their talents and skills. The faculty evaluation process is one part of the process to help achieve that goal.

2. PURPOSE

The purpose of the faculty evaluation process is to build on discovered strengths, assure satisfactory performance and promote professional fulfillment and growth within an atmosphere of freedom and openness. The process will reflect a commitment to faculty development in a constructive manner. The evaluation procedure will not restrict academic rights as defined in the Minnesota State College Faculty master agreement between Minnesota State Colleges and Universities Board of Trustees and Minnesota State College Faculty.

Professional performance activities of faculty members are very diverse and complex; no single evaluation method may be effective or even relevant. Thus, the process offers several tools to ensure a systematic process that allows faculty to analyze their professional performance and discover their strengths in order to enhance both.

A. Evaluation Planning

- i. Each year deans will develop and maintain a schedule for the faculty evaluation process and provide a copy of that schedule to the Human Resources Department.
 1. Adjunct, temporary full-time, and temporary part-time faculty working for the first time at Hennepin Technical College will be evaluated by their Dean by the end of the their first semester of employment at HTC.
 2. Probationary faculty will be evaluated by their dean at least three (3) times each year during their probationary status. Deans shall complete the evaluation of faculty in their final semester of probation *no later than October 15 or March 15* of the probationary faculty member's final semester. Probationary faculty must successfully complete the requisite probationary status in accordance with the



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MSCF collective bargaining agreement before becoming an unlimited faculty member.

3. All faculty members, other than probationary faculty or first-time adjunct or temporary faculty, will be evaluated annually, or more often as determined by the dean.
 - ii. The Dean will meet with the faculty member being evaluated, for the purpose of explaining the process, describing the faculty member's responsibilities in the process, and providing a timeframe for completion. The faculty member and his/her dean will meet at least two weeks in advance of the evaluation session to discuss the evaluation process. Evaluations must be completed by the last day of the semester.

B. Recordkeeping

- i. The dean will prepare a written summary of the evaluation process, outcomes, and recommendations to finalize the process. The summary will be discussed with the faculty member and placed in the faculty member's official personnel file. The summary statement may discuss:
 1. The evaluation process;
 2. The dean's completed classroom observation appraisal document and/or observations of alternate format courses such as labs, clinicals, online, etc. (or workplace observations in the case of non-teaching faculty) or the dean's completed appraisal document of curriculum review, or dean's completed appraisal document of professional expectations;
 3. The faculty member may submit a written response to the dean's evaluation to be included in the faculty member's official personnel file;
 4. The faculty member's completed or updated Individualized Professional Development Plan (IPDP);
 5. Summaries of other evaluation methods as determined by the dean and faculty member.
- ii. The faculty member may submit a written response to the dean's evaluation to be included in the faculty member's official personnel file.
- iii. Evaluation materials will be maintained in the dean's office until completed.
- iv. The dean will document, in the faculty member's official personnel file, when the evaluation process is not completed by the faculty member.

C. Evaluation Requirements



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The evaluation cycle will include:

i. CYCLE A:

1. Dean's classroom/observation resulting in a completed classroom observation performance appraisal document.

Each semester the dean will conduct at least one announced or unannounced classroom observation of the faculty member and complete a performance appraisal document.

Faculty members who teach alternate format courses (e.g. labs, clinicals, online, etc.) may be evaluated separately for the format in addition to lecture-format courses. Faculty members who are assigned both classroom instruction and non-teaching duties may be evaluated in both aspects.

Evaluation of online or blended courses will be processed similarly as face-to-face courses. Deans will schedule a collaborative meeting with the faculty member for a similar amount of time as face-to-face course evaluations (e.g. 1-3 hours). Deans must review course material and complete the observation in the presence of the faculty member as no direct online access will be provided outside the presence of the faculty member being evaluated.

Course materials:

Course syllabus and copies of assignments, tests, activities and/or other materials used to evaluate and assess student learning relevant to the course observation process should be provided.

2. A completed Self-Appraisal Document
3. A completed Individualized Professional Development Plan (IPDP) with activities in at least three (3) categories.

ii. CYCLE B:

1. A review of previous evaluation materials and summary information;
2. A Dean's completed review and evaluation of curriculum and assessment; Activities and processes related to curriculum and assessment will be reviewed for accuracy, relevancy, and effectiveness. The deans will complete the curriculum and assessment appraisal document share with the faculty member.
3. A completed Self-Appraisal document.
4. A completed Individualized Professional Development Plan (IPDP) with stated activities in three (3) categories.



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Once the evaluation materials are complete, the dean will prepare a written summary of the evaluation process, outcomes, and recommendations as explained in Section B above. The summary will be discussed with the faculty member each semester of evaluation and placed in the faculty member's official personnel file.

The faculty member may submit a written response to the dean's evaluation to be included in the faculty member's official personnel file.

The dean will place a written annual recommendation regarding continuation of completion of the faculty member's probationary status or non-renewal in the faculty member's official personnel file.

iii. **CYCLE C:**

1. A review of previous evaluation materials and summary information;
2. Dean's completed evaluation of faculty regarding their professional work expectations;

The professional work expectations are stated at the end of this document. Deans will complete and submit the professional work expectations appraisal document and share with the faculty.

3. A completed Self-Appraisal Document;
4. A completed Individualized Professional Development Plan (IPDP) with stated activities in at least three (3) categories.

D. Evaluation Requirements for Non-Teaching Faculty (Librarians and Counselors):

- i. Non-teaching faculty will be evaluated on the same schedule as teaching faculty. The faculty member will assist in the preparation and compilation of evaluation materials.
 1. Adjunct, temporary full-time, and temporary part-time non-teaching faculty working for the first time at Hennepin Technical College will be evaluated by their dean by the end of the their first semester of employment at HTC.
 2. Probationary non-teaching faculty will be evaluated by their dean each semester of probationary status. Deans shall complete the evaluation of faculty in their final semester of probation no later than October 15 or March 15 of that final semester. Probationary faculty must successfully complete the requisite probationary status in accordance with the MSCF collective bargaining agreement before becoming an unlimited faculty member.



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3. All non-teaching faculty other than probationary faculty or first-time adjunct or temporary faculty will be evaluated annually, or more often as determined by the dean.
 - ii. The evaluation will include input from multiple sources, selected by the dean in consultation with the faculty member. Possible input sources include:
 1. Dean's workplace visit/observation with written report;
 2. Dean's review of professional work expectations;
 3. Self-Evaluation
 4. Individualized Professional Development Plan (IPDP).

E. Evaluation Requirements

The evaluation Cycle will include

- i. CYCLE A:
 1. Dean's workplace/observation resulting in a completed observation performance appraisal document.

Each semester the dean will conduct at least one announced or unannounced observation of the non-teaching faculty member and complete a performance of the non-teaching faculty member and complete a performance appraisal document.

Observation materials:
Handouts, department documents, activities and/or other materials used in the day-to-day work activities and relevant to the workplace observation process should be provided.
 2. A completed Self-Appraisal Document.
 3. A completed Individualized Professional Development Plan (IPDP) with activities in at least three (3) categories.
- ii. CYCLE B:
 1. A review of previous evaluation materials and summary information.
 2. Dean's completed evaluation of faculty regarding their professional work expectations. The professional work expectations are stated at the end of this document. Deans will complete and submit the professional work expectations appraisal document and share with the faculty member.



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3. A completed Self-Appraisal document.
 4. A completed Individualized Professional Development Plan (IPDP) with stated activities in at least three (3) categories.

Once the evaluation materials are complete, the dean will prepare a written summary of the evaluation process, outcomes, and recommendations as explained in Section B above. The summary will be discussed with the faculty member each semester of evaluation and placed in the faculty member's official personnel file.

The faculty member may submit a written response to the dean's evaluation to be included in the faculty member's official personnel file.

The dean will place a written annual recommendation regarding continuation or completion of the faculty member's probationary status or non-renewal in the faculty member's official personnel file.

F. Reporting

Human Resources is responsible for providing ongoing and annual status reports of all staff performance appraisals with the goal of achieving 100% compliance.

- i. If the due date of performance appraisal is 30 days past due, the Human Resource office will send one reminder that is copied to the appropriate administrator.
- ii. An annual report of completed and outstanding appraisals will be provided to the President upon request.

G. Faculty Professional Expectations

i. Reflection on Professional Expectations:

Success for Hennepin Technical College is a complex process of teaching and learning processes as well as faculty engagement. HTC is committed to delivering quality professional, friendly, and helpful service to its stakeholders.

Throughout the academic year, there are many processes, activities, and events to ensure overall success. The following is a list of expectations to assist you in your work at HTC.

ii. Contributors to Student Success:

- Be prepared and in assigned classes on time
- Submit Syllabi to dean and make available to students within the first week of courses
- Submit book orders on time
- Post and maintain Office hours every semester per MSCF contract



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- Maintain a safe and encouraging learning environment
- Maintain Last Date of Attendance processes
- Complete and submit *Assessment of Student Learning Plans* with other program faculty
- Discuss assessment practices and information with colleagues to improve learning and teaching

Factors of Professionally engaged Faculty

- Attend program/discipline/team meetings
- Support initiatives for student success beyond the classroom
- Represent program or discipline at college activities (College preview Night, Graduation, Scholarship events, etc.)
- Develop annual program or discipline budgets
- Review program or discipline budgets monthly and make necessary adjustments
- Participate in annual program planning processes
- Maintain a safe and clean learning environment
- Represent HTC in a professional manner during system workshops, meetings and at promotional events
- Complete and submit IPDP on time and meet with Dean prior to May 15th each year
- Remain current in field/discipline
- Remain up-to-date in pedagogical practices
- Participate in college professional development activities
- Be reasonably involved in college committees and initiatives
- Accept direct and honest feedback from others
- Be familiar with college's mission, vision, values, and strategic plan
- Follow Employee Code of Conduct
- Return voice mails and emails in a timely fashion
- In a 40 hour week, participate in learning and teaching activities, or college – supported activities (committees, etc.)
- Contribute to creating a positive workplace
- Represent HTC in a professional manner during system workshops, meetings and at promotional events
- Remain informed and participate in college decision-making
- Participate with college survey

The following criteria are examples for evaluating teaching faculty.

- Prepares comprehensive, accurate and up-to-date syllabi, and communicates them to students



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- Adheres to syllabus and other course policies
 - Communicates subject matter clearly, accurately, and effectively
 - Relates course material to other areas where appropriate
 - Incorporates learning strategies appropriate to the classroom diversity
 - Maintains order in the classroom
 - Provides relevant out-of-class learning activities
 - Provides clear assignments or directives to students
 - Evaluates student progress accurately, impartially, and in a relevant and timely manner
 - Keeps students informed of their progress in a regular, relevant, and timely manner
 - Demonstrates competence in the teaching-learning process
 - Provides opportunities for student participation in the teaching/learning process

The following criteria are examples for evaluating non-teaching faculty.

- Perform duties in an accurate and timely manner
- Provides effective service to meet student, faculty and college needs
- Identifies and develops innovative solutions to better meet student and college needs
- Publishes and presents to professional organizations
- Service on committees
- Other criteria (as determined mutually by dean and faculty member)