



**SNOW
COLLEGE**

Faculty - Annual Performance Evaluation

Contents

Your Success, Our Priority.....	2
Introduction	2
Why This Matters.....	2
Process	2
Self-Evaluation	3
Employee Information	3
Faculty Competencies	4
Managerial Competencies	4
Goal Alignment with Strategic Initiatives	5
Department Chair/Dean Tasks	6
Final Steps.....	7

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.

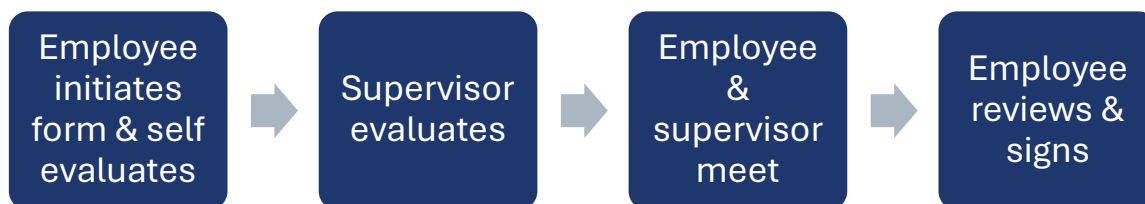
Introduction

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.

Employee and Managerial Evaluation and Goals

Review Period

Initial Evaluation / Review Period 1 (August - September 30th)

Today's Date

August 13, 2026

Name

Badger ID *

Email

Employee Type

Supervisor's Name *

Supervisors' Supervisor's Name *

Supervisor

Supervisor's Email

Supervisors' Supervisor's Badger Id

Supervisors' Supervisor's Email

Management Responsibilities?

Employee Position

Job Title

Taken from your latest LOA

Employee Information

The Employee Information page will auto-fill most of the information. The employee will only need to ensure that the Supervisor fields are completed and optionally, input a 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, managerial competencies will also be evaluation.



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.

...
...
On track – Performance or behavior meets or exceeds expectations
Developing – Performance or behavior partially meets expectations
Off track – Performance or behavior is below expectations

Every competency requires a comment.

Goal Alignment with Strategic Initiatives



Goals (Required)

Strategic Institutional Priorities and Goals

Please set at least two personal goals for the coming year that correspond to Snow College's strategic priorities listed below. Each goal should correspond to one of the strategic priorities listed below.

Ensure positive and sustainable growth in ENROLLMENT through effective, data-driven recruitment and retention strategies. This includes participation in new student orientation and other retention-related activities, recruiting visits, generating recruiting materials, supporting the TechConnect and Prison Education Programs, proposing and developing new classes or new programs that bring in new students, revising online courses to meet adult student needs, opening tech ed shops and labs for occasional night hours, and any other activities designed to attract new students or retain existing students.

Empower students with durable skills and WORKFORCE READINESS. This includes having students participate in the CLA exam, assessing higher-order thinking skills in courses, revising courses to emphasize higher-order thinking skills, taking Coursera courses in AI and education, incorporating AI into courses, and any other activities that prepare students for the workforce or enhance durable skills that meet workforce needs.

Strengthen Institutional CAPACITY AND OPERATIONAL EXCELLENCE. This includes serving on a strategic initiative task force, creating or revising institutional policies, improving divisional or departmental workflows, mentoring new employees, leading or participating in employee training, implementing software or AI solutions, and any other activity that improves efficiency or effectiveness of Snow College.



Goals (Required)

Describe your SMART goals and identify the institutional Strategic Initiative they supports.

Please provide two personal SMART goals that support one or more of Snow College's Strategic Initiatives.

Specific: Linked to a job description, departmental goals/mission, and/or overall institutional goal. Answers the question—Who? and What?

Measurable: The success toward meeting the goal can be measured. Answers the question—How?

Attainable: Goals are realistic and can be achieved in a specific amount of time and are reasonable.

Relevant: The goals are aligned with current tasks and projects and focus in one defined area; include the expected result.

Time Oriented: Goals have a clearly defined time frame including a target or deadline date.

Examples:

Not a SMART goal:

Keep our department's website up-to-date. *Does not identify a measurement or time frame, nor identify why the improvement is needed or how it will be used.*

SMART goal:

The first Friday of every month, solicit updates and new materials from our department's managers for the web page; publish this new material to the website by 12:00 noon on the following Friday. Each time new material is published, review our department's website for material that is out of date, and delete or archive the outdated material.

Ref: SMART GOALS – TEMPLATE (sandiego.edu)

Goal #1

Goal 1 - Snow College Strategic Initiatives *

...

Goal 1 - Describe your goal. *

enter description here

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

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

Optionally, the employee may upload supplemental documentation to support goals and goal progress.

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.

Subject: Your APPROVAL is requested: Employee Evaluation & Goals - Supervisor's Evaluation Approval



Hello Tim,

Your attention is required

Form Name: **EMPLOYEE EVALUATION & GOALS**

Step Name: **SUPERVISOR'S EVALUATION APPROVAL**

Your Action: **APPROVAL**

[Begin Review](#)

This email was automatically generated.

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.

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.

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.