

EVALUATION PROCEDURES FOR ANNUAL FACULTY REVIEWS

The Chair will evaluate each faculty member's performance (teaching, scholarship, and service) each calendar year in accordance with policies and procedures in the College of Liberal Arts and Social Sciences Policy and Procedures Manual, pp. 8-14. This review will be used to evaluate progress toward tenure and promotion, and for annual merit increases.

Each faculty member will submit by January 10 an Annual Goals Form (found at: <http://class.georgiasouthern.edu/AdministrativeForms.php>) and summary of teaching, scholarship, and service for the previous calendar year. Also by January 10 each Faculty member must have Digital Measures updated for activities for the previous calendar year. During the first month of the subsequent Spring semester, the Chair will meet complete the Annual Evaluation Form (found at: <http://class.georgiasouthern.edu/AdministrativeForms.php>) for each Faculty member. The Chair will meet individually with each Faculty member and review the Faculty member's goals and Annual Evaluation Form.

The following procedures will guide the Annual Faculty Review process:

- The faculty member's effectiveness as a teacher and participation in development opportunities will be given special importance.
- At the evaluation meeting, the faculty member will be shown the department chairs' written evaluation of his or her performance for the past year.
- The faculty member signs the evaluation, indicating that he or she has seen its contents (not necessarily that he or she agrees with the evaluation itself).
- The faculty member may choose to append a written response to the department chair's evaluation.
- The department chair prepares a photocopy of the signed evaluation with its appended response (if any) and sends the copy to the faculty member.
- The original signed evaluation with its appended response (if any) becomes a permanent part of the faculty member's departmental personnel file.
- A second copy of the signed evaluation with its appended response (if any) is forwarded to the Dean's Office where it becomes a permanent part of the faculty member's College-level personnel file.
- It is also acceptable for departments to prepare three original copies of the evaluation for the faculty member. In this case, all three copies should be signed. The three copies should be distributed as follows: to the faculty member, to the faculty member's departmental file, and to the faculty member's College-level personnel file.

The faculty member's effectiveness in Teaching, Scholarship, and Service will be assigned into one of the following categories: *Exceptional*, *Exceeds expectations*, *Fully acceptable*, *Needs improvement*, *Unacceptable*. While it is impossible to provide a precise definition for each of these categories, the following is offered for general guidance (in all cases examples are provided merely for the sake of illustration):

- *Unacceptable*: The quality and quantity of the faculty member's work have been totally unsatisfactory. This category should be used rarely and should imply that immediate correction is imperative.

- Teaching: A few examples of highly unacceptable teaching include: (a) frequently missed classes, (b) consistent failure to conduct office hours, (c) consistent receipt of extremely poor student ratings of instruction or peer reviews.
 - Scholarship/Research/Creative Activity: May be used to indicate that the faculty member has not performed even the minimal amount of scholarly activity needed to remain current in his or her field, a consistent lack of interest in issues related to the discipline, or failure to remain adequately informed about the discipline beyond the level required for basic class preparation.
 - Service: Either failure to perform any significant service activity or performance of such activity only with extreme reluctance.
- *Needs Improvement*: The faculty member's work is not satisfactory in quantity or quality. This category indicates that the individual is not performing at an adequate level and that corrective actions are required.
 - Teaching. A few examples of teaching that needs improvement include: (a) being frequently unprepared for class, (b) regularly missing office hours, (c) consistently receiving poor student ratings of instruction or peer reviews.
 - Scholarship/Research/Creative Activity. May be used to indicate that the faculty member shows little enthusiasm and seldom participates in professional events such as lectures, symposia, and workshops in order to remain current in his or her field. Also may indicate that the faculty member is not engaged in professional activities at a level consistent with other members of the department.
 - Service. An example of service that needs improvement might include a willingness to serve on committees to which the faculty member is appointed but making no special effort to carry out assigned charges.
- *Fully Acceptable*: The quantity and quality of the faculty member's work are being produced at a level fully meeting all departmental expectations. Tasks are being accomplished in a timely and competent manner. The faculty member is meeting the high standards set by the department. The term "fully acceptable" is in no way meant to imply that the faculty member is only average or meeting departmental expectations in a merely adequate fashion. Rather, the rank of fully acceptable means that the faculty member should be commended for fully satisfying the rigorous standards of both the department and the college.
- *Exceeds Expectations*: The faculty member's work exceeds the level of satisfactory in both quality and quantity. The faculty member is a productive colleague and should be highly commended. The faculty member often exceeds goals and expectations.
 - Teaching. A few examples of exceeding expectations in teaching include: (a) always conducting classes with obvious imagination and enthusiasm, (b) repeatedly introducing new developments or other successful techniques into courses, (c) being consistently and frequently recognized by both students and colleagues as an outstanding teacher.
 - Scholarship/Research/Creative Activity. A few examples of exceeding expectations in professional activity include: (a) remaining highly current in one's field through frequent presentation of papers at significant professional meetings or by other appropriate

means, (b) creativity and high success at carrying out scholarly activities appropriate for both the discipline and the department.

- Service. Some examples of exceeding expectations in service include being: (a) widely regarded as highly effective in department, college, and university service activities, (b) consistently selected to work on important programs at the department, college, and university level, (c) frequently selected to chair important committees at the department, college, and university level.
- *Exceptional*. The faculty member is considered to be one of the very best in the department, college, and university by students and colleagues alike. The faculty member meets and consistently far exceeds the criteria for a rating of “exceeds expectations.” This distinction should rarely be given and should indicate that the faculty member is widely considered a “star” (i.e., in the top 5% or better) for the category being evaluated.
 - Teaching. Exceptional teaching is demonstrated, for instance, by the faculty member who wins recognition for quality of instruction at the university, state, regional, national, and/or international level.
 - Scholarship/Research/Creative Activity. A few examples of exceptional professional activity include: (a) production of a new, book-length work or research project that is exhaustively peer-reviewed and published by a major, internationally recognized press; (b) completion of a major creative work that receives recognition for research or scholarly activity at a level not less than university-wide.
 - Service. An example of exceptional service might be a long and distinguished history or using the faculty member’s professional expertise to perform uncompensated services directed toward improving the quality of life for the local, state, national, or international community.