Policy 301
Performance Evaluations: Annual and Semester

Faculty performance is evaluated in teaching, scholarship, and service every calendar year to both ensure effectiveness and facilitate improvements. Such evaluations also serve as the foundation for recommendations of merit increases in salary and retention of tenure-track and non-tenure track faculty members.

Definitions

Per USG Policy, each department shall develop and provide to faculty a written set of procedures outlining the processes. As identified in the GS Faculty Handbook (306), departmental policies should reflect the following criteria as the predominant basis for evaluation: Superior and effective teaching, outstanding service to the institution and external communities, academic achievement, and professional growth and development. Furthermore, it is specified that evaluations “shall seek evidence of sustained effort, involvement, and record of achievement.” CBSS notes the following definitions and expectations in these performance areas:

- **Teaching** involves not only the dissemination of information to build knowledge, but also the enhancement of critical thinking, skills, and personal development. Teaching includes not only classroom and laboratory interactions, but also direction of research, mentoring, and other such activities. Superior teaching is demonstrated to be “reflective, student-centered, respectful of the diversity of students, multimodal, and focused on student learning outcomes” (Faculty Handbook 306.01; pp. 33). Teaching effectiveness must include student ratings of instruction, but such shall not be the sole measure considered. Activities included in consideration of teaching involve not only classroom instruction, but also that which occurs in the laboratory or studio, direction of research, mentoring, and other related activities.

- **Academic achievement, or scholarship** includes “discovery, integration, development, application, and extension of knowledge as well as aesthetic creation” (Faculty Handbook 306.01). The appropriate manifestations of outstanding scholarship for each discipline should be outlined by programs and departments.

- **Service** includes activities within the institution (including department, college, and university), the profession, and the community. Service includes activities that relate to the operation and governance of the institution, as well as provision of professional expertise within the profession or community to address needs, issues, and problems.
• **Administrative service** activities are those undertaken by a faculty member for pay or workload adjustments (they may include coordinator positions, academic professionals, center director positions, etc.). Activities associated with administrative positions should be agreed upon by the faculty member and supervisor and serve as the basis of the administrative evaluation. In addition to execution of position duties, interpersonal skills, professionalism and judgment, commitment to the goals of the unit and continued professional development are considered.

**Requirements and Processes**

Annual Performance Evaluations shall occur for each instructional faculty group as follows:

1) Annual evaluations shall be conducted for:
   a) Each full-time continuing faculty member to review performance, facilitate improvement, and provide a basis for merit increases of salary;
   b) Tenure-track, tenured, and non-tenure track faculty, and full-time limited-term faculty serving an appointment of two semesters to review performance, determine continuation, and as the basis for recommending salary increases;
2) Part-time faculty shall be evaluated *at the end of the semester of appointment* (or term if appointed for a full year).

Annual reviews are based on the period between January 1 and December 31. Faculty reports of activities are due to department chairs as requested, typically by early January. The department/school chair directs the performance evaluation process.

Annual evaluations conducted by department chairs should be based on the faculty member’s teaching, scholarship, and service. The evaluation should provide evaluative statements of accomplishments for the previous year based on the documented evidence.

Between January 1 and March 1, the chair will meet with each faculty member to discuss their performance and the evaluation. The goal of the discussion is to be constructive and future-oriented, providing information to the faculty member about performance with consideration of goals and expectations, and to aid in the faculty member’s development. The discussion should assist the faculty member in setting goals for the coming year. At the conclusion of this meeting, the faculty member will sign the evaluation document as an indication that the document has been reviewed. In addition, the faculty member may respond in writing to the annual evaluation document, and the supervisor will acknowledge receipt of this response in writing, and note changes that are made as a result of the conference or faculty member’s written response.

The department/school chair will then provide summaries and recommendations of all performance reviews to the Dean. The Dean will review the evaluation, comment as needed, sign and return a copy to the faculty member and Chair. A copy of the signed evaluation
document, with its appended response (if applicable), which includes the Dean’s comments also will be included in the faculty member’s college and departmental personnel files.

**Form and Evaluation Strategies**

The forms utilized for the purpose of faculty performance evaluations are included as appendices to this policy and should be publicly available for faculty access. An advisory rubric for evaluation categories is provided as follows, but is not required.
<table>
<thead>
<tr>
<th>Annual Evaluation Rubric</th>
<th>Teaching</th>
<th>Scholarship</th>
<th>Service</th>
<th>Administrative Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary</td>
<td>Record serves as a role model for other faculty. Demonstrates exemplary teaching effectiveness, leadership in teaching and curriculum development and mentoring activities, and consistent updating of course materials keeping current with field. Performance indicators are consistently in highest range for accomplishment.</td>
<td>Record serves as a role model for other faculty. Demonstrates exemplary scholarly activity through sustained efforts yielding externally valued (peer-reviewed or critiqued) products recognized within the larger field, considering quality and/or quantity. Success in extramural activities (as appropriate) is demonstrated. Performance indicators are consistently in the highest range of accomplishment.</td>
<td>Record serves as a role model for other faculty. Demonstrates exemplary record of service, including taking leadership roles in university, college, and departmental service activities, as well as participation and leadership roles in professional and community service. Performance indicators are consistently in the highest range and cross multiple service levels.</td>
<td>Record demonstrates that task completion produced products that go far beyond expectations, indicating substantially greater activities and contributions than anticipated. Demonstrated exemplary interpersonal skills, professionalism and judgement in the process of completing tasks. Actions and products demonstrate exemplary outcomes in meeting and exceeding unit goals and personal professional development.</td>
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<tr>
<td>Exceeded Expectations</td>
<td>Record demonstrates teaching activities that exceed expectations set by the department and that of most others. Demonstrates engaging and enthusiastic teaching, inclusion of new pedagogical and knowledge developments, engagement (as merited) with individualized instruction and student mentoring. Identified as exceeding expected teaching requirements.</td>
<td>Record demonstrates that accomplishments in scholarship and research exceed expected research productivity. Demonstrates consistently producing sustained scholarly productivity that yields scholarly presentations as well as peer-reviewed publications and like creative works.</td>
<td>Record demonstrates regular and active contributions to institution and/or college, and department service needs and initiatives, as well as service to the profession and/or in the community. Participates across multiple levels and/or takes leadership roles in key service activities. Efforts consistently exceed expectations.</td>
<td>Record demonstrates that tasks are complete, and some additional work on project/in role was accomplished; products extended beyond specified outcomes and activities. Demonstrated use of interpersonal skills, professionalism and judgement beyond expectations in the process of completing tasks. Actions and products exceeded expectations for meeting unit goals and professional development expectations.</td>
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<tr>
<td>Fully Met Expectations</td>
<td>Record demonstrates that efforts meet departmental, college, and institutional expectations of superior teaching. Record indicates that teaching effectively introduces new developments in knowledge and utilizes (as appropriate) innovation in teaching techniques as identified by students and colleagues as achieving excellence. Superior teaching enhances students’ development of critical thinking skills as well as providing foundational knowledge.</td>
<td>Record demonstrates outstanding research, scholarship and professional development achievements. Noteworthy accomplishments satisfy high standards required by institution, college, and department. Record demonstrates faculty member is current in field through publications and creative activities, scholarly presentations, and research and scholarly work that regularly yields peer-reviewed or externally validated products appropriate to the field. Record identifies continuous professional growth and development.</td>
<td>Record demonstrates outstanding and/or noteworthy strong university, college, department and/or professional/community service engagement. Actively participated in service activities and accomplished tasks in a timely and collegial manner. Some leadership or resource intense (time) active services are present.</td>
<td>Record indicates that tasks are complete and meet specified outcomes. Individual demonstrated appropriate interpersonal skills, excellence in professionalism and judgement. Actions and outcomes met unit goals. Record reflects commitment to continuing professional development.</td>
</tr>
<tr>
<td>Partially Met Expectations</td>
<td>Record indicates that faculty member has met some, but not all, expectations in quality and/or quantity of research, scholarship, and professional development. Record demonstrates that the faculty member may be engaged in these activities but not carrying them to fruition; engagement in these activities is occurring but not at the level consistent with departmental, college, or institutional expectations; other concerns in meeting departmental expectations may be noted. Corrective actions are required for those areas where improvement is needed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did Not Meet Expectations</td>
<td>Record indicates an inadequate performance level. Some basic requirements for instruction are not met. Issues may include (but are not limited to): being unprepared or late for class, missing office hours, consistently low SRIs or peer evaluations, not responding in a timely manner to student communications. Consistent student complaints about issues in the classroom or online platform may identify issues. Performance is accompanied by lack of efforts in professional development. Corrective actions are required.</td>
<td>Record indicates that faculty member has met some, but not all, expectations in quality and/or quantity of teaching performance. Corrective actions are required for those areas where improvement is needed.</td>
<td>Record demonstrates that faculty member has met some, but not all, expectations in quality and/or quantity of research, scholarship, and professional development. For example, faculty member may demonstrate willingness to serve only on committees with lower workloads, or may agree to serve on committees but not actively engage in the workload of the committee. Other concerns related to meeting department expectations may be noted. Corrective actions are required for those areas where improvement is needed.</td>
<td>Record demonstrates that the faculty member has met some, but not all, expectations in quality and/or quantity of service activities. For example, faculty member may demonstrate willingness to serve only on committees with lower workloads, or may agree to serve on committees but not actively engage in the workload of the committee. Other concerns related to meeting department expectations may be noted. Corrective actions are required for those areas where improvement is needed.</td>
</tr>
</tbody>
</table>

| Did Not Meet Expectations | Record indicates an inadequate performance level. Some basic requirements for instruction are not met. Issues may include (but are not limited to): being unprepared or late for class, missing office hours, consistently low SRIs or peer evaluations, not responding in a timely manner to student communications. Consistent student complaints about issues in the classroom or online platform may identify issues. Performance is accompanied by lack of efforts in professional development. Corrective actions are required. | Faculty member is not engaged with research and scholarly activity at the level expected by the department. May indicate that the faculty member engages in initiating research projects but not following them through to completion. Corrective actions are required. | Record demonstrated the quality and quantity of service approached, but did not consistently meet department, college or university standards. Some service activities requiring minimal effort may have occurred. Faculty member may provide little documentation of real participation or ability to accomplish committee work/assignments. Corrective actions are required. | Tasks are incomplete or not done to the specifications required. Some lapses during interpersonal interactions, and/or concerns about professional or judgement may have emerged. Some questions about actions and products meeting unit goals. Low engagement in task may demonstrate a lack of interest in continuing professional development. | Some tasks are incomplete or not done to the specifications required. Some lapses during interpersonal interactions, and/or concerns about professional or judgement may have emerged. Actions and products may not have adequately met unit goals. Individual may have displayed low engagement in tasks and/or a lack of interest in continuing professional development. Some or all of these outcomes, may be present demonstrating with the individual successfully completing some portion but not meeting all expectations. Corrective actions are required for areas where improvement is needed. |
# ANNUAL FACULTY EVALUATION

**Calendar Year:** _________

<table>
<thead>
<tr>
<th>Name:</th>
<th>Department:</th>
</tr>
</thead>
</table>

**Rank:**
- [ ] Assistant Professor
- [ ] Associate Professor
- [ ] Full Professor

**Tenure Status:**
- [ ] Not on T-T Track
- [ ] Not Tenured
- [ ] Tenured

**Assigned Departmental Teaching Load:**
- [ ] credit hours SPRING
- [ ] credit hours FALL

**Administrative/Teaching/Service/Research Adjustment:**
- [ ] Yes
- [ ] No

**Purpose of Adjustment:**

**Adjusted Departmental Teaching Load:**
- [ ] credit hours SPRING
- [ ] credit hours FALL

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## TEACHING

**Evaluation Rating:**

- [ ] Exemplary
- [ ] Partially met expectations
- [ ] Exceeded expectations
- [ ] Did not meet expectations
- [ ] Fully met expectations

**Comments:**
RESEARCH/CREATIVITY

Evaluation Rating:

- Exemplary
- Partially met expectations
- Exceeded expectations
- Fully met expectations
- Did not meet expectations

Comments:

SERVICE

Evaluation Rating:

- Exemplary
- Partially met expectations
- Exceeded expectations
- Fully met expectations
- Did not meet expectations

Comments:
ADMINISTRATIVE ACTIVITIES (Please delineate expected duties and performance related to activities.)

Not Applicable or Position: __________________________________________________________________________

Evaluation Rating:

- Exemplary
- Partially met expectations
- Exceeded expectations
- Did not meet expectations
- Fully met expectations

Comments:

PROGRESS TOWARD NEXT MAJOR REVIEW: ____________________________________ (Type of Review)

Comments:
CBSS POLICY 301 (approved 1/23/2019) for 2018 Calendar Year Reviews
Policy must be evaluated for revision needs in Fall 2019 for future reviews.

FACULTY MEMBER’S COMMENTS:

______________________________________________
Chair       Date

______________________________________________
Faculty Member    Date

DEAN’S COMMENTS:

______________________________________________
Dean      Date