

**SOUTHWEST TENNESSEE COMMUNITY COLLEGE****SUBJECT: Faculty Performance Evaluation and Development****EFFECTIVE DATE: July 1, 2001; Revised May 10, 2023****Purpose**

The purpose of this policy is to provide a formal and consistent method for documenting job performance of faculty at Southwest Tennessee Community College (“Southwest” or “the College”)

**Definitions**

Professional Development- Formal and informal learning opportunities situated in practice for the purpose of maintaining and improving professional competence and effectiveness.

Faculty Exchange- A professional development activity allowing faculty members to teach or conduct research at a reciprocating academic institution for a determined, finite period of time.

**Policy****Faculty Performance Evaluation**

To assist with the continued growth of its faculty, the College provides a systematic and comprehensive evaluation program designed to identify an individual’s professional development needs, establish development objectives, and subsequently, evaluate progress toward achievement of those objectives.

The College is committed to the growth and development of its faculty and provides a structured, coordinated program designed to achieve planned objectives that include the following components:

- Systematic and comprehensive evaluation program to identify the individual’s professional development needs, establish development objectives, and evaluate progress toward achievement of those objectives.
- Effective use of grants-in aid and scholarships in support of graduate study and other educational objectives that promote professional growth and improved instruction.
- Financial support for travel and participation in national, regional, and state activities that promote professional growth or the improvement of instruction.

- Financial and other support for research and other creative activities related to the discipline in which one teaches.
- Sponsorship of local forums, lectures, and workshops on scholarly development and activities.

#### A. Requirements and Uses of Faculty Evaluation

Full-time faculty holding tenured, tenure track, term, and temporary appointments are subject annually to a comprehensive faculty evaluation. The results of the evaluation are used to:

1. Assist the faculty member in identifying strengths and professional development needs;
2. Assist the College in designing and providing an appropriate program to address the individualized professional development needs of each faculty member;
3. Identify faculty members who merit nomination for distinctions and awards;
4. Support promotion and tenure decisions; and
5. Provide a fair and equitable basis for awarding merit pay increases.

#### B. The Comprehensive Faculty Evaluation program has three (3) interrelated components:

##### 1. Faculty Self-Evaluation

The basis of the self-evaluation is the faculty member's assigned duties and responsibilities and annual Faculty Development Plan (FDP). The FDP is developed by the faculty member at the beginning of each academic year in consultation with the department chair.

In the self-evaluation, the faculty member should address each goal and objective included in the plan, point out the strengths, weaknesses, and circumstances that may have advanced or impeded achievement, and indicate the degree to which each objective was achieved, in the faculty member's judgment. The faculty member may attach exhibits and other supporting material.

##### 2. Student Evaluation

All faculty members, including department chairs and other administrators who have teaching responsibilities, administer each semester the College's student evaluation instrument to all students in their assigned classes, or as directed by the President or designee. Students are asked to evaluate, on the basis of their perceptions, items such as the instructor's knowledge of the subject matter taught, effectiveness of instructional methodology, commitment to students, fairness, communication, and interpersonal skills.

Faculty members are expected to use the results of student evaluations to assist in identifying their individual strengths and weaknesses as teachers and for planning corrective and improvement strategies. Student evaluation results are also used by department chairs in assessing faculty members' performance in carrying out teaching duties, for designing individualized professional

development activities, and for supporting promotion, tenure, and merit pay recommendations.

### 3. Department Chair Evaluation

Department chairs shall base evaluations on:

- a. Faculty members' approved Faculty Development Plan (FDP);
- b. Performance of assigned duties and responsibilities;
- c. The faculty member's self-evaluation;
- d. Student evaluation results; and
- e. Other factors such as: (1) the evaluation of the faculty member by chairs of College committees on which the faculty member served in the current year; (2) personal observations; and (3) other documentable evidence of performance and effort.

In rating faculty members' achievement, department chairs will take note of external circumstances that may have, in spite of full effort, impeded full achievement of objectives. The department chair will also provide a summary or overall assessment of the faculty member's performance that should not be a simple average of performance ratings on the individual objectives.

Finally, the department chair shall list recommendations and suggestions for improvement. These later shall be discussed with the faculty member and when agreement is reached, shall become part of the faculty member's next annual FDP. The recommendations and suggestions may also be used by the College in designing an individualized professional development plan for the faculty member.

- C. Academic department Chairs shall be evaluated by their division deans. Generally, the same procedures described above for the evaluation of faculty shall be followed. The evaluation of a department chair should reflect the percent of effort assigned to teaching and to administrative duties and both the faculty and the academic administrator forms shall be completed.
- D. Part-time and adjunct faculty are subject to an annual, modified faculty evaluation program that consists of the following:
  1. Student evaluations administered to students in their assigned classes as determined by the President or designee.
  2. Department chair's evaluation that shall focus on the individual's instructional performance and utilize the results of the student evaluation, personal observations, and observations of other full-time faculty in the department.
- E. Faculty Evaluation Procedures
  1. A faculty member shall each year submit a FDP to the department chair. The FDP is an

outgrowth of the faculty member's annual evaluation. The goals and objectives are mutually arrived at and agreed upon by the faculty member and department chair. They should address, but not be limited to, professional growth in the following categories: (1) instruction; (2) service to the College; and (3) professional development activities.

2. Upon receipt of the faculty member's FDP, the department chair shall schedule a conference with the faculty member to discuss the proposed development objectives. Modifications may be proposed by either party and when consensus is reached, the faculty member and department chair shall both indicate agreement by their signatures. If consensus and agreement cannot be reached, the department chair and faculty member will refer the matter to the division dean for resolution.
3. The faculty member is responsible for ensuring that student evaluations are administered each semester in a timely and professional manner.
4. Student evaluations will be administered between the fifth and tenth week of classes and no later than when 80% of the class meetings have been completed for classes not meeting in the fall and spring semesters or classes with accelerated schedules.
5. Faculty must submit a completed faculty self-review to the department chair as noted in the timeline that will be published.
6. Department chairs will evaluate each faculty member using the Faculty Evaluation Summary Form (FES). An unsatisfactory rating on any item must be accompanied by an explanatory comment.
7. Department chairs will subsequently schedule a meeting with each faculty member to review evaluations. Faculty members shall be given a copy of the completed FES for review and comments.
8. At the conclusion of the evaluation conference, the faculty member must indicate agreement or disagreement with the department chair's assessment and sign the FES.
9. If the faculty member has indicated disagreement, the faculty member may, within five (5) working days, submit to the department chair a written and signed explanation. Supporting documentation may be attached.
10. The faculty member may request a review by the division dean, in which case a conference with the faculty member, the department chair, and the dean may be scheduled. The faculty member, department chair, and dean will indicate consensus and agreement by their signatures. If consensus and agreement cannot be reached, the dean will make the final decision.
11. A copy of the completed and signed FES with the FDP and FSR forms attached, and any other

supporting documentation, will be kept in the department file. Copies will also be forwarded by the department chair to the dean who shall make the documents part of the faculty member's permanent personnel file. A copy will also be provided to the faculty member for personal record.

## Faculty Development

The continued professional growth and development of faculty is necessary for institutions of higher education to continue to provide educational programs that: (a) include new development and knowledge in academic disciplines; (b) reflect new instructional, research, and public service techniques and strategies; (c) enhance skill development; (d) provide technical information; (e) improve instructional or teaching ability; and (f) meet changing needs and expectations of students.

While all faculty are responsible for their continued professional development, it is important that the College provide planned, organized faculty development programs to encourage professional growth in accordance with Southwest's missions and goals. During the academic year, the College will plan and implement structured, coordinated programs for faculty development. The programs will be designed to achieve predetermined College objectives and will utilize an appropriate variety of activities. Programs can be funded through grant awards and other means for research or the improvement of instruction by which a program of faculty exchange may be included as part of a FDP. The Tennessee Board of Regents (TBR) will maintain system-level faculty development programming to supplement and enhance the faculty development programs at Southwest.

- A. Professional development activity conducted or sponsored by TBR will align with TBR Strategic Plan Key Priorities with the purpose of supporting faculty members in their roles as instructors and advisors. Such programming will provide faculty with the information and training required to effectively implement state and system-wide student success and workforce development initiatives.
- B. Southwest must have a Faculty Development Plan that should include, as appropriate:
  - 1. A systematic evaluation of instruction by students, faculty, and appropriate administrators to provide bases for planning means of increasing the effectiveness of the instructional program.
  - 2. Encouragement of innovation and improvement of instruction by a recognition system (i.e., outstanding professor awards).
  - 3. Effective use of grants-in-aid, fee-waiver, tuition reimbursement, and audit/non-credit scholarships, which are directly supportive of professional growth and faculty development. These activities can include support functions such as advising, career planning, and assessment.
  - 4. Provision of financial support through grant awards and other means for research or the improvement of instruction, for faculty participation in workshops, short courses and seminars designed to develop new skills in instruction, research and public service, and for faculty participation in major activities of their respective professional associations, such as conferences and other professional meetings.

5. Sponsorships of local forums, lectures, and workshops on scholarly developments and activities.
6. Development of effective faculty exchange programs between the College and industry or the occupation being taught.
7. A budget that reflects the amount of funds allocated for faculty development at the College.
8. Calendars and activities of TBR programs reflecting cooperation with the President's Council and appropriate sub-councils.

#### C. Faculty Exchange and Personnel Status

1. Faculty exchange assignments with higher educational institutions, other appropriate educational institutions, business and industry, and private or governmental agencies provide opportunities for faculty to acquire new information and skills, to bring to Southwest a general awareness of different environments that are relevant to their teaching areas, and to expand experiences with the objective of improving their professional expertise.
2. A full-time faculty member who applies for an "exchange" that is subsequently approved by the President must remain on Southwest's payroll and retain a condition of employment that continues all benefits for which the faculty member has qualified as a full-time faculty member. Time spent on the "exchange" constitutes an equivalent teaching load activity which, under the TBR General Personnel Policy No. [5.01.00.00](#) is subject to prior review and approval by the President or designee.

#### D. Criteria for Exchange Status

1. A full-time faculty member may only be approved for "exchange" status if Southwest enters into a contract whereby the host institution provides, in exchange, an employee who will be assigned (for a comparable percentage of full-time load) to Southwest.
2. Each institution is responsible for paying the salary and benefits of its own employee.
  - a. The workload assignment for the full-time faculty member assigned to an "exchange" will be determined by the host institution. Likewise, Southwest shall determine the workload assignment of the employee being provided in exchange.
  - b. No exchange assignment shall be formally initiated with a host institution unless requested by the faculty member and approved by the President.
  - c. No exchange assignment shall be approved by the Presidents unless it meets the following provisions:
    - Serves as an integral component of the FDP.
    - Supports the general statements in A.1. of this section.

E. Exceptions

Exceptions to these guidelines may be proposed by the President for approval by the Chancellor.

Source of Policy: \_\_\_\_\_

Responsible Administrator: AVP of HR

Related Policy: 5:01:00:00

TBR Policy Reference: 5.02.01.05; 5.01.00.00

Approved: \_\_\_\_\_  
President

Date: May 10, 2023