

**DALTON STATE COLLEGE**

**FACULTY ANNUAL EVALUATION PROCESS**

**MANUAL OF PROCEDURE**

**Revised  
Fall Semester  
2006**

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## **INTRODUCTION**

In the Spring semester of 2002, the faculty of Dalton State College adopted a new model for the annual evaluation of individual faculty performance and the use of such evaluations in making recommendations for awarding tenure and promotion. This action resulted from an undertaking begun at the Fall Faculty Retreat in 2000, when the faculty expressed its desire for more clarity and consistency than was apparent in the existing process, while at the same time attaining more flexible accommodation of faculty members' diverse circumstances. For the next two years the Faculty Evaluation Process Committee worked on developing the new faculty evaluation process.

To prepare the new process for implementation at the beginning of the calendar year 2003, the Division Chairs met several times in the Fall 2002 semester to determine procedures necessary for making it operational. Many of these required more specific details than were contained in the proposal adopted by the faculty, and the Chairs, with the assistance of the President of the College and the Vice President for Academic Affairs, spent well over twenty hours in meetings devoted solely to this task. Every effort was made to preserve and strengthen the "cooperative spirit" of the original proposal, and at the end of their discussions the Chairs met with members of the committee that had designed the proposal and asked for their suggestions. All agreed that a manual or handbook fully describing the new evaluation process and its operation should be made available at an early date to all members of the faculty and administration. This document results from that concern. Drawing on both the original proposal and on the minutes of the subsequent meetings of the Division Chairs, it integrates these two sources of information about the process (from which all quotations are taken) to provide a single point of reference.

In the Spring Semester of 2005, the faculty evaluation process was revised in an attempt to improve it and return the evaluation schedule to the academic year calendar. Recommendations for revision of the process were reviewed and modified with input from the Faculty Evaluation Committee, the Chairs, the Vice President for Academic Affairs, and the President of the College.

### **I. THE FACULTY ANNUAL EVALUATION PROCESS**

#### **1.1 Description**

The Faculty Annual Evaluation Process at Dalton State College is collaborative and goal-centered. Calling for "a cooperative spirit, whereby each faculty member in consultation with his or her division chair sets individual goals which will result in continuous improvement toward accomplishing the mission of the College," the design has a four-point rationale.

##### **1.1.1 Rationale**

- a) It allows faculty members the flexibility to conduct their annual evaluation based on their own goals, within the established evaluation structure, such that a newly hired first-year faculty member could have completely different objectives than a 25-year veteran.

b) It is streamlined such that there is no need for excessive narrative, yet it is also not completely quantitative so it is not unduly complicated by weights/percentages, and the performance of each faculty member is not represented by an assigned numerical score.

c) It utilizes the newly created Faculty Evaluation Committee in conjunction with the Division Chairperson to create an evaluation process with checks and balances.

d) It includes a direct link between yearly annual evaluation and progress toward tenure, as well as promotion. In this way, not only will faculty members be aware of their yearly progress toward tenure and promotion, but those faculty members who consistently perform at an exemplary level may receive both tenure and promotion at an accelerated rate.

### **1.1.2 Governance.**

Although the Faculty Annual Evaluation Process is based on the academic year rather than the calendar year (see Appendix 1), to provide a full twelve-month period of data collection within the framework of the semester system, student evaluations and other information (i.e., service and professional development) gathered after the submission of the annual report will be included in the faculty member's following annual evaluation. Information from the summer session prior to the academic year being evaluated may also be included.

Operation of the Faculty Annual Evaluation Process falls under the general supervision of the Vice President for Academic Affairs, with procedural oversight provided by the Faculty Evaluation Committee. This body is made up of one tenured senior faculty member elected for a two-year term by each of the academic divisions or departments offering credit-based instruction; if a division has no tenured faculty it may be represented by a non-tenured faculty member. Division Chairs are not eligible to sit on the Faculty Evaluation Committee.

The Faculty Evaluation Committee performs the following functions:

a) Provision of oversight for the faculty evaluation process, recommending modifications in structure and/or implementation as the need arises to the Vice President for Academic Affairs for faculty consideration.

b) Service as a mediation group on an as-needed basis on matters related to faculty evaluation in the event that a faculty member and his/her division chair cannot agree on annual goals or the degree to which those goals have been achieved

c) Service as a mediation group on an as-needed basis on matters related to tenure recommendations and/or recommendations for promotion in rank in the event that a faculty member and his/her division chair cannot agree on the extent to which the faculty member has met the requirements for tenure and/or promotion.

Membership terms are staggered, and members of the committee may succeed themselves when their terms expire. The committee chair will be elected by the members at the first meeting of the committee held in each Fall Semester. All decisions reached by the Faculty Evaluation Committee will require a two-thirds majority to be considered official and will be rendered in writing to all parties involved. A record of all proceedings will be maintained, and all discussions within committee meetings are considered private and confidential. With the approval of the Vice President for Academic Affairs, official decisions of the committee will be considered binding on all parties. The Vice President for Academic Affairs will provide a written record of his or her decision to the faculty member, Division Chair and Faculty Evaluation Committee chair. The decision of the Vice President for Academic Affairs can be appealed to the President.

### **1.1.3 Timetable**

On or before September 1<sup>st</sup> each Fall faculty members will formulate and submit specific, measurable goals for the current academic year and submit them to their respective Division Chairs. Goals should be devised for each of the three areas on which faculty members are evaluated, i.e., teaching, service (both to the College and to the community), and professional development. By September 15<sup>th</sup>, all goals will be discussed between a faculty member and his or her Chair, with agreement being reached on whether the faculty member's goals during the coming year rate a high or standard level of professional performance. The signatures of both the faculty member and his or her Chair on the Preliminary Statement of Goals form (see Appendices 2.1 and 2.1.1) will indicate consensus. If agreement cannot be reached on any part of the goal-setting process, the matter will be referred to the Faculty Evaluation Committee. Any modifications required from the faculty member will be negotiated in the same fashion with his or her Chair. Moreover, by agreement between a faculty member and his or her Division Chair, a faculty member's goals may be expanded, contracted, or otherwise modified during the evaluation period should unforeseen circumstances arise, with unresolved disagreements being referred to the Faculty Evaluation Committee on or before October 1<sup>st</sup>.

On or before March 1<sup>st</sup>, faculty members will submit written reports to their Chairs assessing their progress toward fulfilment of the goals set for the current academic year, using the Assessment of Goals form (see Appendix 2.2). Faculty members are responsible for providing documentation that goals have been met. The Chairs will evaluate the reports, decide whether faculty members have fulfilled their goals and also fully discharged the obligations listed under the heading of "Standard Faculty Responsibilities" (see Appendix 2.3), and in conferences with their faculty determine whether overall performance has been at the high or standard level. For tenure-track faculty, high performance in a given year will earn two points toward consideration for promotion, and standard performance will earn one promotion point. When in agreement, both the Division Chair and the faculty member will sign the Assessment of Goals document; differences between a faculty member and his or her Division Chair concerning goal fulfilment or allocation of promotion points will be referred to the Faculty Evaluation Committee on or before April 15<sup>th</sup>.

<b>Timetable for Faculty Evaluation Process</b>		
<b>Components of Faculty Evaluation Process</b>		<b>Deadlines *</b>
1	Faculty submit preliminary goals to chair for upcoming academic year	On or before September 1 <sup>st</sup>
2	Faculty member & Chair sign an agreement of goals for upcoming academic year	On or before September 15 <sup>th</sup> **
3	Deadline for faculty member to submit appeal to VPAA if disagreement on proposed goals	On or before October 1 <sup>st</sup> ***
4	Faculty Evaluation Committee will forward their appeal decisions to the VPAA	On or before October 15 <sup>th</sup>
5	The VPAA will communicate his decision to the faculty member, the Division Chair, and the Faculty Evaluation Committee Chair	On or before October 21 <sup>st</sup>
6	Faculty submit assessment of goals (Activities from March 1 <sup>st</sup> - March 1 <sup>st</sup> )	On or before March 1 <sup>st</sup>
7	Faculty member & Chair sign assessment of goals during evaluation conference	On or before April 1 <sup>st</sup>
8	Deadline for faculty member to submit appeal to VPAA if disagreement on assessment of goals	On or before April 15 <sup>th</sup>
9	Faculty Evaluation Committee will forward their appeal decisions to the VPAA	On or before May 1 <sup>st</sup>
10	The VPAA will communicate his decision to the faculty member, the Division Chair, and the Faculty Evaluation Committee Chair	On or before May 15 <sup>th</sup>

\* If any deadline falls on a weekend or holiday, it will be changed to the 1<sup>st</sup> working day following the date listed.

\*\* If goals are submitted early, the Division Chair will have ten working days to respond.

\*\*\* If goals are submitted during the summer session and agreement cannot be reached within ten working days, the faculty member may pursue the appeals process during the fall semester.

## **1.1.4 Special Cases**

**1.1.4.1** *Exclusion of a current year for reason of unforeseen hardship.* If in the course of a calendar year extenuating circumstances or hardship should arise and the faculty member feels that the current year should be excluded from the evaluation process for tenure and/or promotion consideration, the exclusion may be negotiated between the faculty member and the Division Chair and, if necessary, the Faculty Evaluation Committee. Application for exclusion of a current year and its acceptance by all parties must be in writing and must be made during the year in which the extenuating circumstances or hardship occurs; retroactive exclusion is not allowed. If a hardship exclusion is granted during a calendar year, that year's exclusion will have no effect on the consecutive sequence of years accrued to that point; it is as though the excluded year did not occur. An exception to this provision is the seventh year of credit toward tenure, because Board of Regents policy makes no allowances for hardship exclusion of an employment year.

**1.1.4.2** *Probationary credit toward tenure for new faculty.* For purposes of determining eligibility for tenure, new faculty members who are awarded credit toward tenure will be assumed to have satisfied the requirements of "High Professional Performance" for each year of probationary credit they receive. Promotion points, however, will be awarded only for years of service at Dalton State College.

## **1.2 Tenure and Promotion**

Promotion and tenure are specifically linked to the faculty evaluation process. At Dalton State College, a faculty member will receive one of three overall ratings each year. These are:

- "High Professional Performance"
- "Standard Professional Performance"
- "Improvement Needed in Professional Performance"

These overall ratings reflect faculty performance which consistently exceeds, consistently meets, or consistently does not meet the professional standards of Dalton State College. Some faculty may be performing at an exemplary level; for those faculty, tenure and promotion are possible on a faster time scale.

### **1.2.1 Tenure**

The following criteria lay out the standards by which tenure will be recommended. It is specifically noted that faculty who meet these criteria are not guaranteed tenure, but rather that a faculty member will be recommended for tenure by his or her chair to the Vice President for Academic Affairs, for consideration and possible recommendation to the President.

### *Criteria for Tenure*

Tenure is normally awarded after seven years of continuous, meritorious service at the rank of Assistant Professor or higher at Dalton State College. However, a faculty member whose annual evaluations consist of **five consecutive years of “High Professional Performance”** and who has at least five years of continuous service at the rank of Assistant Professor or higher at Dalton State College will be recommended for tenure by the faculty member’s chair to the Vice President for Academic Affairs for consideration and possible recommendation to the President. A faculty member whose annual evaluations consist of at least **five years of “Standard Professional Performance,” and who is completing his/her seventh year of continuous service** at the rank of Assistant Professor or higher at Dalton State College will be recommended for tenure by that faculty member’s chair to the Vice President for Academic Affairs for consideration and possible recommendation to the President. A faculty member who does not meet the listed standards will be considered for tenure on an individual basis.

### **1.2.2 Promotion**

The following criteria lay out the standards by which promotion will be recommended. It is specifically noted that faculty who meet these criteria are not guaranteed promotion, but rather that promotion will be recommended by the faculty member’s chair to the Vice President for Academic Affairs for consideration and possible recommendation to the President.

### *Criteria for Promotion*

In all fields, promotion is a recognition of the faculty member’s fulfillment of the Regents’ minimum criteria for all professional ranks:

- 1) superior teaching
- 2) outstanding service to the institution
- 3) academic achievement and professional growth and development

The criteria for promotion depend on a faculty member’s current rank. Faculty members who meet the criteria for promotion will be recommended for promotion by the faculty member’s chair to the Vice President for Academic Affairs for consideration and possible recommendation to the President. The conditions for promotion take into consideration level of performance and length of service in current rank. The conditions for a recommendation of promotion are listed in the table below.

Faculty members can earn points toward promotion each year. For each year of “High Professional Performance” a faculty member will earn two points. For each year of “Standard Professional Performance” a faculty member will earn one point. A rating of “Improvement Needed in Professional Performance” will earn zero points. Accumulation of points begins anew with each new rank.

**A faculty member will be recommended for promotion by his/her chair from:**

<b>RANK</b>	<b>PROMOTION POINTS</b>	<b>DEGREE REQUIREMENTS</b>
Instructor to Assistant Professor	after earning 6 points within three years	Master's <sup>+</sup>
Instructor to Assistant Professor	after earning 7 points within four to ten years	Master's <sup>+</sup>
Assistant Professor to Associate Professor	after earning 8 points within any four consecutive years	Master's <sup>++</sup>
Assistant Professor to Associate Professor	after earning 10 points within six to ten years	Master's <sup>++</sup>
Associate Professor to Professor	after earning 10 points within any five consecutive years	Doctorate <sup>++</sup>
Associate Professor to Professor	after earning 14 points within eight to ten years	Doctorate <sup>++</sup>

<sup>+</sup> Within the Technical Education Division degree requirements may vary based on training and experience.

<sup>\*</sup> Those whose primary responsibility is for junior/senior level course work will be expected to produce a scholarly record in their discipline.

During an academic year, a faculty member recommended by his or her Division Chair but not receiving promotion will receive written notification stating why promotion was not granted and outlining what specific steps the faculty member needs to take in order to be considered for promotion the following academic year(s). That year's promotion points will be applied to the faculty member's current rank. If a faculty member is recommended for and does receive promotion from Instructor to Assistant Professor, or from Assistant Professor to Associate Professor, that year's promotion points will be applied to the first year in the faculty member's new rank.

## II. PROCEDURES

The foregoing description of the Faculty Annual Evaluation Process and its relationship to the awarding of tenure and promotion is largely derived from the document describing the process which was adopted by the faculty in Spring 2002. To make the process operative, the following procedures have been developed as elaborations of the basic structures described in the original proposal.

### 2.1 Workload Components

Faculty workload at Dalton State College consists of three principal components—teaching, service to the College and community, and professional development. Of these, teaching is beyond question the most important, given its central place in the College’s mission. This is recognized in the Faculty Annual Evaluation Process proposal’s prefatory statement that “Dalton State College functions primarily as a teaching institution; therefore, the annual evaluation of all teaching faculty focuses on the quality of education the college provides for its students.” Excellence in teaching, continuing professional development, and service to the college constitute the criteria for the annual evaluation.

#### 2.1.1 Weighting of components

The primacy of teaching in the evaluation process necessitates the definition of workload components, with teaching receiving the heaviest emphasis. At the same time, it is desirable to allow a degree of flexibility and to insure that all three components receive consideration. In addition to the time a faculty member spends in contact with students and in preparation for class, to obtain “Standard Professional Performance” or “High Professional Performance” for an academic year, significant goals must be set and fulfilled in the area of teaching. Also, to earn “High Professional Performance” for an academic year, significant goals must be set and fulfilled in either service or professional development, but *some* goals must be set and fulfilled in all three areas. Activities intended to enhance student success and retention will be particularly valued. Any divergence from this workload distribution requires documented justification and advance agreement in writing between the faculty member and the Division Chair.

#### 2.1.2 Evaluation of components

**2.1.2.1 Teaching.** The evaluation of a faculty member’s teaching accomplishments during a particular year will rest on the following resources common to all divisions:

Stated faculty goals for improvement of course substance or classroom presentation  
Course syllabi

Student course evaluation ratings  
Other student comments received (both positive and negative)  
Applicable professional development activities

Student evaluation ratings will be derived from responses on Questions 7 through 13 of the standard Dalton State College Campus-Wide Student Evaluation Form (see Appendix 2.4) for all full-time faculty, both permanent and temporary. For returning faculty, these ratings will be based upon the average of the three required student course evaluations for the academic year. Student evaluation averages can be weighted upon faculty request. The rating from a faculty member's student course evaluations will be placed into one of the following categories:

5.00 - 4.60 High performance on course evaluations  
4.59 - 4.00 Standard performance on course evaluations  
3.99 - zero Needs improvement on course evaluations

If a faculty member's rating falls within the range of "needs improvement on course evaluations," specific goals for improvement in teaching for the following year must be set in consultation with the Division Chair (Appendix 2.1). A student course evaluation rating falling within the range of "high performance on course evaluations" is not a requirement for earning a rating of "High Professional Performance" on the faculty annual evaluation and earning 2 points toward promotion. Faculty members whose student course evaluations fall within the "standard performance on course evaluations" may earn a rating of "High Professional Performance" if a "High" rating is supported by substantial evidence from written comments on student evaluations, noteworthy (or reasonable) faculty goals for improvement, and applicable professional development activities.

Student comments on the student evaluation forms, when divergent in content from the numerical ratings, may be used by Division Chairs to make appropriate adjustments in the overall evaluation.

**2.1.2.2** *Service.* Faculty service may be rendered in both academic and non-academic settings. While non-academic service within the wider community is laudable and to be encouraged, academic service--in campus, University System, or disciplinary settings--is more directly pertinent to the faculty evaluation process.

Academic service will commonly include two principal elements, advising and committee work. The advisement process itself is undergoing change at Dalton State College, and a reliable and consistent method for evaluating faculty members' work as advisors is not yet in place. Committee work is more readily incorporated into the faculty evaluation

process. Allowance must be made, however, for the greater demands that some committees make on their members' time and energy than do other committees. In recognition of these variations, the following illustrative (not prescriptive) three-part scale has been applied to the College's committee structure, with the A-level comprising the most demanding committees and the C-level the least.

#### A-level Committees

- Admissions Appeal
- Faculty Evaluation
- Pre- and Post-Tenure Review

#### B-level Committees

- Academic Council
- Committee on Committees
- Faculty Enrichment
- Fine Arts and Lectures
- Human Subjects
- Library
- Literary
- Multicultural Advising
- PREP
- Retention
- Strategic Planning
- Student Activities Council

#### C-level Committees

- Athletic
- Calendar
- Discipline
- Environmental Affairs
- Financial Aid Appeals
- Grievance
- Intellectual Property
- Marketing
- Residence
- Traffic
- Web Site Advisory
- Who's Who

A particular committee may change status--going, for example from the C-level to the A-level--as a function of the matters brought before it. In addition to these campus-wide

standing committees, faculty members may also serve on internal divisional committees or special ad hoc campus committees. The chair of such a committee may be asked, as part of his or her responsibility, to provide Division Chairs with a description of the committee's work and a performance assessment of each of the committee's members for use in the faculty evaluation process.

As part of the annual evaluation process, faculty members will document the committees on which they have served and their levels of participation. Division Chairs may request corroborating information from committee chairs. To insure equal access to the more demanding (and hence meritorious) committees, terms of succession on standing committees will be limited, with committee assignment records being maintained by the Committee on Committees.

Apart from committee work, other forms of academic service may be divided into two categories, Standard (expected as part of a faculty member's normal discharge of responsibilities) and Significant (going notably beyond standard expectations). An illustrative classification of some typical service activities follows:

Standard:

- Academic advising
- Advising/sponsoring an inactive student club
- Grading RTP essays
- Membership of a divisional search committee
- Membership on a Regents' Academic Advisory Committee
- Membership in a service and/or professional organization
- Representing the College in recruitment and visibility activities

Significant:

- Advising/sponsoring an active student club
- Chair of any search committee
- Chair of a Regents' Academic Advisory Committee
- Chair of a Standing Committee of the Faculty
- Conducting a program review
- Hosting a conference
- Organizing/participating heavily in Science Olympiad, College Bowl, etc.
- Preparation of funded grant proposals
- Service as a chair or other officer in a discipline-based organization at the national, regional, or state level
- Service as a chair or other officer in a service organization at the national, regional, state, or local level
- Service on a campus-wide search committee

These definitions are congruent with those approved by the faculty in 1997 as part of the evaluation standards used in the Pre- and Post-Tenure Review Process. In accordance with its own particular circumstances, each academic division may develop its own list of Standard and Significant service activities in addition to those which are applicable on a campus-wide basis.

**2.1.2.3 Professional Development.** Like certain forms of faculty service, faculty members' professional development activities may be classified as Standard or Significant. An illustrative list of some typical activities follows:

Standard:

- Licensure in a professional affiliation
- Membership in a service and/or professional organization
- Revising courses

Significant:

- Achieving/maintaining vendor certification (Cisco, Microsoft, Novell, etc.)
- Creation of a new course
- Presentations at conferences
- Publications, especially in refereed journals or similar settings

These definitions are congruent with those approved by the faculty in 1997 as part of the evaluation standards used in the Pre- and Post-Tenure Review Process. In accordance with its own particular circumstances, each academic division may develop its own list of Standard and Significant professional development activities in addition to those which are applicable on a campus-wide basis.

**2.1.2.4 Release Time.** When a faculty member receives release time from teaching in order to pursue a special project, he or she will submit a written, documented report to his or her Division Chair describing how the time was used and what was accomplished. The Division Chair will evaluate the contents of the report and incorporate it into the annual evaluation for the faculty member. This policy will be applied to any release time scheduled or occurring after January 1, 2003.

### **2.1.3 Divisional Committees for Faculty Evaluation Standards**

This Faculty Annual Evaluation Process Manual provides the overarching guidelines for faculty evaluation. However, each academic division may be held to unique standards for accreditation purposes. Therefore, guidelines for the criteria that must be met to earn either Standard Professional Performance or High Professional Performance for the faculty member's annual review should be

created within each academic division. In this way, each academic division of the college will be responsible for creating a set of standards that will guide the goal-setting and annual evaluation process within that division. This process involves several steps.

1. Each division will vote for tenured and non-tenured faculty members to serve on their Division Committee for Faculty Evaluation Standards.
2. In the first year, the committee members will develop a guide that will clearly define the ways in which the faculty in the specific division can set goals that will meet the criteria for either Standard Professional Performance or High Professional Performance.
3. After the committee members are satisfied with their product, they will present these standards to the division, and the division members must be afforded the opportunity to vote for or against the recommendations of the Division Committee for Faculty Evaluation Standards.
4. If the majority of the members of the division do not vote for the guidelines, then the committee will make suggested adjustments or begin the process anew.
5. If a majority of the division votes for the guidelines, these guidelines will be submitted to the Faculty Evaluation Committee for their approval. Upon approval, the guidelines will be incorporated into the Faculty Evaluation Procedure Manual.
6. In subsequent years, each Divisional Committee for Faculty Evaluation Standards will meet to review the standards, edit the standards, and propose changes to the division members for a vote.

## **2.2 Rating of Faculty Performance**

For each academic year of service, faculty members will be rated on the following scale:

- 2 = High Professional Performance
- 1 = Standard Professional Performance
- 0 = Improvement Needed in Professional Performance

These ratings will be used in deciding whether to award tenure and will be converted into promotion points which accumulate toward promotion to a higher rank. The rating, and thus the number of promotion points assigned, for a particular year will be determined by agreement between the faculty member and his or her Division Chair, or in case of disagreement by the Faculty Evaluation Committee with the approval of the Vice President for Academic Affairs. Although a rating will be recorded for

each year of service, the accumulation of promotion points begins anew with each promotion. Promotion points will not be assigned to those holding the rank of Professor (or other appropriate terminal rank), or to other faculty members for the year in which they are promoted to rank of Professor or retire, who are in the terminal year of a temporary appointment, or who otherwise are not in tenure-track positions.

To receive a rating of 2 for a given year, a faculty member must demonstrate High Professional Performance in the area of teaching and in at least one other area, as well as fulfill all of the “Standard Faculty Responsibilities” on the annual evaluation summary document. A faculty member who fails to meet two or more of the obligations listed as “Standard Faculty Responsibilities” will not be considered to have achieved minimally standard performance requirements for that year and will receive a rating of 0.

Supervision of faculty should be developmental. If a faculty member is not achieving acceptable performance in any area, the Chairperson needs to provide feedback to the faculty member. In addition, if a Chairperson plans to assign a rating of Not Acceptable for a Standard Faculty Responsibility, a formal professional improvement plan must be signed by both the faculty member and the chairperson within ten working days of any incident or cause for concern.

If improvement occurs within the designated time frame of the improvement plan, then a designation of Acceptable will be assigned. If improvement does not occur, the faculty member will be required to create a goal for the following year in the area in which their performance was not acceptable. Ongoing demonstration of unacceptable behavior must be documented and discussed with the faculty member during the year. To be deemed unacceptable in the annual evaluation process, a recurring history of the behavior must be demonstrated. When agreement regarding an improvement plan cannot be reached, the faculty member may submit an appeal to the Faculty Evaluation Committee. Appeals related to standard faculty responsibilities must be submitted within twenty working days of the initial incident or within ten working days of the end of the designated time frame for the improvement plan. With the exception of appeals submitted in the summer, the Faculty Evaluation Committee will render their decision within ten working days of the submission of the appeal and the VPAA will communicate his decision to the faculty member, the Division Chair, and the Faculty Evaluation Committee Chair within fifteen working days of the submission of the appeal. Appeals submitted during the summer session will be processed by the faculty evaluation committee within fifteen working days of the beginning of fall semester.

## **2.3. Evaluation of Temporary and Part-time Faculty**

### **2.3.1 Full-time Temporary Faculty**

Persons serving as full-time members of the faculty on a temporary basis will be evaluated on the same basis as permanent full-time faculty, and their ratings on student evaluations will be included in the computation of divisional averages. Although the workload of a temporary faculty member is likely to

consist very preponderantly of teaching, accomplishments in the areas of service and professional development may be considered when deciding whether to extend a temporary faculty member's employment or to offer permanent employment.

### **2.3.2 Part-time faculty**

Unless specific arrangements have been made, part-time faculty members have no non-teaching responsibilities. Their teaching will be evaluated in the same manner as that of full-time faculty members.

## **2.4. Appeals**

The Faculty Evaluation Committee considers circumstances in which a faculty member and his or her Division Chair have reached an impasse regarding agreement on the substance of annual goals, the level of achievement of a goal or goals, or the fulfilment of requirements for the awarding of tenure or promotion. An impasse will be considered to have arisen when agreement between a faculty member and his or her Division Chair has not been reached by the end of two meetings within a period of one week. The faculty member is responsible for initiating the appeal process. All appeals must be made in writing, using the Faculty Evaluation Process Appeal form (see Appendix 2.5). Appeals regarding a disagreement on proposed goals must be submitted to the VPAA on or before October 1<sup>st</sup>. Appeals regarding a disagreement on assessment of goals must be submitted to the VPAA on or before April 15<sup>th</sup>. The Vice President for Academic Affairs will forward the appeal to the Division Chair and the Faculty Evaluation Committee Chair. If the Division Chair wishes to respond in writing to the appeal, he or she must send a written response to the Faculty Evaluation Committee Chair within five working days of receipt of the appeal. The committee may request a meeting with both the faculty member and the Division Chair, either together or separately. The faculty member and/or the Division Chair may decline the request.

Decisions by the Faculty Evaluation Committee require a majority of at least two-thirds of the Committee membership in order to be considered official. They will be rendered in writing, using the Review of Faculty Evaluation Appeal form (see Appendix 2.6) and will be communicated as soon as possible to the faculty member, the Division Chair, and the Vice President for Academic Affairs. When considering appeals regarding a disagreement on proposed goals, the Vice President for Academic Affairs will communicate his or her decision in writing to the faculty member, Division Chair, and Faculty Evaluation Committee Chair by October 21<sup>st</sup>. When considering appeals regarding a disagreement on assessment of goals, the Vice President for Academic Affairs will communicate his or her decision in writing to the faculty member, Division Chair, and Faculty Evaluation Committee Chair by May 15<sup>th</sup>. The decision of the VPAA can be appealed to the President.

Effective July 1, 2002, the Faculty Evaluation Committee replaced the Faculty Evaluation Process Committee and the Promotion and Tenure Review Committee, which were eliminated by vote of the Academic Council on April 19, 2002, recorded in minutes approved by the full faculty on May 3, 2002.

## **2.5. Compilation of Information for the Office of Institutional Research and Planning**

The office of Institutional Research and Planning must compile information about faculty activities, largely in the category of professional development, that the current format of the faculty “Annual Evaluation: Statement of Goals” form does not necessarily elicit. To meet this need, faculty members will submit to their Chair a completed “Division Annual Report: Numerical Summary Faculty Data” form (Appendix 2.7) when they turn in their annual report each Spring semester. In addition, Division Chairs may request further information necessitated by circumstances within their divisions, such as the requirements of specialized accrediting agencies.

## **APPENDICES**

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2.3: Chair's Summary

2.4: Campus-Wide Student Evaluation

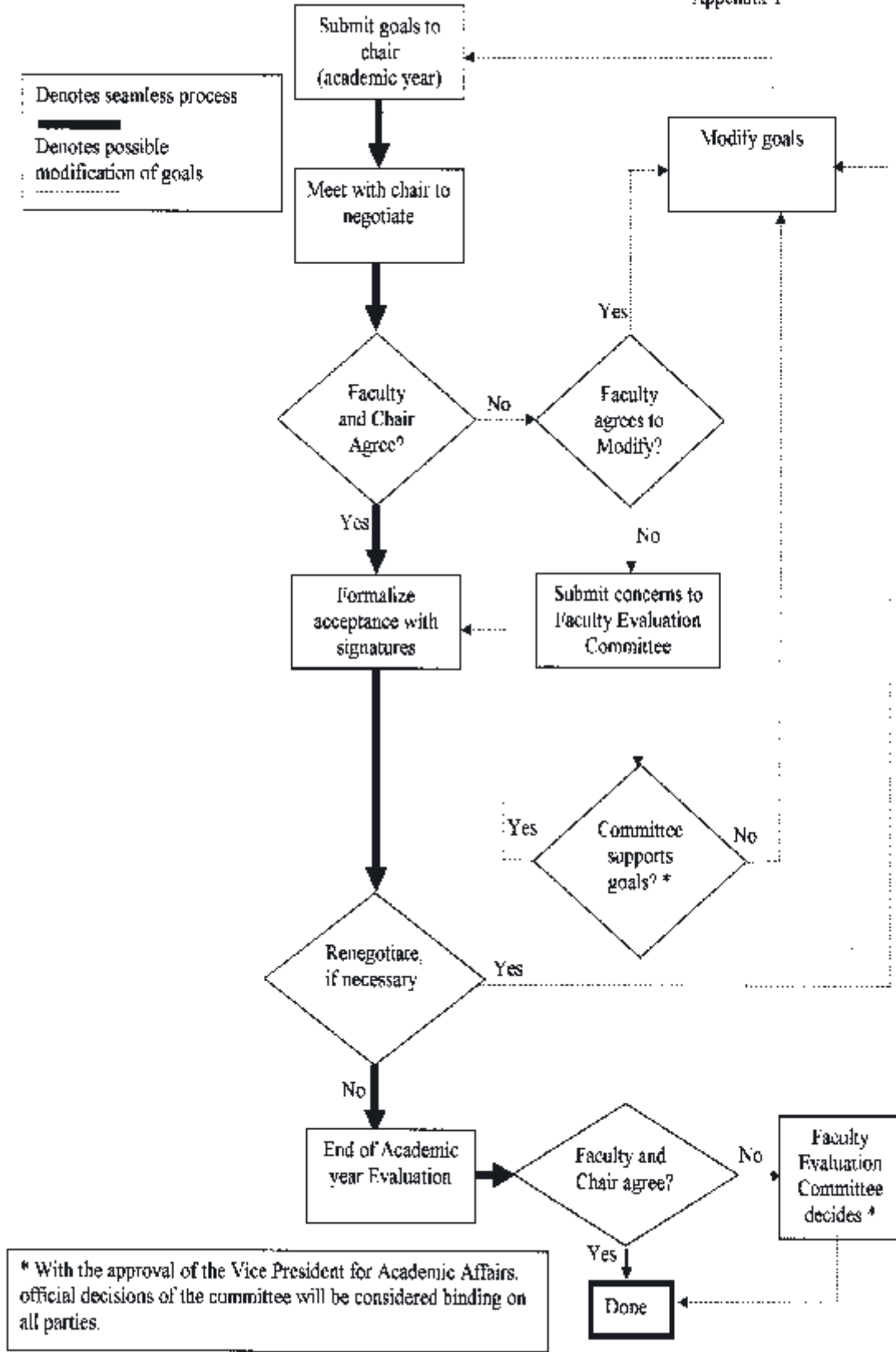
2.5: Faculty Evaluation Process Appeal

2.6: Review of Faculty Evaluation Appeal

2.7: Division Annual Report: Numerical Summary Faculty Data

# FACULTY ANNUAL EVALUATION PROCESS

Appendix 1





**ADDITIONAL ACCOMPLISHMENTS**

**Teaching**

**Professional Development**

**Service**

**ADDITIONAL COMMENTS**



<b>ANNUAL EVALUATION: STATEMENT OF GOALS (SAMPLE)</b>		
<b>Goal</b>		<b>Assessment of Goal</b>
<b>TEACHING</b>		
1	Update lecture outlines for SOCI 1101 to align with new text	Completed outlines for 10 chapters of new text (25 pages in all)
2	Post SOCI 1101 chapter review questions on Web page for easy student access	Posted 6 review questions for each chapter (60 questions in all)
3	Internationalize the SOCI 1160 course curriculum by addressing social problems in Afghanistan and China, as we as in the U.S.	Created two 50-minute lectures with accompanying PowerPoint slides addressing Social Problems in China and Afghanistan.
4	Acquire a new up-dated video for SOCI 1101 which overview world religions	At my request, the library ordered the video <i>World Religions Today</i>
<b>PROFESSIONAL DEVELOPMENT</b>		
1	Prepare and submit one article for publication	Submitted a 3-page article titled "Globalization and Food Scarcity" to <u>The Ecologist</u> (scheduled to appear in the January 2002 issue)
2	Prepare and submit one proposal for presentation at a national conference	Presented "People, Places, & Policy": The Struggle for the Environment," Appalachian Studies Association Annual Conference, Abington, VA, October 2001
3	Attend 2-day seminar "Learning to us SPSS" statistical analysis software	Attended "Learning to Use SPSS" seminar Oct. 12-13 in Chattanooga, TN
<b>SERVICE</b>		
1	Serve as chair of the Faculty Evaluation Committee	Created agendas, led weekly meetings and produced new Faculty Evaluation Model
2	Serve as member of the Pre/Post Tenure Review Committee	Made 5 class visits as a peer evaluator and met weekly during spring semester to conduct 18 review in all
3	Tutor weekly at Dalton Middle School	Tutored each Wednesday from 1:00-2:00 p.m. during both fall and spring semesters

I feel these goals are worthy of consideration for:     **High Professional Performance**  
 **Standard Professional Performance**

Faculty Member Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Division Chair Signature: \_\_\_\_\_ Date: \_\_\_\_\_

<b>STANDARD FACULTY RESPONSIBILITIES</b>		
	<b>ACCEPTABLE</b>	<b>NOT ACCEPTABLE</b>
Attends classes as scheduled		
Maintains scheduled office hours		
Fulfills advisement responsibilities as assigned		
Receives satisfactory teaching evaluations		
Attends departmental & general faculty meetings		
Serves on committees as assigned		
Completes projects and paperwork as assigned		
Behaves in a professional manner that is neither disruptive to the educational process nor contrary to the mission of the College, when working with students, colleagues, and administrators.		
<b>CHAIRPERSON SUMMARY</b>		

**TENURED** \_\_\_\_\_ **NON-TENURE** \_\_\_\_\_ **TEMPORARY** \_\_\_\_\_ **TENURE TRACK** \_\_\_\_\_

**If tenure track, years of credit at Dalton State College** \_\_\_\_\_

**CURRENT YEAR'S PROGRESS TOWARD TENURE:**

9 **High**    9 **Standard**    9 **Needs Improvement**    9 **N/A**

**YEARS IN RANK:** **INST** \_\_\_\_\_ **ASTP** \_\_\_\_\_ **ASOP** \_\_\_\_\_ **PROF** \_\_\_\_\_

**PROGRESS TOWARD PROMOTION:**

9 **High**    9 **Standard**    9 **Needs Improvement**    9 **N/A**

**Points for current year** \_\_\_\_\_ **Total Points in Rank** \_\_\_\_\_

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

Date: \_\_\_\_\_

Signature of Chairperson \_\_\_\_\_

Date: \_\_\_\_\_

**Statement of Purpose**

In an effort to maintain the high quality of teaching effectiveness, Dalton College employs a system of student evaluations. Your participation in this process is of vital importance to you and to your instructor, and your honest and thoughtful responses will be greatly appreciated. They will provide feedback to your instructor so that you will continue to receive the best educational opportunities available.

**Instructions:**

For each of the following questions, choose your response and mark the appropriate column on the machine gradeable form.

**STUDENT SELF-EVALUATION SECTION**

1. My level of preparation for this course (through high school or other college courses) could best be described as:
  - a. Excellent
  - b. More than adequate
  - c. Adequate
  - d. Inadequate
  - e. Non-existent
2. The average amount of time per week that I have studied/prepared for this course (outside of class) was:
  - a. More than 12 hours
  - b. 9 S 12
  - c. 6 S 9
  - d. 3 S 6
  - e. 0 S 3
3. Prior to enrolling in this course my level of interest in the subject matter was:
  - a. Very high
  - b. High
  - c. Moderate
  - d. Low
  - e. Non-existent
4. As of this date, my interest level in the subject matter is:
  - a. Very High
  - b. High
  - c. Moderate
  - d. Low
  - e. Non-existent
5. Prior to enrolling in this course my level of knowledge of this subject matter was:
  - a. Very high
  - b. High
  - c. Moderate
  - d. Low
  - e. Non-existent
6. As of this date, the final grade that I anticipate making in this course is:
  - a. A
  - b. B
  - c. C or S
  - d. D or IP
  - e. F or U

**INSTRUCTOR EVALUATION SECTION**

7. The instructor has used class time effectively:
  - a. Almost always
  - b. Most of the time
  - c. Occasionally
  - d. Rarely
  - e. Never

8. The instructor's discussion/presentation of the grading procedures, syllabus, and other course policies was such that I know what was expected of me:
- a. Almost always
  - b. Most of the time
  - c. Occasionally
  - d. Rarely
  - e. Never
9. The instructor's presentations of the course material have been organized and clear:
- a. Almost always
  - b. Most of the time
  - c. Occasionally
  - d. Rarely
  - e. Never
10. The instructor provides opportunities to ask questions:
- a. Almost always
  - b. Most of the time
  - c. Occasionally
  - d. Rarely
  - e. Never
11. The instructor has evaluated my performance or graded my work fairly:
- a. Almost always
  - b. Most of the time
  - c. Occasionally
  - d. Rarely
  - e. Never
12. The instructor's attitude toward the class has been courteous and conducive to a good learning environment:
- a. Almost always
  - b. Most of the time
  - c. Occasionally
  - d. Rarely
  - e. Never
13. On the whole I would rate my instructor as being:
- a. Highly effective
  - b. Very effective
  - c. Effective
  - d. Adequate
  - e. Inadequate/Ineffective
- 

**PLEASE ANSWER ANY OF THE FOLLOWING THAT APPLY TO YOU.**

1. Write down things you liked about this course..
  
2. Write down any changes that you think could improve this course.
  
3. Write down things you liked about this instructor.
  
4. Write down any changes that this instructor could make to improve student learning.
  
5. Write down any additional comments.

**FACULTY EVALUATION PROCESS APPEAL**

**FACULTY MEMBER'S NAME:** \_\_\_\_\_

**DIVISION:** \_\_\_\_\_

**APPEAL DATE:** \_\_\_\_\_

The Faculty Evaluation Process Committee considers circumstances in which a faculty member and his/her division chair have come to an impasse regarding either:

- A. An agreement of goals that will determine a numeric evaluation as described in the Faculty Evaluation Process, or
- B. The numeric evaluation that agreed upon goals should be given, or
- C. An agreement that the goals were actually achieved to the level of satisfaction that the numeric evaluation warrants.
- D. Other \_\_\_\_\_

The faculty member wishes to appeal to the Faculty Evaluation Process Committee for which reason stated above? \_\_\_\_\_

Please give a brief summary of your rationale for appealing to the Faculty Evaluation Process Committee (please provide any supporting documentation):

List available dates/times that you could meet personally with the Faculty Evaluation Process Committee:

**SIGNATURE OF FACULTY MEMBER:**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**SIGNATURE OF DIVISION CHAIR:**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Division Chair: Please list dates/times that you could meet personally with the Faculty Evaluation Process Committee:

**REVIEW OF FACULTY EVALUATION APPEAL**

**APPLICANT:** \_\_\_\_\_

**DIVISION:** \_\_\_\_\_

**DATE OF ORIGINAL APPEAL:** \_\_\_\_\_

The Faculty Evaluation Process Committee has reviewed this case for:

**G** A disagreement of goals that will determine a numeric evaluation as described in the Faculty Evaluation Process.

**G** A disagreement of the numeric evaluation that agreed upon goals should be assigned.

**G** A disagreement that the goals were actually achieved to the level of satisfaction the numeric evaluation warrants.

**G** Other (please specify) \_\_\_\_\_

The Committee has reviewed the following items:

**G** Evidence provided by the applicant of improper and/or unfair evaluation.

**G** Response of the Division Chair.

**G** Other (please specify) \_\_\_\_\_

After thorough review of the above documents the committee **G** finds **G** does not find that the goals established by the faculty member are sufficient.

After thorough review of the above documents the committee **G** finds **G** does not find cause to award the points requested by the faculty member.

After thorough review of the above documents the committee **G** finds **G** does not find that the goals agreed upon by the faculty member and the chair were achieved sufficiently to warrant the agree upon rating.

The points to be awarded the faculty member for evaluation year \_\_\_\_\_ should be \_\_\_\_\_.

**SIGNATURE OF EACH COMMITTEE MEMBER:**

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# DIVISION ANNUAL REPORT: NUMERICAL SUMMARY

Appendix 2.7

## FACULTY DATA FORM

FROM \_\_\_\_\_ TO \_\_\_\_\_

Please provide the appropriate **number** for the items listed below.

ACTIVITY	NUMBER
1. New courses you offered	
2. Advisees	
3. Memberships in professional organizations	
4. Professional or academic meetings attended	
5. Books published	
6. Books in progress	
7. Articles published	
8. Papers and presentations	
9. Research projects underway	
10. Professional journals on which one served as reviewer, referee, or editorial board member	
11. Graduate courses taken toward a degree	
12. Graduate courses taken other than for a degree	
13. Student groups for which you act as an advisor	
14. Memberships on USG committees or task forces	
15. Memberships on campus-wide committees	
16. Memberships on division-level committees	
17. System sponsored training workshops or conferences attended	
18. Local training sessions attended	
19. Community organizations you provided services for (excluding churches)	
<b>Identify any use of technology in the classroom. Note if it is the first time you are using it.</b>	
<b>OTHER SIGNIFICANT ACCOMPLISHMENTS OR FUTURE ENDEAVORS</b> (i.e. received a grant, won an award, received special recognition, developed or completed any other special project or accomplishment)	

