

GORDON STATE COLLEGE FACULTY HANDBOOK

RECORD OF CHANGES DURING THE 2016-2017 ACADEMIC YEAR

CHAPTER 7.

REAPPOINTMENT, TERMINATION, PROMOTION, AND TENURE

7.1 Reappointment of Faculty

New faculty members are appointed on a year-to-year basis. Reappointment is contingent upon satisfactory performance in teaching, service, and professional growth and development.

7.1.1 Non-Tenured Faculty with Academic Ranks of instructor, Assistant Professor, Associate Professor, and Professor.

Notice of the intention to not reappoint a non-tenured faculty member shall be furnished, in writing, according to the following schedule (*Board of Regents Policy Manual*, § 8.3.4.2). This schedule of notification does not apply to persons holding temporary or part-time positions:

1. At least three months before the date of termination of an initial one-year contract;
2. At least six months before the date of termination of a second one-year contract;
3. At least nine months before the date of termination of a contract after two or more years of service in the institution.

7.1.2 Lecturers and Senior Lecturers

Full-time lecturers and senior lecturers are appointed by institutions on a year-to-year basis. Lecturers and senior lecturers who have served full-time for the entire previous academic year have the presumption of reappointment for the subsequent academic year unless notified in writing to the contrary as follows:

1. For lecturers with less than three (3) years of full-time service, institutions are encouraged to provide non-reappointment notice as early as possible, but no specific notice is required.
2. For lecturers with three (3) or more years but less than six (6) years of full-time service, institutions must provide non-reappointment notice at least thirty (30) calendar days prior to the institution's first day of classes in the semester.
3. For senior lecturers or lecturers with six (6) years or more of full-time service, institutions must provide non-reappointment notice at least one hundred and eighty (180) calendar days prior to the institution's first day of classes in the semester.

Lecturers or Senior Lecturers who have served for six (6) or more years of full-time service at an institution and who have received timely notice of non-reappointment shall be entitled to a review of the decision in accordance with published procedures developed by the institution. The procedures must be approved by the Chancellor or his/her designee prior to implementation. Additional appeal procedures are in *Board of Regents Policy Manual* § 8.6 Application for Discretionary Review. (*Board of Regents Minutes*, February 2015)

In no case will the service as Lecturer or Senior Lecturer imply any claim upon tenure or reappointment under other conditions than those above (*Board of Regents Policy Manual* § 8.3.4.3).

7.2 Termination

7.2.1. A tenured faculty member, or a non-tenured faculty member before the end of their contract term, may be dismissed for any of the following reasons, provided that the institution has complied with procedural due process requirements (*Board of Regents Policy Manual* § 8.3.9.1):

1. Conviction or admission of guilt of a felony or of a crime involving moral turpitude during the period of employment or prior thereto if the conviction or admission of guilt was willfully concealed. Georgia Professional Standards Commission described moral turpitude as “inherent baseness or vileness, shameful wickedness, depravity...contrary to justice, honesty, modesty, or good morals” (<http://www.gapsc.com/Ethics/>). Examples of crimes involving moral turpitude include (but not limited to) fraud, larceny or misdemeanor theft by taking, murder, soliciting prostitutes, sale of narcotics, criminal issuance of a bad check, making a false report of a crime. Non-criminal actions involving moral turpitude include (but not limited to) public drunkenness, driving under the influence, carrying a concealed weapon, unlawful sale of liquor, simple battery, simple assault, misdemeanor criminal trespass, child abandonment, obstructing a law enforcement officer, possession of less than one ounce of marijuana. [NOTE: No definition found on BOR website. Georgia College and State University cites the above GPSC definition in their job application (http://www.gcsu.edu/education/docs/Background_COE_9_11.pdf)]
2. Professional incompetence, neglect of duty, or default of academic integrity in teaching, in research, or in scholarship;
3. Unlawful manufacture, distribution, sale, use or possession of marijuana, a controlled substance, or other illegal or dangerous drugs as defined by Georgia laws; teaching or working under the influence of alcohol which interferes with the faculty member’s performance of duty or his/her responsibilities to the institution or to his/her profession (*Board of Regents Minutes* 1989-90, pp.384-385).
4. Conviction or admission of guilt in a court proceeding of any criminal drug offense (*Board of Regents Minutes*, 1989-90, pp. 3
5. Physical or mental incompetence as determined by law or by a medical board of three or more licensed physicians and reviewed by a committee of the faculty;
6. False swearing with respect to official documents filed with the institution;
7. Disruption of any teaching, research, administrative, disciplinary, public service, or other authorized activity.
8. Violation of, among other policies, *Board of Regents Policy Manual* § 8.2.1 (non-discrimination), *Board of Regents Policy Manual* § 8.2.16 (sexual harassment), or *Board of Regents Policy Manual* § 8.2.23 (amorous relationships).
9. Such other grounds for dismissal as may be specified in the Statutes of the institution (*Board of Regents Minutes*, November 2013).

7.2.2. In the imposition of sanctions, the burden of proof lies with the institution (*Board of Regents Minutes*, 1951-52, pp. 315-319, pp. 159-60; 1966-67, p. 206; 1969-70, pp. 21-22; 1974-75, pp. 304-313; 1982-83, p. 254).

7.2.3. The dismissal of a tenured faculty member, or a non-tenured faculty member during his/her contract term should be preceded by:

1. Discussion between the faculty member and appropriate administrative officers looking toward a mutual settlement.

2. Informal inquiry by an appropriate faculty committee which may, upon failing to effect an adjustment, advise the president whether dismissal proceedings should be undertaken; its advisory opinion shall not be binding upon the president.
3. A letter to the faculty member forewarning that he/she is about to be terminated for cause and informing him/her that a statement of charges will be forwarded to him/her upon request. The faculty member may also request a formal hearing on the charges before a faculty committee. Failure to request charges or a hearing within a reasonable time shall constitute a waiver of the right to a hearing.
4. A statement of charges, if requested by the faculty member, framed with reasonable particularity by the president or his or her designated representative. Along with the charges, the faculty member shall be advised of the names of the witnesses to be used against him or her together with the nature of their expected testimony.

7.2.4. The President of Gordon State College may at any time remove any faculty member of the institution for just cause. Cause or grounds for dismissal are set forth in the *Board of Regents Policy Manual*, § 8.3.9.3 and in the *Statutes of the College*. A faculty member shall not be terminated for exercising academic freedom. (See *Gordon College Statutes*, Chapter 1, Section 1.1, for statement on Academic Freedom, <http://www.gordonstate.edu/statutes/>.)

7.2.5. Program modification by the Board of Regents may also occasion the dismissal of a faculty member. A program modification requiring the termination of tenured faculty members will be implemented only after completion of a study, with institutional administrative and faculty participation. Only the Board of Regents may so modify programs.

7.3 Tenure upon Appointment

In exceptional cases the President may approve an outstanding distinguished senior faculty member for the award of tenure upon the faculty member's initial appointment; such action is referred to as tenure upon appointment.

Each such recommendation shall be granted only in cases in which the faculty member, at a minimum, is appointed as an associate or full professor, was already tenured at a prior institution, and brings a demonstrably national reputation to the institution. If the person is being appointed to an administrative position and has not previously held tenure, the award of tenure must be approved by the Chancellor (*Board of Regents Minutes*, August 2007).

7.4 Maximum Time Served Without Tenure

The maximum time that may be served at the rank of Assistant Professor or above without the award of tenure shall be seven years. The maximum time that may be served in any combination of full-time instructional appointments (instructor or professorial ranks) without an award of tenure shall be ten years. The maximum time that may be served at the rank of full-time Instructor shall be seven years. (*Board of Regents Minutes*, 1992-93, p. 188; April 2000, pp. 31-32; August 2007)

7.5 Promotion – Library Faculty

7.5.1 Eligibility for Library Faculty

Librarians are non-tenured faculty and are eligible for promotion.

A Master's degree in Library Science or equivalent is required for appointment to

Assistant Professor. In exceptional cases, outstanding professional experience and demonstrated competence may substitute for this academic preparation. Such exception must be justified by the institution on an individual basis. Promotion beyond the level of assistant professor will not occur unless the candidate has outstanding performance in his or her job effectiveness and satisfactory achievement in Professional Growth and Development or Institutional/Public Service or earns a second Master's degree or earns a Doctorate. The rank of Instructor will be given for a period of three years to candidates of promise who will then be eligible to apply for promotion to Assistant Professor.

7.5.2. Criteria for Library Faculty Appointment and Promotion

The criteria by which library faculty are judged relate to the general criteria applied to all academic faculty. The criteria also reflect the unique role of librarians in the academic community. Librarians are evaluated yearly in the areas of Job Effectiveness, Professional Growth and Development, and Service to the Institution/Public Service.

For promotion, candidates should perform the responsibilities of their position with outstanding achievement. Candidates should also have satisfactory achievement in at least one of the two categories of Professional Growth and Development or Institutional Service/Public Service. The yearly Librarian Self-Evaluation Form (Appendix I) and the Evaluation of Librarian by Director of Library Services Form (Appendix E) will provide a record of accomplishments throughout the year.

7.5.2.1. Categories of Criteria for Library Faculty. Categories to be evaluated for Promotion of Librarians.

7.5.2.1.1. Job Effectiveness (70%)

Each library faculty member must have an up-to-date job description, complete with responsibilities, developed by the library faculty member and the Director of Library Services and reviewed annually when the library faculty member is evaluated. The job description will be the basis for determining how well the individual has performed in the position. Job responsibilities differ among the librarians, and care should be taken to relate criteria to the individual library faculty member's responsibilities.

All library faculty members are participants in the instruction of students as well as contributing to the building of a library collection in the support of the mission of the college.

Expectations include but are not limited to:

1. Knowledge of the profession
2. Reference service
3. Collection development
4. Instruction
5. Faculty liaison activities
6. Library Administration
7. Student supervision

7.5.2.1.2 Professional Growth and Development (10-20%)

Professional Growth and Development includes contributions to the profession, personal professional development, and contributions to the field. Some examples are:

- a) Scholarship related to teaching
- b) Presentations before learned societies or professional organizations
- c) Honors and awards for research, scholarship, or other creative activities
- d) Scholarly publications
- e) Election or appointment to offices in professional organizations
- f) Service to state, regional, national or international professional associations and learned societies, including editorial work; consultation which involves scholarly application of professional expertise
- g) Continuing education, including additional degrees, diplomas, workshops, course work, in-house workshops
- h) Grants applied for or received

7.5.2.1.3 Institutional/Public Service(10-20%)

Service to the Institution includes satisfactory service to Hightower Library or Gordon State College. Library faculty members are expected to participate on committees and in other services to the college. Institutional service includes, but is not limited, to the following:

1. Participation on college-wide committees
2. Participation in the development of service programs or projects
3. Service-related consultation work or technical assistance
4. Advisement of student organizations

5. Counseling or advising of students
6. Contributions to the improvement of student or faculty life
7. Mentoring of colleagues
8. Special education endeavors such as teaching continuing education courses and conducting or assisting in seminars, workshops, and conferences
9. Visibility in the College community, including special service to students and participation in college activities. Community service may include, but is not limited to, the following:
 - a. Service on local, statewide, regional, national, or international levels in community-service organizations (e.g., committees, boards, panels)
 - b. Contributions to the improvement of community life which involves expertise as a librarian or your professional skills, such as charitable fund raising, public lectures, non-profit consulting
10. Creative works (e.g. displays, exhibits)

7.5.3 Procedure for Promotion for Library Faculty

The library faculty member seeking promotion will be required to establish and maintain a file of relevant documents to support requests for promotion. This file should include a self-report detailing degrees earned, honors achieved, committee work, and other information relevant to the criteria. It should also include such items as publications, student evaluations, letters of commendation, certificates, and other pertinent documents.

The yearly Librarian Self-Evaluation Form (Appendix I) and the Evaluation of Librarian by Director of Library Services Form (Appendix E) will provide a record of accomplishments throughout the year. A rating of 4-5 on the Evaluation of Librarian by Director of Library Services (Appendix E) will substantiate outstanding performance and 3.0 - 3.9 will denote satisfactory performance.

7.5.4 Documentation for Library Faculty

All candidates for promotion who are library faculty are expected to have:

1. Four to five years of *Outstanding* achievement on Yearly Evaluation of Job Effectiveness as a Librarian.
2. Four to five years of *Satisfactory* achievement on Yearly Evaluation of Professional Growth and Development.
3. Four to five years of *Satisfactory* achievement on Yearly Evaluation of Service.

7.5.5 Timeline for Promotion Decisions

With the exception of consideration for tenure, the timeline here is the same as laid out in §7.10.3 below.

7.5.6 Promotion Appeals for Library Faculty

Library faculty members may appeal a promotion decision by requesting in writing that the President reconsider the decision. The President shall then offer a final institutional decision. Any person in the University System for whom no other appeal is provided in the Bylaws and who is aggrieved by a final decision of the President may apply to the

Board of Regents, without prejudice to his/her position, for a review of the decision. The application for review shall be submitted in writing to the Executive Secretary of the Board within a period of twenty days following the decision of the President. It shall state the decision to be reviewed and the redress desired. A review by the board is not a matter of right but is within the discretion of the Board. If the application for review is granted, the Board shall investigate the matter thoroughly and report its findings and recommendations to the Board. The Board shall render its decision within sixty days from the filing date of the application for review or from the date of a hearing which may be held thereon. The decision of the Board shall be final and binding for all purposes.

7.6. Eligibility for Non-Library Faculty

For all disciplines except those listed below, a doctorate is required for appointment to assistant professor or higher, or for promotion to assistant professor and higher. Extraordinary candidates enrolled in a doctoral program may be considered for tenure track positions if they otherwise meet Board of Regents criteria for appointment.

7.6.1. Fine Arts (excluding Music) - The MFA or a doctorate is required for appointment to assistant professor and higher, or for promotion to assistant professor and higher. The rank of instructor will ordinarily be for the appointment of candidates of promise with little experience who are in the final stage of a MFA or doctoral program.

7.6.2. Nursing and Health Sciences – A Master's degree is required for appointment to assistant professor. Promotion beyond the level of assistant professor will not occur unless the candidate has extraordinary accomplishments in teaching and service or professional growth or earns a doctorate. The rank of instructor may be used for qualified candidates of promise with little experience who are in the final stages of a MSN program.

7.7 Promotion Eligibility for Non-Tenure Track Faculty

A Master's degree is required for appointment to assistant professor. Promotion beyond the level of assistant professor will not occur unless the candidate has extraordinary accomplishments in teaching and service or professional growth or earns a doctorate. Faculty in non-tenure track positions are not eligible for the award of tenure. However, non-tenure track faculty may apply on an equal basis with other candidates for tenure track positions which may become available (*Board of Regents Policy Manual § 8.3.8*). NOTE: Those faculty hired prior to June 30, 2015 will retain their current rank.

7.8. Criteria for Non-Library Faculty

The minimum criteria for promotion for all non-library Faculty are:

1. Superior teaching
2. Outstanding professional service to the institution, and/or the community
3. Outstanding research, scholarship, creative activity or academic achievement
4. Professional growth and development (see § 1.1.1.9 of *this Faculty Handbook*) (*Board of Regents Minutes, October 2008*)

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 Academic Unit Head 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 (*Board of Regents Policy Manual* Section 8.3.6.1).

7.8.1. Criteria and Definitions for Teaching, Service, and Professional Development

7.8.1.1. Teaching: Teaching is the primary responsibility of Gordon State College Corps of Instruction. Therefore, promotion and tenure decisions will be weighed heavily by evaluation of teaching effectiveness. Evidence of teaching effectiveness may come from Annual Evaluations by Academic Unit Head, Student Evaluations or other sources. Any metric that is used to evaluate teaching effectiveness should be transparent to both the Academic Unit Head or Dean, and the Faculty.

Many criteria may be used to evaluate teaching; among these are:

1. Preparation
2. Organization
3. Motivation
4. Enthusiasm
5. Communication skills, to both individual students and to the class
6. Effective use of formative and summative evaluation methods
7. Advisement

Superior teaching should, in most cases, include positive Annual Evaluation ratings in each area, but superior ratings may only be necessary in certain areas, depending on the individual qualities of the faculty and nature of the courses taught. Evaluation of teaching effectiveness is inherently subjective. However, objective criteria should be cited in all evaluations. Teaching effectiveness is to be measured against a standard that applies to all faculty members equally. At no time should a faculty member's effectiveness as a teacher be evaluated in comparison to other faculty members' Annual Evaluations. The use of Faculty Rating by Students results in determining teaching effectiveness in the Annual Evaluation should be clearly communicated by the Academic Unit Head to the Faculty. Faculty should not assume a burden to have unreasonably high scores in Evaluations by Students, but should strive to reach a standard communicated by the Academic Unit Head or Dean.

7.8.1.2. Service: A faculty member should be active in his/her service to the institution. Some examples of service activities are:

1. Participating in committee work at the Department, school, college and/or University System level;
2. Helping in the administration of college functions such as mentoring and/or recruitment and registration activities;
3. Attending college events;
4. Being involved in student affairs;
5. Being involved in community activities as a representative of the college and/or one's discipline;
6. Participating in curriculum development and delivery activities such as textbook selection, course development, assessment, educational technology and/or the development of new course materials;
7. Providing aid to colleagues in their teaching, professional or service activities;
8. Providing aid to college administrators and staff;
9. Helping resolve an institutional problem or issue.

This is not a complete or a required list of service activities. During the annual conference between the Academic Unit Head and the faculty member, the faculty member is free to choose, with the approval of the Academic Unit Head other activities that provide service to the institution.

7.8.1.3. Professional Growth and Development: The following is a list of professional growth and development activities appropriate to the mission of Gordon State College:

1. Participation in professional organizations;
2. Production, publication, direction, performance, presentation, or exhibition of creative or scholarly work;
3. Critical evaluation of new materials or scholarly work;
4. Presentation of evidence of the interaction/coordination of teaching and research;
5. Remaining abreast of current trends within one's academic field;
6. Attending continuing education offerings;
7. Learning skills outside of one's discipline to enhance professional competence;
8. Taking discipline-related courses beyond the required degree;
9. Maintaining professional correspondence;
10. Supervising student projects and/or scholarly activity;
11. Securing a research or curriculum development grant.
12. Creating open-source publications through the *Affordable Learning Georgia* initiative in association with *MERLOT* and *OpenStax*.

This is not a complete or a required list of professional growth and development activities. During the annual conference between the Academic Unit Head and the faculty member, the faculty member is free to choose, with the approval of the Academic Unit Head, other activities that contribute to professional growth and development.

7.8.2. Promotion is based on merit. A faculty member should average at least a 3.5 or above on the evaluation scale of the *Evaluation of Faculty by Head of Academic Unit form (Appendix E)* in teaching and one other category and 3.0 in the remaining category on their *Evaluation of Faculty by Academic Unit Head form* (see Appendix E).

7.8.3. Procedure for Promotion and Tenure for Non-Library Tenure Track and Tenured Faculty

The faculty member seeking promotion and/or tenure will be required to establish and maintain a file of relevant documents to support requests for promotion. This file should include a self-report detailing degrees earned, honors achieved, committee work, and other information relevant to the criteria. It should also include such items as publications, student evaluations, letters of commendation, and other pertinent documents.

7.8.4 Documentation for Non-Library Faculty

All candidates who are not library faculty must include in their files for promotion and tenure the following:

1. All annual evaluations for the period of time under consideration
2. All classroom evaluations for the period of time under consideration
3. All student evaluation summaries for the period of time under consideration

Failure to provide all of these documents without justification will result in recommendation against promotion or tenure by the Academic Unit Promotion and Tenure Committee.

7.8.5 Application for Promotion and Tenure

In the year a faculty member has met the time and degree requirements for promotion or tenure, the faculty member and the faculty member's Academic Unit Head will be notified of eligibility by the Provost and Vice President for Academic Affairs in the spring semester of the academic year. In the case of tenure, this notification will also include the number of years of eligibility remaining. If the faculty member wishes to apply, they must notify in writing the Academic Unit Head and the Chair of the current Academic Unit Committee on Promotion and Tenure by the end of spring semester of the faculty member's intent to apply. The faculty member will then provide the Academic Unit Head with relevant documentation by August 15th in the following fall semester.

7.9. Tenure

Tenure resides at the institutional level. The principle of faculty tenure imposes reciprocal responsibilities upon the institution and the faculty member: The College provides academic freedom and continued employment on a 100 percent workload basis for two out of every three consecutive academic semesters (including summer semesters) until retirement, dismissal for cause, or release because of financial exigency or program modifications. The faculty member is obligated to maintain high standards of professional performance and professional ethics.

7.9.1 Eligibility and Probationary Period for Tenure

Only Assistant Professors, Associate Professors, and Professors who are normally employed full-time by the institution are eligible for tenure. Faculty members with adjunct, temporary, contract or other appointments shall not acquire tenure. The term "full-time" is used in these regulations to denote service on a 100 percent workload basis for at least two of every three consecutive academic semesters. The period of time August-May shall constitute one year of academic tenure credit. Tenure may be awarded, upon approval of the President, upon completion of a probationary period of at least five (5) years of full-time service at the rank of assistant professor or higher (*Board of Regents Minutes, August 2007*). The five-year period must be continuous, except that a maximum of two (2) years interruption because of a leave of absence or part-time service may be permitted, provided, however, that an award of credit for the probationary period of an interruption shall be at the discretion of the President.

In all cases in which a leave of absence, approved by the President, is based on birth or adoption of a child, or serious disability or prolonged illness of the faculty member or immediate family member, the five-year probationary period may be suspended during the leave of absence. A maximum of three (3) years' credit toward the minimum probationary period may be allowed for service in tenure track positions at other institutions or for full-time service at the rank of instructor or lecturer at the same institution. Such credit for prior service shall be approved in writing by the President at the time of the initial appointment at the rank of assistant professor or higher.

7.9.2 Criteria and Procedure for Tenure

The minimum criteria for tenure for all non-library Faculty are:

1. Superior teaching; Demonstrating excellence in instructions
2. Academic achievement, as appropriate to the mission
3. Outstanding service to the institution, profession, or community
4. Professional growth and development (see § 1.1.1.9 of *this Faculty Handbook*) (*Board of Regents Minutes, October 2008*)

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 Academic Unit Head 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 (*Board of Regents Policy Manual Section 8.3.6.1*).

The procedure for seeking tenure is the same as the procedure for seeking promotion.

7.9.3 Timeline for Promotion and Tenure Decisions

1. The Academic Unit Head reviews the faculty member's request for promotion or tenure and writes a recommendation for or against promotion and tenure. This recommendation, accompanied by the supporting materials submitted by the candidate, is forwarded to the Academic Unit Promotion and Tenure Committee.
2. After careful consideration and discussion, the members of the committee shall vote by secret ballot to recommend acceptance or rejection of the application for promotion or tenure (faculty members under review for that academic year are not to be present during the discussion of their file and will not vote on their own file). A negative recommendation must be accompanied by a written explanation of how the candidate failed to meet the criteria for promotion. A positive recommendation must also be accompanied by a written explanation of how the candidate met or exceeded the criteria.
3. The recommendation and the written explanation shall be sent to the candidate by October 1st. The candidate has ten calendar days to submit a rebuttal to the committee to be included in the candidate's file moving forward.
4. The Academic Unit Promotion and Tenure Committee recommendation and all relevant materials, including the candidate rebuttal, are forwarded to the College Promotion and Tenure Committee (faculty elected Chairs of all the Academic Unit Promotion and Tenure Committees) by October 15th. This Committee will examine all recommendations for consistency among Academic Units, specifically with regard to teaching and service. A majority vote of the Chairs may request that a candidate file be referred back to its originating Academic Unit for reconsideration. A detailed explanation for the referral must be provided to the Academic Unit Promotion and Tenure Committee by November 21st. The Academic Unit Promotion and Tenure Committee is under no obligation to reverse its original recommendation, and the College Promotion and Tenure Committee will not make its own separate recommendation.
5. The Academic Unit recommendation and all relevant materials are forwarded to the Provost and Vice President for Academic Affairs by the end of the fall semester.
6. The Provost and Vice President for Academic Affairs shall evaluate the candidate's materials and the recommendations of the Academic Unit Head and the Academic Unit Promotion and Tenure Committee. The Provost and Vice President for Academic Affairs shall forward a written recommendation to the President with all supporting documentation.
7. The President shall make the decision on promotion and/or tenure and inform all candidates of their recommendation regarding their application.

7.10. Promotion and Tenure Appeals

Faculty members may appeal a promotion or tenure decision by requesting in writing that the President reconsider the decision. The President shall then offer a final institutional decision. Any person in the University System for whom no other appeal is provided in the Bylaws and who is aggrieved by a final decision of the President may apply to the Board of Regents, without prejudice to his/her position, for a review of the decision.

The application for review shall be submitted in writing to the Office of Legal Affairs of the Board of Regents within a period of twenty (20) calendar days following the decision of the President. It shall state the decision to be reviewed and the redress desired. A review by the Office of Legal Affairs is not a matter of right but is within the sound discretion of the Office of Legal Affairs. The Office of Legal Affairs shall determine whether the application for review shall be granted. The Office of Legal Affairs may at its discretion refer a matter for mediation, arbitration, reconsideration, or reevaluation of settlement options. If the application for review is granted, a Committee shall review the decision of the President. Said Committee shall consist of the Vice Chancellor for Legal Affairs or their designee, and any other person or persons deemed appropriate by the Committee. The decision of the Committee shall be final and binding for all purposes. There shall be no recourse to the Chancellor or the Board of Regents from such decision; provided, however, that the Committee on Organization and Law, upon its discretion, retains the authority to make an exception to this policy. See details in *Board of Regents Policy Manual* § 8.6.

CHAPTER 8. POST TENURE REVIEW

8.1 Review of Procedures

Gordon State College's policies on Post Tenure review conform to the institution's mission and to Board of Regents procedures. Not later than five years after these procedures have been initiated, they will be reviewed. ~~No less than three months before the expiration of that five years, the Provost and Vice President for Academic Affairs shall appoint a committee of at least one faculty member from each academic unit to evaluate these procedures and report to the full faculty.~~ In the fourth year following the most recent review, the Faculty Welfare Committee shall review procedures of the Promotion and Tenure Review process and Board of Regent procedures and report findings and/or recommendations to the Faculty Senate. The full faculty shall vote to revise or to keep these procedures. The President of Gordon State College shall review and approve institutional Post Tenure review policies and any subsequent revisions (*Board of Regents Policy Manual* § 8.3.5.4). The most recent review by the Faculty Welfare Committee was on October 5, 2016.

8.2 Period and Order of Review of Faculty

Tenured faculty in the University System of Georgia shall be given a performance review by faculty peers at least once every five years (*Board of Regents Policy Manual* § 8.3.5.4). At Gordon State College, Post Tenure review will take place every five years. Academic Unit Heads and other administrators shall not undergo Post Tenure review; administrators who are tenured would not undergo Post Tenure review unless or until they returned to a faculty role with little or no administrative responsibility. Administrators returning to faculty status will be evaluated under these guidelines as a faculty member in the fifth year following the return to the faculty and at subsequent five year intervals (*Board of Regents Minutes*, August 2007).

Groupings of faculty to be reviewed shall be chronological, based on date of last promotion or achievement of tenure, whichever is more recent. Review for promotion, even when not awarded, may substitute once for the standard Post Tenure review, and the subsequent scheduled review would be five years after the promotion review. If promotion is awarded in the intervening time, the standard Post Tenure review would be given five years after the successful promotion review.

By thirty days prior to the end of each spring term, the Provost and Vice President for Academic Affairs will notify in writing the faculty members scheduled for Post Tenure review during the subsequent academic year. The Provost and Vice President for Academic Affairs will also notify the Academic Unit Heads who oversee the work of these faculty members.

8.3 Peer Review Committee Members

No fewer than three tenured faculty peers constitute the Post Tenure Review Committee, a standing committee of the College. The Committee shall have one tenured faculty member elected from each academic unit and may have a representative from the faculty at large. Administrators (including Academic Unit Head) and potential reviewees for the year shall not serve on the Committee. Committee members shall serve for one year and elect a chair from tenured faculty members. If there are too few faculty of the appropriate academic units to serve on the Review Committee, then tenured faculty member(s) from another academic unit (even the reviewee's academic unit) may serve, provided that they are voted in by the faculty at its regular meeting in the beginning of the fall semester (*Gordon State College Statutes*, <http://www.gordonstate.edu/statutes/gordon-state-college-statutes>).

8.4 The Post Tenure Review Process

8.4.1 Documentation of the performance of the faculty member being reviewed should include:

1. An up-to-date curriculum vitae;
2. Copies of the faculty member's annual performance reviews for the years under consideration at Gordon State College, including the supervisor's evaluations of the faculty member and self-evaluations;
3. Measures of teaching effectiveness as defined by Gordon State College. At a minimum these measures should include a combination of student evaluations and peer evaluations. The procedures for conducting these evaluations must be specified in writing by the institution. Gordon has already specified procedures for student evaluations (see Chapter 6 of this *Faculty Handbook*). Procedures for peer evaluation of teaching shall include the following: During the year of the review, at least one member of the committee shall visit a class of the reviewee and fill out the appended form at Appendix B. At the reviewee's request or the committee's desire, more than one member shall visit the class one or more times.
4. A summary prepared by the faculty member of his or her accomplishments for the period under review and projected goals over the next five-year period. This narrative shall include relevant reflections about teaching, professional service to the institution and/or community, and professional growth and development.
5. At Gordon State College, the reviewee may provide the file from his or her last full review (promotion, tenure, or Post Tenure) as a supplement, since earlier information may relate to the desired "opportunities for faculty to reach their full potential" and the purpose of "career development planning" specified by the Board of Regents.

8.4.2 Transmittal of Documents. The faculty member and the ~~Chair~~ **Head** of the faculty member's ~~department~~ **Academic Unit** are responsible for developing the documentation listed in §8.4.1 above and providing it to the current Post Tenure Review Committee. The faculty member will convey the file to the Committee chair by the end of the fall semester. During the review process, the faculty member shall have access at any time to the review file. The faculty member shall also have the right to add any material, including statements and additional documents, at any time during the review process. Using the promotion and tenure criteria established in ~~§7.6~~ **7.9** above, the faculty member must demonstrate that they meet basic expectations for ~~each~~ faculty ~~member~~ in the relevant academic discipline.

8.4.3 The Post Tenure Review Committee. The Post Tenure Review Committee, ~~a standing committee of the College,~~ will conduct Post Tenure reviews during the spring term of each year. The committee shall make its final written evaluation no later than thirty days before the end of spring semester. The Committee shall provide informed and candid feedback, **both retrospective and prospective,** in its report on the faculty member's accomplishments and quality of contributions; the Committee should also provide guidance on improving performance, noting any weaknesses or deficiencies in the record. The committee will address performance in teaching, service, and professional growth and development. In its evaluation, the committee will assess the reviewee's performance as "satisfactory" or "unsatisfactory"; furthermore, the Committee will include with each such assessment a brief written statement identifying any notable strengths or weaknesses of the reviewee; in particular, if the Committee notes any clear deficiencies, these should be identified as such in the written statement.

The Chair of the Post Tenure Review Committee shall give each reviewee a copy of the Committee's evaluation ten working days prior to submitting the evaluation to the appropriate Academic Unit Head in order to provide the faculty being reviewed five working days to prepare a written request for reconsideration by the Committee. The reviewee shall also be provided with

the opportunity to discuss the evaluation with the Committee, if the reviewee so desires. Once any such requests have been heard and acted upon, the Committee Chair will provide a copy of the Committee's final evaluation to the appropriate Academic Unit Head. It will be the responsibility of the **Academic Unit Head** ~~or Dean~~ to maintain a copy of this evaluation on file for ten years.

8.4.4 Transmittal of Final Evaluation. The Academic Unit Head is responsible for transmitting the Committee's final evaluation to and discussing its contents with the faculty member in advance of or during the annual faculty evaluation conference. At this time both the faculty member and the Academic Unit Head ~~or Dean~~ should sign the document. The faculty member, if he or she desires, shall have the opportunity to prepare a written response to the evaluation of the Post Tenure Review Committee. **The faculty member should deliver the written response to the both Academic Unit Head and the Chair of the Post Tenure Review Committee.** The Committee is responsible for reviewing the appeal before submitting the final evaluation.

8.4.5 Final Steps of Review Process. After reviewing the Committee's final evaluation with the faculty member, the Academic Unit Head shall send to the Provost and Vice President of Academic Affairs a copy of the Committee's evaluation (including names of all Post Tenure Review Committee members) and any written response to it by the evaluated faculty member. The same documents should also be placed in the faculty member's personnel file in the Academic Unit Head's office. The Academic Unit Head shall also preserve in the faculty member's file all documents that played a substantive part in the review other than documents such as publications that are readily available elsewhere. The Academic Unit Head must maintain a record of all faculty reviews completed, including the final evaluation and the names of all members of Post Tenure Review Committee and Review Appeal Committee, when applicable. At the end of each academic year, the Academic Unit Head ~~or Dean~~ must forward to the VPAA a report listing the names of all faculty members reviewed during the academic year, reporting their respective evaluations, and listing the names of the Post Tenure Review Committee (and Post Tenure Review Committee if applicable) for each faculty member reviewed.

8.4.6 Use of Evaluation Results. Faculty development is an ongoing responsibility of all faculty members as they seek to develop their potential and perform at their full capacity. In cases where the Post Tenure Review Committee has **deemed performance as "unsatisfactory,"** the faculty member is responsible, in consultation with the **Academic Unit Head** ~~or Dean~~, for establishing a plan for faculty development directly related to the Post Tenure Review Committee's findings. This includes identifying appropriate sources of faculty development, whether located on campus, on other campuses of the University System, at the system level, or in other locations. The plan for faculty development should:

- A) Define specific goals or outcomes that would help the faculty member overcome any identified deficiencies;
- B) Outline the activities that can be undertaken to achieve the goals or outcomes;
- C) Set appropriate times within which the goals or outcomes should be accomplished; and
- D) Indicate appropriate criteria by which the faculty member should monitor progress. The Dean and Department Head are jointly responsible for arranging for appropriate funding for the development plan, if required.

The faculty member's Academic Unit Head is responsible for forwarding/retaining the faculty development plan resulting from a Post Tenure review to/with the Dean.

The faculty member's Academic Unit Head ~~or Dean~~ is also responsible for monitoring the progress of faculty members engaging in a faculty development plan to remedy deficiencies identified in a Post Tenure review. The Academic Unit Head ~~or Dean~~ will meet with each faculty member to review progress toward making improvements identified in the Post Tenure Review Committee and a progress report will be written by the faculty member and the Academic Unit Head. When the objectives of the faculty development plan designed to deal with specified deficiencies have been met as determined by the Academic Unit Head, the Academic Unit Head shall prepare a final report. A copy of the progress report and the final report will be forwarded to the faculty member's respective Dean as well as the Provost and Vice President for Academic Affairs, as specified by the institution.

8.4.7 Unsatisfactory Performance. In cases where faculty members have been identified in the Post Tenure review process as having an "unsatisfactory" performance, faculty and administrators involved in this process must be fully committed to the successful completion of the faculty development plan designed to make improvements in the performance of this faculty member. In these cases, it is the responsibility of the Academic Unit Head (in consultation with the Provost and Vice President for Academic Affairs) to determine if, after a period of three years, a faculty member whose performance was deemed "unsatisfactory" in the Post Tenure review has been successful in remedying deficiencies identified in the review. It is the responsibility of the Provost and Vice President for Academic Affairs to meet with the faculty member to discuss "unsatisfactory" performance.

8.5 Appeal of Post Tenure Review

The Post Tenure reviewee has the right to appeal the review outcomes. At Gordon State College, the reviewee may appeal the evaluation of the Post Tenure Review Committee and/or the development plan prescribed in case of an assessment of deficiency to the Post Tenure Review Appeal Committee. The Post Tenure Review Appeal Committee, a standing committee of Gordon State College, is made up of one tenured faculty member (who is not being reviewed) from each school (see http://www.gordonstate.edu/committees/Post_Tenure-review-appeal-committee). The reviewee must deliver a written appeal to any member of the Post Tenure Review Appeal Committee within five working days of the initial discussion by the Academic Unit Head and the reviewee, or where deficiencies have been identified, within five working days of the establishment of a development plan. The Post Tenure Review Appeal Committee will then have ten working days to consider the appeal and render a finding to the reviewee and their Academic Unit Head. If the reviewee wishes, this decision may be appealed to the President of Gordon State College within five working days of receipt of the appeal committee's finding. If the reviewee wishes to appeal the decision of the President, the reviewee must follow the procedures set forth in the *Board of Regents Policy Manual* § 8.3.7 and the *University System of Georgia Handbook of Academic Affairs*, § 4.6.

8.6 Consequences of Post Tenure Review

A faculty member who has not been successful in remedying deficiencies identified in an "unsatisfactory" review may be subject to dismissal for cause under *Board of Regents Policy Manual* § 8.3.5. Conversely, a positive Post Tenure review should be an important factor for consideration when presented as evidence for raises or other benefits such as special accommodations for research or teaching development. The Academic Unit Head ~~or Dean~~ shall include a written response to the Post Tenure review in the relevant annual evaluation of every faculty member who undergoes the process.

Procedure first approved: January 28, 1997

Procedure review and revision: 2002, 2014, 2015

Most recent review and revision: March 1, 2017

CHAPTER 9. TRAVEL

9.1 Travel Regulations

Institutions of the University System shall be guided by general travel regulations set forth in this section when employees are required to travel away from headquarters in the performance of their official duties. The University System expects to reimburse them for reasonable and necessary expenses as may be incurred while traveling. In cooperation with State regulations, the Board of Regents has adopted the following general regulations regarding travel of employees on official business of the University System. Statewide Travel Regulations are available at <http://sao.georgia.gov/state-travel-policy>

9.2 Travel Authorization

Faculty members required to travel in the performance of official duties and entitled to reimbursement for expenses incurred shall have prior authorization from **their Academic Unit Head** or other designated official for the performance of travel. Travel authorization is required even if reimbursement is not requested. Approval may be in the form of a standing authorization in the case of individuals required to travel on a regular or continuous basis, a specific authorization in the case of those individuals who are required to make occasional trips, or a specific authorization for all out-of-state trips and shall include an itinerary, estimate of the cost of meals, lodging and travel, mode of transportation, and the general purpose of travel.

A Travel Authorization must be submitted before traveling. The Travel Authorization form can be accessed on the Employee Self Service website.

This form includes space for basic data such as location of proposed travel, departure and returning dates, approximate cost of trip, and an explanation of the purpose of the trip. This form must be prepared online and forwarded to the immediate supervisor at least ten (10) calendar days prior to the date of proposed travel. The **Academic Unit Head** will then approve or deny and forward the request to the Business Office for final approval or disapproval. Email notification will be sent and approved forms will be returned to the originator and disapproved forms will be returned for corrections or deletion. No trip should be taken with the expectation of reimbursement of travel expenses unless the originator has received an approved copy of their request prior to their departure.

9.3 Travel Expenses and Reimbursement

9.3.1. Meals

Allowed amounts for reimbursement on meals can be found by going to <http://sao.georgia.gov/state-travel-policy>. On the Travel Regulations page, click on another link called *Statewide Travel Policy*. In high costs areas (deemed so by the State – Chatham, Cobb, DeKalb, Fulton, Gwinnett, and Glynn counties), the allowed amounts for meal reimbursements are somewhat higher than for other areas. The Business Office can provide assistance in finding the necessary information.

Meals are reimbursed at 75% of allowed meals on the day of departure and return.

9.3.2 Lodging

Reimbursement will be made for actual lodging expenses within the state guidelines of reasonable expenses and must be documented by a receipt. Many hotels and motels grant commercial rates upon request to state employees who show identification. Georgia state employees traveling in Georgia or Florida on official business and paying with a Gordon State College check should not be charged county or municipal excise tax on lodging. A Sales and Use Tax Certificate of Exemption Form and a Motel Tax Exemption Form can be obtained online from the Gordon State College website ~~under the business office~~. These forms should be carried **by the faculty member** while traveling.

When a room is shared with other state employees on travel status, reimbursement will be shared. A state employee on travel status, if accompanied by one who is not a state employee on travel status, would be entitled to reimbursement **only for** the state employee portion of the room.

9.3.3. Transportation

Reimbursement for the most economical mode of transportation, consistent with the purpose of the travel, will be authorized.

Reimbursement for transportation expenses incurred by use of personally owned vehicles will be at the rate per mile as provided by law for actual miles traveled in the performance of official duties. This rate will appear automatically in the travel authorization and expense statements when entering mileage. The initial point of departure during a faculty member's normal workweek shall be the faculty member's residence or headquarters. The initial point of departure on weekends or holidays, however, should be the individual's actual point of departure.

Total miles travelled will be reported; however, personal mileage and normal commute miles should be **reported** in the designated space on the travel expense statement. Claims exceeding mileage computed by the most direct route from the point of departure to destination (due to field visits, picking up passengers, etc.) must be explained on the travel expense statement. Parking and toll expenses will be paid for official travel in personal or state vehicles. A receipt must be provided.

Transportation by common carrier, plane, rail, taxi or limousine will be reimbursed. Reimbursement will be made upon presentation of a ticket stub, receipts, or other documentary evidence of expenditure.

9.3.3.1 USE OF COLLEGE VEHICLE:

The use of college vehicles is restricted to approved college activities. Students are not allowed to drive under any circumstances.

Car Share Vehicles are located at Facilities and are "reserved" as first come first serve through the Enterprise website. **Faculty must have signed up in advance through Enterprise for an account.**

9.3.4. Miscellaneous Expense

Registration fees required for participation in workshops, seminars or conferences which an employee is directed and/or authorized to attend will be allowed when supported by a paid receipt.

9.3.5. Requisition for pre-payment of Travel Expenses.

A request to pay any registration or hotel must be submitted on a "Gordon State College Requisition" (a copy of the form is located on the Gordon State College website) and accompanied by a registration form. Airline tickets can be purchased with the Department P-Card. These advances are charged to the person traveling and should be reflected on his/her expense statement. This includes payment for pre-registering. The total cost of travel should be reflected on the travel expense statement.

Expense Statement is found online on *Employee Self Service*.

9.3.6. Reimbursement Procedures

Reimbursement claims for meals and lodging are to be reported on the Expense Report by date, location, and amount for each meal and lodging claimed. An individual taking annual leave while away from headquarters on official business is not entitled to subsistence for the period of leave.

Responsibility for appropriate audit, approval, and reimbursement of expense reports is vested in the appropriate officials of the institution. Expense reports will be processed in an expeditious manner. Claims will be paid as soon as practical.

Appendices to the Faculty Handbook

- Appendix A - Faculty Request for Absence
- Appendix B - Faculty Rating by Student
- Appendix C - Faculty Self-Evaluation to be completed by the faculty member
- Appendix D - Classroom Visitation Appraisal form to be completed by the Academic Unit Head
- Appendix E - Faculty Evaluation by Academic Unit Head or Dean form to be completed by the Academic Unit Head or Dean
- Appendix F - Special Incident Appraisal form used by the Academic Unit Head or Dean
- Appendix G - Faculty Evaluation by Provost form to be completed by the Provost and Vice President for Academic Affairs
- Appendix H - Evaluation of Administrators with Faculty Rank
- ~~Appendix I - Librarian Self-Evaluation form to be completed by the Librarian~~
- ~~Appendix J - Librarian Evaluation Form for Promotion~~

Appendix A

Gordon State College Faculty Leave of Absence Request Form

Instructions: The following document must be completed by the requesting faculty member and submitted to the unit head. Additional supporting documentation such as faculty member's written request and supporting documentation could also be attached with this form and submitted as a packet for review and approval.

FACULTY MEMBER INFORMATION

Name: Rank Title:
 School/College/Admin Unit: Department:
 Employment Date: Contract Type:
 Previously Granted Leave of Absence (include leave of absence type(s) and dates)

CURRENT LEAVE OF ABSENCE REQUEST INFORMATION

Dates From: To:
 Leave of Absence is (place check where applicable): With pay Without pay
 Location of Leave of Absence:
Institution/Company/Organization, City, State, Country
 Purpose of Leave of Absence:

COMPLETE THIS SECTION IF REQUESTING LEAVE OF ABSENCE WITH PAY

Salary at time of leave of absence (if two salaries during leave period, include both): Salary 1: Salary 2: Total
 amount of proposed pay through GSC payroll during leave period: Proposed amount of pay is:

AGREEMENT: I, the undersigned petitioner for leave with pay for less than one year, do hereby agree to return to the institution for at least one year, OR that, for a leave with pay of one year, do hereby agree to return to the institution for at least two years of service after the termination of my leave. I further agree to return the full amount of compensation received from the institution and any other expenses paid by the institution while on leave, including benefits costs, if I should not return to the institution after the termination of my leave.

Signed: Date:

COMPLETE THIS SECTION IF REQUESTING LEAVE OF ABSENCE WITHOUT PAY

AGREEMENT: I, the undersigned petitioner for leave without pay, do hereby agree to return the full amount of any expenses paid by the institution, including benefits costs, while on leave if I should not return to the institution after the termination of my leave.

Signed: Date:

APPROVED BY (BOR policy requires Chancellor's final approval for any leave of absence beyond one year)

Signed: Date:
Unit Head
 Signed: Date:
Vice President for Academic Affairs and Provost
 Signed: Date:
President

Appendix B

Faculty Rating by Student

1. Explains material and assignments clearly.
2. Teaches a well-organized course.
3. Uses effective teaching methods and techniques.
4. Uses appropriate methods for student evaluation - exams, papers. Projects, etc.
5. Encourages students to think.
6. Grades fairly. Gives informative feedback.
7. Conveys positive and enthusiastic attitude.
8. Is open to comments and questions. Encourages discussion.
9. Is willing to provide individual help in and out of class
10. Is understanding and considerate of students as individuals.
11. I expect to receive a grade of _____ in this class

Name and comment on some things this instructor did which helped you to learn.

List and comment on any areas in which this instructor needs improvement.

How did this class increase your interest in and knowledge of the subject matter?

Appendix C SELF-EVALUATION FORM

Name _____ Date _____

Department _____

Teaching/Advising SPRING FALL

1. Number of contact hours per week
2. Number of credit hours
3. Total number of students completing courses with grades other than a W
4. Number of course preparations
5. Number of new course preparations
6. Number of night courses on campus
7. Number of off campus courses
8. Number of advisees assigned
9. Number of late/off-campus registrations

TEACHING

Please attach a syllabus, selected handouts and other pertinent teaching materials for each course taught during the year.

1. What is the average turn-around time for returning tests and graded assignments to students?
2. What is the average number of tests and assignments, including the final exam for each course?
3. What types of graded assignment do you require?
4. What do you do to explain the grades that you give?
5. Which media and teaching techniques do you use?
6. Have you recently changed textbooks or significantly revised your course?
7. What specific new techniques or assignments have you tried this year and found useful?
8. What specific techniques have you used to improve the reading and writing skills of students?
9. Comment on your accomplishments in this area.

ADVISING

1. Describe your advising procedure.

SERVICE

Department/School/Institution

1. List Departmental, School, college, or university system committees that you served on this year and describe your activities.
2. Were you asked to participate in sponsoring any student activities? If so, list the nature of those activities and your involvement.
3. Which fine arts, athletic, or student activities did you attend?
4. What other college activities did you participate in ~~(i.e., grading Regents Test, student recruitment, academic contests, etc.)?~~
5. Please list any special services you provided to the college ~~(i.e., conducting workshops on campus,~~

~~— assisting new faculty, assisting chairmen or administrators).~~

6. Do you belong to or participate in any professional organization for the benefit of the department, school or college?
7. Were you asked to use your professional expertise to consult with and/or provide professional services for government, business, industry, education and/or civic groups?
8. What have you contributed to the achievement of your department's objectives?
9. Comment on your accomplishments in this area.

SCHOLARLY ACTIVITY

1. Did you produce, exhibit, perform, or publish creative works?
Copies of work can be provided.
2. Did you deliver lectures or present papers at professional meetings?
Copies of work can be provided.
3. Did you participate in professional organizations?
4. Did you participate in any short courses, seminars, or workshops?
5. Did you engage in any specific study/activity, formal or informal, to enhance your professional competency?
6. Have you completed a degree this year?
7. Have you developed materials for departmental/school/college use and/or publication?
8. Comment on your accomplishments in this area.

**APPENDIX D
CLASSROOM VISITATION APPRAISAL**

Rating Scale 1 to 5, N/A

Please circle the number which corresponds to your evaluation of the faculty member.

- 1. How well was the class presentation planned and organized? 5 4 3 2 1 0
- 2. Were important ideas clearly explained? 5 4 3 2 1 0
- 3. How would you judge the professor's mastery of the course content? 5 4 3 2 1 0
- 4. Was class time well used? 5 4 3 2 1 0
- 5. Did the professor encourage critical thinking and analysis? 5 4 3 2 1 0
- 6. Do you believe the professor encouraged relevant student involvement in the class?
5 4 3 2 1 0
- 7. How did the professor react to student viewpoints differing from his or her own?
5 4 3 2 1 0
- 8. How would you describe the attitude of students in the class toward the professor?
5 4 3 2 1 0
- 9. Do you believe that your visitation was at a time when you were able to judge fairly the nature and tenor of the teaching-learning process? (5=yes; 1=no) 5 4 3 2 1 0
- 10. Considering the previous items, how would you rate this teacher? 5 4 3 2 1 0

11. _____

12. _____

Yes/No

13. Did the syllabus clarify the objectives of the course? Yes No

14. Did you have a preliminary conference with the teacher before the visitation?
Date _____ Yes No

15. Did you have a follow-up conference? Date _____ Yes No

Comments: _____

Appraiser's Signature _____ Date _____

Instructor's Signature _____ Date _____

APPENDIX E

**EVALUATION OF FACULTY BY HEAD OF ACADEMIC UNIT
to be completed by the Head of Academic Unit**

Faculty Member _____ Academic Unit _____

Academic Unit Head _____ Date _____

Each category will receive a rating based on a scale of 1 to 5 according to the description of the evaluation scale on Attachment A. The Academic Unit Head's merit recommendation will be based on the cumulative total.

A. TEACHING or JOB EFFECTIVENESS (non-tenure track librarians) (70%)

Comments:

_____ x .70= _____

B. SERVICE TO THE INSTITUTION (10-20%)

Comments:

_____ x ._____ = _____

C. PROFESSIONAL GROWTH & DEVELOPMENT (10-20%)

Comments:

_____ x ._____ = _____

**** NOTE:** The total percentages of parts B and C must equal 30%

Cumulative Total _____

Additional Comments:

Chair's Signature _____ **Date:** _____

Faculty Member's Signature	Date
-----------------------------------	-------------

Gordon State College Evaluation Ratings**5 =OUTSTANDING**

Faculty member goes well beyond what is expected in all aspects. Individual demonstrates positive attitudes and actions, creativity, initiative, and all-around outstanding, quality performance. This rating is to be given only for the rare, highly unusual, exceptional faculty member.

4 = EXCELLENT

Faculty member shows unusual willingness to go beyond general expectation in most activities being evaluated. Individual demonstrates abilities, talents, attitudes, actions beyond those required and expected.

3 =GOOD

Faculty member is achieving the generally high level of work required and expected of any Gordon State College instructor. The performance of activities and attitudes shown is most adequate, well within the range of acceptability. This is the rating most faculty members should expect to receive.

2 = NEEDS IMPROVEMENT

Faculty member is performing satisfactorily in most dimensions being evaluated, but needs to make some improvements in ways specified under "COMMENTS." It is felt that the individual can improve or change as indicated by putting forth a sincere effort.

1 = UNSATISFACTORY

Faculty member's performance is generally unsatisfactory in most all of the areas being evaluated. Much effort to improve will be expected as specified under "COMMENTS." This rating is to be given to indicate a perception of a serious lack of quality in the faculty member's performance and/or attitudes.

APPENDIX F

SPECIAL INCIDENT APPRAISAL

Appraiser Date

Title

This form is designed to provide a structured record of good, bad, or puzzling incidents.

Description of incident:

Analysis and evaluation:

Specific Source of Information

Faculty Signature

Date

APPENDIX G

FACULTY EVALUATION BY ~~DEAN OF THE FACULTY~~ **PROVOST**
(For Exception to the Academic Unit Head's Rating)

Rating Scale 1 to 5

Name: _____ Date: _____

Academic Unit: _____

I. Summative Evaluation

On the basis of the total institutional perspective, the performance level of the faculty member (based upon the self-reporting form, student evaluations, the Academic Unit Head's evaluation) is:

OUTSTANDING	EXCELLENT	GOOD	NEEDS IMPROVEMENT	UNSATISFACTORY
_____	_____	_____	_____	_____

II. Explanation of Evaluation:

Appendix H

Administrator Evaluation

Rev 2/28/2005 5:01 PM

The Administrator Evaluation form will be administered on an annual basis to:

1. The Provost and Vice President of Academic Affairs
2. Department Head of Biology and Physical Sciences
3. Department Head of Business & Public Service
4. Dean of the School of Education
5. Department Head of History and Political Science
6. Department Head of Humanities
7. Dean of the School of Nursing and Health Sciences
8. Department Head of Math & Computer Sciences
9. Director of the Library
10. Dean of the School of Arts and Sciences (Added by Dr. Burns July 31, 2017)

For each of the areas below, please provide a numerical rating and comments. Comments may be in the form of recommendations, in an effort to improve performance in that area, or as commendations when the rater feels commendations are warranted.

- 5 = outstanding
- 4 = excellent
- 3 = good
- 2 = needs improvement
- 1 = unsatisfactory
- 0 = no opinion/insufficient information

Leadership

- | | |
|--|-------------|
| 1. Supports the mission and goals of college, school and department | 5 4 3 2 1 0 |
| 2. Motivates and influences faculty/staff to achieve identified goals | 5 4 3 2 1 0 |
| 3. Sets an example for faculty/staff and provides direction and guidance | 5 4 3 2 1 0 |
| 4. Works to establish cooperative work efforts | 5 4 3 2 1 0 |
| 5. Implements college policy effectively | 5 4 3 2 1 0 |
| 6. Serves as an advocate for college, school and department goals | 5 4 3 2 1 0 |
| 7. Serves as an advocate for faculty/staff | 5 4 3 2 1 0 |
| 8. Makes difficult decisions when necessary | 5 4 3 2 1 0 |

Recommendations:

Commendations:

Communication/Human Relations

- | | |
|--|-------------|
| 1. Shares information with faculty/staff | 5 4 3 2 1 0 |
| 2. Actively listens to faculty/staff | 5 4 3 2 1 0 |
| 3. Responds constructively and in a timely manner to faculty/staff input | 5 4 3 2 1 0 |
| 4. Promotes open communication with and among faculty/staff | 5 4 3 2 1 0 |
| 5. Speaks clearly | 5 4 3 2 1 0 |
| 6. Writes clearly | 5 4 3 2 1 0 |
| 7. Is accessible to faculty/staff | 5 4 3 2 1 0 |
| 8. Exercises discretion and confidentiality | 5 4 3 2 1 0 |

Recommendations:

Commendations:

Operational Efficiency

- | | |
|---|-------------|
| 1. Willingly provides faculty/staff with ongoing feedback and guidance concerning performance | 5 4 3 2 1 0 |
|---|-------------|

2. Evaluates faculty/staff based on college-approved standards 5 4 3 2 1 0

Appendix H
Administrator Evaluation
Page 2 of 2

3. Makes salary/raise recommendations based on college-approved evaluation guidelines	5	4	3	2	1	0
4. Delegates authority responsibly	5	4	3	2	1	0
5. Provides support to faculty/staff	5	4	3	2	1	0
6. Prioritizes tasks efficiently	5	4	3	2	1	0

Recommendations:
Commendations:

~~Appendix I~~

~~LIBRARIAN SELF-EVALUATION FORM~~

~~Name: _____ Date: _____~~

~~1. **Job Effectiveness:** Comment on your accomplishments in this area. In addition to the competencies listed in the general criteria and job description, add any information about the following but not limited to, types of activities:~~

- ~~• Provide any criteria that develop excellent library services, formal and informal contact with library users, including but not limited to assistance to other faculty through guest lectures, workshops, tours, bibliographic instruction, writing courses, and presentations on library materials.~~
- ~~• Conveying to students and faculty an understanding of library resources and services, with an emphasis on particular subject areas where appropriate.~~
- ~~• Collection development to support the teaching goals and research for particular academic disciplines.~~
- ~~• Individual supervision of student employees.~~
- ~~• Expediting of access to information through creation and maintenance of the library catalog, holdings lists, automated systems, etc.~~
- ~~• Identification and location of information and materials from other library sources outside the college, which are needed for teaching and research activities. This may involve database searches, interlibrary loans, audiovisual materials, etc.~~
- ~~• Teaching of a semester-length course.~~
- ~~• Effectiveness in library administration and supervision of library personnel.~~
- ~~• Leadership, creativity, or innovation in the development of library programs beyond the scope of assigned duties.~~
- ~~• Judgment, problem-solving ability, ability to work with others, and ability to relate job functions to the goals of the library and the college community.~~
- ~~• Continued awareness and study in order to remain proficient in utilizing bibliographic and cataloging databases.~~
- ~~• Maintenance of detailed records and information to support library functions such as serials and acquisitions.~~
- ~~• Preparation of reports and statistics, which aid in formulating library policy.~~

~~2. **Professional Growth and Development:** List any activities which demonstrate the following, but not limited to, these activities.~~

- ~~• Demonstrate continuing growth in a specific area of librarianship. Professional growth should be documented by evidence of activities, which further such development.~~
- ~~• Development of management of information systems.~~
- ~~• Studies and surveys of library functions, procedures, and services.~~
- ~~• Grant proposals and or awards.~~
- ~~• Exhibits.~~
- ~~• Completion of a degree or engagement in any specific study/activity, formal or informal, to enhance your professional competency.~~
- ~~• Preparation of publications, presentations at professional meetings, LibGuides and online tutorials, etc.~~

~~Appendix U cont'd Librarian Self Evaluation
Page 2 of 2~~

- ~~• Participation or service to committees, planning of program sessions and activities.~~
- ~~• Elective office in library organization or association.~~

~~3. Institutional/Public Service: List any activities which demonstrate the following, but not limited to, these activities.~~

- ~~• Service to the College by participation in library committees or special projects, publications in internal library or college newsletters, participation in campus-wide committees, councils, task forces, and attendance at fine arts, athletic, or student activities.~~
- ~~• Service to the library profession by service on committees, planning of program sessions and activities, and elective office in library organization or association.~~
- ~~• Service to the community by community service in organizations outside the college, unpaid consultation work for business, industry, professional organizations, and other work to aid in the solution of practical problems.~~
- ~~• Any other activities which demonstrate service to the institution or the community.~~

~~This tool will be completed annually and returned to Director of Library Services.~~

Appendix J

Librarian Evaluation Form for Promotion

1. Job Effectiveness

This category is to be used for professional library faculty members without classroom teaching assignments.

The library faculty member's performance of the assigned duties as specified in the attached job description is to be considered. All duties are not equal; it is the overall execution of duties which are rated in the above composite appraisal.

70%

2. Professional Growth and Development

Contributions of knowledge to area of specialization including, but not limited to research, publications, presentations at professional meetings, grants, new degrees, faculty development, attendance at professional meetings, chairing of conference sessions, and similar activities.

10-20%

3. Institutional/Public Service

Contributions to the library or the College including, but not limited to, committees, professional memberships, offices held, advising student groups, programs directed, consulting, teaching Continuing Education classes, membership/participation in community and professional organizations, and similar activities. Faculty members who teach **LIBR 1001** could receive credit for their services here.

10-20%