Name: _____

Title: _____

The Annual Performance Evaluation of Faculty

January 1, 2020 to December 31, 2020

Office of the Provost and Vice President for Academic Affairs
Fort Valley State University
Fort Valley, GA 31030-4313

The Annual Performance Evaluation
of
Faculty

January 1, 2020 to December 31, 2020

Evaluation of Faculty Performance of: _____

In the Department of:

Evaluating Supervisor: _____ **Date**

Supervisee: _____ **Date**

To Be Completed at the Dean's Level:

Files As Reviewed by the Dean:

Date Completed:

_____ **Statement of Annual Report of work effort is completed**

_____ **Feedback has been provided in writing and the completed form is attached with the appropriate signature**

_____ **Goals for the next year are enclosed**

_____ _____ _____

Dean's Signature **Name (Printed)** **Date**

ANNUAL EVALUATION
January 2020 - December 2020
Office of the Vice President for Academic Affairs
Fort Valley State University

The Annual Evaluation Instrument and the evaluative process for faculty employed at Fort Valley State University have been revised to reflect the status of the recommendations of the Faculty Senate (approved in April 1999) which were reviewed and approved for implementation by the Vice President for Academic Affairs and the Deans' Council (February 2000) to commence with the negotiations of duties for the Calendar Year 2000. A two-part instrument is used to distinguish the performance of one's expected duties from the performance which is used as the basis for merit pay recommendations. These performance evaluation instruments are termed,

Part I The Expected Duties, and Part II Meritorious Performance.

Faculty receiving an "Unsatisfactory" rating in any one category on the first instrument, Part I Expected Duties, will not be advanced for evaluation on the second instrument, Part II Meritorious Performance. Merit pay recommendations will be made **only** on the basis of the quality of performance on the instrument, Part II Meritorious Performance. Those faculty receiving a rating at or above the level of "Fully Acceptable" on **80%** or more of the items of the instrument, Part II Meritorious Performance, warrant a recommendation no lower than that accorded for **the average merit pay raise.** This standard shall be used in each college (subject to the availability of funds within the unit of evaluation). In like manner, it is expected that the following requirements of the University and the University System of Georgia will be achieved: there must exist within the unit of evaluation a positive correlation between the faculty members' overall annual evaluation ratings and the percentage recommendations for merit pay increases.

At goal setting time, the Department Head and the faculty are expected to establish expectations for performance for the upcoming period of evaluation using the criteria of the instrument, Part II Meritorious Performance. Flexibility for varying priorities of the faculty member should be considered. However, care should be exercised to ensure, over time, that the faculty member achieve a balance in work efforts expended in the three traditional areas under review, namely, **Teaching, Professional Development/Scholarly Achievement, and Service.** During Promotion, Tenure, Pre-Tenure, and Post-Tenure reviews at the University level, the portfolio submitted by a faculty member with a primary teaching assignment is evaluated using weights of 70%, 20%, and 10% applied, respectively, to the aforementioned categories. The portfolios of faculty holding primary research appointments are evaluated in these categories using weights of 20%, 70%, and 10%, respectively. Faculty are expected, at the institutional level of review for promotion and tenure considerations to attain an overall rating of 85% or better across the three categories of Teaching, Professional Development/Scholarly Achievement, and Service.

Approved 2/22/00 and
Updated 3/15/00 By The FVSU Deans' Council

FACULTY PERFORMANCE EVALUATION INSTRUMENT AND PROCESS

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EVALUATION OF FACULTY PERFORMANCE OF _____

IN THE DEPARTMENT OF _____

FOR THE PERIOD January 1, 2020 to December 31, 2020.

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Overview of the Evaluation Process : The Annual Evaluation instrument is designed to assist the faculty member in achieving, and sustaining over time, high levels of performance as a professional in the capacities as a teacher, scholar, and professional service provider. In addition to the individual's commitment to his/her personal and professional goals, a clear commitment to the mission, goals, and priorities of the University System of Georgia, Fort Valley State University, the Academic Affairs Unit, the College, and the Department/Unit in which the faculty member is employed must be demonstrated at the time of the annual evaluation. Each faculty is expected to present a portfolio with samples of student work and other documentation of work efforts in the areas of evaluation. The portfolio and any additional information provided should illustrate the extent to which the faculty member was able to achieve the goals established for the period of evaluation. For each unsatisfactory rating accorded, the Department Head must provide, in writing, specific feedback to guide the faculty member in the improvement of his/her performance.

In that the University System of Georgia only accords merit pay raises, the evaluation process distinguishes regular work effort from meritorious efforts by using a two-part instrument. In the first phase of the Annual Evaluation, the ***Part I Expected Duties*** *i*s used to assess the level at which the faculty member has performed the contractual duties and obligations routinely expected of an employed professional. An "Unsatisfactory" rating in any one category of this instrument will preclude advancement to the second phase of the evaluation where the instrument, ***Part II Meritorious Performance,*** is used. Merit pay recommendations are based solely on the faculty member's overall rating on the latter instrument.

Directions: This annual evaluation consists of two parts, each of which is to be completed by the faculty member's supervisor, the Department/Unit Head. To the extent possible, all ratings should be based on documented evidence provided by the faculty member and, where appropriate, the formal classroom observations, or other assessments conducted by the supervisor, students, and faculty peers. The faculty member's scope of work across the three traditional areas of a higher education faculty member's workload should be presented in a portfolio permitting , as possible, flexibility in the range of documentation provided. A copy of the faculty member's portfolio is to be retained on file for a period of at least five years in the Department/Unit Head's Office.

In each category where a rating of "Unsatisfactory" is given, feedback, inclusive of supporting comments, **must be** submitted to provide guidance for the specific actions which the faculty member must complete to raise his/her performance to an acceptable level. Each evaluation instrument must be signed and dated appropriately by the Department Head and the faculty member being evaluated. **The faculty member's signature does not necessarily mean that he/she is in agreement with the assessment.** Opportunity is provided for the faculty member to append a comment page to the evaluation report. The signature of the next level supervisor is required for the review of the evaluation rendered on Part I and prior to the acceptance by the next level supervisor of the merit pay recommendation based on Part II of the evaluation.

PART I: EXPECTED DUTIES
OFFICE OF THE VICE PRESIDENT FOR ACADEMIC AFFAIRS

Directions: Place "X" in the column of the ranking most appropriate to the performance criteria being evaluated. **Use Not Applicable (NA) if the criteria does not apply. A description of the rankings follows:**

Acceptable (A) - Performance at the Level of Expectation
Needs Improvement (NI) - Performance below the Acceptable Level
Unsatisfactory (U) - Performance Does Not Meet the Standard. Improved Performance is Expected **and** Required as a Condition of Continued Employment in the Position

I. EXPECTED DUTIES				
A	**NI**	**NA**	**U**	Provides Students Course Outlines/Syllabi (Consistent with Catalog Descriptions and Departmental Guidelines) Using the Standard Format to Include Statements of Outcomes, Bibliography, and Use of Other Resources.
				Provides Instruction On/Off Campus, in the Evenings, in the Weekend College, Using GSAMS, or the Web as Needed by the Department.
				Teaches Classes as Scheduled. Consistently Arrives and Ends on Time.
				Advises Students and Updates their Records Pursuant to Academic Requirements.
				Keeps Office Hours as Posted. Is Accessible for Student Conferences.
				Uses Up-to-Date Technology in the Classroom Appropriately.
				Maintains Accurate Grade and Student Attendance Reports, and Submits Official Records to the Department Head at the Close of Each Semester.
				Submits Timely Reports and Other Required Documents for the Ongoing Effectiveness of the Department/Unit, College, University, USG as Needed.
				Cooperates and Works Well with Colleagues, Supervisors, and Students.
				Recruits and Promotes Student Persistence. Positively Promotes FVSU as an Institution of Choice.
				Participates in and Attends the Mandatory Events of the University.
				Active in One's Profession. Attends Meetings and Presents Professional Papers in One's Discipline at State, Regional, and/or National Levels.
				Active on Committees at the Department, College, and University Levels.
				Active in Service to the Community.

PART II: MERITORIOUS PERFORMANCE
SCORING SUMMARY

	Exemplary - 4	Commendable- 3	Acceptable -2	Needs Improvement - 1	Unsatisfactory - 0	Not Applicable
TEACHING EFFECTIVENESS						
A. Course outlines, syllabi, establish expectations for specified educational outcomes. There is evidence that students are developing higher-order thinking skills.						
B. Samples of classroom work reflect the appropriate use of technology, library resources, global infusion and other resources/perspectives which significantly broaden students' understanding of the breadth of the content being presented. There is evidence that students' critical thinking, communication, and problem solving skills are being enhanced.						
C. Performance objectives, pedagogy, sample course work, i.e. hand-outs and other supplementary materials, evidence continuous curricular improvements are being made on the basis of results obtained from ongoing classroom testing and from results obtained from the assessment of educational outcomes as appropriate.						
D. Strategies for improving the teaching/learning process are evidenced in student work. The overall rating accorded by students completing the University's standard faculty evaluation instrument in all courses taught by the faculty during the semester of evaluation exceeds the national or departmental mean. At least two other sources (e.g. peer evaluators, employer feedback...) are used to affirm that quality instruction is provided and that the candidate is perceived as an excellent teacher.						
E. Evidence shows that students are achieving gains in learning.						

	Exemplary - 4	Commendable- 3	Acceptable -2	Needs Improvement - 1	Unsatisfactory - 0	Not Applicable
PROFESSIONAL GROWTH AND DEVELOPMENT/SCHOLARLY ACHIEVEMENT						
A. Documents professional presentations in one's discipline (or area of work effort) that are being made at national, regional, and state levels.						
B. Elected and/or serves as an officer or committee member in national, regional, or state professional organizations. Has received an award for professional contributions.						
C. Has recent scholarly publications in the discipline (area of employed expertise). Serves as an editor or a reviewer of a professional journal or articles, respectively, or does significant work with other scholarly publications. Has juried performances/presentations of a creative nature.						
D. Is extensively involved in scholarly projects to include grantsmanship with projects funded by agencies external to the campus.						
PROFESSIONAL SERVICES TO THE COLLEGE AND THE COMMUNITY						
A. Chairs or has chaired committees and/or exercised leadership on committees at the department level and at college and University levels. Drafted reports for committees, conducted surveys, developed innovative projects, managed a single initiative of the committee or provides other evidence that he/she was an active member of the committee(s).						
B. Provides leadership on behalf of and achieves the cooperation of the department, college, or university for special efforts such as Outcomes Assessment Coordinator, Technology Coordinator, or the changing expectations for all faculty relative to the Charter Teacher Preparation Program, and the Honors or Regents' Task Force Coordination, etc.						
C. Chairs committees and/or exercised leadership on committees at the University and/or System level. Drafted reports for committees, conducted surveys, developed innovative projects, managed a single initiative of the committee, assigned to subcommittee or provides other evidence that he/she was an active member of the committee(s).						

D. Enhanced the image of the University through frequent participation in community activities within the region. Increased the visibility of the University through public service programming. Active in several community organizations.						
	Exemplary - 4	Commendable- 3	Acceptable -2	Needs Improvement - 1	Unsatisfactory - 0	Not Applicable
PROFESSIONAL GROWTH AND DEVELOPMENT/SCHOLARLY ACHIEVEMENT						
A. Serves as an advisor to student organization(s). Actively recruits students and participates in recruitment activities either sponsored by the department, the college, or the university. Supports career-oriented activities in the classroom such as visits by the Youth Motivation Task Force team members, etc.						
B. Enhanced the image of the University through frequent participation in professional societies, organizations, and/or agencies in one's scholarly field of endeavor. Actively participated in organizations at the state, national, regional, and/or global levels.						
TOTALS						

Divide the sum attained from all columns exclusive of the *Not Applicable Column* and divide by the number of entries so rated to obtain the average rating). **Average Score: _____** **Overall Ranking _____**

Rankings are accorded as follows:

Exemplary	3.6-4.0	Needs Improvement	2.0-2.5
Commendable	3.0-3.5	Unsatisfactory	0-1.9
Acceptable	2.6-2.9		

Annual Report of the Faculty

Name_____Department
Date

Please attach the annual report of your work efforts with highlights addressing (as a minimum) the bulleted entries noted.

I. Teaching
- Technology Usage
- Outcomes Assessment
- Global Studies
- Evidenced gains in learning

II. Research
- Grantsmanship
- Scholarly Presentations
- Scholarly Publications
- Creative/Innovative Works

III. Service
- Service Learning Initiatives
- Service to the Department/Major
- University Service
- Service within the discipline
- Service in the general Community
-
-

Official Form: Effective January 1, 2000

ANNUAL EVALUATION
Office of the Vice President for Academic Affairs

Faculty Performance Evaluation Supervisor's Comments and Feedback

Date of Conference _____

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EVALUATION OF FACULTY PERFORMANCE OF _____
IN THE DEPARTMENT OF _____ FOR THE
PERIOD January 1, 2020 to December 31, 2020

****

Overview of the Evaluation Process : The Annual Evaluation instrument is designed to assist the faculty member in achieving, and sustaining over time, high levels of performance as a professional in the capacities as a teacher, scholar, and professional service provider. Specific feedback which guides the faculty member in the improvement of his/her performance (if such is deemed necessary) must be provided in writing and included with the evaluation report. **The faculty member's signature on this form does not necessarily mean that he/she agrees with the evaluation. A written response may be attached to this form.**

PART ONE: EXPECTED DUTIES

U	Criteria	Supervisor's Feedback

Signature of Supervisor_____ Faculty's Signature _____

ANNUAL EVALUATION
Office of the Vice President for Academic Affairs

Faculty Performance Evaluation, Faculty Comments and Feedback

Date of Conference _____

****

EVALUATION OF FACULTY PERFORMANCE OF_____
IN THE DEPARTMENT OF _____ FOR THE
PERIOD January 1, 2020 to December 31, 2020

****

The Response of the Evaluated Faculty (additional pages may be attached):

Part I Expected Duties

Part II Meritorious Performance

Faculty's Signature _____ Supervisor's Signature _____

Office of the Vice President for Academic Affairs

GOAL SETTING

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EVALUATION OF FACULTY PERFORMANCE OF _____

IN THE DEPARTMENT OF _____

FOR THE PERIOD January 1, 2020 to December 31, 2020

****

Overview of the Goal Setting Process : The Annual Evaluation process is designed to assist the faculty member in achieving, and sustaining over time, high levels of performance as a professional in the capacities as a teacher, scholar, and professional service provider. In addition to the individual's commitment to his/her personal and professional goals, a clear commitment to the mission, goals, and priorities of the University System of Georgia, Fort Valley State University, the Academic Affairs Unit, the College, and the Department/Unit in which the faculty member is employed is expected. Expectations for performances in the areas of teaching, scholarly endeavors, and service are to be established at the beginning of the calendar year.

The faculty member should be advised to develop a portfolio containing supportive evidence of efforts undertaken in the three specified areas of performance to included samples of students' graded work in the category of teaching effectiveness. If previous feedback (from annual evaluations, promotion, pre-or post-tenure reviews, etc.) has been provided to guide the faculty member in the improvement of his/her performance, work efforts addressing the noted areas of need must be given high priority in the goal setting process.

According to University guidelines, by the time of University wide reviews, faculty must reflect outstanding achievement in teaching and scholarly endeavors, with a very good record in service. The amount and quality of outstanding achievement is greater for the ranks of Associate and Full Professors. Faculty should be made cognizant of the fact that tenure and promotion evaluations differ from the annual evaluation process. The latter is more of a short-term departmental activity while the former considers the long-termed contributions of the faculty to his/her profession.

The following principles should govern the goal-setting process:

1. **Standards should be raised over time to support the institution's aspirations as a university offering world class learning opportunities to students and the community.**
2. **Faculty may have unusual or atypical, but exemplary qualities and achievements. They should not be disregarded if they do not match preconceived categories.**
3. **Requirements for high quality teaching should not be compromised as faculty strengthen their credentials in other areas.**
4. **The traditional weighting process is not applicable to the revised qualitative instrument.**

Be cognizant of the Part II Meritorious Instrument in the goal setting process. It should be used as a planning guide for performance expectations. Faculty should be appraised of the fact that the average merit pay is warranted (to the extent of available funding) to those achieving an acceptable rating on 80% or more of the categories. Should a faculty member's assignment change substantially during the year, the goal statement should be adjusted accordingly.

FORT VALLEY STATE UNIVERSITY
FACULTY GOAL SETTING
JANUARY 2020 - DECEMBER 2020
COLLEGE OF _____

Name _____ Department Head Signature _____ Date

TEACHING EFFECTIVENESS	**TASKS FOR THE ANNUAL EVALUATION**
A. Course outlines, syllabi, establish expectations for specified educational outcomes. There is evidence that students are developing higher-order thinking skills.*	
B. Samples of classroom work reflect the appropriate use of technology, library resources, global infusion and other resources/perspectives which significantly broaden students' understanding of the breadth of the content being presented. There is evidence that students' critical thinking, communication, and problem solving skills are being enhanced.*	
C. Performance objectives, pedagogy, sample course work, i.e. handouts and Other supplementary materials, evidence continuous curricular improvements are being made on the basis of results obtained from ongoing classroom testing and from results obtained from the assessment of educational outcomes as appropriate.*	
D. Strategies for improving the teaching/learning process are evidenced in Student work. The overall rating accorded by students completing the University's standard faculty evaluation instrument in all courses taught by the faculty during the semester of evaluation exceeds the national or departmental mean, At least two other sources (e.g. peer evaluators, employer feedback…) are used to affirm that quality instruction is provided and that the candidate is perceived as an excellent teacher. *	
E. Evidence shows that all students are achieving gains in learning.*	
PROFESSIONAL GROWTH AND DEVELOPMENT/SCHOLARLY ACHIEVEMENT	**TASKS FOR THE ANNUAL EVALUATION**
A. Documents professional presentations in one's discipline (or area of work effort) that are being made at national, regional and state levels.	
B. Elected and/or serves as an officer or committee member in national, regional or state professional organizations. Has received an award for professional contributions.	

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4/15/00

C. Has recent scholarly publications in the discipline (area of employed Expertise). Serves as an editor or a reviewer of a professional journal of articles, respectively, or does significant work with other scholarly publications. Has juried performances/presentations of a creative nature.	
D. Is extensively involved in scholarly projects to include grantsmanship with projects funded by agencies external to the campus	
E. Enhances the image of the University through frequent participation in professional societies, organizations, and/or agencies in one's scholarly field of endeavor. Actively participated in organizations at the state, regional, national or global levels	
PROFESSIONAL SERVICES TO THE COLLEGE AND THE COMMUNITY	**TASKS FOR THE ANNUAL EVALUATION**
A. Chairs of chaired committees and/or exercised leadership on Committees at the departmental level and at the college and university levels. Drafted reports for committees, conducted surveys, developed innovative projects, managed a single initiative of the committee or provides other evidence that he/she was an active member of the committee(s).	
B. Provides leadership on behalf of and achieves the cooperation of the Department, college or university for special efforts such as Outcomes Assessment Coordinator, Technology Coordinator, or the changing expectations for all faculty relative to the Charter Teacher Education Program, and the Honors or Regents' Task Force Coordination, etc.	
C. Chairs committees and/or exercised leadership at the University and/or the System level. Drafted reports for committees, conducted surveys, developed innovative projects, managed a single initiative of the committee, assigned to subcommittee or provides other evidence that he/she was an active member of the committee.	
D. Serves as an advisor to student organization(s). Actively recruits students And participates in recruitment activities wither sponsored by the department, the college, or the University. Supports career-oriented activities in the classroom such as visits by the Youth Motivation Task Force members, etc.	

*** Goals which must be included**

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4/15/00

FORT VALLEY STATE UNIVERSITY

LIBRARIAN PERFORMANCE EVALUATION INSTRUMENT
(January 1, 2020 to December 31, 2020)

Directions:

Following are statements representing library performance indicators as they interrelate to the area of higher education and to the workload. The indicators focuses on goals and objectives, planning, teamwork, leadership, and public relations. Rate the librarian's performance on each indicator by placing the number which reflects your relative assessment using the continuum scale below on the line provided in the right margin. Space has been provided for your optional comments after each conventional workload.

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RATING SCALE

1.00-1.9	**2.00-3.99**	**4.00-6.99**	**7.00-7.99**	**8.00-9.00**
Unsatisfactory	Needs Improvement	Satisfactory (Adequate)	Meritorious	Exemplary

****

A. LIBRARY EFFECTIVENESS (55% Weighting Factor)

A. Demonstrates the ability to plan, implement, and access results of programs in work area.(Knowledge of job) IA_____

B. Ability to work and communicate with students, faculty, staff and others in a fair, dignified and impartial manner.(Public Relations) IB_____

C. Inspires, promotes, and maintains a high quality of work with librarians, para-professionals and student workers. (Leadership) IC_____

D. Ability to assemble data/resources, objectives and charts courses of action. (Organizing and Planning) ID_____

E. Ability to analyze situations, assess alternatives an make timely and prudent decisions. (Decision-making) IE_____

F. Ability to turn out acceptable work timely and consistently (Quantity of Work) IF_____

G. Ability to perform accurate, complete, and neat work on programs, correspondences, lectures, cataloguing, and other departmental Responsibilities. (Quality of Work) IG_____

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4/15/00

The Revised Summary and Qualification Procedures

Scoring Procedures:

Calculate the sum of the ratings awarded for each performance indicator as indicated below. Divide by the number of performance indicators for that particular category, and then multiply this number by the weighting factor for the category.

****

Example: the ratings for the performances indicators for the performance category of Teaching Effectiveness are:

IA-8	IC-6	IE-7	
IB-5	ID-7	IF-6	The sum of these ratings is 39.

Divide 39 by 6, the number of performance indicators (i.e. IA through IF). The results are 6.50. Now multiply 6.50 times 5.5, which is the weighting factor for "Teaching Effectiveness." The result is 35.8 rounded to the nearest tenths. Continue this scoring procedure for each of the categories of Professional Growth and Development (Category II), Professional Services to the University and the Community (Category III) and Special Initiatives (Category IV). Continuing the example above, suppose Category II yielded 16 points (e.g.IIA-3, IIB-7, and IIC-6); Category III 20 points (e.g.IIIA-7, IIIB-7, IIIC-6); and Category IV 20 points (e.g. Outcomes Assessment-8, Technology-7, and Retention-5).

Apply the weights before computing the total score.

Category I **39/6 = 6.50 x5.5 =35.8 (rounded to the nearest tenth)**
Category II **16/3 = 5.33 x 2.0 = 10.7**
Category III **20/3 = 6.67 x 1.0 = 6.7**
Category IV **20/3 = 6.67 x 1.5 = 10.0**
Total 63.2/10 =6.3 (Please note that the weights for each category are indicated in bold print. The sum of the total weights applied cannot exceed 10 points).

****

Teaching Effectiveness
(Sum of Ratings IA thru IF /6) x 5.5 = I._____

Professional Growth/Development and Academic Achievement
(Sum of Ratings IIA thru IIC/3) x 2.0 = II._____

Professional Services to the University and Professional As Well As Civic communities
(Sum of Ratings IIIA thru IIIC/2 or 3) x 1.0 = III._____

Special Initiatives
(Sum of Ratings IV A thru VC/) x 1.5 + IV._____

Total Score (I-IV) = _____/10=_____

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