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### **Annual Faculty Evaluation**

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### **Overview of University Policy**

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

- Allows faculty members to fully report their important activities of the past year;
- Engages faculty members in a structured process of reflection, self-evaluation, and personal career planning;
- 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
- Provides input for strategic planning and development of future activities at the department, college, and university level.

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 three areas: 1) teaching and student learning; 2) research, scholarship, professional growth, and creative production; and 3) university, community, or professional service. Faculty members should specifically mention how activities related to student success are integrated into these three areas. The annual evaluation not only looks backwards but also looks forward as well as it helps department heads and faculty prepare for future growth and development.

In each area, a faculty member will be evaluated at the following performance levels:

- 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.

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.

### **USG Policy Summary**

All faculty are evaluated in the following areas:

- Teaching and Student Learning
- Research, Scholarship, Professional Growth, and Creative Activity
- Service to the University, Community, or Profession

All faculty members should communicate effectively and respectfully with students, colleagues, and peers, consistently modeling professional behavior. They are expected to foster a collegial and collaborative environment through civil and constructive interactions.

Faculty members in non-professorial ranks should demonstrate on-going exceptional teaching ability, engagement in student success activities, and noteworthy achievement in either service or scholarship. These

activities and achievements may vary with teaching load, and should be assessed against agreements and goals set with the department head at the time of the faculty member's most recent annual performance evaluation.

Faculty members in professorial ranks should demonstrate the following characteristics on an on-going basis:

1. Excellent teaching and effectiveness in instruction;
2. Noteworthy involvement in student success activities;
3. Noteworthy professional service to the institution or the community;
4. Noteworthy research, scholarship, creative activity, or academic achievement; and,
5. Continuous professional growth.

### **Department of Music Guidelines**

In the Department of Music, the department head will use the Departmental Standards document to guide evaluation of individual faculty members. The Departmental Standards document is a non-exhaustive list developed by faculty and is intended to provide examples of minimum departmental standards in each area of evaluation in the Annual Faculty Evaluation Rubric.

Through the AFARAP, faculty members should provide detailed documentation that supports evaluation at an appropriate level. Where appropriate, faculty members should provide thoughtful reflection or narration on their activity report, documentation, goals, etc., contained within the AFARAP to assist the department head in the annual evaluation process.

The department head should use an average of the performance levels to evaluate an overall performance level for each area. Without ascribing numerical values to the performance levels, the department head should substantiate the overall performance level for each area by providing a written justification citing evidence provided by the faculty member in the AFARAP. If the department head evaluates a faculty member as "Needs Improvement" or "Does Not Meet Expectations" for any item on a rubric, the department head must cite evidence from the faculty member's AFARAP or provide additional documentation to support the evaluation, and provide a significant narrative explaining the need for evaluation below "Meets Expectations."

This document is not intended to provide all the information required for tenure and promotion; this document is only applicable to the annual evaluation process within the Department of Music. Faculty members who anticipate promotion or are in tenure-track lines should use the Department of Music Tenure and Promotion Policy as a guide. The Tenure and Promotion Policy provides more information on expectations in teaching, scholarship, and service, and can be a useful resource in planning over multiple years. This document should be reviewed by a faculty committee every third year after the annual evaluation process has concluded in March. Any proposed changes should be voted on by the end of the fall semester.

### **Additional Resources**

Department of Music Tenure and Promotion Policy: FORTHCOMING

Department of Music Faculty Workload Policy: FORTHCOMING

Faculty Evaluation Model at VSU: <https://www.valdosta.edu/academics/academic-affairs/faculty-evaluation-model.php>

Board of Regents Policy Manual 8.3.5 Evaluation of Personnel:  
[https://www.usg.edu/policymanual/section8/C245/#p8.3.5\\_evaluation\\_of\\_personnel](https://www.usg.edu/policymanual/section8/C245/#p8.3.5_evaluation_of_personnel)

## Teaching and Student Learning

	Exemplary	Exceeds Expectations	Meets Expectations	Needs Improvement	Does Not Meet Expectations
<b>Standards for teaching</b>	Significantly exceeds departmental standards of teaching	Exceeds departmental standards of teaching	Meets departmental standards of teaching	Does not meet departmental standards of teaching	Performance is significantly below departmental standards of teaching and disregards guidance or warnings related to teaching performance
<b>Goal setting and achievement:</b> Makes regular progress on and produces final products relative to teaching goals as agreed upon in the Faculty Action Plan	Successfully accomplishes or overachieves teaching goals in the AFARAP	Makes significant progress on teaching goals in the AFARAP	Makes appropriate progress toward teaching goals in the AFARAP	Makes little progress toward teaching goals in the AFARAP	Makes no progress toward teaching goals in the AFARAP
<b>Collegiality:</b> Professional Interactions with faculty and student body, departmental citizenship	Documented leadership or mentorship of faculty or students	Documented involvement beyond the classroom that supports other faculty or students	Interact with faculty and students in adherence to the Blazer Creed and the VSU Faculty Handbook	Some documented examples of unprofessional or inappropriate interaction with faculty or students	Several documented unprofessional or inappropriate interactions with faculty or students
<b>Curriculum Development:</b> Participates in the development, assessment, and improvement of departmental curriculum	Leads development or improvement of departmental, college, or university curriculum	Develops or improves departmental curriculum  OR Participates in the formulation of college or university curriculum	Participates in the formulation of departmental curriculum, course materials, course design, or instructional delivery.	Does not make appropriate changes in curriculum, course materials, course design, or instructional delivery.	Does not participate in the formulation of departmental curriculum, course materials, course design, or instructional delivery.
<b>Teaching Initiatives:</b> Actively implements department, university, or system priorities, special programs, or initiatives	Leads external, university, college, or departmental teaching initiatives	Participates in advancement of university, college, or departmental teaching initiatives	Implements university, college, and departmental teaching initiatives	Does not participate in implementation of teaching initiatives	Impedes the implementation of teaching initiatives

**Research, Scholarship, Professional Growth, and Creative Activity**

For this rubric, “Research, Scholarship, Professional Growth, and Creative Activity” will be referred to as “Scholarship.”

	<b>Exemplary</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Needs Improvement</b>	<b>Does Not Meet Expectations</b>
<b>Goal setting and achievement:</b> Makes regular progress on scholarship agenda or produces final products relative to scholarship goals as agreed upon in the Faculty Action Plan	Successfully accomplishes or overachieves scholarship goals in the AFARAP	Makes significant progress on scholarship goals in the AFARAP	Makes appropriate progress toward scholarship goals in the AFARAP	Makes little progress toward scholarship goals in the AFARAP	Makes no progress toward scholarship goals in the AFARAP
<b>Quality and quantity of scholarship</b>	Significantly exceeds departmental standards	Exceeds departmental standards	Meets departmental standards	Does not consistently meet or falls slightly below departmental standards	Falls significantly below departmental standards

**Service to the University, Community, or Profession**

	<b>Exemplary</b>	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Needs Improvement</b>	<b>Does Not Meet Expectations</b>
<b>Scope, Role, Frequency, and Impact:</b> Department, College, University, Community, or Professional Service activities	Significantly exceeds departmental standards of service	Exceeds departmental standards of service	Meets departmental standards of service	Falls below departmental standards for service activities.  OR  Minor procedural violations related to service	Does not meet departmental standards for service activities  OR  Ignores guidance or warnings related to service
<b>Goal setting and achievement:</b> Makes regular progress on service goals in the Faculty Action Plan agreed upon for the calendar year	Successfully accomplishes or overachieves service goals in the AFARAP	Makes significant progress on service goals in the AFARAP	Makes appropriate progress toward service goals in the AFARAP	Makes little progress toward service goals in the AFARAP	Makes no progress toward service goals in the AFARAP
<b>Collegiality:</b> Collaborates with peers, effectively contributes to committee work, service activities, and achieves goals set forth in committee charges	Documented leadership or mentorship of faculty or students through service activities	Documented involvement beyond the classroom that supports other faculty or students, advancing department or college service activities	Interact with faculty and students in adherence to the Blazer Creed and the VSU Faculty Handbook	Some documented examples of unprofessional or inappropriate interaction with faculty or students	Several documented unprofessional or inappropriate interactions with faculty or students

## Departmental Standards

As outlined in the Valdosta State University [Faculty Evaluation Model](#):

*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 (or alternative expectations if the faculty member's primary responsibility is not teaching); 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 and in consideration of VSU's Faculty Workload Policy.*

*Engagement in activities contributing to student success should be stressed in all areas of evaluation, and it is incumbent on faculty members to explain how activities in these areas contribute to student success as defined by their departments and colleges while recognizing that individual differences in teaching, scholarship, and service are valued.*

What follows is a non-exhaustive list developed by faculty and is intended to provide examples of minimum departmental standards in each area of evaluation in the Annual Faculty Evaluation Rubric. Not all examples in each area need to be fulfilled in order to achieve "Meets Expectations" or higher; this is simply a list of evidence that could be included to indicate evaluation at "Meets Expectations," "Exceeds Expectations," or "Exemplary."

Faculty members should use these examples to reflect on their own activities within teaching, scholarship, and service. It is incumbent on the faculty member to advocate for how these activities and their individual contributions are valuable to the department, college, and university community. Faculty members may wish to provide other evidence of activities not listed herein that could indicate evaluation at "Meets Expectations" or above.

## Teaching and Student Learning

Examples that may indicate “Meets Expectations” include:

- Teach assigned courses and perform studio, classroom, and facilities management responsibilities relevant to position and rank
  - Prepare lesson plans, lectures, demonstration materials, example performances or projects, etc., for use in instruction
  - Utilize or modify preexisting content
  - Create and revise assignments to meet learning objectives of courses taught
  - Evaluate student work and progress in a timely, fair, and appropriate manner
  - Review Student Opinion of Instruction and address consistent themes in a thoughtful manner to revise instruction and improve student learning outcomes
  - Participate in annual peer reviews and implementing feedback
- Take steps toward achieving goals in the Faculty Action Plan
  - Plan and execute on a suitable timeline
  - Thoughtfully reflect on progress and outcomes
  - Revise goals to adapt to changing circumstances
- Interact with faculty, students, administration, staff, and other stakeholders in a manner that adheres to the [Blazer Creed](#) and [VSU Faculty Handbook](#)
- Review, assess, and revise curriculum, course materials, course design, or instructional delivery
  - Revise courses taught to include new information, pilot new teaching strategies, etc.
  - Provide feedback to colleagues through the course and curriculum revision process
  - Participate as a peer reviewer to formatively assess instructional delivery and effectiveness
- Implement curriculum, instructional changes, or teaching initiatives required by department, college, university, or University System of Georgia
  - Implement [Core IMPACTS](#) framework learning objectives as appropriate to assigned courses

Examples that may indicate “Exceeds Expectations” include:

- Demonstrate creativity in teaching assigned courses or in performing studio, classroom, and facilities management responsibilities
  - Scaffold large projects or performances to stage students’ skill acquisition
  - Integrate scholarship or students’ research into assignments or performances
  - Revise teaching strategies, curriculum, or other content delivery by integrating AFARAP goals with SOI and peer-review feedback
  - Available, accessible, and responsive to students beyond normal teaching responsibilities
- Achieve or make significant progress toward goals in the AFARAP
- Support faculty, students, administration, staff, and others outside of assigned teaching responsibilities to positively impact student learning and experience
  - Voluntarily teach independent studies or coach chamber ensembles beyond normal workload expectations
  - Provide documented student success (e.g., participation in undergraduate research symposium, graduate school acceptance, early career success)
  - Serve as faculty sponsor of a student organization

- Engage in implementation or development of college or university curriculum, or advances department, college, or university teaching initiatives
  - Create and teach INQY or [FYSE](#) courses
  - Implement high impact practices (e.g., advising, mentoring, undergraduate and graduate research, experiential learning, etc.)
  - Participate in special programs (e.g., Freshman Learning Community, CELT workshops or programs, QEP, etc.) to improve teaching
  - Participate in professional development to improve teaching, curriculum or course design, or student learning
- Effectively integrate teaching with service- or scholarship-related to university goals, student mentoring, community, or profession
- Earn institution, local, or regional honors, recognition, or awards for teaching

Examples that may indicate “Exemplary” include:

- Earn external professional, national, or international honors, recognition, or awards for teaching
- Lead development or revision of department, college, or university curriculum or teaching initiatives
- Develop cross-curricular courses or community engagement programs in coordination with other departments or colleges

## Research, Scholarship, Professional Growth, and Creative Activity

Scholarship agendas and productivity will vary between faculty members and should be expected to grow with position and rank, and should be individual to the faculty member taking into consideration—but is not limited to—field of discipline and availability of scholarly activities within the field.

Examples that may indicate “Meets Expectations” include:

- Scholarship agenda and goals are outlined in the AFARAP
  - Document engagement in original scholarship
  - Submit scholarship to appropriate reviewing bodies external to the institution (e.g., conferences, festivals, journals, publishers)
- Remain current and relevant in field of course content as appropriate to teaching responsibilities
  - Participate in conferences or workshops relevant to content taught
- Maintain professional requirements relative to discipline, teaching responsibilities, or scholarship goals in the AFARAP
  - Maintain current Georgia teaching certification

Examples that may indicate “Exceeds Expectations” include:

- Meet or make significant progress on goals in the AFARAP, revising to be flexible within context when appropriate
  - Produce excellent quality of original scholarship
  - Scholarship agenda in the AFARAP is thoughtful in regards to planning, execution, timeline, and outcomes
  - Receive an institutional grant for professional development
- Engage in professional development that enhances scholarship and relevance in field of course content
  - Present, perform, or participate in panel discussions at local, state, or national music conferences or festivals
  - Perform as guest artist or give guest artist talk at an institution in the United States
- Achieve certification or licensure relative to discipline or teaching responsibilities
  - Participate in continuing education to maintain professional credentials
- Effectively integrate scholarship with teaching or service in relation to university goals, student mentoring, community, or profession
- Earn institution, local, or regional honors, recognition, or awards for scholarship

Examples that may indicate “Exemplary” include:

- Accomplish or overachieve scholarship goals in the AFARAP
  - Earn external professional, national, or international honors, recognition, or awards for scholarship
  - Receive an external grant for scholarship or professional development
- Demonstrate leadership integrating scholarship with service or teaching in relation to university goals, student mentoring, community, or profession

- Present, perform, or participate in panel discussions at national or international music conferences or festivals
- Lead presentations, performances, panel discussions, or conferences
- Perform as guest artist or give guest talk at an international institution
- Earn external professional, national, or international honors, recognition, or awards for scholarship
  - Publish book-length scholarship with major publisher within the discipline
  - Scholarship accepted by discipline-appropriate reviewing body at a rate beyond that of the typical discipline and research focus
  - Receive residency, grant, or other support to fund scholarship

## Service to the University, Community, or Profession

As a faculty member's career advances within position rankings at the university, so will their level of service activity. A faculty member's service impact, reach, and rigor is expected to increase between ranks. When evaluating service activities, the department head should consider scope and impact, role of faculty member in the service activity, frequency and time demand associated with the commitment, and administrative service performed.

Examples that may indicate "Meets Expectations" include:

- Serve on departmental or college committees as appropriate for faculty rank and other responsibilities
  - Effectively contribute to committee work
  - Engage in activities that facilitate routine functioning of the department
- Engage in service activities that facilitate routine functioning of the department or college
  - Participate in departmental recruiting activities, e.g., Music Major Experience
  - Serve as peer reviewer for colleagues within the department
- Make regular and appropriate progress on service goals in the AFARAP
  - Revise goals to be flexible to changing circumstances
- Interact with faculty, students, administration, staff, and other stakeholders in a manner that adheres to the [Blazer Creed](#) and [VSU Faculty Handbook](#)
- Contribute to program, department, or institution accreditation and credentials as appropriate for faculty rank and other responsibilities

Examples that may indicate "Exceeds Expectations" include:

- Serve as an active member on university committees or taskforces, or lead departmental or college committees as appropriate for faculty rank and other responsibilities
  - Serve on more committees than norm for rank as outlined in the Faculty Workload policy
  - Actively participate in committees that meet more than average, or whose scope is more than routine
  - Serve as a senator on Faculty Senate, or actively participate in Faculty Senate committees
- Participate in service activities that advance college or university priorities, positively support students, or advocate for student success
  - Engage in Open House twice throughout the academic year
  - Serve as department representative at summer orientation
  - Marshal at undergraduate or graduate commencement
  - Nominate students for awards or scholarships
  - Faculty mentor or reviewer for undergraduate or graduate research
  - Write letters of recommendation (e.g., graduate school, professional, etc.) for current students or recently graduate students
- Make significant progress on service goals in the AFARAP and creatively revise goals to be flexible to changing circumstances
- Significantly contribute to program, department, or institution accreditation and credentials as appropriate for faculty rank and other responsibilities

Examples that may indicate “Exemplary” include:

- Lead university committees, taskforces, or faculty development workshops
  - Serve as executive officer on Faculty Senate, or serve as chair of a Faculty Senate committee
  - Lead a CELT workshop
  - Documented exceptional leadership across the institution, positively impacting the university community
- Accomplish or overachieve service goals in the AFARAP, or admirably revise goals to be flexible to changing circumstances
- Lead efforts in program, department, or institution accreditation and credentials