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ANNUAL EVALUATION OF FACULTY
GENERAL INFORMATION

JOB DESCRIPTION
INSTRUCTIONAL FACULTY

Nature of Work
The Instructional Faculty have the responsibility to provide effective instruction, to direct and support the learning process for students, to advise students effectively, to provide service related to the discipline or to the College, to maintain standard departmental and college practices and procedures, and to remain current in their teaching discipline. Instructional Faculty members are expected to devote a minimum of 40 hours per week to the institution. Instructional Faculty must carry out their duties in a professional, ethical, and collegial manner that enhances the mission of the institution. The faculty function under the general direction of Department Chairs.

Illustrative Examples of Work

- Prepares and teaches courses as scheduled, under supervision of a Department Chair or Coordinator. Faculty members are expected to teach 27-32 semester credit hours and a minimum of eight classes per academic year.
- Maintains a weekly on-campus office schedule. Faculty members are expected to maintain an average of 10 office hours per week. The Department Chair may approve variations, based on what is best for the students to be served.
- Advises students about their program of study and selection of courses.
- Counsels students outside of class regarding their academic problems, and provides extra academic help as necessary.
- Maintains laboratory or other equipment applicable to the area of instruction.
- Attends official college functions.
- Assumes committee responsibilities as assigned.
- Participates in evaluating and changing curriculum as necessary.
- Pursues professional activities.
- Maintains appropriate student records.
- Reports grades and other information accurately and promptly.

[Illustrative examples are not meant to be inclusive of all job responsibilities or to imply that all illustrative examples are included in each faculty member’s responsibilities].

Desirable Knowledge, Abilities and Skills

1. Thorough knowledge of teaching discipline.
2. Knowledge of available College policies and procedures and applicable Regents’ policies and procedures.
3. Ability to provide quality classroom instruction and learning activities.
4. Ability to relate to students, faculty, staff, and administration in a professional manner.
5. Ability to use technology in the instructional process.
6. Ability to make referrals to appropriate college offices.
BOARDS OF REGENTS’ POLICY ON EVALUATION OF FACULTY

Policy
803.05 Evaluation of Faculty

Each institution shall establish definite and stated criteria, consistent with 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 and shall follow stated procedures as prescribed by each institution. 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. The evaluation procedures may also utilize a written system of peer evaluations, with emphasis placed on the faculty member’s Professional Activities. In those cases in which a faculty member’s primary responsibilities do not include teaching, the evaluation should focus on excellence in those areas (e.g., research, administration) where the individual’s major responsibilities lie. Institutional policies and procedures shall ensure that each faculty member will receive a written report of each evaluation and that the results of the evaluation will be reflected in the faculty member’s annual salary recommendations. Institutions will ensure that the individuals responsible for conducting performance evaluations are appropriately trained to carry out such evaluations (BR minutes, 1979-80, p. 50; 1983-84, p. 36; May, 1996, p. 52).

Each institution shall conduct in-depth pre-tenure reviews of all faculty in their third year of progress toward tenure. The criteria established for promotion and tenure, emphasizing excellence in teaching, shall be used as the focus for these reviews. The Senior Vice Chancellor for Academic Affairs shall review and approve institutional pre-tenure review policies, as well as any subsequent revisions. (BR Minutes, April 1996, p. 39-47; May 1996, p. 52).

Institutions employing graduate teaching and/or laboratory assistants shall develop procedures to (a) provide appropriate training to support and enhance these assistants’ teaching effectiveness, (b) conduct regular assessments, based on written procedures and including results of student and faculty evaluations, of each assistant’s teaching effectiveness and performance, and (c) assess competency in English and, if needed, provide training in English language proficiency.

Senior administrators shall be evaluated by the administrator’s supervisor, using a performance management instrument which emphasizes leadership qualities, management style, planning and organizing capacities, effective communication skills, accountability for diversity efforts and results, and success at meeting goals and objectives. All senior administrators shall be evaluated by their subordinates (one level down) at least once every five years. Evaluation results will be the basis for the senior administrator’s development plan.

Each institution shall conduct post-tenure reviews of all tenured faculty members. Each faculty member is to be reviewed five years after the most recent promotion or personnel action, and reviews shall continue at five-year intervals unless interrupted by a further review for promotion. The Senior Vice Chancellor for Academic Affairs shall review and approve institutional post-tenure review policies, as well as any subsequent revisions. These institutional policies must conform to the institution’s mission and to System procedures for post-tenure review.
Institutional policies also shall address cases in which a tenured faculty member’s performance is deemed unsatisfactory (BR Minutes, April 1996, p. 39-47; May 1996, p. 52; February 2007)

**Procedure**

(Memoranda from Chancellor to Presidents, 6/22/81, 12/15/86)

The following steps should be made a part of all faculty evaluation systems:

1. The immediate supervisor will discuss with the faculty member in a scheduled conference the content of that faculty member’s annual written evaluation.
2. The faculty member will sign a statement to the effect that he/she has been apprised of the content of the annual written evaluation.
3. The faculty member will be given the opportunity to respond in writing to the annual written evaluation, with this response to be attached to the evaluation.
4. The immediate supervisor will acknowledge in writing his/her receipt of this response, noting changes, if any, in the annual written evaluation made as a result of either the conference or the faculty member’s written response. This acknowledgement will also become a part of the records.

Last Updated: 04/02/2002
GEORGIA PERIMETER COLLEGE’S
POLICY ON EVALUATION OF FACULTY

In keeping with Board of Regents’ Policy, GPC has adopted the Annual Performance Review of Faculty described herein. To ensure that faculty are aware of the expectations of their supervisor and are informed of their progress as members of GPC faculty, evaluations are completed on an annual basis. This evaluation, which serves as an evaluation of progress and a discussion of expectations for the future, focuses on the objectives and goals of the individual and of the College. Because the results of this evaluation will be the sole determiner of the annual merit pay award made to each faculty member, as well as a basis for promotion, tenure, pre-tenure, and post-tenure decisions made by the institution, the College recognizes the need for a consistent system for evaluating its faculty. However, the College also recognizes the diversity among its faculty and has, therefore, adopted a system of evaluation that values that diversity, asserts that progress may occur in many directions, and recognizes that many types of activities make valuable contributions to the College’s success and growth.

All faculty members with teaching responsibilities will be evaluated annually on four components of their performance: teaching effectiveness, practices and performance, service, and professional activities. Faculty members at different points in their academic careers often find that they want or need to direct more effort to one component or another of their responsibilities.

*Any evaluated year in which leave is taken for more than 50% of a semester of that year cannot count as a year of evaluated teaching for purposes of promotion and/or tenure. Merit pay will not be awarded for any evaluated year in which leave for more than 50% of a semester of that year is taken.*

**Fall:** Start of Convocation to the date that final grades are due for full semester courses.

**Spring:** First working day of January to date that final grades are due for full semester courses.
ANNUAL PERFORMANCE REVIEW OF FACULTY

EVALUATION OVERVIEW

The Faculty Evaluation establishes criteria for evaluating the performance of each full-time, tenure-track faculty member. The criteria are based on the position description for full-time, tenure-track faculty members. Salary increases for these faculty shall be awarded on merit.

The Faculty Evaluation uses four broad categories:

Teaching Effectiveness
Practices and Performance
Service
Professional Activities.

The Board of Regents receives an annual appropriation from the General Assembly for all phases of its operations. This appropriation may be increased or decreased by the Legislature or the Governor during the period of any fiscal year. Expenditures for operation of the University System are therefore necessarily contingent upon legislative appropriations. In the event that the General Assembly or the Governor at any time reduces the amount of funds appropriated to the Board, the compensation of all employees and other operating expenses may as a consequence be correspondingly reduced. It shall, however, be the intent of the Board to maintain current salary commitments in so far as possible to every employee and the Board will exert its composite influence and best efforts to that end. (Academic Affairs Handbook, Section 4.14.01).
TIMETABLES for Faculty Evaluation, Promotion and Tenure

Timetable for Faculty NOT Seeking Promotion or Tenure

The faculty evaluation period begins January 1 and ends December 31, 2013. Timetables below go through Spring Semester 2014.

Spring Semester 2013

Completion of evaluation process from previous year is in blue. Beginning of building portfolio for next year’s evaluation is in black.

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 18, 2013</td>
<td>The faculty member submits a copy of the syllabus for each course section to the Department Chair. Syllabi for all courses for the current semester shall be on file in the departmental office.</td>
</tr>
<tr>
<td>Jan. 28, 2013</td>
<td>The faculty member updates the Course Materials Portfolio that is maintained in file in the faculty member’s office by adding copies of course materials that were used during the previous semester.</td>
</tr>
</tbody>
</table>
| Feb. 1 - Mar. 29, 2013 | The Department Chair completes the Faculty Evaluation form from the previous evaluation year. S/he also completes a first semester review for new tenure-track faculty. All Department Chairs and the Academic Division Deans may meet jointly to discuss all the annual reviews for the faculty members in the division to ensure consistency in evaluation.  
  
  The Department Chair holds individual discussions with each faculty member concerning performance.  
  
  Student evaluations are administered during spring semester.                                                                                           |
| Apr. 1, 2013     | The Academic Division Deans submit evaluations and recommendations for merit increase to Vice President for Academic Affairs.  
  
  The faculty member submits to Dept. Chair the FACULTY SEMESTER PROFILE with Service, Professional Activities for the semester.                                                                                     
  
  The faculty member updates the Course Materials Portfolio that is maintained in the faculty member’s office by adding copies of course materials that were used during the semester.                                      |
| April 15, 2013   | The Vice President for Academic Affairs forwards completed ANNUAL FACULTY REVIEW forms previous year to the Director of Faculty Services.                                                                                                                                                                                               |
| May-Aug. 2013    | Department Chairs complete a faculty mid-year review and hold individual discussions with faculty members. This document remains in the department.                                                                                                                                                                 |
Summer Semester 2013 (if applicable)

<table>
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<tr>
<th>Due Date</th>
<th>Action</th>
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<tbody>
<tr>
<td>Jun. 10, 2013</td>
<td>The faculty member submits a copy of the syllabus for each course section to the Department Chair. Syllabi for all courses for the current semester shall be on file in the departmental office.</td>
</tr>
<tr>
<td>Jul. 19, 2013</td>
<td>The faculty member submits to Dept. Chair the FACULTY SEMESTER PROFILE with Service, Professional Activities for the semester.</td>
</tr>
<tr>
<td></td>
<td>The faculty member updates the Course Materials Portfolio that is maintained in the faculty member’s office by adding copies of course materials that were used during the semester.</td>
</tr>
</tbody>
</table>

Fall Semester 2013

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept. 2, 2013</td>
<td>The faculty member completes and submits the FACULTY SEMESTER PROFILE to the Department Chair.</td>
</tr>
<tr>
<td></td>
<td>The faculty member submits a copy of the syllabus for each course section to the Department Chair. Syllabi for all courses for the current semester shall be on file in the department office.</td>
</tr>
<tr>
<td>Nov. 1, 2013</td>
<td>Faculty evaluation of Department Chair due to Academic Division Dean.</td>
</tr>
<tr>
<td>Dec. 3, 2013</td>
<td>If there are changes, faculty member submits an updated FACULTY SEMESTER PROFILE.</td>
</tr>
<tr>
<td></td>
<td>The faculty member updates the Course Materials Portfolio that is maintained in file in the faculty member’s office by adding copies of course materials that were used during the semester.</td>
</tr>
</tbody>
</table>
Spring Semester 2014

Completion of evaluation process from previous year is in blue. Beginning of building portfolio for next year’s evaluation is in black.

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan. 17, 2014</td>
<td>The faculty member submits a copy of the syllabus for each course section to the Department Chair. Syllabi for all courses for the current semester shall be on file in the departmental office.</td>
</tr>
<tr>
<td>Feb. 3 - Mar. 28, 2014</td>
<td>The Department Chair completes the Faculty Evaluation form from the previous evaluation year. S/he also completes a first semester review for new tenure-track faculty. All Department Chairs and the Academic Division Deans may meet jointly to discuss all the annual reviews for the faculty members in the division to ensure consistency in evaluation. The Department Chair holds individual discussions with each faculty member concerning performance. Student evaluations are administered during spring semester.</td>
</tr>
<tr>
<td>Mar. 31, 2014</td>
<td>The Academic Division Deans submit evaluations and recommendations for merit increase to Vice President for Academic Affairs.</td>
</tr>
<tr>
<td></td>
<td>The faculty member submits to Dept. Chair the FACULTY SEMESTER PROFILE with Service, Professional Activities for the semester.</td>
</tr>
<tr>
<td></td>
<td>The faculty member updates the Course Materials Portfolio that is maintained in the faculty member’s office by adding copies of course materials that were used during the semester.</td>
</tr>
<tr>
<td>Mid-April</td>
<td>The Vice President for Academic Affairs forwards completed ANNUAL FACULTY REVIEW forms previous year to the Director of Faculty Services.</td>
</tr>
<tr>
<td>May-Aug. 2013</td>
<td>Department Chairs complete a faculty mid-year review and hold individual discussions with faculty members. This document remains in the department.</td>
</tr>
</tbody>
</table>
### Timetable for Faculty Seeking Promotion and/or Tenure

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 2013</td>
<td>Selection of Promotion and Tenure Panel members for 2013 – 2014 academic year. Selection of Peer Committee Members and Committee Chair by departments.</td>
</tr>
<tr>
<td>Apr. 18, 2013</td>
<td>Eligibility lists for promotion and tenure sent to Deans and Department Chairs.</td>
</tr>
<tr>
<td>May 3, 2013</td>
<td>Deadline to file Letter of Intent with Office of Academic Affairs for faculty seeking promotion and/or tenure in May 2013 is 5 p.m.</td>
</tr>
<tr>
<td>Aug. 1-Aug. 23, 2013</td>
<td>Sharepoint access is open to faculty to upload promotion and/or tenure portfolios (details begin on pgs 41 &amp; 55 of faculty handbook for evaluation, promotion and tenure). Faculty Sharepoint access <strong>CLOSES at 5pm on Aug. 23, 2013.</strong></td>
</tr>
<tr>
<td>Aug. 16, 2013</td>
<td>Meeting for members of the Peer Committees.</td>
</tr>
<tr>
<td>Aug. 26-30, 2013</td>
<td>Department Chairs upload letters of recommendation into Sharepoint for faculty seeking promotion and/or tenure.</td>
</tr>
<tr>
<td>Sept. 3 – Sept. 16, 2013</td>
<td>Peer review of portfolios. Department- or Campus-based Peer Committee makes recommendations of support or denial.</td>
</tr>
<tr>
<td>Sept. 16, 2013</td>
<td>Chair of Peer Committee uploads all reports into SharePoint no later than 5 p.m.</td>
</tr>
<tr>
<td>Sept. 20, 2013</td>
<td>The Promotion and Tenure Panel meets for review of criteria and elects a chair.</td>
</tr>
<tr>
<td>Sept. 17 – Sept. 27, 2013</td>
<td>Department Chair reviews promotion and/or tenure portfolios and writes letters of support or denial. All reports are loaded in Sharepoint no later than 5pm on Sept. 27, 2013.</td>
</tr>
<tr>
<td>Oct. 1 – Oct. 14, 2013</td>
<td>Academic Division Dean reviews portfolios, writes letters of support or denial, and uploads letters into SharePoint. DEADLINE for uploading reports is Oct. 14, 2013 at 5pm.</td>
</tr>
<tr>
<td>Oct. 18, 2013</td>
<td>Academic Division Dean notifies faculty and Vice President for Academic Affairs in writing of intention to recommend or not recommend for promotion and/or tenure.</td>
</tr>
<tr>
<td>Oct. 25, 2013</td>
<td>Final date for faculty appeal of Academic Division Dean’s decision. This must be submitted in writing to the Academic Division Dean.</td>
</tr>
<tr>
<td>Nov. 1, 2013</td>
<td>Academic Division Dean will write a letter endorsing the appeal or explaining a denial within 5 working days after receipt of the appeal. Academic Division Dean uploads letter of appeal and response into SharePoint, as well as sends a copy to the faculty member.</td>
</tr>
<tr>
<td>Nov. 4, 2013 – Jan. 17, 2014</td>
<td>Promotion and Tenure Panel reviews portfolios. Panel may request an interview with candidate to clarify issues of concern. The Panel makes a recommendation of support or denial and adds recommendations to the files. Promotion and Tenure Panel completes work and uploads reports to Sharepoint no later than 5 p.m. on January 17, 2014.</td>
</tr>
<tr>
<td>Jan. 20 – Feb. 21, 2014</td>
<td>Vice President for Academic Affairs reviews files in SharePoint.</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
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<tr>
<td>Feb. 21, 2014</td>
<td>Vice President for Academic Affairs notifies faculty member in writing of recommendation to President for promotion and/or tenure.</td>
</tr>
<tr>
<td>Feb 27, 2014</td>
<td>President notifies faculty members in writing of any recommendations that differ from those of the Vice President.</td>
</tr>
<tr>
<td>Mar. 14, 2014</td>
<td>Written appeal from non-recommended faculty requesting a review due to the President.</td>
</tr>
<tr>
<td>Mar. 21, 2014</td>
<td>President will review appeal and will inform appealing faculty member and the chair of the Promotion and Tenure Panel of his/her final decision.</td>
</tr>
<tr>
<td>Mar. 28, 2014</td>
<td>President sends affirmative promotion and tenure letters to faculty.</td>
</tr>
<tr>
<td>Apr. 18, 2014</td>
<td>Eligibility lists for promotion and tenure sent to Deans and Department Chairs.</td>
</tr>
<tr>
<td>May 2, 2014</td>
<td>Deadline to file Intent to Apply for Promotion and Tenure Form with the Office of Academic Affairs for faculty seeking promotion and/or tenure in August 2015. <strong>Deadline for submission is May 2, 2014 at 5 p.m.</strong></td>
</tr>
<tr>
<td>Date Range</td>
<td>Event Description</td>
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<tr>
<td>Jan. 13, 2014</td>
<td>Department Chair completes annual review for 2013 for faculty up for pre- and post-tenure review.</td>
</tr>
<tr>
<td>Jan. 13 - Feb. 7, 2014</td>
<td>Candidates for pre- and post-tenure review upload files into SharePoint. All files must be uploaded into SharePoint by <strong>5 p.m. on February 7</strong>.</td>
</tr>
<tr>
<td>Feb. 10 – Mar. 14, 2014</td>
<td>Promotion and Tenure Panel reviews files in SharePoint and prepares reports. Reports must be uploaded into SharePoint by <strong>5 p.m. on March 14</strong>.</td>
</tr>
<tr>
<td>Mar. 17 – Mar. 21, 2014</td>
<td>Department Chair reviews the contents of the report with faculty member. Academic Division Dean and VPAA have access to materials and reports in SharePoint starting March 17.</td>
</tr>
<tr>
<td>Apr. 4, 2014</td>
<td>Last day for faculty member to submit a written response to Pre-Tenure Report (optional). Appeal of a finding of Unsatisfactory Performance in a Post-Tenure Report due to Appeals Panel.</td>
</tr>
<tr>
<td>Apr. 7 – Apr. 18, 2014</td>
<td>In the event of a finding of Unsatisfactory Progress, faculty member and his/her Department Chair will prepare a pre- or post-tenure development plan to correct deficiencies. Development plan is due to Academic Dean by April 18th.</td>
</tr>
<tr>
<td>Apr. 14, 2014</td>
<td>Appeal Panel submits report of Unsatisfactory Performance Review to Vice President for Academic Affairs.</td>
</tr>
<tr>
<td>Apr. 22, 2014</td>
<td>Vice President for Academic Affairs forwards all documentation and his/her recommendation to the President.</td>
</tr>
<tr>
<td>April 30, 2014</td>
<td>The President will make the final decision.</td>
</tr>
<tr>
<td>Feb. 1, 2015</td>
<td>Department Chair prepares progress report on development plans.</td>
</tr>
</tbody>
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FACULTY SEMESTER PROFILE

NAME: ___________________________ SEMESTER: ___________________________ YEAR: ___________________________

DEPARTMENT: ___________________________ CAMPUS: ___________________________

TEACHING SCHEDULE

<table>
<thead>
<tr>
<th>COURSE REFERENCE NO. (CRN)</th>
<th>COURSE NUMBER (Ex. ENGL 1101-101)</th>
<th>COURSE MEETING DAYS</th>
<th>COURSE MEETING TIME</th>
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POSTED OFFICE HOURS*

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<tr>
<th>DAY</th>
<th>FROM</th>
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<th>FROM</th>
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<th>TOTAL HOURS</th>
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TOTAL

*Indicate if hours are online or on a different campus than listed above

SERVICE

List committees and other service, including involvement with students, and advising and/or registration duties performed.

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<tr>
<td>Use extra sheet if needed</td>
</tr>
</tbody>
</table>
PROFESSIONAL DEVELOPMENT
List professional organizations, conferences attended, presentations given, presentations attended, workshops, courses and other discipline-related activities.

Use extra sheet if needed

PRACTICES AND PERFORMANCE
List campus, departmental, discipline, and official college functions attended.

DEPARTMENT CHAIR’S COMMENTS

GOALS FOR THE COMING YEAR
Attach a separate sheet of paper and describe your goals for the coming year. In each area describe the goal you plan to attain, the activities that you will undertake to achieve that goal, the methods you will use to evaluate your efforts, and the resources that you require to achieve the goals. All faculty members must prepare a plan that includes teaching effectiveness and either service or professional development.

BEGINNING OF SEMESTER

Faculty Member’s signature Date

Department Chair’s signature Date

END OF SEMESTER

Faculty Member’s signature Date
COURSE MATERIALS

Each faculty member shall maintain a Course Materials Portfolio on file in his or her office that provides examples of teaching style and course materials. The course materials should be kept in a three-ring binder. Each faculty member shall update the Course Materials Portfolio at least once each semester to keep it current. Faculty members need to retain materials that they intend to submit in their tenure or promotion portfolios. Faculty members are required to give their Department Chair a current syllabus of each course they teach at the beginning of each term. Department Chairs have the prerogative to ask to see the portfolio whenever they have a need.

Examples of course materials that might be included are:
(For any course materials that are not original, the source should be stated)

- Course syllabi for all courses for current academic year - mandatory
- Assignments
- Projects
- Writing activities
- Case studies
- Laboratory activities
- Problem-solving sets
- Examples of exercises using active learning
- Study guides
- Concept maps
- Quizzes and exams
- Support materials
- Annotated bibliographies
- Web page addresses – or first pages of pertinent web addresses
- CD-ROMs
- Samples of grading and feedback to students
- Description of uses of instructional technology
- Description of revisions of materials
- Brief explanations of materials and their uses

The Course Materials Portfolio will be reviewed by the Department Chair at the Mid-Year Review and at the Annual Review. It may also be reviewed by the Promotion and Tenure Committee.
ANNUAL PERFORMANCE REVIEW OF FACULTY

CLASSROOM OBSERVATION

Because Georgia Perimeter College values excellence in teaching, all faculty will have their classroom teaching observed periodically. Satisfactory classroom observations are expected. Classroom observations will be an important component of the Faculty Review Process. Classroom observations and the discussions associated with them should also be used as an opportunity for faculty development.

The Department Chair or designee must evaluate part-time instructors during their first term of teaching and once per year following. Part-time instructors can be evaluated as often as the department deems necessary. All full-time faculty not on a tenure-track appointment (term-to-term or year-to-year) will be evaluated on the same schedule as the part-time faculty.

During the first term of employment, all full-time, tenure-track faculty members will be observed by their department chair. The Department Chair should also check the course syllabi, course materials, and other information and documentation as necessary.

Beginning in the second term of employment, faculty will be observed at least annually by their Department Chair until the successful completion of a pre-tenure review.

After the successful completion of a tenure review, faculty members will be observed at least once every three years.

Tenured faculty members will be observed at least once every three years and at least twice before any personnel action (such as promotion or tenure). Faculty members applying for a personnel action (promotion, tenure, post-tenure review) must be observed within the year prior to the application for that personnel action.

Classroom observations should not occur during the first or last week of any term except in extenuating circumstances. The Department Chair will give faculty a range of dates and ask which are not acceptable in that time period. Classroom observations should last an appropriate amount of time for the Department Chair to effectively evaluate the faculty member and should not be less than fifteen minutes.

The observations should be discussed with the faculty member within two weeks of the observation. At that time, all forms dealing with the observation should be signed and copies provided to the faculty member. The originals should remain on file in the department in a secured location.

If a faculty member wants additional observations, the Department Chair should make arrangements for those observations.

Distance learning classes must be observed in addition to face-to-face classes. Online Department Chairs will observe a distance learning class for faculty who teach both. For distance learning courses, at numbers 11 and 12 on the classroom observation form, “communicates” should be substituted for “speaks”.

Revised 3-12-12
## CLASSROOM OBSERVATION FORM

**Instructor:** ____________________________  **Time:** __________  **Date:** __________

**Observer:** ____________________________  **Course:** ____________________________

**Number of students present:** __________  **Number of students enrolled:** __________

**Topic Covered:** ____________________________________________________________

**Type of class:** Face-to-face  On-line  Hybrid

<table>
<thead>
<tr>
<th>Course Design and Delivery</th>
<th>Descriptors</th>
<th>Needs-improvement</th>
<th>Expected</th>
<th>Exceeds</th>
<th>Exceptional</th>
<th>Not Observed</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Presents material appropriate to course objectives</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2.</td>
<td>Presents material appropriate to student knowledge</td>
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<tr>
<td>3.</td>
<td>Includes examples or illustrations to clarify concepts</td>
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<tr>
<td>4.</td>
<td>Uses instructional aids where appropriate</td>
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<tr>
<td>5.</td>
<td>Uses instructional time efficiently</td>
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<tr>
<td>6.</td>
<td>Delivers lesson in a logical manner</td>
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<tr>
<td>7.</td>
<td>Summarizes major concepts and checks for understanding</td>
<td></td>
<td></td>
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<tr>
<td>8.</td>
<td>Provides up-to-date goals/ objectives</td>
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<tr>
<td>9.</td>
<td>Uses instructional methods effectively</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Communicates the material with a sense of enthusiasm</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>11.</td>
<td>Speaks about content with authority</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>12.</td>
<td>Speaks clearly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interaction</td>
<td>13.</td>
<td>Encourages student involvement</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>14.</td>
<td>Demonstrates respect for students</td>
<td></td>
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<td></td>
<td>15.</td>
<td>Clarifies content when students fail to understand</td>
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<tr>
<td></td>
<td>16.</td>
<td>Responds constructively to students</td>
<td></td>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>

Attach additional comments on separate sheets if necessary.

**Faculty member’s signature:** ____________________________  **Date:** ____________________________

**Department Chair’s signature:** ____________________________  **Date:** ____________________________

*Faculty member’s signature indicates that this review form has been discussed with the faculty member and does not imply agreement with the conclusions.*
POST-CLASSROOM OBSERVATION REVIEW

Name: _____________________________  Date: _____________________

Observer: _________________________  Course: _______________________

Topic covered: ________________________________

Date of post-observation review: ________________________________

Summary of observation (add additional pages as necessary)

Attachments:

Faculty Member’s Signature*: _____________________________  Date: _____________

Observer’s Signature: _________________________________  Date: _____________

Department Chair’s Signature: ___________________________  Date: _____________

* Faculty member’s signature indicates that this review has been discussed with the faculty member and does not imply agreement with the conclusions.
MID-YEAR and ANNUAL FACULTY REVIEW

The Mid-Year Faculty Review, to be held by the end of the spring semester, provides an opportunity for the faculty member and the Department Chair to discuss Teaching Effectiveness, Practices and Performance, Service, and Professional Activities. At this meeting, the faculty member’s course materials portfolio should also be reviewed and discussed.

Using the GPC evaluation form as a guide, each faculty member will submit to his or her Department Chair a description of teaching, service, and professional activities during that semester. The Department Chair will write a brief narrative (one paragraph or so) for each area, teaching effectiveness, practices and performance, service, and professional activities, to indicate his or her assessment of the faculty member’s performance at this point. That is, does the faculty member appear to be on target for what is expected? Are there any areas that need improvement? Does it appear at this point that a faculty member’s work in some area(s) may lead to an exceptional rating during the final review?

The mid-year review process is intended to provide a forum for discussion about any potential areas of concern, helping the faculty member to make improvements before the end of the calendar year.

After the discussion, the Department Chair will complete the GPC Faculty Evaluation form. This document remains in the department files and provides a reference for the annual faculty review. A copy is also given to the faculty member. For faculty applying for promotion and/or tenure, the mid-year review will be submitted at the time of application to complete the number of semesters of review required.

A. TEACHING EFFECTIVENESS

In order to demonstrate teaching effectiveness, faculty members need to show not only what they do, but how what they do enhances student learning. Effective teaching results in students developing thinking processes and learning skills and information that will lead to mastery of the course outcomes.

Suggested topics for discussion regarding teaching effectiveness at the mid-year review are listed below. Topics may include, but are not limited to:

1. Syllabi
   Course syllabi are clearly written, complete, accurate, distributed on time and cover content as specified by the Common Course Outline.

2. Course Materials
   Assignments are designed to enable the students to master the course outcomes. Assessments are designed to demonstrate that students have developed thinking processes and have learned skills and information that show mastery of the course content.
3. Student Evaluations and Feedback
   Student evaluations are satisfactory.
   Student comments, if received, show that the students believe the course and
   professor have made a positive impact on their learning.

4. Classroom Observations
   Classroom observations reveal satisfactory classroom management skills.
   Faculty-student interactions are appropriate and encourage learning.
   Classroom environment/atmosphere is conducive to learning.
   Discussions are designed to enhance student learning of the course outcomes.

5. Enrollments
   Class enrollments are within norms for courses taught.
   Drops and withdrawals are within norms.

6. Grades
   Grade distributions are within norms for courses taught

7. Office hours
   Faculty member is available to students during posted office hours.

8. Faculty member uses appropriate teaching methodology in the instruction process

9. Advising
   Faculty member performs advising duties assigned.

B. SERVICE

Suggested topics for discussion regarding service at the mid-year review are listed below.
Topics may include, but are not limited to:

1. Faculty member participates in committees and service to the College, Campus,
   and/or Discipline.

2. Faculty member contributes to the academic development of students outside the
   classroom.

C. PROFESSIONAL ACTIVITIES

Suggested topics for discussion regarding professional activities at the mid-year review
are listed below. Topics may include, but are not limited to:

1. Faculty member participates in professional organizations.

2. Faculty member attends conferences.

3. Faculty member participates in discipline-related activities.

4. Faculty member participates in educational opportunities such as workshops or
courses.

D. PRACTICES AND PERFORMANCE

Suggested topics for discussion regarding practices and performance at the mid-year
review are listed below. Topics may include, but are not limited to:

1. Faculty member responds to requests for information.

2. Faculty member reports grades, no-shows, early alerts, and other student records
   on time.
3. Faculty member follows established college and Board of Regents’ policies and procedures.
4. Faculty member attends campus, departmental, and discipline meetings.
5. Faculty member attends official college functions.
6. Faculty member relates to students, faculty, staff and administrators in a professional manner.
7. Faculty member maintains accurate and timely records.

The Annual Faculty Review is held after the end of fall semester. This is the final evaluation for the year that will provide information for merit raises, promotion, and tenure decisions.

Using the GPC evaluation form as a guide, each faculty member will submit to his or her Department Chair a description of teaching, service, and professional activities during that year.

The Department Chair completes the Faculty Evaluation form after the end of the fall semester. All Department Chairs and the Academic Division Dean meet jointly to discuss all the annual reviews for the faculty members in the division to ensure consistency in evaluation. Department Chairs then hold individual discussions with each faculty member concerning performance.

**EVALUATION OF FIRST-YEAR TENURE-TRACK FACULTY**

Because the Faculty Annual Review covers a calendar year and is completed at the end of fall term, faculty joining the institution in the fall will not have worked during the spring portion of that evaluation period and, therefore, will not have a complete report. However, the Department Chair must evaluate the performance of new faculty to support a recommendation for contract renewal. New tenure-track faculty members will be required to turn in a Faculty Semester Profile at the beginning of their first semester and will begin a course materials portfolio. Department Chairs will conduct a classroom observation during the fall semester of the first year. New tenure-track faculty members will be evaluated by the Department Chair at the end of fall semester.
ALIGNMENT OF THE FACULTY EVALUATION WITH GPC’S STRATEGIC PLAN

In each category for evaluation (Teaching Effectiveness, Practices and Performance, Service, and Professional Activities), what is expected in faculty performance is aligned with GPC’s Strategic Goals as indicated at the top of each section. A faculty member can, however, address additional action items under these goals by choices they make in activities they pursue as a faculty member. Following is a comprehensive guide of what faculty activities support each of the strategic goals of the College:

**WE WILL STRENGTHEN STUDENT SUCCESS**

<table>
<thead>
<tr>
<th>Actions to strengthen Student Success</th>
<th>Ways in which faculty strengthen Student Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support teaching excellence</td>
<td>• Serve as a mentor</td>
</tr>
<tr>
<td></td>
<td>• Serve on P&amp;T committees</td>
</tr>
<tr>
<td>Improve academic advising processes</td>
<td>• Offer ideas to improve advising</td>
</tr>
<tr>
<td></td>
<td>• Attend advising training sessions</td>
</tr>
<tr>
<td>Develop an Academic Master Plan;</td>
<td>• Serve on AMP committee</td>
</tr>
<tr>
<td></td>
<td>• Address goals and actions in plan</td>
</tr>
<tr>
<td>Create a process to review and evaluate the relevance and responsiveness of our curriculum;</td>
<td>• Offer ideas to improve curriculum</td>
</tr>
<tr>
<td></td>
<td>• Redesign courses for relevancy</td>
</tr>
<tr>
<td></td>
<td>• Study needs of students and prepare courses that respond to those needs</td>
</tr>
<tr>
<td>Expand awareness of opportunities for students and faculty to become involved in college life, civically engaged in the community, and aware of local, national, and global perspectives.</td>
<td>• Serve as club advisor</td>
</tr>
<tr>
<td></td>
<td>• Assist Student Life with activities</td>
</tr>
<tr>
<td></td>
<td>• Promote activities on campus</td>
</tr>
<tr>
<td></td>
<td>• Oversee service learning activities</td>
</tr>
<tr>
<td></td>
<td>• Coordinate internships or other civic engagement projects</td>
</tr>
<tr>
<td></td>
<td>• Internationalize your courses</td>
</tr>
</tbody>
</table>
**WE WILL CREATE AND FOSTER A CULTURE OF TEAMWORK, LEADERSHIP, QUALITY SERVICE AND CONTINUOUS IMPROVEMENT**

<table>
<thead>
<tr>
<th>Actions to create and foster our culture</th>
<th>Ways in which faculty foster our culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish an office of customer service</td>
<td>• Support efforts of OCS</td>
</tr>
<tr>
<td>Conduct college-wide open forum discussions</td>
<td>• Participate in open forums</td>
</tr>
<tr>
<td>Enhance the services we offer to our students</td>
<td>• Serve on Student Services committee</td>
</tr>
</tbody>
</table>
| Develop a methodology to review and revise college policies and procedures | • Offer ideas to improve policies  
  • Offer revised procedures          |
| Identify and implement a rapid process improvement strategy | • Participate in a RPI               |
| Examine and adjust organizational structures | • Serve on organizational committees  
  • Offer ideas to improve structures |
| Develop and implement a comprehensive safety and security plan | • Serve on safety and security committee or Emergency training |
| Provide quality professional, faculty and staff development | • Participate in (or conduct) faculty development workshops, seminars, or programs |
| Align our performance management process to the college strategic plan | • Ensure all committees are relevant to the Strategic Plan |
**WE WILL ENHANCE THE ECONOMIC, SOCIAL, AND CULTURAL VITALITY OF OUR COMMUNITIES**

<table>
<thead>
<tr>
<th>Actions to enhance our communities</th>
<th>Ways in which faculty enhance our communities</th>
</tr>
</thead>
</table>
| Establish an office of civic engagement to link the college’s human capital with the needs of our communities through service learning, internship and experiential learning opportunities | • Support service learning, internship, and experiential learning programs  
• Participate in civic engagement programs |
| Foster strategic partnerships through the continuation of community open forums | • Assist colleagues and administrators at community open forums  
• Identify potential strategic partners |
| Develop additional Transfer Admission Guarantees | • Be knowledgeable about and up-to-date on TAGs |
| Develop educational partnerships with institutions abroad | • Communicate interest in faculty exchanges to CIE |
| Encourage faculty, staff, and students to be more active in global education initiatives | • Participate in Study Abroad  
• Support events with global focus |
| Prepare students for careers in Georgia’s critical areas | • Advise students about career opportunities and job fairs |
| Seek external funding opportunities to support college initiatives | • Identify funding opportunities to College Foundation |
| Effectively communicate to the community the role and contributions made by the college. | • Speak to community groups  
• Share GPC mission and goals |
## WE WILL EXPAND ACCESS AND ENROLLMENT CAPACITY

<table>
<thead>
<tr>
<th>Actions to expand access and enrollment</th>
<th>Ways in which faculty expand access and enrollment</th>
</tr>
</thead>
</table>
| Maximize the use of facilities         | • Teach hybrid classes  
                                        • Incorporate iCollege in classes  
                                        • Contribute to course redesign efforts |
| Schedule classes to meet the needs of  | • Teach overloads at night or on weekends         |
| all learners                           |                                                  |
| Implement energy conservation         | • Join efforts for a greener college              |
| Continue to expand our access to      | • Teach online classes                            |
| learners worldwide                     |                                                  |
| Increase access to financial assistance| • Support College Foundation  
                                        • Serve as scholarship sponsor |
| Enhance recruitment efforts and target | • Volunteer to help recruiters  
                                        • Identify under-served areas |
| under-represented groups               |                                                  |
| Improve services to students that     | • Provide effective advising  
                                        • Participate in orientations |
| promote their success.                 |                                                  |
EVALUATION OF REASSIGNED TIME ACTIVITIES

Faculty members may on occasion be given reassigned time for certain activities or duties that support the College and are above and beyond the normal job expectations. For such reassigned activities, the faculty should provide a narrative that describes these activities not to exceed 200 words:

Name

Reassigned Time Activity

Supervisor of the Reassigned Time

Faculty member’s signature ___________________________ Date __________

Department Chair’s signature ___________________________ Date __________
**GPC Faculty Evaluation**

The evaluation of faculty will draw on multiple sources of information that may include, but are not limited to, classroom observations, student evaluations, and course materials. Note: Each area in which faculty members are evaluated supports the College’s Strategic Plan.

Mid-year review □   Final review □

Name ______________________________________________                   Date _____________________

---

**Teaching Effectiveness:** Ratings in this area are intended to be discipline specific. Any rating other than “Expected” must have comments to explain the rating. If no comments are listed, the rating will be defaulted to “Expected.”

<table>
<thead>
<tr>
<th>GPC Strategic Goal #1</th>
<th>We will strengthen student success (supports teaching excellence, addresses goals and actions in Academic Master Plan)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>Course Design</td>
<td>Organizes instruction in a logical sequence in accordance with identified course outcomes.</td>
</tr>
<tr>
<td></td>
<td>Articulates progression of concepts effectively to students.</td>
</tr>
<tr>
<td></td>
<td>Develops clear syllabus; pro-actively and clearly communicates to students if changes are made to syllabus.</td>
</tr>
</tbody>
</table>

Faculty Initials:_______   Dept. Chair Initials: ___________   Date:_______________   Circle One: Mid Year____Final______
<table>
<thead>
<tr>
<th>Elements</th>
<th>Needs Improvement</th>
<th>Expected Performance (examples)</th>
<th>Exceeds Expectations (examples)</th>
<th>Exceptional (examples)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Delivery</td>
<td>Establishes clear expectations for the students.</td>
<td>Uses appropriate delivery methods &amp; materials to enhance student learning.</td>
<td>Promotes or facilitates learning including ability to motivate students, generate enthusiasm, and encourage critical thinking.</td>
<td>Creates an atmosphere that fosters a respectful and open learning environment.</td>
<td>Summarizes major concepts and checks for understanding.</td>
</tr>
</tbody>
</table>

Engages students in learning beyond established expectations.
Employs a variety of teaching methods to accommodate individual differences to meet course outcomes appropriately.
Implements innovative learning materials for an assigned course.

Faculty Initials:_______  Dept. Chair Initials:                         Date:_______________  Circle One:  Mid Year____Final_______
<table>
<thead>
<tr>
<th>Assessment</th>
<th>Aligns assessment with course objectives.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Administers assessments in an effective manner.</td>
</tr>
<tr>
<td></td>
<td>Conducts assessments that effectively measure the attainment of intended course outcomes.</td>
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<tr>
<td></td>
<td>Provides relevant, timely feedback, including suggestions for improvement.</td>
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<tr>
<td></td>
<td>Maintains high academic expectations and grading standards.</td>
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<tr>
<td></td>
<td>Increases understanding of student learning outcomes; increases retention/course pass rates – makes a difference, without compromising academic standards.</td>
</tr>
</tbody>
</table>
# Practices and Performance

<table>
<thead>
<tr>
<th>GPC Strategic Goal #1</th>
<th>We will strengthen student success (supports improving academic advising processes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPC Strategic Goal #2</td>
<td>We will create and foster a culture of teamwork, leadership, quality service, and continuous improvement (supports fostering a supportive culture)</td>
</tr>
<tr>
<td>GPC Strategic Goal #3</td>
<td>We will enhance the economic, social, and cultural vitality of our communities (supports Transfer Admission Guarantees)</td>
</tr>
<tr>
<td>GPC Strategic Goal #4</td>
<td>We will expand access and enrollment capacity (supports services to students that promote their success)</td>
</tr>
</tbody>
</table>

## Elements of Improvement

<table>
<thead>
<tr>
<th>Elements</th>
<th>Needs Improvement</th>
<th>Expected Performance (examples)</th>
<th>Exceeds Expectations (examples)</th>
<th>Exceptional (examples)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advising</td>
<td></td>
<td>Serves as an effective academic advisor.</td>
<td>Represents the discipline at open houses, major fairs, orientations, etc.</td>
<td>Recruits additional students to advise in addition to their assigned cohorts.</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Meets regularly with advisees.</td>
<td>Provides academic reference letters for students</td>
<td>Devotes significant time beyond scheduled class/lab/office hours to provide students additional advisement.</td>
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<tr>
<td></td>
<td></td>
<td>Possesses requisite knowledge of own discipline and awareness of others in order to appropriately direct students.</td>
<td>Attends professional conference related to student success.</td>
<td>Delivers presentation professional conference related to student success.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Attends advisement training sessions beyond what is required.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Availability/Access</td>
<td>Meets assigned classes and labs promptly at the scheduled times.</td>
<td></td>
<td></td>
<td>Devotes significant time beyond scheduled class/lab/office hours to provide students additional instruction.</td>
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<td></td>
<td>Is available to students during posted office hours.</td>
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<tr>
<td></td>
<td>Responds to requests for information in a timely manner.</td>
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</tbody>
</table>

Faculty Initials:_______  Dept. Chair Initials:                         Date:_______________  Circle One: Mid Year____Final_______
<table>
<thead>
<tr>
<th>Elements</th>
<th>Needs Improvement</th>
<th>Expected Performance (examples)</th>
<th>Exceeds expectations (examples)</th>
<th>Exceptional (examples)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collegiality</td>
<td></td>
<td>Attends campus, departmental and discipline meetings, and official college functions.</td>
<td></td>
<td>Voluntarily assumes additional responsibilities as needed by the department, discipline, college, etc. (without reassigned time)</td>
<td></td>
</tr>
</tbody>
</table>

Faculty Initials:_______  Dept. Chair Initials:  Date:_______________  Circle One:  Mid Year____Final_______
### Service

**GPC Strategic Goal #1**  
We will strengthen student success (supports expanding awareness of opportunities for students and faculty to become involved in college life, civically engaged in the community)

**GPC Strategic Goal #2**  
We will create and foster a culture of teamwork, leadership, quality service and continuous improvement (supports the services we offer to our students)

**GPC Strategic Goal #3**  
We will enhance the economic, social, and cultural vitality of our communities (supports effectively communicating to the community the role and contributions made by the college)

<table>
<thead>
<tr>
<th>Elements</th>
<th>Needs Improvement</th>
<th>Expected Performance (examples)</th>
<th>Exceeds Expectations (examples)</th>
<th>Exceptional (examples)</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Committee Participation</td>
<td></td>
<td>Actively contributes to discipline, department, or campus committees and service at the College.</td>
<td>Chairs discipline committee or subcommittee task force</td>
<td>Devises and submits actionable, innovative solutions to address problems discussed during meetings.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Serves on college-wide committee</td>
<td>Chairs major college-wide committee or taskforce, ensuring that tasks are completed in a timely manner.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Leads an assessment project for the discipline.</td>
<td></td>
</tr>
<tr>
<td>Student and Community Service</td>
<td></td>
<td>Contributes to the academic development of students outside the classroom by attending events honoring or recognizing students, or by other involvement with students.</td>
<td>Advises SGA recognized student club or organization</td>
<td>Leads and coordinates student and/or community events related to the discipline or to the College mission.</td>
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<td></td>
<td></td>
<td>Attends community service related to the discipline or to the College mission when possible.</td>
<td>Participates in community service related to the discipline or to the College mission when possible.</td>
<td>Makes significant contribution to community service related to the discipline or to the College mission.</td>
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Faculty Initials:_________  Dept. Chair Initials:_________  Date:______________  Circle One: Mid Year___Final_______
<table>
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<tr>
<th>Elements</th>
<th>Needs Improvement</th>
<th>Expected Performance (examples)</th>
<th>Exceeds Expectations (examples)</th>
<th>Exceptional (examples)</th>
<th>Comments</th>
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<tr>
<td>Current knowledge in discipline</td>
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<td>Stays abreast of latest topics and changes related to discipline.</td>
<td>Gives presentations at local or state professional conferences.</td>
<td>Holds office in professional associations related to discipline.</td>
<td>Works in conjunction with Grants Office, Office of Institutional Advancement, and discipline to secure funding for advancement of discipline.</td>
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<td>Maintains membership in professional organizations.</td>
<td>Plans and/or presents at educational opportunities such as faculty development workshops or courses.</td>
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<td></td>
<td>Attends professional conferences and/or presentations.</td>
<td>Publishes in publication within discipline other than refereed journal(s).</td>
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<td></td>
<td>Participates in other discipline-related activities (e.g., performances and exhibits) to expand relevant knowledge base.</td>
<td>Completes a graduate level course at an accredited university. (note that dissertation hours may only be counted once.)</td>
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<td></td>
<td>Attends educational opportunities such as faculty development workshops or courses, attends presentations etc.</td>
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Faculty Initials:_______  Dept. Chair Initials:                         Date:_______________  Circle One:  Mid Year___Final_______
Faculty Evaluation Summary

This page is intended to provide a summary of the ratings from the faculty evaluation. For each sub-category, exactly one rating should be selected. Should any discrepancy exist between the rating on the evaluation and the rating on this page, the rating given on this page is considered the official rating.

Evaluation Period
Mid-Year Review for __________ Final Review for ___________ Initial Review for New Faculty Member___________________
(semester/year)    (year)         (semester/year)

Teaching Effectiveness (circle one rating in each area)
Course Design:  Needs Improvement  Expected  Exceeds Expected  Exceptional
Course Delivery:  Needs Improvement  Expected  Exceeds Expected  Exceptional
Assessment:  Needs Improvement  Expected  Exceeds Expected  Exceptional

Practices and Performance (circle one rating in each area)
Advising:  Needs Improvement  Expected  Exceeds Expected  Exceptional
Availability/Access:  Needs Improvement  Expected  Exceeds Expected  Exceptional
Record Management:  No  Yes
Collegiality:  Needs Improvement  Expected  Exceeds Expected  Exceptional

Service (circle one rating in each area)
College Committee Participation:  Needs Improvement  Expected  Exceeds Expected  Exceptional
Student and Community Service:  Needs Improvement  Expected  Exceeds Expected  Exceptional

Professional Activities (circle one rating)
Current Knowledge in Discipline:  Needs Improvement  Expected  Exceeds Expected  Exceptional

_____________________________  ______________________________  ____________________________
Faculty Member   date  Evaluator    date  Reviewer   date

Faculty Initials:_______  Dept. Chair Initials:                         Date:_______________  Circle One:  Mid Year____Final_______
REBUTTAL OF ANNUAL PERFORMANCE REVIEW OF FACULTY

Faculty evaluations by Department Chairs (under oversight of the Academic Division Dean) must be signed and dated by the faculty member and the Department Chair at the time of evaluation. The faculty member’s signature indicates review of the evaluation only. (Failure to sign the evaluation by the faculty member could become grounds for disciplinary action.) A faculty member who wishes to rebut an evaluation by a Department Chair should follow the procedure outlined below.

1. The faculty member should review and discuss the evaluation with the Department Chair before the evaluation is placed in the personnel file.

2. If the faculty member disagrees with the evaluation, the faculty member may write a memorandum of rebuttal or explanation of any parts of the evaluation with which there is disagreement. **Within five (5) working days** of the evaluation conference, the faculty member should send the memorandum to the Department Chair with copies to the appropriate Academic Division Dean.

3. Upon receipt of a memorandum of rebuttal from a faculty member, the Department Chair will acknowledge receipt in writing.

4. The faculty member, in addition, may request a joint conference with the Academic Division Dean and the Department Chair. Any changes in the annual evaluation made as a result of either the conference or the faculty member's written rebuttal will be a joint decision of the Department Chair and the Dean and must be noted in writing by the Department Chair. This written acknowledgment of change will be appended to the original evaluation, and all copies become a part of the evaluation record along with the memorandum of rebuttal. The faculty member will be notified of the decision within five (5) working days.

5. If the faculty member is dissatisfied with the outcome of the rebuttal, the faculty member has five working days to appeal the evaluation and any changes that have been noted to the Vice President for Academic Affairs. The decision of the Vice President for Academic Affairs is final.

6. The evaluation, the memorandum of rebuttal, the Department Chair’s response, and a summary of the conference/decision with the Academic Division Dean, if any, and any changes to the evaluation that have been noted, will become a part of the faculty member’s portfolio.

7. In addition to signing and dating the evaluation form, the faculty member is required to sign and date any attachments and return the signed evaluation and any attachments to the Department Chair.
8. The Department Chair will provide the faculty member with a copy of the evaluation, including any changes that have been noted. The Department Chair will keep a copy of the evaluation and submit the original files through the Academic Division Dean to the Vice President for Academic Affairs.

9. The Vice President for Academic Affairs will submit all completed annual evaluations of faculty to the Human Resources Department where they will become a part of the faculty member’s permanent file.
TENURE

GEORGIA PERIMETER COLLEGE’S PHILOSOPHY ON TENURE

The awarding of tenure is a serious and significant step for both the faculty member and the College. It is not awarded merely on the basis of time in service or minimal effectiveness. Retention throughout a probationary period of service, regardless of faculty academic rank held, is by itself insufficient to guarantee the success of a candidate for tenure.

A candidate for tenure must not only meet the designated minimum criteria and period of service, but must also show a history of evaluations that merits the award of tenure.

Tenure may be awarded to individual faculty members upon evidence of:

- the capacity and likelihood for continued intellectual, scholarly, and professional vitality
- the ability and willingness to perform assigned duties
- a sense of responsibility and dedication to make the continuing exemplary performance of duties a reasonable expectation, and
- adherence to proper professional ethics

The tenured faculty member is protected from arbitrary dismissal and from transient political and ideological currents, but the tenured faculty member must assume a responsibility to make a continuing effort to achieve the expectations upon which the award of tenure was based.

Tenure at Georgia Perimeter College should be regarded as a most valuable possession, signifying a long-term commitment of the faculty member to continued excellence in teaching, service, and professional growth and achievement.

While there is some relationship between tenure and measures of performance as reflected in annual evaluations, the award of tenure is not based only on these evaluations and is not guaranteed by specific annual ratings. Rather, the awarding of tenure should indicate that a faculty member has demonstrated a long-term commitment to the institution and the profession. The faculty member should provide demonstrable evidence of significant accomplishments in both service to the institution and professional activity. Above all, the faculty member must demonstrate excellence in the classroom and a strong commitment to effective teaching. The College recognizes that such qualitative measures place a great deal of responsibility in the hands of the College’s reviewing bodies. This responsibility is an affirmation of the duties and responsibilities granted to the tenured body at Georgia Perimeter College.
GEORGIA PERIMETER COLLEGE’S CRITERIA FOR TENURE

Tenure will be recommended only for faculty with the rank of Assistant Professor, Associate Professor, and Professor. Tenure may be recommended upon a faculty member’s completion of five or more years of satisfactory full-time service at the rank of Assistant Professor or higher.

The maximum time that may be served on tenure track at the rank of Assistant Professor or above without the award of tenure is seven years. The maximum time that may be served on tenure track in any combination of full-time instructional appointment (Instructor or professorial ranks) without the award of tenure is ten years.

The Vice President of Academic Affairs may grant a maximum of one year of probationary credit toward tenure for faculty hired at the rank of Assistant Professor or higher. Faculty promoted from the rank of instructor to Assistant Professor may be granted up to three years probationary credit toward tenure.

Probationary credit may be awarded when a faculty member at one of the three professional ranks is hired in accordance with Board of Regents’ policy. Upon recommendation of the president, the Board of Regents may approve tenure upon initial appointment of a person at the rank of Associate Professor or Professor (Board of Regents’ policy 803.09). Starting with the 1993-94 academic year, those who attain the rank of Assistant Professor at Georgia Perimeter College may be awarded probationary credit toward tenure.

The award of tenure is based on the instructional and institutional needs of the college, which include programs, enrollment, and fiscal considerations. When these needs warrant, tenure may be awarded if the faculty member meets criteria as described below.

A candidate for tenure must not only meet the designated minimum criteria and period of service, but must also show a history of performance that merits the award of tenure.

Tenure may be awarded to individual faculty members upon evidence of:

- the capacity and likelihood for continued intellectual, scholarly, and professional vitality
- the ability and willingness to perform assigned duties
- a sense of responsibility and dedication to make the continuing exemplary performance of duties a reasonable expectation, and
- maintenance of proper professional ethics

Designated minimum criteria and period of service:

1. Rank
   The faculty member must hold the rank of Assistant Professor, Associate Professor, or Professor.
2. Length of Service
Tenure may be recommended upon a faculty member’s completion (before application for tenure) of five years of full-time service at the rank of Assistant Professor or higher including any probationary credit earned toward tenure.

3. Ratings from Annual Evaluation
The award of tenure is based on the faculty member having been awarded “expected” ratings in each category for five consecutive years of full-time service at the rank of Assistant Professor or higher. Any probationary credit given will count toward these five years.

Since the award of tenure is not based solely on these evaluations and is not guaranteed by specific annual ratings, the number of Exceptional ratings is not a factor. Rather, the awarding of tenure should indicate that a faculty member has demonstrated a long-term commitment to the institution and the profession. The faculty member should provide demonstrable evidence of significant accomplishments in both service to the institution and professional activity. Above all, the faculty member must demonstrate excellence in the classroom and a strong commitment to effective teaching.
TENURE APPLICATION PROCESS

To apply for tenure, the faculty member must submit a tenure portfolio providing primary and secondary evidence of excellence in teaching, service, and professional activities. At a minimum the portfolio should contain:

1. A letter of application making the case for tenure
2. Annual evaluations from the previous five years
3. A current curriculum vitae
4. Documentation showing evidence of:
   a. Excellence in teaching (such as syllabus, course materials, assessments, with explanatory notes)
   b. Excellence in service (such as committee work and other service to the department, college, and community)
   c. Excellence in Professional Activities/Development (such as examples of publications, presentations, grants, performances, projects, etc.)
5. At least three letters of support, including at least one from a tenured faculty member in the discipline at GPC, and at least one from another peer inside of Georgia Perimeter College, are required. Faculty members may also include letters from peers outside of GPC. Faculty members should inform their colleagues of the criteria that should be addressed in the letters. The authors of the letters should send their letters to the faculty member in a sealed envelope with their signature across the closure at the back of the envelope.

Colleagues writing letters of support should address how the faculty member demonstrates some or all (as appropriate) of the following:

- the capacity and likelihood for continued intellectual, scholarly, and professional vitality
- the ability and willingness to perform assigned duties
- a sense of responsibility and dedication to make the continuing exemplary performance of duties a reasonable expectation, and
- maintenance of proper professional ethics
- excellence in teaching
- excellence in service
- excellence in professional activities/development

6. Qualitative evaluation of teaching (student evaluations and classroom observations)
7. Goals for the next five years
The faculty member’s tenure portfolio should call attention to an understanding of the responsibilities that come with the granting of tenure.

The promotion and tenure reviewing bodies will place considerable emphasis on a candidate’s classroom performance and commitment to teaching effectiveness, as evidenced by classroom observation, qualitative commentary by students and peers, and supporting documentation of teaching methodology. The reviewing bodies should also look for evidence of a faculty member’s ability to balance excellence in the classroom with an ongoing commitment to service and professional activities, as demonstrated by noteworthy scholarship and service.

Whereas consistent, satisfactory teaching, service, and professional activity do not guarantee tenure, faculty should have every opportunity to receive guidance, training, and feedback to help them attain tenure, in the form of workshops, retreats, and mentor programs.
TENURE REVIEW PROCESS

Once the tenure portfolio is submitted, the faculty member will be evaluated by a layered process. The reviewers include a Peer Committee, Department Chair, Academic Division Dean, and the Promotion and Tenure Panel. Their recommendations are forwarded to the Vice President for Academic Affairs who reviews the recommendations and submits a recommendation to the President.

In preparation for the tenure review process, members of the Peer Committee and the Promotion and Tenure Panel must be selected. The department- or campus-based Peer Review Committee is comprised of a minimum of three (3) and a maximum of five (5) tenured faculty members chosen by the faculty member’s department or campus. If there is not a member on the committee familiar with the specific discipline of the faculty member being reviewed, then the Chair of the Committee may ask a discipline-specific person from another campus to serve.

The Promotion and Tenure Panel is formed as follows: Faculty will vote for all tenured faculty at GPC whom they would find acceptable serving on the panel. The Academic Division Deans and Vice President for Academic Affairs will select twenty-one (21) faculty from the group voted by the faculty as a whole to serve on the panel.

The reviewing bodies will place considerable emphasis on a candidate’s classroom performance and commitment to teaching effectiveness, as evidenced by classroom observation, qualitative commentary by students and peers, and supporting documentation of teaching methodology. The reviewing bodies should also look for evidence of a faculty member’s ability to balance excellence in the classroom with an ongoing commitment to service and professional activities, as demonstrated by noteworthy scholarship and service.

Whereas consistent, satisfactory teaching, service, and professional activity do not guarantee tenure, faculty should have every opportunity to receive guidance, training, and feedback to help them attain tenure, in the form of workshops, retreats, and mentor programs.

The procedure for the review is as follows:

1. The faculty member submits the tenure portfolio to the Department Chair, who forwards the portfolio to a department- or campus-based Peer Committee

2. The department- or campus-based Peer Committee reviews the portfolio and makes a recommendation of support or denial to the Department Chair. The Peer Review Committee report is included in the portfolio.

3. The Department Chair writes a letter of support or denial based on his/her independent review. The Department Chair’s letter is included in the portfolio and forwarded to the Academic Division Dean.

4. The Academic Division Dean reviews all documentation and writes a letter of support or denial to the faculty member. A copy of the letter is included in the portfolio.
The procedure in cases of non-recommendation by the Academic Division Dean is as follows:

a. The Academic Division Dean notifies the faculty member in writing of his/her intention not to recommend the faculty member for tenure.

b. The faculty member may appeal the decision in writing following these guidelines:
   i) The faculty member must submit a written appeal to the Academic Division Dean by the date in the Timetable for Faculty Seeking Promotion and/or Tenure for the current academic year.
   ii) The written appeal (in the form of a summary statement with supporting evidence) must identify the specific criteria to be reconsidered.

c. In the event of a written appeal, the Academic Division Dean must review the letter and documentation and respond in writing to the faculty member either endorsing the appeal or explaining a denial. In the case of a denial, the letter to the faculty member will include specific reasons for the denial.

5. The Academic Division Dean forwards all materials to the college-wide Promotion and Tenure Panel.

6. The Promotion and Tenure Panel reviews the portfolio. At this point, the Panel may request individual or joint interviews with the candidate and Chair to clarify issues of concern. The Panel makes a written recommendation of support or denial to the Vice President for Academic Affairs.

7. The Vice President for Academic Affairs writes a letter of support or denial and forwards the application, including all letters and appeal documents, if any, to the College President.

8. The College President approves or denies tenure.

9. If the President does not wish to endorse an affirmative recommendation by the Vice President, then the President will notify the faculty member in writing with a copy to the Vice President within four (4) working days of receipt of the Vice President’s recommendation.

10. Any faculty member receiving an adverse recommendation on tenure from the Vice President for Academic Affairs or from the President has a right to a review by a Promotion and Tenure Review panel, appointed by the President.

The purpose of the Promotion and Tenure Review Panel is to provide additional information to the President concerning a faculty member’s appeal of an adverse recommendation by the Vice President for Academic Affairs regarding tenure. The faculty member’s Academic Division Dean, a faculty representative (from the same
discipline group as the appellant), a faculty member from the same division selected by the
appellant, and the chair of the Promotion and Tenure Panel will comprise the review panel.

11. Faculty members who wish a review of an adverse recommendation on tenure must submit
a letter to the President requesting a review. The letter must meet the following guidelines:

   a. The letter must state the basis of the review.
   b. The letter should designate a faculty member from the same division as the
      appellant whom the appellant wishes to include in the review and who has
      agreed to serve in that capacity. The faculty member should also indicate if
      she/he wishes to appear before those conducting the review.
   c. The letter must be received by the President according to the Timetable for Faculty
      Seeking Promotion and/or Tenure.

12. After considering the evidence presented in the review, the President will make a decision
within five (5) working days of the review and write a letter to the faculty member and the
chair of the Promotion and Tenure Committee, the Academic Division Dean, and the Vice
President for Academic and Student Affairs informing them of the President’s final
decision.

13. A faculty member dissatisfied with the decision of the President may appeal to the Board
of Regents in accordance with the policies of the Board.
TENURE GUIDELINES FOR ACADEMIC ADMINISTRATORS

The Academic Affairs area has people in tenure-track positions who serve in the unique capacity of both administrators and faculty members. This condition applies to Department Chairs, Academic Division Deans, and Vice Presidents. It is universally recognized that people in administrative positions should not hold tenure in the administrative position. It is also true that people whose primary function is academics and whose background is in academics should be tenured in the academic area.

The College would place people in the position of leading and supervising academic disciplines only if they would be considered for tenure in these disciplines. Academic administrators, by definition, should be among the best and most qualified faculty.

Tenure for administrators in the Academic Affairs area is awarded based upon the following requirements:

1. Administrator’s record of performance that must include superior teaching

2. Recommendation for tenure by the Promotion and Tenure Panel and his or her immediate supervisor

3. Guidelines for eligibility are:
   a. Five or more years of continuous service at Georgia Perimeter College to include any probationary credit granted at the time of hire.
   b. One of the following:
      i) Is actively teaching in discipline, or
      ii) Has taught as a full-time faculty member or has taught a reduced load while carrying out administrative responsibilities at the post-secondary level for five consecutive years.

4. Instructional and institutional needs of the College that include program needs, enrollment, and fiscal considerations

5. Other criteria
   a. Involvement and improvement in one's area of responsibility
   b. Support of other faculty, other departments, other campuses, and institutional goals
   c. Active sharing of professional expertise with the community.
Report of Peer Committee
Tenure Review

Faculty member______________________________________________________________

By majority vote, the panel finds that the faculty member is:

______ Recommended for tenure

______ Not recommended for tenure

Attach a summary of the faculty member’s performance in each of the following areas:

1. Teaching
2. Service
3. Professional Activities and Development

Also indicate how the faculty member gives evidence of the following:

• the capacity and likelihood for continued intellectual, scholarly, and professional vitality
• the ability and willingness to perform assigned duties
• a sense of responsibility and dedication to make the continuing exemplary performance of duties a reasonable expectation, and
• adherence to proper professional ethics.

Attach a narrative statement of one to two pages in length, addressing each of the seven items above with regard to meeting the criteria for tenure. A summary statement related to the overall recommendation should also be included. A non-recommendation requires a statement describing deficiencies and recommendations for improvement.

Signatures of Members of Peer Committee:

_________________________________________ Date

_________________________________________ Date

_________________________________________ Date

_________________________________________ Date

_________________________________________ Date

Chair of Committee Date
Report of the Promotion and Tenure Panel
Tenure Review

Faculty member ____________________________________________________________

By majority vote, the panel finds that the faculty member is:

[ ] Recommended for tenure
[ ] Not recommended for tenure

Attach a summary of the faculty member’s performance in each of the following areas:

1. Teaching
2. Service
3. Professional Activities and Development

Also indicate how the faculty member gives evidence of the following:

• the capacity and likelihood for continued intellectual, scholarly, and professional vitality
• the ability and willingness to perform assigned duties
• a sense of responsibility and dedication to make the continuing exemplary performance of duties a reasonable expectation, and
• adherence to proper professional ethics.

Attach a narrative statement of one to two pages in length, addressing each of the seven items above with regard to meeting the criteria for tenure. A summary statement related to the overall recommendation should also be included. A non-recommendation requires a statement describing deficiencies and recommendations for improvement.

__________________________________________  ____________________________
Chair of Promotion and Tenure Panel               Date

(Members of Panel sign attached pages.)
Name of Faculty Member: ___________________________

Signatures of Members of the Promotion and Tenure Committee:

_________________________________________    ______________
Signature                                      Date

_________________________________________    ______________
Signature                                      Date

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GEORGIA PERIMETER COLLEGE’S
PHILOSOPHY ON PROMOTION

Rank at Georgia Perimeter College is not merely an indication of a faculty member’s length of service at the institution, but a reflection of the contributions of the faculty member to the College’s mission and values. As stated in the Board of Regents’ guidelines for promotion:

POLICY

803.06 CRITERIA FOR PROMOTION

Each University System institution shall establish clearly stated promotion criteria and procedures that emphasize excellence in teaching for all teaching faculty. These policies will be submitted to the Senior Vice Chancellor for Academic Affairs for review.

Minimum for all three types of institutions in all professorial ranks:

a. Superior teaching.
b. Outstanding service to the institution.
c. Academic achievement.
d. Professional growth and development.

Noteworthy achievement in all four of the above need not be demanded, but should be expected in at least two. A written recommendation should be submitted by the head of the department concerned setting forth the reasons for promotion. The faculty member’s length of service with an institution shall be taken into consideration in determining whether or not the faculty member should be promoted.

Last Updated: 04/15/2002

These guidelines set out qualitative measures for faculty performance. While placing a priority on excellence in teaching, they allow for variances in a faculty member’s emphasis on service, scholarship, and ongoing professional activities.

It is important to distinguish between eligibility criteria and the criteria used for recommending a faculty member for promotion. Eligibility implies a base level of performance allowing a faculty member to apply for promotion. Furthermore, eligibility should be based on completed years. Criteria for promotion should be based upon standards of excellence appropriate to the rank in question and should increase with increasing rank. In addition to meeting the eligibility requirements, at least one of the following degree/experience requirements must be met.
GEORGIA PERIMETER
COLLEGE’S CRITERIA FOR
PROMOTION

Promotion to Assistant Professor

Criteria for Promotion: Promotion to Assistant Professor should be based upon evidence of significant growth and development as an Instructor.

Eligibility Requirements:
- Three (3) or more consecutive* years as a full-time** tenure-track instructor at GPC.
- A candidate who receives a terminal degree in discipline and earns three (3) ratings of “Exceeds Expectations” (five (5) ratings of “Exceeds Expectations” in 2016) in Teaching Effectiveness is immediately considered eligible for promotion to Assistant Professor and may apply at the next review date.
- Only two (2) ratings of “Needs Improvement” in the previous six semesters.
- Any rating of “Needs Improvement” must be followed in a subsequent year with a rating of at least “Meets Expectations” in that same area.
- The most recent evaluation cannot contain a rating of “Needs Improvement” in any area.
- A candidate must have three (3) ratings of “Exceeds Expectations” in Teaching Effectiveness. (This requirement increases to five (5) ratings of “Exceeds Expectations” in Teaching Effectiveness in 2016.)

Degree requirements:
Earned master’s or higher and 18 semester graduate credit hours in the teaching discipline.

Promotion to Associate Professor

Criteria for Promotion: While tenure and promotion to Associate Professor are separate events at GPC, such a rank indicates a faculty member’s long-term commitment to the institution, and the institution’s recognition of that faculty member’s senior status. As such, promotion to Associate Professor should be based upon evidence of sustained accomplishment and demonstrated commitment to the institution and profession.

Eligibility:
- A candidate must have already earned tenure or be eligible to apply for tenure concurrent with the review of the application for promotion to Associate Professor.
- A candidate must have taught for five (5) consecutive* years at the Assistant Professor rank at GPC as a full-time tenure-track faculty member.
- All evaluation ratings for the ten (10) most recent semesters (five (5) annual evaluations and the mid-year review from the most recent year) must be “Expected” or better. (A candidate must not have any ratings of “Needs Improvement” in any area for the five (5) most recent evaluations.)
- A candidate must have at least two (2) ratings of “Exceeds Expected” and at least one (1) rating of “Exceptional” in Teaching Effectiveness over the evaluations under review.
- A candidate must have one (1) or more ratings of “Exceeds Expected” or better in Service over the evaluations under review.
• A candidate must have one (1) or more ratings of “Exceeds Expected” or better in Professional Activities over the evaluations under review.
• Additionally, a candidate must have at least one (1) rating of “Exceptional” in either Service or Professional Activities over the evaluations under review.
• A candidate must have ratings of “Expected” or better in Practices and Performance for each of the past five (5) most recent evaluations.

Degree requirements:
Earned master’s or higher and 18 semester graduate credit hours in the teaching discipline.

Promotion to Professor

Criteria for Promotion: Achieving the rank of Professor is a highly distinguished accomplishment for a senior faculty member, in recognition of truly exceptional performance beyond the expectations of the Associate Professor. As such, promotion to Professor should be based upon evidence of attaining the status of master teacher, notable scholar, and distinguished leader in the profession or at the institution. Because of the exceptional nature of promotion to Professor, the criteria for eligibility should be more rigorous than criteria for other ranks.

Eligibility:
• Eight (8) years of successful full-time tenure-track college teaching experience, with at least five (5) or more consecutive* years at the Associate Professor rank at GPC as a full-time** tenured faculty member.
• A candidate must have two (2) or more ratings of “Exceptional” in Teaching Effectiveness over the five (5) most recent evaluations.
• A candidate must have two (2) or more ratings of “Exceptional” in Service over the five (5) most recent evaluations.
• A candidate must have one (1) or more ratings of “Exceptional” in Professional Activities over the five (5) most recent evaluations.
• A candidate must have ratings of “Expected” or better in Practices and Performance for each of the past five (5) most recent evaluations.
• A candidate must not have any ratings of “Needs Improvement” in any area for the five (5) most recent evaluations.

Degree requirements:
Earned master’s or higher and 18 semester graduate credit hours in the teaching discipline.

* Consecutive years/semesters may include years/semesters before and after approved medical leaves, leaves of absence without pay, and professional enhancement leaves.

** Full-time teaching for 10 month faculty is defined as teaching an entire academic year on a tenure-track contract.
PROMOTION APPLICATION PROCESS

To apply for promotion, the faculty member must submit a promotion portfolio. Promotion portfolios should provide primary and secondary evidence of excellence in teaching, service, and professional activities. At a minimum they should contain:

1. A letter of application making the case for promotion
2. Annual evaluations from the previous five years
3. A current curriculum vitae
4. Documentation consisting of evidence of:
   a. Excellence in teaching (such as syllabus, course materials, assessments, with explanatory notes)
   b. Excellence in service (such as committee work and other service to the department, college, and community)
   c. Excellence in Professional Activities/activities (such as examples of publications, presentations, grants, performances, projects, etc.)
5. At least three letters of support, including at least one from a tenured faculty member in the discipline at GPC, and at least one from another peer inside of Georgia Perimeter College, are required. Faculty members may also include letters from peers outside of GPC. Faculty members should inform their colleagues of the criteria that should be addressed in the letters. The authors of the letters should send their letters to the faculty member in a sealed envelope with their signature across the closure at the back of the envelope.

Colleagues writing letters of support should address how the faculty member demonstrates some or all (as appropriate) of the following:

- Superior teaching
- Outstanding service to the institution
- Academic achievement
- Professional growth and development

6. Qualitative evaluation of teaching (student evaluations/classroom observations)
7. Goals for the next five years
PROMOTION REVIEW PROCESS

1. Once the promotion portfolio is submitted, the faculty member will be evaluated by a layered process. The reviewers include a Peer Committee, Department Chair, Academic Division Dean, and the Promotion and Tenure Panel. Their recommendations are forwarded to the Vice President for Academic Affairs who reviews the recommendations and submits a recommendation to the President.

The department- or campus-based Peer Review Committee is comprised of a minimum of three (3) and a maximum of five (5) tenured faculty members chosen by the faculty member’s department or campus. If there is not a member on the committee familiar with the specific discipline of the faculty member being reviewed, then the Chair of the Committee may ask a discipline-specific person from another campus to serve.

The Promotion and Tenure Panel is formed as follows: Faculty will vote for all tenured faculty at GPC whom they would find acceptable serving on the panel. The Academic Division Deans and Vice President for Academic Affairs will select 21 faculty from the group voted by the faculty as a whole to serve on the panel.

2. The faculty member submits the promotion portfolio to the Department Chair, who forwards the portfolio to a department- or campus-based Peer Committee.

3. The department- or campus-based Peer Committee reviews the portfolio and, using the form provided, sends a written recommendation of support or denial to the Department Chair with a copy included in the portfolio.

4. The Department Chair writes a letter of support or denial based on his/her independent review. The Department Chair’s letter is included in the portfolio and forwarded to the Academic Division Dean.

5. The Academic Division Dean reviews all documentation and writes a letter of support or denial to the faculty member. A copy of the letter is included in the portfolio.

Procedure for non-recommendation:

a. The Academic Division Dean notifies the faculty member in writing of his/her intention not to recommend the faculty member for promotion.

b. The faculty member may appeal the decision in writing following these guidelines:
   i) Faculty member must submit a written appeal to the Academic Division Dean by the date in the Timetable for Faculty Seeking Promotion and/or Tenure for the current academic year.
   ii) The written appeal (in the form of a summary statement with supporting evidence) must identify the specific criteria to be reconsidered.

   c. In the event of a written appeal, the Academic Division Dean must review the
letter and documentation and respond in writing to the faculty member either endorsing the appeal or explaining a denial. In the case of a denial, the letter to the faculty member will include specific reasons for the denial.

6. The Academic Division Dean forwards all materials to the college-wide Promotion and Tenure Panel.

7. The Promotion and Tenure Panel reviews the portfolio. At this point, the Panel may request individual or joint interviews with the candidate and Department Chair to clarify issues of concern. The Panel makes a written recommendation of support or denial to the Vice President for Academic Affairs.

8. The Vice President for Academic Affairs writes a letter of support or denial and forwards the application, including all letters and appeal documents, if any, to the College President.

9. The College President approves or denies promotion.

10. If the President does not wish to endorse an affirmative recommendation by the Vice President, then the President will notify the faculty member in writing with a copy to the Vice President within four (4) working days of receipt of the Vice President’s recommendation.

11. Any faculty member receiving an adverse recommendation on promotion and/or tenure from the Vice President for Academic Affairs or from the President has a right to a review by a Promotion and Tenure Review panel, appointed by the President.

The purpose of the Promotion and Tenure Review Panel is to provide additional information to the President concerning a faculty member’s appeal to an adverse recommendation by the Vice President for Academic Affairs regarding promotion. The faculty member’s Academic Division Dean, a faculty representative (from the same discipline group as the appellant), and the chair of the Promotion and Tenure Panel will comprise the review panel.

12. Faculty members who wish a review of an adverse recommendation on promotion must submit a letter to the President requesting a review. The letter must meet the following guidelines:

   a. The letter must state the basis of the review.
   b. The letter should designate a faculty member from the same division as the appellant whom the appellant wishes to include in the review and who has agreed to serve in that capacity. The faculty member should also indicate if she/he wishes to appear before the Promotion and Tenure Review Panel.
   c. The letter must be received by the President according to the Timetable for Faculty Seeking Promotion and/or Tenure.
13. After considering the evidence presented in the review, the President will make a decision within five (5) working days of the review and write a letter to the faculty member, the chair of the Promotion and Tenure Committee, the Academic Division Dean, and the Vice President for Academic Affairs informing them of the President’s final decision.

14. A faculty member dissatisfied with the decisions of the President may appeal to the Board of Regents in accordance with the policies of the Board.
Report of the Peer Committee  
Promotion Review

Faculty member ______________________________

By majority vote, the panel finds that the faculty member is:

_____   Recommended for promotion to ______________________

_____   Not recommended for promotion to ______________________

Attach a narrative statement of one page in length, addressing each of the four areas above with regard to meeting the criteria for promotion to the rank for which the applicant is applying. A non-recommendation requires a statement describing deficiencies and recommendations for improvement.

1. Superior teaching
2. Outstanding service to the institution
3. Academic achievement
4. Professional growth and development

Signatures of the Peer Committee:

__________________________________________  Date

__________________________________________  Date

__________________________________________  Date

__________________________________________  Date

Chair of Committee __________________________  Date
Report of the Promotion and Tenure Panel
Promotion Review

Faculty member:___________________________________________________

By majority vote, the panel finds that the faculty member is

_____  Recommended for promotion to ________________________________

_____  Not recommended for promotion to ________________________________

Attach a narrative statement of one page in length, addressing each of the areas with regard for meeting the criteria for promotion to the rank for which the applicant is applying. A non-recommendation requires a statement describing deficiencies and recommendations for improvement.

1. Superior teaching
2. Outstanding service to the institution
3. Academic achievement
4. Professional growth and development

________________________________  ________________________
Chair of Promotion and Tenure Panel  Date

(Members of Panel sign attached pages.)
Name of Faculty Member: 

Signatures of Members of the Promotion and Tenure Committee:

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Georgia Perimeter College’s
Process for Pre-Tenure Review

1. New faculty members will undergo a pre-tenure review during their third year. Faculty
hired with probationary credit will undergo a pre-tenure review during their second year.
Pre-tenure review and promotion applications are separate processes that may occur
simultaneously. The promotion application process does not exempt a faculty member
from pre-tenure review.

2. The Promotion and Tenure Panel will conduct the review. In any given year there are
normally many faculty members submitting portfolios for promotion and tenure review
and a large number of faculty who submit portfolios for pre- and post-tenure review. If two
panels are necessary to handle the number of reviews, a second panel of faculty will be
selected from the same group of tenured faculty voted by the divisions and will comprise
the pre- and post-tenure review panel.

3. By early February, the faculty member will submit a packet containing the following
materials:

   a. A current curriculum vitae

   b. A statement (not to exceed three pages) prepared by the faculty member
detailing accomplishments in the areas of teaching effectiveness, procedures
and practices, service, and professional activities since being hired by the
College

   c. All faculty evaluations. The Promotion and Tenure Panel will consider the
faculty member’s performance in the areas of teaching effectiveness, practices
and performance, service, and professional activities during the evaluation
period. By majority vote, the panel will reach one of the findings outlined in
the next paragraph. The report of the panel must be submitted to the
appropriate Department Chair by the date described in the Timetable for
Faculty Undergoing Pre-Tenure or Post-Tenure Review.

4. Possible findings and criteria:

   Satisfactory Progress: The faculty member earned a minimum of “expected”
in all areas of evaluation and there is evidence that the faculty member is
demonstrating a long-term commitment to the institution and the profession. If
a faculty member has an area with a rating that is less than “expected” but in
every subsequent evaluation, the rating has increased to “expected” or better,
then a finding of “satisfactory progress” may be issued by the Promotion and
Tenure Committee.
Unsatisfactory Progress: *The faculty member did not earn a minimum of “expected” in all areas of evaluation or there is insufficient evidence to demonstrate a long-term commitment to the institution and the profession.*

A favorable result does not bind an institution to recommend the individual for promotion and/or tenure when the requisite years in rank or requisite years of probationary service have been met.

5. After the completion of the pre-tenure review, the chair of the Pre- and Post-Tenure Promotion and Tenure Panel will send a copy of the report of the panel to the faculty member’s Department Chair. The Department Chair will then meet with the faculty member to review the contents of the report. After the Department Chair and the faculty member have signed the report, the Department Chair will send the report, and supporting documentation, to the Academic Division Dean. The faculty member may submit a written response to the Academic Division Dean regarding the report within ten working days after receipt of the report.

6. In the event of a finding of Unsatisfactory Progress, the faculty member and his/her Department Chair will prepare a pre-tenure development plan to correct the deficiencies. This plan will be completed by the end of the academic year. The Department Chair will prepare a progress report on this plan during early February of each year during which the plan remains in effect. The Department Chair will submit both the pre-tenure development plan and the progress report to the Academic Division Dean and the Vice President for Academic Affairs at the end of the following academic year.

7. Pre-tenure review is designed to assist new faculty members in determining their progress toward earning tenure and to help them identify deficiencies that should be addressed prior to applying for tenure. Because of the advisory nature of the review, the findings are not subject to appeal. If the faculty member disagrees with the findings of the pre-tenure review, he/she may prepare a written response that will be attached to the report of the Pre- and Post-Tenure Promotion and Tenure Panel and copies will be forwarded to the Department Chair and Academic Division Dean. The report of the Promotion and Tenure Panel and any written response by the faculty member will become a part of the faculty member’s personnel file; however, neither document will be a part of any packet examined by later Promotion and Tenure Panels considering promotion and/or tenure decisions.

8. Any faculty member who is required to submit a pre-tenure packet and fails to do so will receive a finding of “Unsatisfactory Progress Toward Tenure” and must follow the procedures to remediate that rating.
Report of the Promotion and Tenure Panel
Pre-Tenure Review

Faculty member: ____________________________________________

By majority vote, the panel finds that the faculty member is making

_______ Satisfactory Progress toward Tenure
_______ Unsatisfactory Progress toward Tenure

Attach a narrative statement, of one page in length, addressing each of the three areas, teaching
effectiveness, service, and professional/scholarly activities with regard to meeting the criteria for
pre-tenure. A summary statement related to the overall recommendation should also be
included. A non-recommendation requires a statement describing deficiencies and
recommendations for improvement.

1. Teaching Effectiveness
2. Service
3. Professional Activities
4. Practices and Procedures

Chair of Promotion and Tenure Panel ______________________________ Date __________

Faculty Member’s Acknowledgement: My signature indicates that I have reviewed this report
with my Department Chair. If I disagree with this report, I may attach a written response and
submit it to my Department Chair and Academic Division Dean within ten working days. This
response must be signed and dated.

Faculty Member ______________________________ Date __________

Department Chair ______________________________ Date __________

Academic Division Dean ______________________________ Date __________
Name of Faculty Member: _______________________

Signatures of the Members of the Pre- and Post-Tenure Promotion and Tenure Committee:

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Pre-Tenure Development Plan

I. Specific goals of the development plan:

II. Activities that will be undertaken to achieve the desired goals:

III. Timeline for achieving the goals of the plan:

IV. Criteria for determining whether the goals have been achieved:

V. Resources required to implement the development plan:

Faculty Member’s Acknowledgement: I have received a copy of this development plan from my Department Chair. I understand that my supervisor will evaluate my progress on this plan on an annual basis.

__________________________________________  Date
Faculty Member

__________________________________________  Date
Department Chair

__________________________________________  Date
Academic Division Dean

Copy to Vice President for Academic Affairs
Progress Report on the Pre-Tenure Development Plan

(Attach additional sheets if necessary)

I. Provide a summary of the activities completed during the previous academic year in the Pre-Tenure Development Plan.

II. Assess the status of each of the goals as achieved, partially achieved, or no progress made.

Faculty Member’s Acknowledgement: My signature indicates that I have reviewed this report with my Department Chair. If I disagree with this report, I may attach a written response to this report sent to my Department Chair and Academic Division Dean within ten working days. This response must be signed and dated.

__________________________________________________________________________  ________________________
Faculty Member                                            Date

__________________________________________________________________________  ________________________
Department Chair                                            Date

__________________________________________________________________________  ________________________
Academic Division Dean                                      Date

Copy to the Vice President for Academic Affairs
Georgia Perimeter College’s
Process for Post-Tenure Review

1. Tenured faculty members will undergo a post-tenure review every five years beginning five years after the award of tenure or the most recent promotion. Tenured faculty members, whose primary assignment is administrative, without major teaching responsibilities, will not be subject to post-tenure review. When that person returns to a faculty position, he or she will undergo a post-tenure review five years after returning to faculty status. Faculty members who have formally committed to retirement will not undergo post-tenure review during their last year of employment. If a faculty member is due for both promotion and post-tenure review in the same year, post-tenure review will be waived. However, if the application for promotion is denied, the faculty member will undergo post-tenure review the following year.

2. The Promotion and Tenure Panel will conduct the review. In any given year there are normally many faculty members submitting portfolios for promotion and tenure review and a large number of faculty who submit portfolios for pre- and post-tenure review. If two panels are necessary to handle the number of reviews, a second panel of faculty will be selected from the same group of tenured faculty voted by the divisions and will comprise the pre- and post-tenure review panel.

3. By early February (see Timeline for Faculty Undergoing Pre-or Post-Tenure Review), the faculty member will submit a packet containing the following materials:
   a. A current curriculum vitae
   b. A statement (not to exceed three pages) prepared by the faculty member detailing accomplishments in the areas of teaching effectiveness, performance and practice, service, and professional activities during the previous five years
   c. The five most recent faculty annual evaluations.
   d. Goals for the next five years

4. The Promotion and Tenure Panel will consider and discuss the faculty member’s performance in the areas of teaching effectiveness, performance and practice, service, and professional activities for the previous five years. By majority vote, the panel will reach one of the findings outlined below. The report of the panel is due on the date stipulated each year in the Timeline for Faculty Undergoing Pre-or Post-Tenure Review.

5. Possible findings and criteria:

   Satisfactory Performance
   Five years of ratings of “expected” in teaching, service and professional activities are required, and there must be evidence that the faculty member is demonstrating a long-term commitment to the institution and the profession.
Unsatisfactory Performance:

Faculty members who do not meet the criteria for a rating of “expected performance” in teaching, service and professional activities for five years, and who present insufficient evidence to demonstrate a long-term commitment to the institution and the profession, will be rated as Unsatisfactory.

6. After the completion of the post-tenure review, the chair of the Promotion and Tenure Panel will send a copy of the report of the panel to the faculty member’s Department Chair. The Department Chair will then meet with the faculty member to review the contents of the report. After the Department Chair and the faculty member have signed the report, the Department Chair will send the report, with all supporting documentation, to the Academic Division Dean. The faculty member may appeal an Unsatisfactory rating, or if the faculty member disagrees with any of the findings, he or she may submit a written response to the Academic Division Dean within ten working days after the receipt of the report.

7. A faculty member may appeal a finding of Unsatisfactory performance to an appeals panel composed of the faculty member’s Academic Division Dean, a member of the faculty selected by the appellant from the appellant’s discipline group (as defined for the Promotion and Tenure Panels), and the chair of the Promotion and Tenure Panel. Such an appeal must be submitted within ten working days of the receipt of the report of the Promotion and Tenure Panel. This Panel will submit a recommendation to the Vice President for Academic Affairs, who will forward this recommendation, along with his or her own recommendation, to the President. The President will make a final determination.

8. A tenured faculty member who receives an “Unsatisfactory performance” rating and does not appeal will meet simultaneously with both the Department Chair and Academic Division Dean to work together to develop a formal plan for faculty development. The plan must include clearly-defined goals or outcomes, an outline of activities to be undertaken, a timetable, and an agreed-upon monitoring strategy. After a period of one year, the Department Chair will meet with the faculty member to assess progress. The Department Chair will prepare a progress report each year until the deficiencies are remedied. Lack of improvement will result in no pay increase in all future contracts until the “Unsatisfactory” rating is removed. Copies of both the development plan and progress reports will be sent to the Academic Division Dean and Vice President for Academic Affairs and will be kept on file in the faculty member’s personnel record in the Office of Human Resources.

If after three years the faculty member has not been successful with remedying the identified deficiencies, he or she will be subject to dismissal for cause (regular, independent dismissal processes will apply). (Board of Regents’ Policy 803.09)

9. Any tenured faculty member who does not submit a post-tenure review packet as required, will receive a rating of “Unsatisfactory performance.”
Report of the Promotion and Tenure Panel
Post-Tenure Review

Faculty member: ________________________________

By majority vote, the panel finds that the faculty member’s performance is

_____ Satisfactory
_____ Unsatisfactory

Attach a narrative statement of one page in length, addressing each of the three areas, teaching effectiveness, service, and professional/scholarly activities with regard to the criteria for post-tenure. A summary statement related to the overall recommendation should also be included. A non-recommendation requires a statement describing deficiencies and recommendations for improvement.

1. Teaching Effectiveness
2. Service
3. Professional Activities
4. Practices and Procedures

Chair of Promotion and Tenure Panel ___________________________ Date _____________

Faculty Member’s Acknowledgement: My signature indicates that I have reviewed this report with my Department Chair. If I disagree with this report, I may attach a written response and submit it to my Department Chair and Academic Division Dean within ten working days. This response must be signed and dated.

Faculty Member ___________________________ Date _____________

Department Chair ___________________________ Date _____________

Academic Division Dean ___________________________ Date _____________
Name of Faculty Member:____________________

Signatures of Members of the Pre- and Post-Tenure Review Committee:

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Post-Tenure Development Plan
(Attach additional sheets if necessary)

1. Specific goals of the development plan:

2. Activities that will be undertaken to achieve the desired goals:

3. Timeline for achieving the goals of the plan:

4. Criteria for determining whether the goals have been achieved:

5. Resources required to implement the development plan:

Faculty Member’s Acknowledgement: I have received a copy of this development plan from my Department Chair. I understand that my Department Chair will evaluate my process on this plan on an annual basis.

___________________________________________ Date
Faculty Member

___________________________________________ Date
Department Chair

___________________________________________ Date
Academic Division Dean

Copy to the Vice President for Academic Affairs
Progress Report on the Post-Tenure Development Plan
(Attach additional sheets if necessary)

1. Provide a summary of the activities completed during the previous academic year in the Post-Tenure Development Plan.

2. Assess the status of each of the goals as achieved, partially achieved, or no progress made.

Faculty Member’s Acknowledgement: My signature indicates that I have reviewed this report with my Department Chair. If I disagree with this report, I may attach a written response and submit it to my Department Chair and Academic Division Dean within ten working days. This response must be signed and dated.

Faculty Member __________________________ Date __________________________

Department Chair __________________________ Date __________________________

Academic Division Dean __________________________ Date __________________________

Copy to the Vice President for Academic Affairs