

**SOUTHWEST TENNESSEE COMMUNITY COLLEGE**

**SUBJECT:** **Faculty Development and Evaluation**

**EFFECTIVE DATE:** **July 1, 2001**

1. Southwest is committed to the continued individual growth and development of its faculty and provides a structured, coordinated program designed to achieve predetermined institutional objectives, which includes the following components:
  - a. Systematic and comprehensive evaluation program to identify the individual's professional development needs, establish development objectives, and subsequently, to evaluate progress toward achievement of those objectives.
  - b. Effective use of grants-in aid and scholarships in support of graduate study and other educational objectives that promote professional growth and improved instruction.
  - c. Financial support for travel and participation in national, regional, and state activities that promote professional growth or the improvement of instruction.
  - d. Financial and other support for research and other creative activities related to the discipline in which one teaches.
  - e. Sponsorship of local forums, lectures and workshops on scholarly developments and activities
2. Requirements and Uses of Faculty Evaluation
  - a. All full-time faculty holding tenured, tenure track, term, or temporary appointments are subject annually to the College's Comprehensive Faculty Evaluation. The results of the evaluation are used to:
    - (1) Assist the faculty member in identifying his or her strengths and professional development needs;
    - (2) Assist the institution 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 College distinctions and awards;
    - (4) Support promotion and tenure decisions; and
    - (5) Provide a fair and equitable basis for awarding merit pay increases.

<b>Source of Policy:</b> <u>Provost/Executive VP/A &amp; SA</u>	<b>Provost/Executive Vice Responsible President for Academic Administrator: &amp; Student Affairs</b>
<b>Related Policy:</b> <u>N/A</u>	<b>TBR Policy Reference: <u>5:02:01:05</u> TBR Guideline Reference: <u>N/A</u></b>
<b>Approved:</b> _____ <b>President</b>	<b>Date:</b> <u>July 1, 2001</u>

3. The Comprehensive Faculty Evaluation program has three interrelated components: the Faculty Self-Evaluation, the Department Chair's Evaluation, and Student Evaluation

a. Faculty Self-Evaluation

The basis of the self-evaluation is the faculty member's assigned duties and responsibilities and his or her annual Faculty Development Plan. The Faculty Development Plan (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, in his or her judgment, achieved. The faculty member may wish to attach exhibits and other supporting materials.

b. 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 Provost. 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 evaluation 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 the department chair in assessing the faculty member's performance in carrying out his or her teaching duties, for designing individualized professional development activities, and for supporting promotion, tenure, and merit pay recommendations on behalf of the faculty member.

c. Department Chair's Evaluation

The department chair shall base his or her evaluation on: the faculty member's approved Faculty Development Plan and performance of assigned duties and responsibilities; the faculty member's Self-Evaluation, the Student Evaluation results, and other factors such as the evaluation of the faculty member by chairs of institutional committees on which the faculty member may have served in the current year, personal observation, and other documentable evidence of performance and effort.

In rating the faculty member's achievement, the department chair will take note of any external circumstances that may have, in spite of full effort, impeded full achievement of an objective. 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 Faculty Development Plan. The recommendations and suggestions may also be used by the College in designing an individualized professional development plan for the faculty member.

4. 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.

5. All part-time or adjunct faculty are annually subject to a modified faculty evaluation program which consists of the following:

a. Student Evaluations administered to students in their assigned classes as determined by the Provost or Division Dean.

- b. Department Chair's Evaluation which 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.
6. Faculty Evaluation Procedures (will follow published timelines)
- a. A faculty member shall each year submit a Faculty Development Plan (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 professional development activities.
  - b. 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.
  - c. The faculty member is responsible for ensuring that student evaluations are administered each semester in a timely and professional manner.
  - d. Student evaluations will be administered between the fifth and tenth week of classes and no later than when 80% of the class meeting have been completed for classes not meeting in the Fall and Spring semesters, or classes with accelerated schedules.
  - e. Faculty must submit a completed Faculty Self-Review to department chairs as noted in the published timeline.
  - f. 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.
  - g. Department chairs will subsequently schedule a meeting with each faculty member to review the evaluation. The faculty member shall be furnished with a copy of the completed FES for review and comments.
  - h. 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.
  - i. If the faculty member has indicated disagreement, he or she must within five (5) working days submit a written and signed explanation and may attach supporting documentation, to the department chair.
  - j. 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.
  - k. 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 his or her personal record.

## FACULTY DEVELOPMENT PLAN (FDP)

Itemize your proposed FDP for the current academic year. Please address each of the three categories listed using additional pages as necessary. The FDP may be updated by the faculty member, with the approval of the chair, prior to the department chair's evaluation near the end of the spring term. The FDP should complement the Missions and Goals of the department, division, and college as well as any recommendations for improvement noted in the previous years' Faculty Evaluation Summary.

I. Instruction

II. Service to the college (including Department, Division, and Public)

III. Professional Development

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Signature of Faculty Member

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Date

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Response of Department Chair

\_\_\_\_\_ I concur with these professional development objectives

\_\_\_\_\_ I do not concur with these professional development objectives for the reasons indicated on the attachment.

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Signature of Department Chair

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Date

## FACULTY EVALUATION STANDARDS

Department chairs evaluate faculty members annually based upon the faculty member's assigned duties and responsibilities and upon the expectations and achievements of his or her performance goals and objectives for the academic year under review. Faculty performance goals are defined and agreed upon with the department chair prior to the beginning of each academic year.

### Standards

- 3** **Outstanding:**  
Preeminently distinctive in quality and quantity of work. Consistently outstanding accomplishments recognized within and/or outside of the College.
- 2** **Very Good:**  
Quality and quantity of work consistently meritorious; goals regularly exceeded; highly productive; individual's achievement is recognized beyond the department.
- 1** **Satisfactory:**  
Individual performing at acceptable level in quality and quantity. Tasks and goals are accomplished in a timely and competent manner.
- 0** **Unsatisfactory:**  
Quality and/or quantity of work unsatisfactory. Individual not performing at adequate level. Immediate corrective action required.

## Faculty Evaluation Summary

Academic Year \_\_\_\_\_  
Original \_\_\_\_\_  
Amended \_\_\_\_\_

**Name:** \_\_\_\_\_ **Rank:** \_\_\_\_\_  
**Type of Appointment:** \_\_\_\_\_ **Probation Year:** \_\_\_\_\_  
**Department:** \_\_\_\_\_ **Division:** \_\_\_\_\_

Attach an explanation and justification to any amended evaluation.

### Assignments, Duties, and Responsibilities

*Directions:* After reviewing faculty member's annual goals and objectives and Self-Review narrative, assess the performance of the faculty member in each of the following categories. Note comments, which could include strengths and needed improvements.

#### 1. Instruction

<b>Outstanding</b>	<b>3</b>	<b>Very Good</b>	<b>2</b>	<b>Satisfactory</b>	<b>1</b>	<b>Unsatisfactory</b>	<b>0</b>
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Comments:

#### 2. College Service (including Department, Division, and Public)

<b>Outstanding</b>	<b>3</b>	<b>Very Good</b>	<b>2</b>	<b>Satisfactory</b>	<b>1</b>	<b>Unsatisfactory</b>	<b>0</b>
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Comments:

### 3. Professional Development

<b>Outstanding</b>	<b>3</b>	<b>Very Good</b>	<b>2</b>	<b>Satisfactory</b>	<b>1</b>	<b>Unsatisfactory</b>	<b>0</b>
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Comments:

### 4. Overall Evaluation

*Directions:* Based on the evaluations above, assess overall performance and achievement of the faculty member. This assessment should NOT be a single averaging of the scores on each of the items. Rather it should be an overall evaluation reflecting the relative weights of the items.

<b>Outstanding</b>	<b>3</b>	<b>Very Good</b>	<b>2</b>	<b>Satisfactory</b>	<b>1</b>	<b>Unsatisfactory</b>	<b>0</b>
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Comments:

**5. Progress toward Tenure and/or Promotion (if applicable)**

<b>Outstanding</b>	<b>3</b>	<b>Very Good</b>	<b>2</b>	<b>Satisfactory</b>	<b>1</b>	<b>Unsatisfactory</b>	<b>0</b>
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Comments:

**Signatures of Agreement**

**1. Department Chair**

The attached evaluation reflects my best professional judgment.

\_\_\_\_\_  
Signature of Department Chair

\_\_\_\_\_  
Date

**2. Faculty Member**

\_\_\_\_\_ I agree with and accept this evaluation.

\_\_\_\_\_ I disagree with portions or all of this evaluation for the reasons indicated on the attachment.

\_\_\_\_\_  
Signature of Faculty Member

\_\_\_\_\_  
Date



## STCC Faculty Development & Evaluation Timeline

Faculty Propose a **Faculty Development Plan (FDP)** -- Last day of second week of September  
Chair ensures plan is linked to previous years' FES and current department mission/goals.

**FDP Conference** between faculty members and department chair -- Last working day of September

Approval of FDP\* -- last working day of second week of October

\*Appeals resolved by Division Dean – last working day of October

### Student Evaluation of Instruction

Forms distributed to classes and returned between the 5<sup>th</sup> and 10<sup>th</sup> week of regular term classes, or no later than when 80% of the class meetings have been completed for classes meeting in the summer or classes with accelerated schedules.

Chairs begin evaluation of **Adjunct Instructors** by the end of each semester and complete the process when student evaluation information is distributed the next semester

Conclude Student Evaluation of Instruction -- Results are returned by the middle of the next semester

Conclude Chairs evaluation of Adjunct Instructors -- By the end of the next semester

**Faculty Self-Reviews (FSR)** due to Chairs -- by the last working day of March

Chairs complete **Faculty Evaluation Summary (FES)** and schedule faculty interviews

**Interviews** completed by the last working day of the second week of April

Appeals Completed\* -- by the last working day of April

\*Division Dean resolves all appeals.