



FACULTY SENATE

Est. 1991

Kelly Davidson
President

Michele Blankenship
Vice President/
President Elect

Hoa Nguyen
Secretary

Peggy Moch
Parliamentarian

Debbie Paine
Past President

Agenda

March 25, 2021, 3:30 pm

Online: MS Teams

Items in **bold print** are items that require action by the Faculty Senate. Other items are for information only.

Special Request: At the request of the Senate's Executive Committee (fsec@valdosta.edu), any actions sent to the President (kfdavidson@valdosta.edu) for possible inclusion in the Senate agenda should be accompanied by a written document with the rationale and purpose of the decision. The Executive Committee requests that these documents be submitted via email as a Word.doc attachment(s).

For the benefit of record keeping, we ask that senators and visitors please identify themselves when speaking to an issue during the meeting. Please see the online participation guide below. All senators must sign the online attendance roster order to be counted as present. If you are serving as a senator's proxy or are attending as a guest, please place a note in the chat feature if it has not already been sent to Dr. Hoa Nguyen (hnguyen@valdosta.edu), as specified below.

Attendance link here:

https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.office.com%2FPages%2FResponsePage.aspx%3Fid%3DQNOIJbyKU0C0vdwSEygDU4DGNC7nE4IBIE_Lqpw2zy6BUQUVDSUdBR1JLN0xCOEUxRVMYRTVBTTThWRS4u&data=02%7C01%7Ckfdavidson%40valdosta.edu%7C915f9f91bedb4

1. Call to Order – Kelly Davidson
 - a. Guidance for online meetings (Attachment A)
2. Reading of proxies obtained prior to the meeting or through online attendance form; Request additional proxies for those not given from Senators in attendance – Hoa Nguyen

Note: Please send an email to Hoa Nguyen (hnnnguyen@valdosta.edu) regarding proxies a minimum of one (1) week prior to the scheduled Faculty Senate meeting or as soon as possible if an unexpected absence needs to occur.

3. Approval of the minutes of the February 2021 meeting of the Faculty Senate.

<http://www.valdosta.edu/administration/faculty-senate/minutes.php> (See link here for minutes for all faculty senate meetings). – Peggy Moch

4. Updates from President's Office: Dr. Carvajal and/or Dr. Smith

5. Old & Unfinished Business

a. Statutory Committee Reports

i. Academic Committee (fs-stat-ac@valdosta.edu) – Sheri Gravett; Find agendas and minutes here:

<https://www.valdosta.edu/academics/registrar/academic-committee.php>

ii. Committee on Committees (fs-stat-coco@valdosta.edu) – Nicole Alemanne

iii. Faculty Affairs (fs-stat-fa@valdosta.edu) – Daesang Kim

iv. Faculty Grievance Committee (fs-stat-fgc@valdosta.edu) – Mary Block

v. Institutional Planning Committee (fs-stat-ipc@valdosta.edu) – Taralynn Hartsell

b. Meeting minutes from the various committees should be sent to

fssec@valdosta.edu **AND** to archives@valdosta.edu with “Archives Faculty Senate Papers” in the subject line. Please label minutes documents as shown in the following examples:

i. Technology_Minutes_04-29-2020

ii. Academic_Honors_and_Scholarship_Minutes_08-28-2020

Thank you for your assistance in getting and keeping our records up to date.

6. New Business

a. Standing Committee Reports:

i. Academic Honors & Scholarships (fs-stand-ahs@valdosta.edu) – Fanhao Nie

ii. Academic Scheduling & Procedures (fs-stand-asp@valdosta.edu) – Ian Anderson

iii. Athletic Committee (fs-stand-ac@valdosta.edu) – Mallory Lane

iv. Diversity and Equity Committee (fs-stand-dec@valdosta.edu) – Jiyeon Jung & Hoa Nguyen

v. Educational Policies (fs-stand-ep@valdosta.edu) – Meagan Arrastia-Chisholm

vi. Environmental Issues (fs-stand-ei@valdosta.edu) – Fred Knowles

vii. Faculty Scholarship (fs-stand-fs@valdosta.edu) – Rudy Prine

viii. Internationalization and Globalization (fs-stand-igc@valdosta.edu) – Benjamin Harper

ix. Library Affairs (fs-stand-la@valdosta.edu) – Diane Holliman

x. Student Affairs (fs-stand-sa@valdosta.edu) – Brian Ward

xi. Technology Committee (fs-stand-tc@valdosta.edu) – Sakhavat Mammadov

7. General Discussion

- a. Call for nominations: Vice-President/President-Elect, Secretary, Parliamentarian

8. Adjournment

Attachment A: Guidance for online meetings

During this exceptional time, all Faculty Senate meetings will be held online using Microsoft Teams. The information to connect will be sent over email. This is an open meeting.

To access the meeting easily, use the TEAMS link found in the email containing the agenda or through your calendar link (Outlook).

For the benefit of record keeping, we ask that senators and visitors please identify themselves when speaking to an issue during the meeting. Please note the following:

1. All senators must sign the roster in order to be counted present. We will be using an online roster which can be found by using [this attendance link](#) (also copied below) on the day of the meeting. If you have a senator's proxy, please include this information using the online form, in addition to emailing Hoa Nguyen (hnguyen@valdosta.edu) at least one week in advance as per Senate By-Laws.

Attendance link:

<https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fforms.office.com%2FPages%2FResponsePage.aspx%3Fid%3DQNOIJbyKU0C0vdwSEygDU4DGNC7nE4IBIELqpw2zy6BUQUVDSUdBR1JLN0xCOEUxRVMYRTVBTThWRS4u&data=02%7C01%7Ckfdavidson%40valdosta.edu%7C915f9f91bedb42b54c3c08d8504853db%7C25a5d3408abc4053b4bddc1213280353%7C0%7C0%7C637347618859330617&sdata=9sBRCiJJxSVI9VdpNEBuf4xoW5RbYl2mC1UU9d1cNg0%3D&reserved=0>

2. Given the new online format, the following points are very important for record-keeping and parliamentary rules:

- a. If you would like to join the online discussion, use the "raise hand" feature. The Executive Committee will work to ensure that everyone is able to participate in a timely and organized manner. **Please do not use the chat function to pose questions unless otherwise directed due to technical difficulties by the meeting coordinator or IT.** Doing so can create confusion and timing for responses.
- b. If you are not actively speaking, please mute your microphone in order to avoid feedback and/or background noise interruptions.
- c. When a vote is called use the "raise hand" feature to vote. If you have a proxy, you will need to type the name and vote using the chat feature. Please keep in mind that the online function takes time. We will call for votes in one category and count "raised hands," then ask for proxies through the chat feature. After the votes have been officially counted, you will need to "lower your hand" so that we

can call for votes in subsequent categories. Please only use the chat feature for proxy voting. We thank you for your patience as we accurately count all votes.

- d. It is encouraged that all senators and possible attendees contact VSU IT to address any connection concerns before the meeting.

Attachment B: Revised Faculty Evaluation Model



Faculty Affairs Committee FEM Revisions October 2020-March 2021

- All references to APL nextED replaced with Faculty Activity Tracking System
- 2nd category of review changed from “Research, Scholarship, and Creative Production” to “Research, Scholarship, Professional Growth, and Creative Production” to allow for clearer placement of professional development activities.
- 3rd category of review changed from “Service to the University, Community, and Profession” to Service to the University, Community, or Profession” based on friendly amendment from senate discussion, 10/20.
- Tier-system language changed to “Exemplary, Exceeds Expectations, Meets Expectations, Needs Improvement, and Does Not Meet Expectations” to align with other USG institutions. Language in the description modified for readability/compatibility.
- Timeline for Implementation updated. Includes a statement about reviewing departmental rubrics for equity within colleges. Subject to review by Deans Council.
- Post-Tenure Review / Five-Year Review updated to align with current BOR policy. Full-time non-tenure track faculty added.
- Faculty Development Plans: Since development plans are a possible outcome of the AFE, brief language has been added to outline the framework of a development plan when needed.
- AFE Form updated to include “Status of Faculty Development Plan” to provide official documentation when a faculty development plan is needed and whether its status is ongoing or completed.



FACULTY EVALUATION MODEL
Recommendations and Report

Prepared by
The Faculty Evaluation Model Revision Taskforce

Work Conducted
April 2016 to October 2016
Updated Summer 2019
Revisions Conducted Fall 2019- Spring 2021
Faculty Affairs Committee

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OVERVIEW OF PROPOSED REVISIONS

Reasons for Revision

Completed and approved by the Faculty Senate in June 2007, the current Faculty Evaluation Model presented a theoretical framework that linked all of the evaluation processes affecting VSU's faculty members. As a part of that process, the taskforce charged with developing this document also created the current documents used for the Student Opinion of Instruction (SOI), the annual Faculty Activity Report (FAR), and the Annual Faculty Evaluation (AFE).

Many changes have occurred since that time, including the Faculty Senate's approval of a University Tenure and Promotion Policy in April 2011. Student evaluations were moved online in 2010, and in spring 2016 both faculty activity reports and annual faculty evaluations were moved online and are now stored and formatted in Faculty Activity Tracking System. In addition, dates for submitting promotion and tenure documents, for example, have changed, and as a result the 2007 document now contains a number of factual errors.

This revised document is designed to reflect these new realities as well as to make other changes that the past and present FEM Task Force believes will be beneficial. These changes are outlined below, along with a proposed timeline for implementation.

Summary of Proposed Changes

These revisions reconceive the scope and purpose of the Faculty Evaluation Model document. Specifically, the plan presented here proposes the following:

- that the FEM document should provide a concise orientation that explains how all faculty evaluation activities at VSU are sequenced and related but not attempt a full statement of policy in any area;
- that it should be formatted as an online document; and
- that it should be hyperlinked to complete statements of VSU policy as well as to official forms and other materials that faculty members and administrators may need to consult during the faculty evaluation process.

In addition, it proposes the following changes in existing faculty evaluation documents:

Revised FEM document. This revision is significantly shorter than the original and eliminates the appendices attached to the current version. Descriptions of each form of assessment follow the same pattern: a brief quotation or quotations from USG Board of Regents policy to justify and contextualize VSU policy, a summary of the main elements and principles contained in the VSU and USG statements, and links to more complete statements of VSU policy, when available.

Revised Annual Faculty Activity Report and Action Plan. This document will no longer exist in print or Microsoft Word format. Instead, faculty members will complete and submit the required information through the Faculty Activity Tracking System.

Several realities make the transition to an online format desirable. An electronic format saves paper, labor, and time, and it also allows such data as Student Opinion of Instruction reports from each semester to be saved and automatically populated in annual reports. The Faculty Activity Tracking System also offers a flexible, customizable, and regularly upgraded instrument that has the power to meet the evolving needs of VSU's department and colleges to store, format, and print data in various formats.

To align the Annual Faculty Activity Report and Action Plan with USG terminology and to strengthen its reflective dimension, this revision proposes four substantive changes in this document:

Current Faculty Activity Report and Action Plan	Proposed Faculty Activity Report and Action Plan
Asks faculty members to reflect on their SOI responses only	Asks faculty members to reflect on their teaching (including but not limited to SOIs), on their scholarly/creative activity, and on their service. These reflections need not be long but should help department/unit heads prepare annual evaluations as well as provide a foundation for setting goals in these three areas.
Refers to the second category of faculty activity as "Professional Growth and Development"	Refers to this category as "Research, Scholarship, Professional Growth, and Creative Production." This title more accurately reflects the activities that faculty members are asked to report in the second section of the Annual Faculty Activity Report and Action Plan.
Asks faculty members to set Goals in each area of activity	Asks faculty members to set Goals and Action Plans in each area of activity. Currently, statements of goals have ranged from very broad aspirations (e. g. "to develop a national reputation in XYZ studies") to very specific ones. This document continues to ask for goals, then it asks faculty members to identify at least one actionable activity to achieve this goal. If the goal is to develop a national reputation, for example, the action plan for the coming year might be to submit an article to a national journal.
Refers to "Service to the College and Community"	Refers to "Service to the University, Community, or Profession." This change aligns this document with current promotion and tenure guidelines.

Revised Annual Faculty Evaluation. This document expands the number of evaluative categories to allow for more nuanced evaluations of faculty performance. It also offers a more detailed description of these categories than the current form offers for its two performance categories.

Current Annual Faculty Evaluation Form	Proposed Annual Faculty Evaluation form
Offers two evaluative categories: “Satisfactory” “Unsatisfactory”	Offers five evaluative categories: “Exemplary” “Exceeds Expectations” “Meets Expectations” “Needs Improvement” “Does Not Meet Expectations”
Offers a one-sentence description of each performance level	Offers paragraph-length descriptions of each level designed to provide useful but flexible parameters for characterizing faculty members’ performance.

Each department/unit will develop and periodically review and maintain its statement of expectations for each performance level applicable to all faculty members (tenured and non-tenured). Departmental/unit statements will address expectations for the areas of teaching and student learning; research, scholarship, professional growth, and creative production; and service to the university, community, or profession. These must be as specific as possible, without precluding the diverse contributions that individual faculty members might make to the university community. Individual differences in teaching, scholarship, and service are valued. After approval by the members of the department/unit, standards should be compared within Colleges and across the University.

Revised Annual Faculty Evaluation Form. The “Status of Faculty Development Plan” has been added to this form to provide progress about an individual faculty member’s development plan if a “Needs Improvement” or “Does Not Meet Expectations” has been assessed for teaching and student learning; research, scholarship, professional growth, and creative productivity; and/or service to the university, profession, or community. The space on this form provides a written record for both faculty and department/unit chair that a development plan is needed, ongoing, or has been satisfactorily completed.

Updated Merit Pay statement. This section is revised to improve readability but contains no substantive changes.

Updated Pre-Tenure Review statement. This statement is revised to improve readability and to update current submission deadlines, among other things.

Revised Post-Tenure Review statement. The statement has been revised to reflect the updated BOR 2020 policy.

[Note: This report has been prepared for review by various campus stakeholders. It contains several elements, including this Overview of Proposed Changes, an Appendix, and Explanatory Notes (in red font throughout) that will not be part of Faculty Evaluation Model statement when it is posted on the Academic Affairs web site.]

Implementation Plan and Timeline

Human Resources stands ready to assist Academic Affairs in the development of an implementation plan (including training and workshops) that will stress the following:

- Minimize subjectivity
- Offer specific definitions
- Fully utilize the Faculty Activity Report
- Increase accountability
- Assist with feedback to earn higher evaluations
- Help with goal setting
- Increase transparency

If approved by the Faculty Senate, Academic Affairs and Human Resources will adopt the following implementation plan and timeline:

By the end of Fall 2021: Departmental committees will develop common rubrics for their discipline defining each of the five tiers as applied to the areas of Teaching and Student Learning; Research, Scholarship, Professional Growth, and Creative Production; and Service to the University, Community, or Profession.

Spring 2022: Department/unit heads should meet to determine whether approved departmental rubrics are equitable and make revisions, if necessary. Once approved by department/unit heads, College standards should be reviewed by the Deans Council.

Spring/Summer 2022: Academic Affairs and Human Resources will develop workshops to assist faculty and academic administrators in making the transition to the updated system.

Fall 2022: Implementation

FACULTY EVALUATION MODEL AT VALDOSTA STATE UNIVERSITY¹

Introduction

Valdosta State University helps faculty members develop successful, productive careers by regularly evaluating their performance, providing constructive feedback, and facilitating their professional growth. Consisting of a structured, flexible process of continuous planning, communication, and feedback, faculty evaluation begins at the point of initial employment, it guides the promotion and tenure process, and it informs the years of post-tenure service.

Faculty members are evaluated in three areas: (a) teaching and student learning; (b) research, scholarship, professional growth, and creative production; and (c) service to the institution, community, or profession.

Several principles shape this evaluation model:

Transparency. VSU's Faculty Evaluation Model provides a conduit for early and consistent communication between department/unit heads and faculty members about university expectations, faculty goals, and departmental needs;

Intentionality. It emphasizes the value of annual, faculty-developed action plans that are devised in consultation with department/unit heads and designed to meet the long-term goals of individual faculty members as well as of the units in which they serve.

Flexibility. It recognizes and rewards the shifting emphases in professional activity that may occur during an academic year as well as over the course of individual faculty members' careers.

Breadth of Perspective. It yields feedback from diverse perspectives, including students, department/unit heads, and departmental, college, and university peers.

Ease of Access. It employs an online system, which provides a consistent format, automatically populates some data, and organizes reports in various formats, as needed.

VSU's evaluation model employs the following assessment activities:

Review	Reviewers	Frequency	Location
Student Opinion of Instruction	Students voluntarily provide feedback on faculty members' teaching effectiveness.	Each term	Smart Evals SOI portal

¹ "Model" indicates that colleges and units will modify elements of the evaluative procedure (e.g., arrangement of professional categories or addition of questions to the SOI, etc.) to facilitate planning, program evaluation by external accrediting bodies, or other disciplinary requirements.

Review	Reviewers	Frequency	Location
Annual Faculty Activity Report and Action Plan	Faculty members report on their activities for the past year, reflect on their accomplishments, and set goals for the upcoming year.	Annual	Faculty Activity Tracking System
Annual Faculty Evaluation	Department/unit heads use faculty members' Action Plans and Annual Faculty Activity Reports to evaluate their performance during the past year.	Annual	Faculty Activity Tracking System
Merit Pay Review	Department/unit heads use individual department/college standards to reward faculty members' performance since the last award of merit pay.	Periodic, depending upon legislative appropriations	Department/College Policy Manual
Pre-tenure / Third-year Review	Department committees and department/unit heads evaluate tenure-track faculty members' progress toward meeting standards for promotion and tenure and non-tenure track faculty members' success in meeting departmental and unit standards	Generally, during the third year of service, unless the faculty members brings years toward tenure	College Promotion and Tenure Documents
Promotion and Tenure Review	Department committees and department/unit heads; college committees and deans; and university committee and Provost evaluate faculty members' performance in teaching and student learning; scholarship and creative productivity; and service to the university, community, and profession.	Tenure and first promotion review usually between fourth and seventh year of full-time university service; subsequent promotions not sooner than five years after the last promotion	College and University Promotion and Tenure Documents
Post-tenure / Fifth-year Review	Department personnel committee evaluates faculty members' professional activity since the last review. Department/unit heads design faculty development plans, if needed. College personnel committees will act as the first level of appeal, if needed.	Every five years unless interrupted by another personnel action	University Policy

Review	Reviewers	Frequency	Location
Faculty Development Plan	Department/unit heads may recommend a faculty development plan based on the outcome of the faculty members AFE or review.	If recommended at AFE or Review	Department/ College and University Policy

Student Opinion of Instruction (SOI)

As per BOR Policy Manual 8.3.5.1, each institution, as part of its evaluative procedures, will utilize a written system of faculty evaluations by students, with the improvement of teaching effectiveness as the main focus of these student evaluations.

SOIs through Smart Evals are provided for each course,² including summer sessions.

SOIs include open-ended and closed-ended questions about faculty performance. These are available soon after the end of the semester and are stored electronically. Information from them is used in Annual Evaluations and Promotion and Tenure documents.

Guidelines for interpreting Student Opinions of Instruction are available online through the Office of Academic Affairs.

Resources to be hyperlinked when placed on webpage:

Office of Academic Affairs → Faculty Resources → Teaching and Course Materials

- ***SOI Procedures and Timelines***
- ***Directions for Accessing and Completing SOIs***
- ***Guidelines for Administering SOIs***
- ***Guidelines for Colleges, Departments, and Programs Using SOIs***

Annual Faculty Activity Report and Action Plan

Each University System of Georgia (USG) institution shall establish definite and stated criteria, consistent with Board of Regents’ policies and the statutes of the institution, against which the performance of each faculty member will be evaluated. The evaluation shall occur at least annually (*BOR Policy Manual 8.3.5.1*).

Valdosta State University combines an action plan with the self-reporting of annual activities required for this USG-mandated annual evaluation. The resulting document, the Annual Faculty Activity Report and Action Plan (AFARAP), performs a variety of important functions:

² Exceptions include thesis sections, dissertation sections, zero credit hour courses, other courses with **low enrollments (<3)** where the student’s anonymity could be compromised.

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- it engages faculty members in a structured process of reflection, self-evaluation, and personal career planning;
 - it allows department and unit heads to assess faculty members' progress toward their next personnel action or merit determination and to help faculty reach departmental expectations and goals; and
 - it provides documentation for future personnel actions as well as for strategic planning and development at the department, college, and university level.

The Annual Faculty Activity Report and Action Plan fulfills three distinct but closely related purposes:

- First, it clearly and accurately details faculty members' specific activities and accomplishments in the areas of (a) Teaching and Student Learning, (b) Research, Scholarship, Professional Growth, and Creative Production, and (c) Service to the University, Community, or Profession during the past year. This information is stored electronically and may be entered at the faculty member's convenience.
- Second, it allows faculty members to reflect upon their professional accomplishments and growth during the past year as well as to identify perceived needs and new professional interests they have developed during the year. Faculty members must refer specifically to SOI reports from the past year as part of their reflection upon their teaching and instruction. They should also comment upon their progress toward meeting the action plan they outlined for the year under review. If new assignments or responsibilities interrupted the pursuit of these plans, the reflective comments should explain.
- Third, it identifies specific tasks that faculty members intend to pursue in the coming year. Since these plans help define the standards used to evaluate the faculty member's performance in the coming year, they should be phrased in actionable and not merely aspirational terms: e. g. "to prepare and submit at least one conference paper" or "to revise and resubmit an article to XYZ journal," or "to finish editing a book under contract," rather than "to become a recognized scholar in XYZ studies."

Faculty members are responsible for uploading a syllabus for each course and teaching qualifications each semester. They can update their scholarly activities and additional professional experiences at any time. Instruction on accessing the database, using it, and printing reports; information required for the AFARAP; and timelines for submitting and reviewing this document are available online through the Office of Academic Affairs.

Department/unit heads are responsible for meeting with new faculty members during their first semester of employment to discuss the Faculty Evaluation Model, to clarify departmental expectations, and to set appropriate action plans for the coming year.

Copies and supporting documentation are housed in the employee's official personnel file. Department/unit heads respond to each Annual Faculty Activity Report and Action Plan through the Annual Faculty Evaluation form.

Resources to be hyperlinked when placed on webpage:

Office of Academic Affairs → Faculty Resources → Teaching and Course Materials

- ***Faculty Credentials and Uploading Course Syllabi***

Office of Academic Affairs → Faculty Resources → Appointment, Promotion, Tenure, Evaluation

- ***Annual Faculty Activity Report and Action Plan (AFARAP; to be completed by faculty members)***
- ***Using Faculty Activity Tracking System to Record Faculty Activities***
- ***Annual Faculty Evaluation (AFE)***

Annual Faculty Evaluation

Conducted by department/unit heads, the Annual Faculty Evaluation provides faculty members with a qualitative and quantitative evaluation of their past year's performance in teaching and student learning; research, scholarship, professional growth, and creative production; and university, community, or professional service.

The following principles inform this document:

- it uses written departmental or college standards, aligned with the University Annual Faculty Evaluation Form, as the basis for evaluation. Each department/unit will review and maintain its statement of expectations for each performance level applicable to all faculty members (tenured and non-tenured) every five years. Departmental/unit statements will address expectations for the areas of teaching and student learning; research, scholarship, professional growth, and creative production; and service to the university, community, or profession. These must be as specific as possible, without precluding the diverse contributions that individual faculty members might make to the university community. Individual differences in teaching, scholarship, and service are valued.
- it documents faculty members' success in meeting individualized action plans or faculty development plans;
- it employs a five-point scale: "Exemplary," "Exceeds Expectations," "Meets Expectations," "Needs Improvement," or "Does Not Meet Expectations";
- it includes written comments that explain and/or document the basis for the rating given in each category;
- it offers specific recommendations if activity in any of the three performance categories is determined to need improvement or does not meet expectations.

During the Annual Faculty Evaluation process, department/unit heads meet with faculty members (a) to review the past year's activities, (b) to assure that faculty members' goals and plans for the upcoming year are aligned with departmental, college, and university goals, and (c) to determine that they are prioritized in a way that may lead to tenure and promotion where appropriate.

Both the faculty member and the head sign the Annual Faculty Evaluation to certify that they have met and discussed this document. Faculty members have the right to append a response to this evaluation before it leaves the department. Copies of the Annual Evaluation document will be forwarded to the appropriate dean and then to the Provost and Vice President for Academic Affairs. A copy of this evaluation form as well as the schedule for the departmental and college review of this document appears online through the Office of Academic Affairs.

Resources to be hyperlinked when placed on webpage:

Office of Academic Affairs → Faculty Resources → Appointment, Promotion, Tenure, and Evaluation

- ***Annual Faculty Evaluation (to be completed by Department Heads/Directors/Deans)***
- ***Annual Faculty Activity Report and Action Plan (AFARAP): Submission and Review Timeline***

Merit Pay

Institutions in the University System of Georgia are authorized to offer performance-based salary increases as often as once per year. However, both the availability and the amount of increase depend on the appropriation of money for this purpose by the Georgia General Assembly (https://www.usg.edu/hr/manual/salary_increase_administration_process).

When funding is available, salary increases are awarded on the basis of merit. Criteria for determining merit may include teaching and job performance; completion of significant professional development activities, including the attainment of additional academic degrees; promotion in rank; seniority; research productivity; academic achievements and publications; academic honors and recognitions; relevant professional achievements and recognitions; and non-teaching services to the institution.

Individual colleges and departments are responsible for developing standards of evaluation for use within their respective units and for working with the Office of the Provost and Vice President for Academic Affairs to ensure that these standards comply with university policies.

Department/unit heads and deans are responsible for communicating these standards to all members of their unit, and faculty are encouraged to be familiar with and adhere to these established standards.

Promotion and Tenure Review

General guidelines for promotion and tenure within the University System of Georgia appear in its Board of Regents' *Academic Affairs and Student Affairs Handbook* (Tenure 4.4, Promotion 4.5) as well as in three sections of its Board of Regents' *Policy Manual*: 8.3.5.1 (Evaluation of Faculty), 8.3.6 (Criteria for Promotion), and 8.3.7 (Tenure and Criteria for Tenure). Tenure is reserved for faculty members in tenure-track positions. Tenure is not guaranteed. Normally, faculty members must be employed in a tenure-track position for at least four years of full-time consecutive service before they are eligible to apply for tenure.

Faculty with non-tenure track appointments and honorific appointments, including adjunct appointments, are not eligible for tenure. (*BoR Policy Manual* 8.3.8) Depending on their academic rank, individuals employed in non-tenure track positions may be eligible for promotion (*BOR Policy Manual* 8.3.8.3 *Senior Lecturers and Principal Lecturers*).

Individuals employed in non-tenure track positions may apply on an equal basis with other candidates for tenure track positions that become available (*BoR Policy Manual* 8.3.8 *Non-Tenure Track Personnel*).

VSU's general policies and procedures for promotion and for awarding tenure as well as the guidelines used in its various units, including its colleges and Odum Library, are available online through the Office of Academic Affairs.

The timeline for submitting promotion and tenure materials appears in the resources below.

Resources to be hyperlinked when placed on webpage:

Office of the Vice President for Academic Affairs → Tenure and Promotion Procedures.

- [**Valdosta State University Tenure and Promotion Policies and Procedures**](#)
- [**Resource Guide for Peer Evaluations of Teaching**](#)
- [**Promotion and Tenure Submission Timeline**](#)
- [**Tenure and Promotion Cover Sheets**](#)

Pre-Tenure / Third Year Review

According to *BOR Policy Manual* 8.3.5.1, "Each University System of Georgia (USG) institution shall conduct in-depth pre-tenure reviews of all faculty in their third year of progress toward tenure with a focus on the criteria established for promotion and tenure, emphasizing excellence in teaching. The institution shall develop pre-tenure review policies, as well as any subsequent revisions."

Pre-tenure review is advisory. Its purpose is to highlight probationary faculty members' strengths and potential weaknesses at least two years before probationary faculty members submit applications for promotion and tenure.

Pre-tenure review typically occurs during faculty members' third year of employment in a tenure-track position at the assistant professor level or higher. However, faculty members who bring prior years of service will receive a pre-tenure review at the mid-point of the remaining probationary period.

Keeping in mind the University System's emphasis upon superior teaching/job performance, pre-tenure review carefully assesses faculty members' instructional competence. It also evaluates their progress toward meeting departmental, college, and institutional standards for research, scholarship, and creative production and assesses their service to the institution, community, and/or profession.

When undergoing pre-tenure review, faculty members should complete the Application for Promotion and Tenure form currently used by their unit. Pre-tenure dossiers must be submitted by the date specified for their unit. Copies of these forms and the *Personnel Action Cover Sheet*, a list of materials required in the dossier, and timelines for submitting dossiers for each unit are available in *Valdosta State University Tenure and Promotion Policies and Procedures*.

Faculty members in non-tenure track positions will also undergo review in their third year of service. This review is tailored to their specific duties and is designed to assure that non-tenure track faculty members are successfully meeting departmental standards for performing these duties. If a non-tenure track position can lead to promotion, then this review will serve as a pre-promotion review and will follow the process outlined below.

Departmental personnel committees evaluate candidates' pre-tenure, pre-promotion, and third-year review dossiers in light of their respective unit guidelines. Following that analysis, committees prepare a written report identifying areas of strength, noting areas where additional attention is warranted, and making recommendations. These reports are submitted both to department/unit heads and to candidates. Department/unit heads independently evaluate pre-tenure dossiers, review advisory committees' recommendations, and submit reports and recommendations to the dean. Deans review material prepared by committees and department/unit heads, meet with faculty members if a meeting is desired, and provide a letter of notification to the faculty member and to the Provost and Vice President for Academic Affairs.

Post-Tenure / Fifth-year Review

According to BOR Policy Manual 8.3.5.4 updated October 13, 2020 "The primary purpose of the post-tenure review process is to assist faculty members with identifying opportunities that will enable them to reach their full potential for contribution to system institutions. Post-tenure review is one of several types of faculty performance reviews (e.g., annual, promotion, and tenure reviews) and is intended to provide a longer term perspective than is usually provided by an annual review. The review should be both retrospective and prospective, encouraging a careful look at possibilities for different emphases at different points of a faculty member's career.

With the exception of tenured administrators whose majority of duties are administrative, all tenured faculty will be reviewed. Each faculty member must be assessed five years after the most recent promotion or personnel action, and reviews will continue at five-year intervals unless interrupted by a further review for promotion.

Specific written post-tenure criteria and procedures must be stated in writing and available in a faculty handbook on an institution's website.

The review should focus on the faculty member's accomplishments, research agenda (where applicable), teaching program, and service contributions, relating these to the stated expectations for performance developed by the institution. The results of post-tenure reviews must be linked to rewards and professional development. Faculty members who are performing at a high level should receive recognition for their achievements. Each institution will prescribe how the results of the review will be related to merit pay increases, and study and research leave opportunities.

When deficiencies are identified, the faculty member's supervisor(s) and faculty member will work together to develop a formal plan for faculty development that includes clearly defined and specific goals or outcomes, an outline of activities to be undertaken, a timetable, and an agreed-upon monitoring strategy. If, after three years, the faculty member has not been successful with remedying the identified deficiencies, he or she may be subject to dismissal for cause (regular, independent dismissal processes will apply)."

Post-tenure review encourages motivated and professionally active tenured faculty by assessing faculty goals and achievements and monitoring continuous intellectual and professional growth over a longer term. The post-tenure review offers faculty an opportunity for career reflection on evolving professional interests, responsibilities, and roles in the university, while facilitating alignment of faculty contributions with the VSU mission.

The post-tenure review process begins five years after a faculty member's most recent personnel action (promotion, tenure, and/or third-year review) and continues at five-year intervals unless interrupted by a promotion, impending candidacy for promotion within a year, or an approved leave of absence. Tenured faculty who hold administrative positions, including department/unit heads, will be reviewed five years after returning to a full-time teaching appointment. The AFE cover sheet, completed by the department/unit head, will inform the faculty member of their next scheduled personnel action, e.g. post-tenure review, and the anticipated date of this action.

Annual performance ratings in the three areas of Teaching and Student Learning; Research, Scholarship, Professional Growth, and Creative Production; and Service to the University, Community, or Profession will provide the basis for post-tenure review.

Since tenured faculty members continue to participate in the thorough annual evaluation process required of all VSU faculty members, post-tenure/ fifth-year review should require less documentation than promotion and tenure review.

In addition to the *Personnel Action Cover Sheet*, the primary documents should include

- (1) the five most recent annual evaluations,
- (2) a current curriculum vita,
- (3) a self-assessment,
- (4) any additional supporting materials the faculty member chooses to submit in support of the application.

These materials will be submitted to department/unit heads by the dates identified by the faculty members' college.

Departmental Promotion and Tenure committees, or appointed personnel advisory committees evaluate post-tenure reviews and submit recommendations to the department head. The department/unit head will then prepare a letter to share with the faculty member. Both the department/unit head and the faculty member must sign the report indicating the results have been presented and discussed.

Faculty who received multiple AFE ratings of "Needs Improvement" or "Does Not Meet Expectations" during the post-tenure/fifth-year review period may be candidates for a faculty development plan if recommended by the department/unit head. Policies and procedures governing post-tenure faculty development plans are described in the post-tenure review policies and procedures document. Similarly, faculty who received multiple AFE ratings of "Exceeds Expectations" or "Exemplary" during the post-tenure/fifth-year review period may be candidates for recognition or reward of their professional excellence.

Faculty members in non-tenure track positions will also undergo review in their fifth year of service, and every five years thereafter. This review is tailored to their specific duties and is designed to assure that non-tenure track faculty members are successfully meeting departmental standards for performance of these duties. Annual performance ratings in areas of their assigned duties will provide the basis for fifth-year reviews of non-tenure track faculty. If a non-tenure track position can lead to promotion, this review will also serve as a pre-promotion review and will follow the processes outlined for these positions.

Faculty Development Plan

Faculty who receive rating(s) of "Needs Improvement" or "Does Not Meet Expectations" during the Annual Faculty Evaluation, Pre-Tenure/Third-Year review or Post-Tenure/Fifth-Year review may be candidates for a faculty development plan if recommended by the department or unit head.

Similar to the Annual Faculty Evaluation, each department or college will develop written standards regarding faculty development plans. The standards should align with University policy and be comparable and equitable across departments within a college, and across colleges in the University.

At a minimum, these standards should include

- a) the criteria under which faculty may be placed on a development plan
- b) the process for documenting and reporting a faculty development plan
- c) the consequences for faculty who are on development plans, and
- d) the consequences for faculty who fail to satisfy the conditions of the development plan within a specific time period.
- e) the appeals process for faculty who are recommended for a development plan

If the department/unit head recommends a faculty development plan, it must (1) define specific goals or outcomes; (2) outline activities to be undertaken to achieve these goals or outcomes; (3) contain a schedule for progress and completion of the development plan activities and outcomes; (4) define the procedures by which the faculty member's progress will be monitored; and (5) define how the faculty member's progress and outcomes will be documented in the evaluation process.

Resources to be hyperlinked when placed on webpage:

Office of Academic Affairs → Faculty Resources

- ***Post-Tenure Review* [PROPOSED NEW DOCUMENT: COPY ATTACHED]**

Human Resources and Employee Development → Policies and Procedures

- ***Section 806: Employee and Employer Relations***

Appendix A:
VALDOSTA STATE UNIVERSITY
ANNUAL FACULTY EVALUATION
(CALENDAR YEAR _____)

[Note: While this template is not part of the FEM document, the Task Force anticipates that it will be linked to the Academic Affairs web site in a non-reproducible format to provide easy access to the descriptions of the new performance categories. When downloaded and printed from Faculty Activity Tracking System, the actual report may appear slightly different from this template.]

Date of Evaluation: _____

I. BIOGRAPHICAL INFORMATION

College: _____

Department: _____

Name: _____

Highest Degree Earned: _____ Year: _____

Appointment Year: _____ Appointment Rank: _____

Present Rank: _____

Year First Promotion: _____ Year Second Promotion: _____

Total Years at VSU: _____ Years in Present Rank: _____

Next Scheduled Personnel Action: _____ Eligibility Date: _____

ANNUAL FACULTY EVALUATION

The Annual Faculty Evaluation assesses faculty members' performance in the areas of Teaching and Student Learning; Research, Scholarship, Professional Growth, and Creative Production; and Service to the University, Community, or Profession. Conducted by department or unit head, it applies departmentally established standards for successful performance in these areas. In addition, it reflects load adjustments related to faculty members' duties within the department and/or unit, and it takes into account faculty members' progress towards action plans they set for the year.

The Annual Faculty Evaluation helps faculty members be sure they are engaging in activities that assure their success at VSU and alerts them to any areas in which improvement is needed. In some departments/units, the Annual Faculty Evaluation also forms the basis for calculating merit pay. If faculty performance is determined to need improvement or does not meet expectations, it includes specific recommendations for improvement through a faculty development plan created jointly by the faculty member and department/unit chair.

The dean of each unit will certify in writing that department/unit expectation for Annual Faculty Evaluations are in keeping with the established mission of the college, that they meet University guidelines for performance, and that expectations are equitable throughout the College. These expectations will be provided to all new faculty. Questions concerning these policies and procedures will be answered at annual meetings open to all faculty of the college.

The Annual Faculty Evaluation recognizes five levels of performance:

EXEMPLARY: Faculty performance significantly exceeds the departmental standard for the performance area. Depending on the area, this level of performance demonstrates extraordinary leadership and/or mentorship in activities that significantly impact the department, college, or university.

EXCEEDS EXPECTATIONS: Faculty performance exceeds departmental standards for the performance area. Depending on the area, this level of performance may include such notable achievements as significantly exceeding the approved Faculty Action Plan, excelling on a specific project, task, or special assignment; assuming added responsibility for an assignment beyond the Action Plan that requires extraordinary commitment of time and energy; or receiving an honor or award in an area of professional activity or responsibility.

MEETS EXPECTATIONS: Faculty performance that clearly meets the Faculty Action Plan agreed upon for the calendar year. In addition, it is characterized by regular, productive contributions to department, college, and university goals. Successful faculty members are consistently perceived by peers and students as knowledgeable, skilled, and reliable, and they consistently interact with students, peers, and other university personnel in a professional and effective way.

NEEDS IMPROVEMENT: Faculty performance that needs improvement may fall short of the Faculty Action Plan for the calendar year, or it may not consistently meet stated departmental standards of quality or quantity of performance during the year. Faculty members whose performance needs improvement may require more than expected levels of supervision; they may respond ineffectively to monitoring or guidance; they may not consistently interact appropriately and professionally with students, peers, or other university personnel; or they may ignore or violate departmental, college, or university policies and procedures. A development plan created by the faculty member and department head will be designed to address issues within a one-year time span.

DOES NOT MEET EXPECTATIONS: Faculty performance that falls significantly below stated departmental standards. This performance level may fail to attempt one or more elements of the Faculty Action Plan for the calendar year, or it may fail to address or complete an assigned faculty development plan. To a significant degree, faculty members who fail to meet expectations may frequently or egregiously interact in inappropriate or unprofessional ways with students, peers, or other university personnel; or they may repeatedly ignore or violate departmental, college, and/or university policies and/or procedures.

II. Performance Analysis

Check the appropriate box for each performance category. Part-time and Non-tenure track faculty members should be evaluated in applicable categories only. Non-applicable categories should be left blank or N/A entered.

<i>Performance Category</i>	<i>Performance Level</i>				
	Exemplary	Exceeds Expectations	Meets Expectations	Needs Improvement	Does Not Meet
Teaching and Student Learning					
Research, Scholarship, Professional Growth, and Creative Production					
Service to the University, Community, or Profession					

III. Comments about Performance

Teaching and Student Learning

Research, Scholarship, Professional Growth, and Creative Production

Service to the University, Community, or Profession

Attachment C: Revised Undergraduate Course Withdrawal Policy

Educational Policies Committee
DRAFT
VSU Course Catalog Policy
Proposed Edits Spring 2021 highlighted
Re: Increase Withdrawal Limit

Undergraduate Student Section

[Home](#) > [Undergraduate](#) > Academic Affairs

Academic Policies and Procedures

Withdrawal from Courses Policies: For all undergraduate and graduate VSU students These policies apply to all students (undergraduate and graduate) at Valdosta State University for all classes offered by VSU, whether delivered face-to-face or online. However, some VSU students may be enrolled in classes offered through collaborative partnerships with other institutions or eCore (eMajor, GOML, WebMBA, etc.). In these programs, some policies and processes may differ slightly. Students taking classes in those programs should visit the appropriate program links for further information.

Before the Designated Withdrawal Date

Students may withdraw from courses following the drop/add period until approximately one week after midterm by completing the online withdrawal process on BANNER. A grade of "W" will appear in the student's official records. For undergraduate students only: Students must meet the requirements of the Limited Withdrawal Policy (see below).

However, a student may not exercise this right to withdraw to avoid sanction for **academic dishonesty**. Instructors may assign a "W" on the proof roll for students not attending class. It is the responsibility of the student to complete the withdrawal process. A withdrawal is official when it is received and processed by the Office of the Registrar.

After the Designated Withdrawal Date

Students will not be allowed to withdraw after the designated withdrawal date as published in the school calendar as required by Board of Regents' policy; however, students may petition an exception to the Board of Regents' withdrawal deadline for cases of hardship **or medical reason** by completing a **Request for Medical or Hardship Withdrawal** form available **online with the Office of Student Affairs**. The petition will become a permanent part of the student's file. Any student who discontinues class attendance after midterm and does not officially withdraw may be assigned a grade of "F." No fee adjustment will be made for withdrawals except as outlined in the Tuition, Fees, and Costs section of this catalog. The Office of Student Financial Services will receive a copy of the withdrawal form for refunding if applicable. Students receiving financial aid or graduate assistantships should be aware that withdrawal from courses may affect continued financial aid eligibility.

To petition for withdrawal after the designated date, students must document either a medical or hardship situation and follow the process below:

Medical Withdrawals from the University

A student who has an injury or illness that prevents the completion of all classes for that term may request a Medical Withdrawal through the Office of **Student Affairs**. The Medical Withdrawal process is outlined below. It should be noted that a Medical Withdrawal can be requested only after the designated withdrawal date. A student wanting to withdraw before the designated withdrawal date must follow the Withdrawal from Course Policy outlined in the undergraduate and graduate catalogs. **Questions regarding the late withdrawal process should be directed to the Office of Student Affairs (229-333-5941)**. It is the student's responsibility to withdraw officially in accordance with university regulations. Only in very rare instances will a partial withdrawal be considered, such as in cases in which a student may not be able to complete a specific class because of a medical condition or injury that prohibits class participation. For more detailed information on the Medical Withdrawal policy and procedures, click [here](#).

Hardship Withdrawals from the University

A student who has an emergency that prevents the completion of all classes for that term may request a Hardship Withdrawal. The Hardship Withdrawal process is outlined below. It should be noted that a Hardship Withdrawal can be requested only after the designated withdrawal date. A student wanting to withdraw before he designated withdrawal date must follow the Withdrawal from Course Policy outlined in the undergraduate and graduate catalogs. **Questions regarding the late withdrawal process should be directed to the Office of Student Affairs (229-333-5941)**. It is the student's responsibility to withdraw officially in accordance with university regulations. Only in very rare instances will a partial withdrawal be considered, such as in cases in which a student may not be able to complete a specific class because of a hardship that prohibits class participation. For more detailed information on the Hardship Withdrawal policy and procedures, click [here](#).

Mental Health Withdrawals

To ensure that its students receive due process rights, Valdosta State University has initiated the following Mental Health Withdrawal Procedure. Before a student may be withdrawn for mental health reasons, there must first be the following chain of events:

1. The student displays behavioral indicators, which are determined by a mental health professional to be of danger to the student or others.
2. When a mental health professional recommends that a student needs to be withdrawn from school for mental health reasons, an informal hearing will then be set up to determine whether or not the student should be withdrawn.
3. In this informal hearing conducted by the Office of the **Student Affairs**, the student or his or her representative may present any pertinent information that he or she believes will have a bearing on the particular case.

This procedure is enacted to ensure that the student's legal rights are not violated and that the University has the right to remove any student who it feels, based on professional evaluation, may present a danger to himself or herself or to others.

No fee adjustment will be made for withdrawals except as outlined in the Tuition, Fees, and Costs section of this catalog. The Office of Student Financial Services will receive a copy of the withdrawal form for refunding if applicable.

Limit on Course Withdrawals (10 "W" Policy): **For Undergraduate Students Only**

Effective **Summer 2021**, all undergraduate students are limited to **ten** course withdrawal ("W") grades for their entire enrollment at Valdosta State University. **A student may not accumulate more than 3 course withdrawals in an academic year. Beginning on the sixth withdrawal during enrollment at VSU and each subsequent withdrawal, academic advisor approval must be received prior to the student withdrawal taking place. Once a student has accumulated three "W" grades in an academic year or more than ten "W" grades during their entire undergraduate enrollment,** all subsequent withdrawals (whether initiated by the student in Banner or initiated by the instructor during attendance verification) will be recorded as "WF." The grade of "WF" is calculated as an "F" for GPA purposes. **Any appeal for additional "W" grades must be made to the Office of Student Success.**

The limit on withdrawals does not apply if a student withdraws from all classes in a given semester before the designated withdrawal date of the semester. The following types of withdrawals do not count against the limit of five course withdrawal ("W") grades:

- Hardship withdrawals (see policy below)
- Medical or mental health withdrawals (see policy below)
- Military withdrawals
- Grades of "WF"
- Withdrawals taken in semesters before Fall Semester 2010
- Withdrawals taken at other institutions

Transfer students, regardless of their classification upon enrolling at Valdosta State University, are also limited to **the same** withdrawal **criteria** at Valdosta State University.

Graduate Student Section

[Home](#) > [Graduate](#) > Academic Standards and Regulations

Withdrawal from Courses Policies

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regulations. Only in very rare instances will a partial withdrawal be considered, such as in cases in which a student may not be able to complete a specific class because of a medical condition or injury that prohibits class participation. For more detailed information on the Medical Withdrawal policy and procedures, click [here](#).

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3. In this informal hearing conducted by the Office of **Student Affairs**, the student or his or her representative may present any pertinent information that he or she believes will have a bearing on the particular case.

This procedure is enacted to ensure that the student's legal rights are not violated and that the University has the right to remove any student who it feels, based on professional evaluation, may present a danger to himself or herself or to others. No fee adjustment will be made for withdrawals except as outlined in the Tuition, Fees, and Costs section of this catalog. The Office of Student Financial Services will receive a copy of the withdrawal form for refunding if applicable.