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## TENURE REVIEW & FACULTY EVALUATION MANUAL

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### Criteria for Evaluating Instructional & Non Instructional Faculty

As outlined in the introductory statement of the Tenure Review Guidelines, Southwestern College's objective is to fill its faculty positions with extraordinary people of uncommon ability, energy, enthusiasm and commitment. We wish to employ faculty who bring to their department, division and campus a breadth and depth of knowledge; pedagogical effectiveness; demonstrated commitment to diversity, equity, inclusion; the ability to work collegially with others; and life experiences that will enrich their disciplines and stimulate learning. Faculty recommended for tenure, therefore, must reflect, in the performance of their faculty duties and their interaction with students and colleagues, this standard of excellence.

It is intended that the evaluation process be comprehensive, fair, and humane. At the District's discretion, all aspects of the faculty members assignments such as instructional, non-instructional, and overload assignments may be evaluated. When overload is being evaluated as part of a comprehensive evaluation, proportional weight shall be placed on the primary duties of the unit member's assignment when completing the summary evaluation.

The following criteria are intended to delineate common areas of performance to be evaluated during the tenure review process. The list is not all inclusive and is not intended to eliminate from consideration additional standards of performance common to the profession.

1. Excellent performance in classroom teaching, non-instructional activities, or in carrying out primary responsibilities specifically listed in the employment job description including, but not limited to the following professional competencies:
  - a) **Knowledge:** Exhibit and maintain currency and depth of knowledge of teaching field or non-instructional areas;
  - b) **Communication:** Ability to manage interactions to provide effective, respectful written and oral communication with all parties;
  - c) **Pedagogy:** Use of teaching methods and materials challenging to the student and appropriate to the subject matter, responsive to the needs of the students, and consistent with discipline practices; this is not intended to discourage within discipline a variety of successful pedagogical approaches to learning;
  - d) **Organizational Skills:** Ability to engage effective organizational skills in the classroom or worksite; and

- e) **Accountability:** Fulfills official college requirements as well as discipline/division agreements.
2. Respect for students' rights and needs and demonstration of sensitivity to and understanding of the diverse academic, social, economic, cultural, disability and ethnic backgrounds of community college students:
- a) Patience, fairness, and promptness in the evaluation and discussion of student work;
  - b) Sensitivity and responsiveness to the needs of individual students and their special circumstances, when appropriate;
  - c) Maintenance of contractual obligation to regular and timely office hours;
  - d) Sensitivity to the diverse ways students learn;
  - e) Familiarity with specific cultural factors which affect the learning process in the specific area of assignment;
  - f) Careful attention to the diverse educational backgrounds of all students;
  - g) Involvement in examining retention indices for diverse student populations in classes and student service programs; and
  - h) Sensitivity to the role of cultural factors in education.
3. Collegiality and Respect for colleagues and the teaching profession by:
- a) Acknowledging and defending the free inquiry of their associates in the exchange of criticism and ideas;
  - b) Recognizing the opinions of others;
  - c) Acknowledging academic debts (credit works to avoid plagiarism);
  - d) Striving to be objective in their professional judgement of colleagues;
  - e) Acting in accordance with the ethics of the profession and with a sense of personal integrity; and
  - f) Working in a spirit of cooperation to develop and maintain a collegial atmosphere among faculty, administrators, and staff.

The following standards are illustrative examples of performance expected of permanent instructional and non-instructional faculty; not all areas need to be addressed. Probationary faculty, after their first probationary year, are expected to show increasing participation in such professional growth and college governance activities.

4. Continued professional growth demonstrated by:
  - a) Increasing participation in self-initiated professional activities such as coursework, attendance at workshops, seminars, professional meetings;
  - b) Participation in development of new curriculum/programs/services, conference presentation, artistic exhibits, classroom research or other assignment-related research, publications, and community involvement specifically to academic area; and
  - c) Other appropriate activities.
5. Active participation in collegial governance and campus life by:
  - a) Active participation in college committees, discipline work groups and task forces;
  - b) Service in student activities organizations, clubs, and student leadership seminars; and
  - c) Service on faculty organizations.