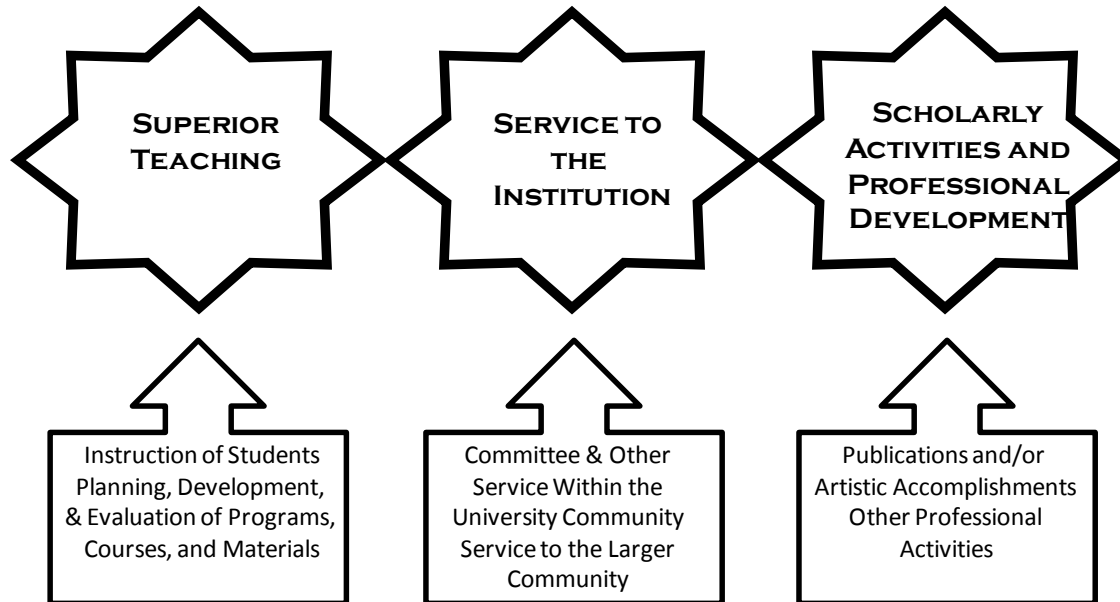## What IS faculty evaluation?

Each faculty evaluation measures the three elements indicative of faculty excellence:

SUPERIOR TEACHING	SERVICE TO THE INSTITUTION	SCHOLARLY ACTIVITIES AND PROFESSIONAL DEVELOPMENT
Instruction of Students Planning, Development, & Evaluation of Programs, Courses, and Materials	Committee & Other Service Within the University Community Service to the Larger Community	Publications and/or Artistic Accomplishments Other Professional Activities

These elements are evaluated by a means of a faculty portfolio, assembled by the faculty member at a designated time in a designated way and submitted to the Department Chair, then (as appropriate) to review committees composed of elected faculty.
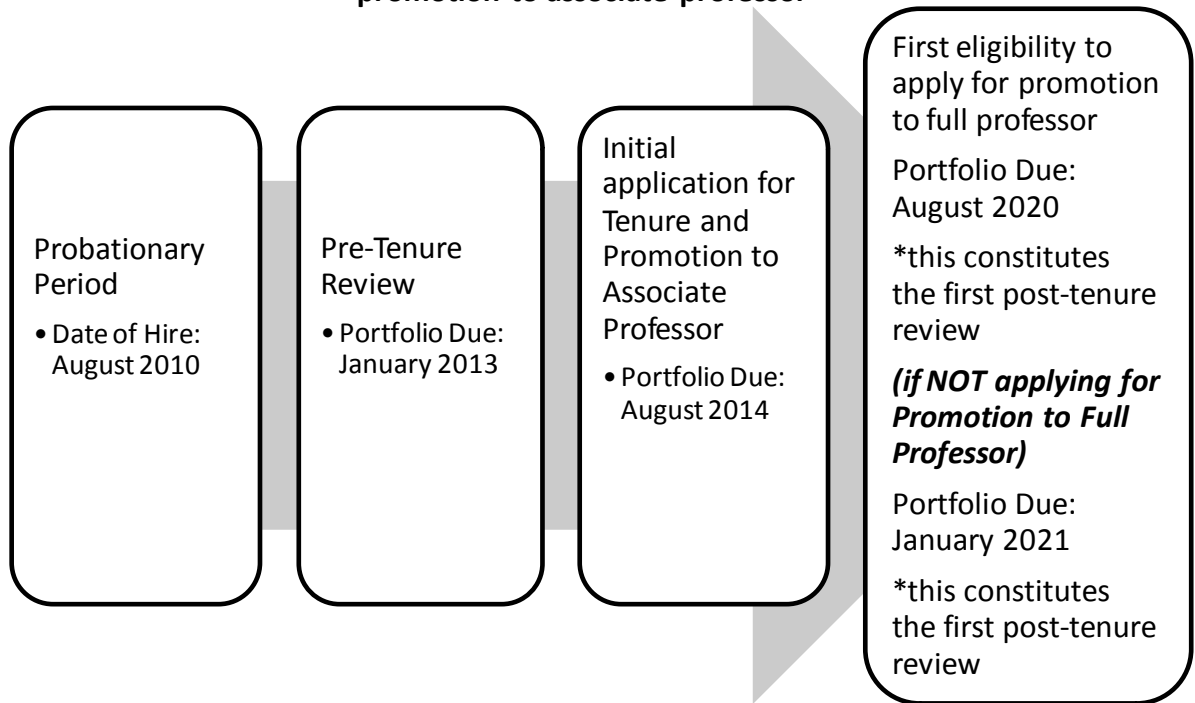
When is the faculty evaluation done?

Annual evaluations occur at the start of each calendar year (in January) for every full-time faculty member. Annual evaluations are conducted by the Department Chair and are based on a portfolio of activities done since the preceding annual evaluation.
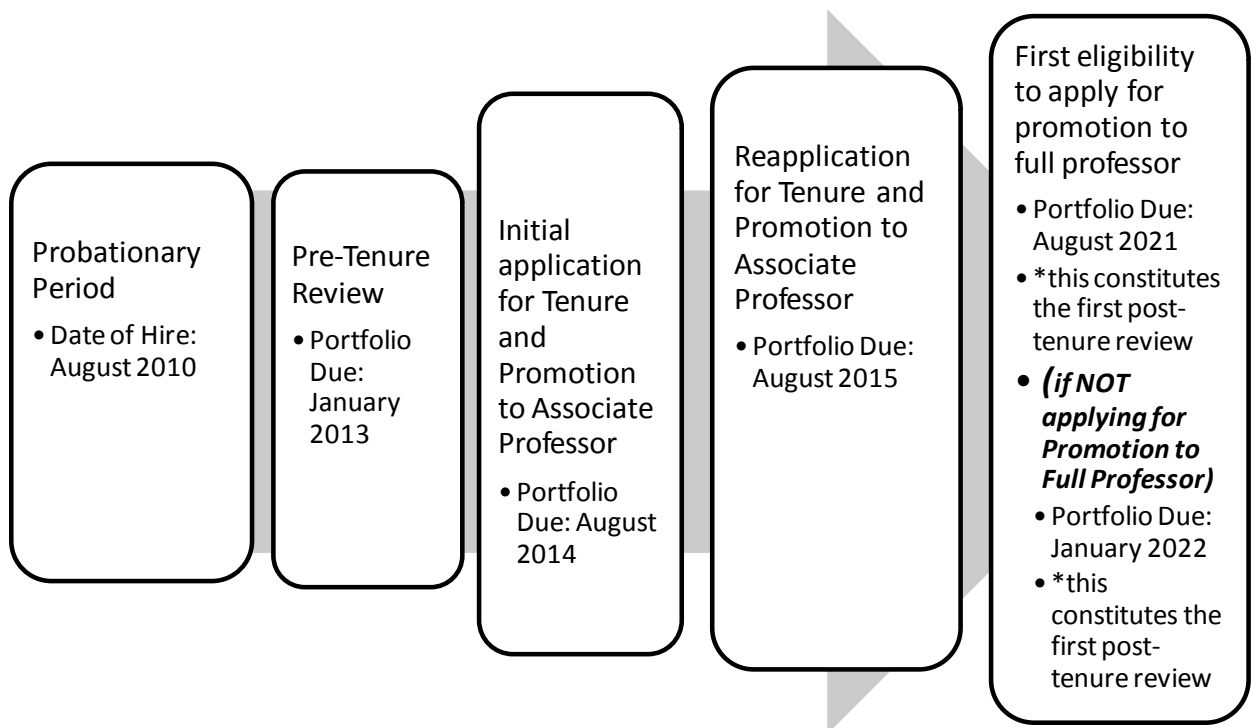
In addition to these annual evaluations, faculty in tenure-track positions have cumulative performance evaluations for promotion and tenure, scheduled as follows:

Timeframe	Type of Review
January of 3rd academic year on tenure track	Pre-tenure review
August of 5th academic year on tenure track	Initial application for tenure and promotion to associate professor
August of 6th academic year on tenure track	Reapplication for tenure and promotion to associate professor (if necessary)
August of 5th academic year following award of tenure/promotion to associate professor	First eligibility to apply for promotion to full professor (and, if exercised, first post-tenure review)
January of 5th academic year following last major review (including tenure/promotion)	Post-tenure review (without promotion)

Hypothetical Scenario 1: Hire in August 2010, with successful initial application for tenure and promotion to associate professor

Probationary Period

- Date of Hire: August 2010

Pre-Tenure Review

- Portfolio Due: January 2013

Initial application for Tenure and Promotion to Associate Professor

- Portfolio Due: August 2014

First eligibility to apply for promotion to full professor

Portfolio Due: August 2020

*this constitutes the first post-tenure review

(if NOT applying for Promotion to Full Professor)

Portfolio Due: January 2021

*this constitutes the first post-tenure review

Hypothetical Scenario 2: Hire in August 2010, with unsuccessful initial application for tenure and promotion to associate professor, but successful reapplication the following year.

Probationary Period

- Date of Hire: August 2010

Pre-Tenure Review

- Portfolio Due: January 2013

Initial application for Tenure and Promotion to Associate Professor

- Portfolio Due: August 2014

Reapplication for Tenure and Promotion to Associate Professor

- Portfolio Due: August 2015

First eligibility to apply for promotion to full professor

- Portfolio Due: August 2021
- *this constitutes the first post-tenure review
- *(if NOT applying for Promotion to Full Professor)*
- Portfolio Due: January 2022
- *this constitutes the first post-tenure review

How should the portfolio be organized for evaluation?

When preparing your materials, remember to make it *easy* to locate the evidence for those areas in which you are requesting credit, and that the evidence is *clear*, *concise*, and has an *unambiguous connection to the claimed evaluation area.* This manual includes guidelines regarding *organization* and *formatting* of the portfolio, a *checklist* of the materials that can and should be included, guidelines for appropriate *evidentiary sources*, and helpful suggestions for candidates.

Portfolios that are not appropriately organized risk not being evaluated.

The Cover Letter

The portfolio for an annual evaluation begins with a cover letter/essay that describes your accomplishments in the three key areas (teaching, service, and scholarship) during the preceding twelve months, and setting forth your goals for the coming year. Cover letters should introduce all the documentation included in the portfolio and explain its relevance to the evaluation process.

This cover letter should be divided into sections with heading and subheadings corresponding to the Summary of Professional Activities, and make specific reference to the evidence found in the main body of the portfolio. Materials should be presented in the order of the Portfolio Organization Checklist (below), separated by clearly labeled tabs. Your cover letter should ideally also make specific reference to not only the *evidence* supporting claimed credit for an evaluation area, but also to the *tab* under which that evidence can be found. For example:

Service to the Institution

Committee and other Service within the University Community

       I continue to serve on XXXX Committee (see committee member listing and meeting minutes, found under **"Service", tab "Committees"**).
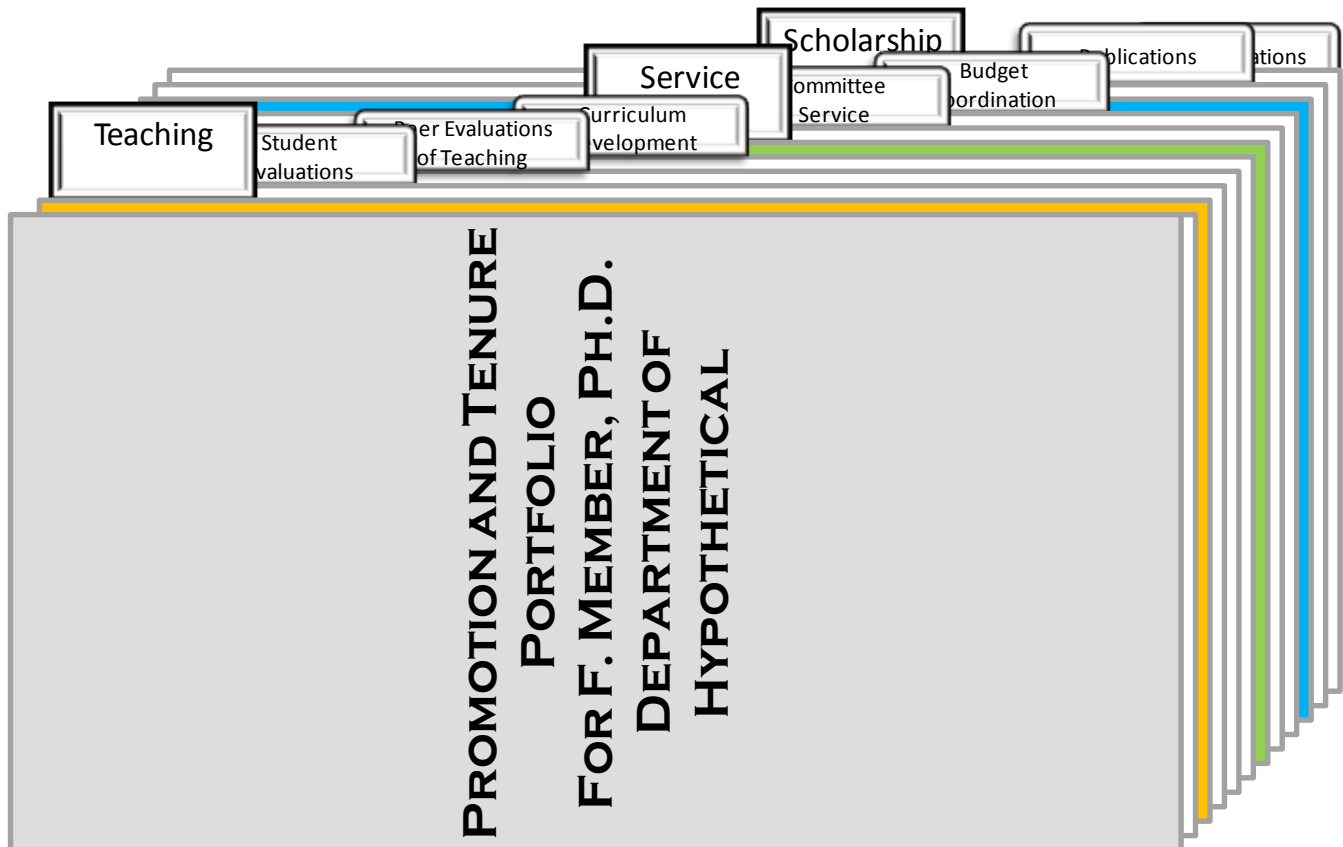
Or:

Advising and Advisement Planning

       As an advisor in the XXXX program, I am assigned approximately 36 advisees (see **Service, "Advisement", tab 16 for advisee lists and for Advisortrac schedules, and tab 17 for Advising Status Reports).** I have also supported multiple New and Transfer Student Orientations, either by attending as an advisor or by preparing curriculum worksheets for advisors **(see Service, "Advisement", tab 18).**

The importance of tabbing...

Faculty portfolios for promotion and tenure must fit into a standard 3 1/2" binder, with divider tabs in accordance with the Portfolio Organization Checklist (included). Colored dividers (with tabs clearly labeled to indicate the main categories of *Teaching, Service,* **and** *Scholarship*) usually separate the three major sections, and clearly labeled tabs separate the subtopics. See below for an example:

Teaching | Student Evaluations | Peer Evaluations of Teaching | Curriculum Development | Service | Committee Service | Budget Coordination | Scholarship | Publications | Presentations

PROMOTION AND TENURE PORTFOLIO FOR F. MEMBER, PH.D. DEPARTMENT OF HYPOTHETICAL

Remember that your *cover letter* should ideally make specific reference to tabs when describing the requested credit in a particular evaluation area.

Portfolio Organization Checklist

Faculty are not required to demonstrate excellence in every topic on the checklist, but some materials are mandatory (indicated by asterisks). Where possible, suggestions for proper evidentiary documentation are included in the next section.

Portfolio materials should be presented in the following order with labeled dividers:

- ☐ Cover Letter/Essay*
- ☐ Summary of Professional Activity* - *must include all items for which credit is claimed*
- ☐ Curriculum Vitae*
- ☐ Annual Faculty Evaluation Summary Forms (in reverse chronological order)*
- ☐ Grade Distributions (in reverse chronological order, table + graph for each semester)*
- ☐ Teaching*
    - ☐ Student Evaluations (in reverse chronological order)*
    - ☐ Course Development*
    - ☐ Program/Curriculum Development
    - ☐ Application of Technology (to courses, programs, curricula
    - ☐ Individual Direction of Internships/Student Research
    - ☐ Collaborative Instruction
    - ☐ Peer/Mentor Evaluation of Teaching
    - ☐ Special Recognition for Teaching
    - ☐ Other Instruction (including lectures in other classes)
- ☐ Service to the Institution*
    - ☐ Committee Service (in order: System-level, University, College, Department)*
    - ☐ Student Advising
    - ☐ Advising Materials Development
    - ☐ Contributions to Improvement of Campus Life
    - ☐ Support of Student Organization(s) and/or Campus Activities
    - ☐ Faculty Mentoring
    - ☐ Program/Budget Coordination
    - ☐ Contributions to Accreditation (university, school, program)
    - ☐ Discipline-related Contributions to Larger Community
    - ☐ Other Service to the Institution
- ☐ Scholarship/Professional Development*
    - ☐ Publications/Artistic Accomplishments/Other forms of Scholarship (see current list)*
    - ☐ Professional Memberships
    - ☐ Received Grants/Contracts/Fellowships
    - ☐ Proposed Grants/Contracts/Fellowships
    - ☐ Research Activities
    - ☐ Professional Presentations
    - ☐ Professional Development Training
    - ☐ Consulting/Other Applications of Professional Expertise
    - ☐ Professional Licenses/Certifications
    - ☐ Development of Professional Applications of Technology
    - ☐ Honors/Awards (research, scholarship, creative activities)
    - ☐ Other Professional Growth

* required

Some helpful suggestions regarding evidentiary sources

In many cases, evidence for a particular evaluation category is self-explanatory (e.g., student evaluation of instruction must be included in the Teaching section), or in other cases a statement of the contribution from the faculty member plus independent corroboration as needed (such as a letter from the Department Chair) will serve.   Other suggestions are included below for certain categories:

Teaching
- Student Evaluations
  - *if there is a pattern of unusually negative student evaluation comments, either the candidate or the department chair should address this and put it into an appropriate context (e.g. new course, difficult course, faculty member ill or excessively stressed, etc.) so the committee can better evaluate the validity of these comments*
- Program/Curriculum Development
  - *UCC/Graduate Council paperwork (course and/or curriculum proposal forms) plus independent corroboration*
- Application of Technology (to courses, programs, curricula)
  - *should be exceptional by current standards*
- Individual Direction of Internships/Student Research
  - *documentation of student activity (e.g., student log sheets, student reflective statement, program from student performance) plus independent corroboration*
- Peer/Mentor Evaluation of Teaching
  - *minimum two letters, focusing specifically on teaching effectiveness; letters should be signed and dated*
- Special Recognition for Teaching
  - *should be College-wide or University-wide; finalists for Smith Faculty Award are acceptable while nominations (without award) for College-level awards are not.*

Service to the Institution
- Committee Service (in order: System-level, University, College, Department)
  - *committee minutes showing attendance, independent corroboration as needed*
- Faculty Mentoring
  - *provide a letter from the person they have mentored, specifying the mentoring that occurred and what kind of help was provided; letters should be signed and dated*

Scholarship/Professional Development

- Publications/Artistic Accomplishments/Other forms of Scholarship (see current list, included)
  - *MUST BE IN AVAILABLE (in print, online, already performed) by the time of portfolio submission in order to be included*
  - *for articles and book chapters, please include hardcopy*
  - *for full books, if space permits include a copy of the book with the portfolio, and if not a copy of the front matter and title pages showing authorship and publisher information*
  - *for artistic accomplishments include appropriate corroboration*
  - *for online (i.e., website) scholarship provide a printout of enough of the item to document its existence and your contribution/authorship, including full URL.*

Excessive or redundant documentation is unnecessary and may be counterproductive.

For example, it is not necessary to include every single student email, every "thank you" for participating in a campus event, every single syllabus from every single course that you have taught in the past five years, etc. The intent of the documentation is to support the credit requested, and not to drown the evaluators in paper.

Applicable Forms of Production/Publication
(adopted Fall 2008)

For Arts and Sciences faculty, the following shall be considered applicable forms of production (including publication, performance, music composition, creation of art works and dramatic works, and other scholarly activities resulting in a product):

Categories where a work shall fulfill the entire requirement in this production/publication area at any level of review:
- Book-length research monograph, single author
- Book-length translation or critical edition, single author
- Book-length creative writing work, single author
- Textbook, book-length instructional materials, reference book or popular book in field, single author

Categories where work counts for two production/publication credits:
- Book-length research monograph, joint author
- Book-length translation or critical edition, joint author
- Book-length creative writing work, joint author
- Textbook, book-length instructional materials, reference book or popular book in field, joint author
- Editor or joint editor of a book-length collection of articles, with authorship of an article or significant introduction

Categories where work counts for one production/publication credit:
Performances and Artistic Creations

(All performances and artistic creations may be either by audition or by invitation but must be performed, exhibited, published or prize-winning in professional or refereed venues)

- Musical composition, published
- Musical composition, prize-winning in significant composition contest
- Musical composition, performed publicly in professional venue
- Musical composition, performed publicly in refereed venue
- Performance in roles in dramatic works
- Performance as oratorio or concerto soloist
- Full solo or chamber music concert, including as collaborative pianist
- Full concert or stage work as conductor
- Management of performed dramatic works (stage direction, dramaturgy, stage management, any element of theater design: scenery, lighting, costuming, sound, etc.)
- Creation of media works (e.g., videos, web sites) that are commissioned or accepted for exhibition in refereed venues
- Master class or ensemble clinician at music conference or festival of national or international significance, with resulting performance
- Regular position as section musician in standing professional ensemble (e.g., orchestra, wind ensemble, big band, professional chorus, etc.)
- Creation of works of art which are invited to be exhibited
- Writing or creation of dramatic works that are performed or published
- Radio/television/internet broadcast performance in any of the above categories
- Commercially released video or audio recording in any of the above categories

Refereed Publications

(Publications may be either in print or online formats, provided they are refereed and meet all other standards outlined below)

➢ Article in a journal
➢ Chapter in a book or anthology
➢ Encyclopedia article (survey-length entry, i.e., 5000 words or more, accompanied with scholarly apparatus)
➢ Article-length paper in conference proceedings, accompanied with appropriate scholarly apparatus
➢ Publication of creative-writing work (e.g., short story, single poem or group of poems, literary essay)
➢ Published translation of a refereed journal article, chapter in a refereed book, or creative-writing work
➢ Review essay/article in a journal
➢ Interview article in a journal
➢ Serving as editor of a peer-reviewed journal for one complete volume or *Jahrgang* of issues
➢ Scholarship-based article in popular magazine
➢ Publication of research findings
➢ Publication of clinical case study(ies)
➢ Publication of clinical article
➢ Published pedagogical activities

Other Publications

(These important scholarly activities involve creating a product which undergoes some form of significant review; however, these review processes may differ somewhat from those of traditional refereed publications.)

➢ Publication of instructional material (with assessment of its effectiveness or complete teaching notes)
➢ Consultation work with state school system or national organization, resulting in a public (non-proprietary) published report
➢ Patent proposal registered in US Patent Office
➢ Extensive research document completed on behalf of a government or non-profit agency which is used for strategic planning
➢ Piece of legislation related to the faculty member's academic discipline which is developed and presented to the Georgia General Assembly or U.S. Congress and progresses out of committee to the floor (whether passed or not)
➢ Online, interactive training materials posted on a government website (e.g., see http://stopbullyingnow.hrsa.gov/index.asp?area=main)
➢ Developing and maintaining (for at least one year) an interactive public service website which summarizes/provides resources available to a community or target population. This website must be significant to the community, as indicated by at least two links from other government/nonprofit websites. It also must be regularly updated (at least monthly) to incorporate new information and to remove outdated information.

Categories where work counts as one-half a production/publication credit:
- Any of the above performance activities in a venue neither professional nor refereed
- Solo, chamber music, or collaborative piano performance of less than concert length in a professional or refereed venue
- Conductor for a performance of less than concert length in a professional or refereed venue
- Inclusion as incidental or supporting performing artist on a commercially released video or audio recording (e.g., as clarinetist in *Shepherd on the Rock* on one track of a soprano's CD of Schubert songs) or on radio/TV/internet broadcast
- Liner notes for commercially released video or audio recording
- Master class or ensemble clinician at music conference or festival of regional or local significance, with resulting performance
- Professional section musician in occasional or festival ensemble (chorus, orchestra, wind ensemble, big band, etc.)
- Professional work as rehearsal assistant/assistant director
- Professional program annotation for full-length concert
- Consultation work with local school or school system, resulting in a public (non-proprietary) published report

In addition to the above list of acceptable forms of production/production, each Arts and Sciences Departmental Committee on Tenure and Promotion in conjunction with their respective Department Head shall have the authority to count other forms of work as acceptable as either one full or one half credit towards the publication/production requirement, provided at least one full credit from the above list also is present. For the information of reviewers at subsequent levels of review, each Departmental Committee shall include a statement explaining the importance to the discipline of any other types of work granted publication/production credit in the applicable faculty review portfolio.

These other forms of production/publication may include but are not limited to:
- externally funded research, infrastructure or equipment grants
- book review printed in refereed media
- brief review essay printed in refereed media
- research note published in refereed media
- shorter encyclopedia articles (fewer than 5,000 words) published in refereed media
- multiple abstracts published in refereed media
- work published in non-refereed media

NB. For the purposes of this policy, the term "refereed" shall be understood to include any of the following: traditional double-blind peer review, review by an editorial board, review by an editor, review by an audition committee or artistic jury, review by an artistic director or impresario, review by a competition panel. This list of forms of review should not be considered exhaustive. Given the diversity of disciplines within the College of Arts and Sciences, there will be many forms of review that are both rigorous and appropriate to specific disciplines; each discipline's culture and best practices should be respected.

Who are the evaluators, and what do they do?

Evaluations of each full-time faculty member are the responsibility of academic administrators and, in the case of promotion and tenure decisions, elected faculty committees on the department, college/school and (if necessary) university level. The same three criteria are applied to all faculty, with logical adjustments to accommodate different academic disciplines (e.g., music, chemistry, history).

Department chairs conduct annual evaluations of all full-time faculty (except those with temporary appointments) in the department, reviewing each portfolio and meeting privately with the faculty member afterward to discuss strengths, weaknesses, and goals.

In the case of a cumulative review (pre-tenure, promotion/tenure, post-tenure), portfolios are first given to the Department chair. Portfolios are then given to the Department level Promotion and Tenure Committee (if one exists); this committee typically consists of members of the faculty's department who are *tenured at the rank of at least associate professor*. The Department Committee reviews the faculty member's portfolio, and provides a detailed written report of its findings to the Department chair. The Department chair then conducts his or her own review of the portfolio, and the portfolios are then passed on to the College/School's Promotion and Tenure Committee. College/School Committees are elected from tenured faculty serving at the rank of associate professor or higher (usually within the College/School) and committee members serve staggered three-year terms. Following review of the portfolio, College/School Promotion and Tenure Committees forward faculty portfolios and a written report summarizing the Committee's evaluation on to the Dean, who reviews the Committee's assessment.

If all previous levels of review produce a favorable evaluation and the dean concurs he or she attaches a note of written concurrence to the report completed by the school committee and forwards these together with the candidate's portfolio to the Office of the Provost/Vice President of Academic Affairs.

If a portfolio receives mixed evaluations (favorable at some but not all levels), the portfolio, reports, and his or her materials and evaluations will be forwarded to the University Promotion and Tenure Review Committee (consisting of tenured full professors elected by the entire University). The Dean will also prepare a separate evaluation and forward it to the University Promotion and Tenure Review Committee, and the faculty member has the option of submitting a statement of appeal with supporting information to the University Promotion and Tenure Committee. The dean will provide a written notification to the candidate.

If a portfolio receives unfavorable evaluations at all levels of review, the candidate has the option of submitting a written statement of appeal with supporting information to the University Promotion and Tenure Committee. The University Promotion and Tenure Committee will review to assure compliance with procedures and forward a written report to the Provost, dean, and candidate. If the candidate submits no appeal, the candidacy is terminated.

Promotion and Tenure Process

Faculty Member prepares and submits portfolio to Department Chair, who passes it along to the Department P&T Committee

Department P&T Committee reviews portfolio, submits report to Department Chair

Department Chair reviews portfolio, submits materials and evaluation, via the Dean, to the College P&T Committee

College P&T Committee reviews portfolio, submits report to the Dean

Dean reviews materials
- If favorable reviews at all levels (Department, College, Dean) portfolio passed on to Provost
- If mixed reviews, portfolio passed to University P&T Committee
- If unfavorable reviews at all levels, candidate may appeal to University P&T Committee