

TENNESSEE STATE UNIVERSITY
OFFICE OF INTERNATIONAL AFFAIRS
INTENSIVE ENGLISH CENTER

Policy No. 4.06.06

PERFORMANCE EVALUATION POLICY AND PROCEDURE

PURPOSE

Tennessee State University Intensive English Center recognizes that faculty and staff have a need and expectation to be continuously advised of how their performance is perceived by their supervisors. The performance review process is used for that purpose.

The performance review process is not a disciplinary process. It is a developmental process. Although Intensive English Center's performance review process is designed to measure faculty and staff's overall job performance during the performance year, the evaluation should be directed towards goal planning and goal attainment.

POLICY

It is the policy of Intensive English Center that regularly scheduled performance evaluations be conducted for faculty and staff annually, usually in May or June of each fiscal year. The evaluations should effectively measure the competence, efficiency, conduct, merit and other job related functions of each faculty and staff.

Intensive English Center maintains a policy of evaluating the job performance of its faculty and staff as a means of measuring efficiency and effectiveness, providing faculty and staff with meaningful information about their work and aiding the Center in making personnel decisions related to such areas as training, compensation, promotion, job assignments, retention and long-range planning of its operations. Evaluation of faculty and staff is intended to be participatory and multi-faceted in nature, involving the employee's input as much as the Director and other means as appropriate, thereby helping faculty and staff to contribute to the progress of the Center.

PROCEDURE

The performance evaluation process for faculty and staff should focus on specific goals and professional development needs of the employee. Performance goals should be realistic, measurable in time, quantity and/or quality and challenging. Evaluations will be conducted annually or more frequently as deemed appropriate by the Director.

Among the factors evaluated during formal performance reviews are the faculty and staff's teaching (if applicable), work habits, interpersonal relations and adaptability to job conditions. Each is to be given an opportunity to meet with the Director to openly and candidly discuss the evaluation before it is finalized, whereupon the faculty or staff will be given a copy of the completed form. Where an employee has received deficient ratings in any category or aspect of work that represents a significant area of job responsibility, the Director should recommend specific corrective action and notify the employee accordingly. Specific performance goals must be in writing. It is the responsibility of the Director to provide reasonable training of employees, to initiate efforts to assist employee's in correcting deficient performance behavior, and to evaluate employees objectively.

PROCESS

The Intensive English Center annual performance evaluation timeline is as follows:

- A. The Director sends out the i. Performance Evaluation Policy and Procedures ii. Employee Self Evaluation Questionnaire and iii. Annual Goal Setting Form to faculty and staff in May.
- B. The Director and the employee establishes the date and time for the performance evaluation meeting.
- C. Faculty and staff complete Employee Self Evaluation Questionnaire and Annual Goal Setting Form as well as other supporting documents and send it to the Director one week prior to the meeting.
- D. The Director and the employee conducts performance evaluation meeting. During the meeting performance aspects are thoroughly discussed with the applicable employee to point out areas that need improvement or are unacceptable. Faculty and staff are encouraged to comment about their work performance, in writing or verbally, and to discuss working conditions and offer suggestions for improving the Center. During the meeting, the following forms of input are discussed
 1. Employee Self Evaluation Questionnaire
 2. Annual Goal Setting Form
 3. Formal class observations by the Director (if applicable)
 4. Student evaluation forms of the faculty (if applicable)
 5. Peer-observations (if applicable)
 6. Other forms of information and documentation provided by the faculty or staff

- E. Following the meeting, the employee signs the performance report concluded by the Director to acknowledge awareness of its contents and discussion with the Director. The employee's signature does not necessarily mean the employee fully agrees with the contents of the report and the employee may so state on the form before signing.
- F. In situations when an faculty or staff member has reason to disagree with the performance evaluation, the employee may respond to the content or conduct of the performance evaluation in writing within 30 days following the employee's discussion of the performance evaluation with the Director.
- G. If an employee chooses this option, the employee's response should be forwarded to the Executive Director of the Office of International Affairs.

CONFIDENTIALITY

All discussions between the Director and employee shall be treated in strict confidence. Every document in the evaluation process is confidential and subject to the University privacy and document retention policies. Any breach of these provisions by any party shall be treated as a disciplinary matter and dealt with accordingly.

REVIEW

This policy and procedure document will be reviewed annually during the Intensive English Center Annual Retreat.

EXECUTION

The Director of the Intensive English Center is responsible for the execution of this policy.

Updated 7/2020