

College of the Arts
Georgia State University
POLICY ON ANNUAL EVALUATION OF FACULTY

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1 **POLICY ON ANNUAL EVALUATION OF FACULTY**
2 **College of the Arts**
3 **Georgia State University**
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5 **I. Purpose**
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7 Consistent with the personnel policies of the University System of Georgia Board of Regents, Georgia
8 State University requires that all faculty members at the university be evaluated at least once annually in
9 writing by their immediate supervisor against the minimum criteria listed in the BOR Policy 8.3.5.1 and
10 BOR Policy 8.3.7.3. In the College of the Arts, all faculty, as defined by Article V of the Georgia State
11 University Statutes, will be evaluated on an annual basis by their school director or college dean in the
12 case of academic administrators (school directors and associate dean(s)). The results of the annual faculty
13 evaluation will be utilized as a part of subsequent pre-tenure, post-tenure, and other structured reviews as
14 well as retention, promotion, and tenure decisions as determined by the University System of Georgia
15 Board of Regents (see BOR Policy 4.4 Faculty Evaluation Systems).
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17 The annual evaluation will encompass the faculty member's teaching, research/scholarly
18 activities/creative activities, and service/administration/management, as appropriate. Undergraduate and
19 graduate student success activities will be evaluated, as appropriate, in each workload category, using the
20 criteria specified below in Section III. Workload percentages for faculty roles and responsibilities must be
21 factored into the performance evaluation model in a consistent manner across the institution. The review
22 will consider the individual's contributions to the institution and community, and the review will evaluate
23 the degree to which the individual's continuous professional growth is appropriate to the institution's
24 sector, mission, and strategic priorities, as well as to the strategic priorities of the college and school. The
25 overall evaluation must indicate whether the faculty member is making satisfactory progress toward the
26 next level of review appropriate to their rank, tenure status, and career stage.
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28 The annual evaluation is based on the faculty member's annual report (currently generated using *Digital*
29 *Measures*), teaching portfolio (including student evaluations of instructor [SEIs]), curriculum vitae
30 (hereafter referred to as "CV"), and a one- to two-page statement that contextualizes and highlights
31 achievements in assigned workload categories (research/creative activity, teaching, and service, as
32 applicable) including student success activities in the relevant workload category (or categories)
33 submitted by the faculty member, in addition to other information requested by or available to the
34 director. The director's evaluation of each faculty member incorporates input from the school executive
35 committee, the other school directors in the college, the Office of the Dean, as well as other faculty or
36 staff in the individual's unit, as appropriate. The director should also consider the outcomes of prior
37 annual evaluations.
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39 **II. Evaluation Process**
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41 By December 1 of each year, the Office of the Dean will distribute to school directors the annual
42 evaluation calendar, subject to deadlines established by the university, for the review period that covers
43 that year, with directors then notifying their faculty of required documentation and materials for the
44 annual review as well as relevant due dates. The calendar will include specific dates for the steps
45 described herein and any other relevant deadlines. The faculty member will provide a copy of their
46 completed annual report, updated CV, a teaching portfolio as outlined below in Section III, as well as a
47 one- to two-page statement that contextualizes and highlights achievements in assigned workload
48 categories (research/creative activity, teaching, and service, as applicable) including student success
49 activities in teaching and other relevant workload category (or categories), by the deadline to their school
50 coordinator. Faculty members are expected to utilize whatever system is in place to capture annual
51 evaluations (hereafter referred to as "system of record"). Faculty members who plan to retire or depart

52 after the spring semester and formally notify the Office of the Dean prior to January 15 are not required to
53 prepare materials and receive an annual evaluation. After seeking input from their school executive
54 committee, the school director will prepare initial faculty ratings using the following Likert Scale:
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- 56 1 – Does Not Meet Expectations
- 57 2 – Needs Improvement
- 58 3 – Meets Expectations
- 59 4 – Exceeds Expectations
- 60 5 – Exemplary

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62 The meaning of each qualifying term for each workload category can be found in Appendix II.
63 Noteworthy achievement as referenced in BOR Policy 8.3.7.3 is reflective of a 4 or 5 on the above Likert
64 scale. Deficient and unsatisfactory is reflective of a 1 or a 2 on the above Likert scale.
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66 All school directors will then meet to discuss and normalize the ratings before meeting with the Office of
67 the Dean for further discussion and normalizing of the ratings.
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69 After the annual ratings are finalized, the director will write a letter of evaluation and complete the faculty
70 annual review template. The director will discuss in a scheduled conference the faculty member’s annual
71 written evaluation and their progression towards achieving future milestones, such as promotion and/or
72 tenure, if applicable. The faculty member will sign a statement to the effect that they have been apprised
73 of the content of the annual written evaluation. The faculty member will be given 10 business days to
74 respond in writing to the annual written evaluation, with this response to be attached to the evaluation in
75 the system of record. The director will acknowledge in writing the receipt of this response, noting
76 changes, if any, in the annual written evaluation made as a result of either the conference or the faculty
77 member’s written response. The specific time period for the director’s response is 10 business days from
78 the faculty member’s rebuttal/response. This acknowledgement will also become part of the official
79 personnel records. By the College-specified deadline, the director will submit the final written evaluation,
80 complete with the faculty member’s response and subsequent director’s response, if applicable, to the
81 Office of the Dean. The school and college will maintain records of the director’s evaluation letter, any
82 response from the faculty member, and any acknowledgment by the director of the faculty member’s
83 response for the appropriate amount of time, as defined by the records retention schedules set by the
84 University System of Georgia.
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86 The annual evaluation serves as one method of assessing the progress of faculty members who have their
87 contracts renewed annually, including untenured tenure-track faculty and regular non-tenure track faculty.
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89 If the performance in any of the categories is judged “1 – Does Not Meet Expectations,” or “2 – Needs
90 Improvement,” the faculty member must be provided with a Performance Remediation Plan (PRP) in
91 accordance with Section V of this policy.
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93 **III. Evaluation Criteria**

94 **A. Teaching:**

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96 It is expected that the specific nature of instructional activities will vary as a function of the
97 mission of the school and the workload assignment of the faculty member. Thus, it is expected
98 that the distribution of effort across different instructional activities will vary and that evaluators
99 will assess the effectiveness of teaching across the full range of instructional activities, which
100 must include student success activities. Among the factors to be considered are:
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1. Quality of Course Content

Quality of course content will be assessed through a review of syllabi, examinations, and other (supplementary) materials. Syllabi should be reviewed for conformity with university guidelines, differentiation of graduate and undergraduate expectations, reading assignments appropriate to course level, and catalog description. Course materials should also be assessed for their appropriateness in relation to the current state of knowledge in the field. Credit should also be given to faculty whose courses are structured in ways that cultivate curiosity, creativity, and critical acumen in their students.

2. Advising of Independent Graduate and Undergraduate Activities

- The extent and quality of faculty efforts in the advising of independent graduate and undergraduate artistic, scholarly, and creative activities will be assessed. This includes the direction of theses, recitals, and dissertations; participation in thesis/dissertation committees, graduate advisory committees, and comprehensive examination committees; and supervising of graduate teaching or practica. The effectiveness of these efforts can be judged by such outcomes as presentations at professional meetings, publications, performances, recitals, and exhibitions.
- The extent and quality of faculty efforts in the direction of undergraduate independent studies, practica, and honors theses will be assessed. The effectiveness of these efforts can be judged by such outcomes as student success in acceptance to graduate or professional schools, scores on national examinations, and special awards or achievements.

3. New Courses, New Teaching Practices, and Other Contributions to Instructional Programs

The effective development and execution of new courses, significant involvement in the development of new instructional programs, the use of new teaching techniques and practices, teaching awards, and/or the faculty member's level of commitment and contribution to the quality of the teaching program will be assessed.

4. Student Evaluations

- Student evaluation numerical scores should be considered according to such variables as the context of the range of scores for specific courses and for similar level courses (i.e., 1000, 2000, etc.) both within the school and within the disciplinary area, class size, whether the course is required or an elective, the response rate on the evaluations, the number of students enrolled in the course, and other factors that may significantly influence instructional effectiveness (e.g., availability of facilities, equipment, and materials).
- Student evaluation written comments, and especially significant patterns in the comments, should also be considered.

In general, student evaluations are indicators of student perceptions. The evaluations should be judged in the context of other information and should not be the sole basis for evaluating teaching effectiveness or for making fine-grained distinctions.

5. Teaching Portfolios

To facilitate the evaluation process, each faculty member shall compile a teaching portfolio that contains the materials required for the above assessments. Portfolios shall include numerical evaluations for all courses and a list of all independent studies, theses,

153 and other such courses one has directed. In addition, faculty shall include in the portfolios
154 more complete data (syllabi, exams, written student evaluations, and other materials)
155 from two courses per year – generally, one specialty course and one more general course.
156 A one-page narrative statement explaining and/or expanding on the other contents of the
157 teaching portfolio may also be included. (In consultation with the director, faculty
158 members shall vary the courses in the portfolio so that over a three-year period it will
159 contain a broad representation of the courses they have taught.) It shall be the faculty
160 member's responsibility to have these portfolios ready for review in January at a date set
161 by the director.

162 163 **6. Additional Methods**

164 Schools may consider developing additional assessment methods, which may vary from
165 unit to unit as best suits particular disciplines and schools. Among the alternatives that
166 might be explored are, for example, peer review, mentoring of junior faculty by
167 accomplished senior faculty, and teaching “pairs” (where each faculty member provides
168 feedback to the other). Schools should include procedures that provide ongoing
169 monitoring of instruction, teaching mentoring, and written documentation of teaching
170 progress. Adoption of such additional measures and procedures shall require support by a
171 majority of the tenured and tenure-track faculty.

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173 In addition to the factors above, the ratings guidelines for teaching in Appendix II provide benchmarks for
174 how teaching is assessed

175 176 **B. Research/Creative Activity:**

177 Research/creative activity is expected of all tenured and tenure-track faculty. The ratings
178 guidelines for research/creative activity in Appendix II provide benchmarks for how
179 research/creative activity is assessed.

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181 Normally, all of a faculty member’s accomplishments in research/creative activity can be listed
182 logically in one of the categories given below including any related student success activities as
183 appropriate. If this is not the case for some items, the faculty member may create new categories
184 and list the accomplishments under new headings. Categories and discipline-specific examples of
185 evidence to be considered include but are not limited to:

186 **1. Presentations at professional meetings:**

187 Conferences or programs of professional associations, including presentation of papers,
188 serving as panel leader or commentator, and organization of and participation in
189 workshops and/or panels on issues or research in the field.

190 **2. Scholarly writings to include publications in:**

191 Journals, books, monographs, reviews, articles, encyclopedia entries, anthologies, reports,
192 catalogs, editorials, abstracts, writings accepted for broadcast and electronic distribution,
193 non-print materials, and reviews of these publications.

194 **3. Achievements in the visual and performing arts to include:**

195 Creative projects in film/video, broadcasting, digital/web/mobile media, live
196 performance, and exhibitions/installations; publication of musical compositions or
197 arrangements; performances on commercial recordings by the faculty member or
198 performances on commercial recordings of compositions by the faculty member;
199 published portfolios of one’s work in trade publications or exhibition catalogs or reviews
200 published by professional critics; participation as an invited or peer-reviewed master
201 class presenter, clinician or lecturer for seminars, recitals; appearances off-campus as a
202 conductor, soloist, actor, director, designer, ensemble member, panelist, or clinician;
203 performances by off-campus groups or individuals of compositions by the faculty

- 204 member; exhibitions and publications, public exhibitions in museums, commercial
 205 galleries, university galleries, web sites, and other public spaces; other forms of
 206 exhibition, such as juried shows or competitions, public art performances, collaborations
 207 with other artists, art installations, and public art commissions.
- 208 **4. Awards and grants to include:**
 209 Contracts, scholarships, fellowships, travel awards, and development awards funded
 210 internally and by external local, regional, national, or international agencies that have
 211 supported the faculty member’s scholarly research or creative activities.
- 212 **5. Intellectual contribution through professional activities:**
 213 Memberships on editorial boards, evaluation panels, and boards of professional
 214 organizations; refereeing for scholarly journals and granting agencies; intellectual
 215 curation of exhibitions, symposia, and conference programs; and functioning as critic,
 216 juror, and/or consultant for professional organizations.
- 217 **6. Recognition by national, scholarly, and professional associations:**
 218 Honors, awards, fellowships, grants, and internships.
- 219 **7. General recognition within one’s discipline:**
 220 Citation of works or contributions by other scholars; requests for colloquium
 221 presentations, workshops, symposiums, or residencies; reviews of publications or
 222 performances; invitations to juried screenings and performances, or exhibitions of media
 223 art; guest performances and lectureships.
- 224 **8. Specialized professional activities appropriate to the discipline:**
 225 Included here are materials for which descriptions are not presented in any of the other
 226 categories above.

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 228 **C. Service:**

229 Substantial service to students, the faculty member’s school, the college, the university
 230 community, and the professional community-at-large is part of the rich blend of activities
 231 expected of all faculty. Faculty serve, as appropriate, on school, college, and/or university
 232 committees, as well as in other school, college, and/or university roles. In addition, they make
 233 discipline-related contributions to professional organizations and/or to the community. The
 234 ratings guidelines for service in Appendix II provide benchmarks for how service is assessed.

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 236 Service activities will vary and will need to be documented and described by the individual
 237 faculty member, including any related student success activities as appropriate. Categories and
 238 discipline-specific examples of how a faculty member might demonstrate high quality service
 239 include but are not limited to:

240 **1. Contributions to the School**

241 Chairing School committees, memberships on committees, development of programs
 242 and activities other than Teaching and those related to Research/Creative Activity,
 243 participation in School-sponsored activities, holding positions of significant service
 244 responsibility that impact workload assessment, overseeing school facilities,
 245 recruiting activities, recital and concert attendance, admission auditions and/or
 246 interviews, and performance management by ensemble conductors.

247 **2. Assistance to/Consultation with Colleagues**

248 Consultation about educational problems and/or student issues, review of
 249 manuscripts, collaboration on research/creative projects, assistance with film, video,
 250 or dramatic productions, artistic exhibitions, or musical performances, and
 251 contributions to programs in other concentrations, areas, or schools.

252 **3. Committee Responsibilities at the College, University, or System Level**

253 **4. Support of Local, State, National, or International Organizations**

- 254 (Not including professional associations) Consultancies, memberships on advisory
255 boards, and offices held.
- 256 **5. Significant Discipline-Related Community Service**
257 Lectures, speeches, presentations, performances, short courses, hosting a conference,
258 on-going contacts.
- 259 **6. Meritorious Public Service**
260 Assistance to governmental agencies and development of community, state, or
261 national resources.
- 262 **7. Administrative Contributions to Professional Associations**
263 (Intellectual contributions to professional organizations count in the category of
264 Research/Creative Activity.)
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266 **D. Student Success**

267 Annual evaluations will include an assessment of the faculty member’s involvement in activities
268 inside and outside the classroom that deepen student learning and engagement for all learners.
269 This involvement must be in teaching and may be included in research/creative and service as
270 appropriate based on faculty member’s assigned workload. Student success activities are those
271 evidence-based approaches that promote student learning and engagement. Appendix I provides
272 school-specific examples of student success activities in each of the three areas, which were
273 developed by the faculty in each of the schools.
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275 **IV. Considerations Specific to Position**
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277 **A. Tenured and Tenure Track Faculty**

278 Annual evaluations of faculty at the rank of Assistant Professor, Associate Professor, or Professor
279 will address accomplishments and effectiveness in the categories of teaching, research/creative
280 activity, and service, including student success activities as explained in section III.4., using the
281 above-mentioned Likert scale. The specific criteria for the application of the ratings are defined in
282 Appendix II.
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284 **B. Non-Tenure Track Lecturers**

285 Annual evaluations of faculty at the rank of Lecturer, Senior Lecturer, or Principal Senior
286 Lecturer will address effectiveness in the categories of teaching and service, including student
287 success activities as explained in section III.4., using the above-mentioned Likert scale. The
288 specific criteria for the application of the ratings are defined in Appendix II.
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290 **C. Non-Tenure Track Academic Professionals**

291 Given the variation in service roles assigned to Academic Professionals, annual evaluations of
292 faculty at the rank of Academic Professional, Senior Academic Professional, or Principal
293 Academic Professional will address effectiveness primarily as it relates to the school’s mission
294 and the specific service responsibilities of the faculty member, and in the category of teaching,
295 when the faculty member’s workload includes teaching including student success activities as
296 explained in section III.4., using the above-mentioned Likert scale. The specific criteria for the
297 application of the ratings are defined in Appendix II.
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299 When and where applicable, reviewers should also incorporate the feedback of the following
300 competencies within the annual evaluation:

- 301 1. Job Knowledge: Knowledge, skills, and abilities as they relate to performing job
302 requirements.
- 303 2. Productivity: The amount of work successfully produced while maintaining standards and
304 meeting deadlines.

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3. Accuracy and Quality: The extent to which they perform major job duties or responsibilities correctly and completely; professionalism and thoroughness of work produced.
 4. Adaptability: Ability to master new techniques or duties and understand explanations as required for the position. Demonstrates flexibility in meeting the changing demands of the work environment.
 5. Organizational Skills: Ability to plan, arrange, and complete work priorities effectively and efficiently; makes efficient use of available resources to optimize productivity.
 6. Communication Skills: Ability to express ideas effectively through verbal and written communication. Ability to communicate in a clear concise manner. Ability to listen and ask appropriate questions.
 7. Teamwork: Develops and maintains effective relationships with co-workers, supervisor, Faculty, staff, students, and others in the handling of job duties.
 8. Supervisory Ability: Ability to delegate, monitor work, follow up with, coach, communicate with, reward, and discipline others effectively. Demonstrates understanding of and uses appropriate financial and budget controls. Adheres to safety requirements and practices and communicates hazards to other employees in the workplace.
 9. Additional Criteria: Departments may consider developing additional assessment criteria or methods, which may vary as specified in Department guidelines.

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D. Non-Tenure Track Non-Promotable Ranks: Professors of Practice, Artists/Experts-in-Residence, and Instructors

327 Annual evaluations of faculty in non-tenure track non-promotable positions will be evaluated in
328 the categories relevant to each faculty member's specific appointment including student success
329 activities as explained in section III.4., using the above-mentioned Likert scale. The specific
330 criteria for the application of the ratings are defined in Appendix II.
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E. Academic Administrators

333 Academic administrators who hold faculty rank and are tenured at Georgia State University
334 aligned with an academic unit will receive an annual review by their appropriate supervisor. The
335 appropriate supervisor should define components and criteria for annual review for academic
336 administrators in the absence of teaching, research/scholarly activities/creative activities, and/or
337 service/administration/management requirements due to their roles and responsibilities as an
338 administrator. Where the academic administrative roles and responsibilities include teaching,
339 research/scholarly activities, and service/administration/management, these will be considered,
340 including student success activities, wherever relevant.
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F. Limited Term, Visiting, Temporary, and Part-Time Appointments

343 While limited-term lecturers and other visiting or temporary academic positions are not part of
344 the University Faculty, as defined by Article V of the Georgia State University Statutes, directors
345 are encouraged to provide an evaluation to employees in these appointments as reasonable and
346 appropriate.
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G. Joint Appointments

349 Annual written evaluations of faculty holding joint appointments will be required in both the
350 primary and other unit(s). The other unit(s) will forward a copy of the evaluation(s) to the head of
351 the faculty member's primary unit and to the faculty member. The evaluation process will
352 conform to the policies and procedures of the University.
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354 **V. Performance Remediation Plans**

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356 The Performance Remediation Plan is used to document faculty deficiencies based on the outcomes from
357 the annual review. If the performance in any of the categories is judged “1 – Does Not Meet
358 Expectations,” or “2 – Needs Improvement,” the faculty member must be provided with a Performance
359 Remediation Plan (PRP) to remediate their performance prior to the next review. The appropriate
360 supervisor will develop the PRP in consultation with the faculty member. This will become part of the
361 official personnel records. The purpose of this plan is to scaffold faculty growth and development,
362 strengthen tenure and promotion possibilities, as relevant, and document faculty deficiencies based on the
363 outcomes from the annual review. The PRP is designed to indicate how the faculty member might correct
364 unsatisfactory performance in some aspect of their roles or responsibilities. The plan must be approved by
365 the Office of the Dean and forwarded to be housed in the Office of Faculty Affairs. Two meetings in the
366 fall semester and two meetings in the spring semester must be held between the supervisor and faculty
367 member to review progress, document additional needs/resources, and detail planned accomplishments
368 for the upcoming period. After each periodic meeting, the appropriate supervisor should summarize the
369 meeting and indicate the areas where the faculty member is on track to complete the PRP and other areas
370 where the faculty member is not on track. The supervisor must forward the summary to the Office of the
371 Dean. Consequences for failure to meet the expectations of the PRP must be stated at the conclusion of
372 each meeting. The components of the PRP plan must include the following:

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- 374 • Clearly defined goals or outcomes,
- 375 • An outline of activities to be undertaken,
- 376 • A timetable,
- 377 • Available resources and support,
- 378 • Expectations for improvement, and
- 379 • Monitoring strategy.

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Appendix I: Categories and Examples of Student Success Activities

Georgia State University strives to promote student success, in part through the work of faculty in the areas of research/creative activity, teaching, and service. Faculty members in the College of the Arts are encouraged to reflect on and document aspects of their work which support student success when preparing documentation for annual reviews, promotion and tenure evaluations, and other structured reviews. The following list offers examples of activities that may be carried out by faculty in support of student success. These examples are grouped with the categories of faculty effort (research/creative activity, teaching, and service) where they most closely align. This list is provided as a reference for both individual faculty and evaluators as they pursue documentation and recognition of student success activities carried out by faculty members at all ranks and throughout their careers at Georgia State. Georgia State also aims to support students from all backgrounds, so faculty attention to diversity, equity, and inclusion may be highlighted in any or all of these approaches to student success.

This list is not comprehensive, as many other approaches to supporting student success can be identified, some of which may be discipline specific. Nor are individual faculty members expected to carry out all the activities on this list; deep involvement in a limited number of student success activities may be evident for some faculty, whereas broad engagement with numerous of these or other student success activities may be evident for others. Faculty members must document their student success activities in teaching and may document these activities across research/creative activity, and/or service as appropriate based on faculty member's assigned workload. Although the guidelines, manuals, and procedures for the evaluation of faculty through annual reviews, post-tenure reviews, and applications for promotion and tenure are formal and approved through university policies, this Appendix I is a living document that is subject to change as more information and best practices emerge.

Creative Activity/Research/Scholarship

- Publications, Presentations, and Performances
 - Co-authoring publications with students
 - Formal acknowledgement of student contributions to publications
 - Involving students in one's own conference presentation
 - Advocating for current students to engage in performance opportunities with professional organizations off campus
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- External funding
 - Securing research grants that support students
 - Securing educational program grants (e.g., Mellon-funded CASA HIP)
 - Securing funding to support research experience programs (e.g., NSF REU)
 - Securing conference grants
- Awards
 - Faculty winning awards for involving students in scholarship
 - Encouraging students to participate in local, national, and internationally recognized competitions
- General
 - Students represented in GSURC
 - Helping students set up private teaching studios
 - Advise students to participate in GSURC and related on-campus research competitions
 - Advise students attending and presenting at regional and national conferences (ACDA, GMEA, etc.)
 - Read/review/advise graduate school application documents (personal statements, etc.)
 - Supervise students giving guest lectures in other courses or on other campuses
 - Individual student involvement in faculty scholarship

- 432 ○ Portfolio requirements
- 433
- 434 **Teaching**
- 435 ● Formal student direction and committee membership
 - 436 ○ independent study
 - 437 ○ exam committee
 - 438 ○ practica
 - 439 ○ honors thesis
 - 440 ○ master's thesis
 - 441 ○ doctoral dissertation
 - 442 ○ thesis or dissertation committee membership
- 443 ● Research mentoring (distinct from a faculty member's professional development)
 - 444 ○ Mentoring students on research projects
 - 445 ○ Sponsoring student presentations for GSURC
 - 446 ○ Facilitating student participation in workshops, symposia, and conferences; helping
 - 447 students prepare for conferences
 - 448 ○ Organizing and sponsoring summer research opportunities for students
 - 449 ○ Overseeing student submissions to publications/journals
 - 450 ○ Reviewing doctoral grant/fellowship applications
 - 451 ○ Active learning assignments that involve a research component
 - 452 ○ Coordination of student research and writing accountability groups
 - 453 ○ Supporting development of mentoring skills among colleagues and/or students
 - 454 ○ Working with mentees to learn how to write good letters of recommendation
 - 455 ○ Co-authoring manuscript reviews and book reviews with mentees
- 456 ● Career-oriented mentoring and student support
 - 457 ○ Connecting students with internships
 - 458 ○ Integrating career competencies in course work
 - 459 ○ Providing students with exposure to industry and outside experience
 - 460 ○ Bringing industry into classroom
 - 461 ○ Helping students with their job search; helping students construct CVs
 - 462 ○ Writing recommendation letters for students
- 463 ● Informal student mentoring and support
 - 464 ○ Additional student mentoring/advising
 - 465 ○ Extra office hours
 - 466 ○ Overseeing students performing community service
 - 467 ○ Supporting student participation in academic competitions
- 468 ● Tutoring
 - 469 ○ Individual or small group tutoring by faculty
 - 470 ○ Overseeing a tutoring center or tutoring program associated with a courses
- 471 ● Course and curriculum development
 - 472 ○ Development of new course(s)
 - 473 ○ Significant revision of existing course(s)
 - 474 ○ Adapting course(s) to a new modality
 - 475 ○ Significant contributions to new area(s) of curriculum
 - 476 ○ Online courses designed and taught to promote regular and substantive interactions (RSI)
 - 477 to promote student success
 - 478 ○ Utilization of evidence-based teaching practices that facilitate inclusive learning
 - 479 environments
- 480 ● Improvement of facilities
 - 481 ○ Initiatives to fund and implement improvements to classroom and studio spaces

- 482 ○ Successful Student Technology Fee grant applications
- 483 ● Experiential learning
 - 484 ○ Leading signature experience courses, e.g. study abroad, course-based undergraduate
 - 485 research experiences, performance-based courses
 - 486 ○ Leading a field school
 - 487 ○ Leading student exchange program (incl. virtual exchange programs)
 - 488 ○ Overseeing internships, externships, student teaching
- 489 ● Publications or presentations on teaching
 - 490 ○ Publication of a textbook or other publication for classroom use
 - 491 ○ Publications and presentations in the scholarship of teaching and learning, e.g.
 - 492 pedagogical approaches, inclusive instruction, other high impact practices
- 493 ● External funding for pedagogical initiatives
 - 494 ○ Securing teaching grants
 - 495 ○ Securing professional development funds for pedagogical training or teaching materials
- 496 ● Recruitment and retention of students from demographic groups that remain underrepresented in
 - 497 higher education, professional fields, or specific positions
 - 498 ○ Overarching initiatives that focus on diversity recruitment, inclusion, and/or belonging
 - 499 ○ Developing and leading instructional programs and activities to serve the distinct needs
 - 500 of distinct student populations.
- 501 ● Pedagogical training
 - 502 ○ Pursuing training/development in the area of teaching
 - 503 ○ Providing training/mentoring to colleagues, GTAs, PTIs, and limited-term lecturers in the
 - 504 area of teaching
- 505 ● Participation in university teaching effectiveness initiatives
 - 506 ○ Teaching faculty fellows
 - 507 ○ Online instruction ambassadors
 - 508 ○ Adopting inclusive instructional methods
 - 509 ○ Using and responding to student success data (e.g., ABC/DFW rates)
 - 510 ○ Collecting, analyzing, and reporting data on student learning outcomes assessment
- 511 ● Additional teaching
 - 512 ○ Teaching in the Honors College (beyond normal teaching load)
 - 513 ○ Guest lecturing
 - 514 ○ Additional time outside of set class time for chamber coachings for recitals
 - 515 ○ Providing guest masterclasses and recitals for applied studios and/or area
- 516 ● Awards
 - 517 ○ Nominating students for fellowships, awards, or other recognitions
 - 518 ○ Facilitating students / mentees winning awards
 - 519 ○ Faculty receiving awards or special recognitions for contributions to student success
 - 520 ○ Support/instruction for extra departmental competitions/performances (Brumby and
 - 521 Honors Recital)
- 522 ● Student outcomes that indicate success directly related to faculty teaching/advising activities
 - 523 ○ Advisees who get noteworthy jobs in the profession (academia, industry)
 - 524 ○ Students/advisees whose films receive festival screenings, awards, etc.
 - 525 ○ Students/advisees whose scholarly work is presented at conferences or published
- 526 ● Major, In-depth Project-based mentoring and stewardship
 - 527 ○ Yearly guidance on major projects (e.g. GSU film festival, Amplify, Pop-up Theatre).
 - 528 ○ Guiding multiple students in public-facing activities (e.g. web series producing, plays
 - 529 produced in conjunction with the Alliance Theatre).
 - 530 ○ Working with students to create major projects that contribute to their IMDB, Portfolium
 - 531 and other career building activities (e.g. Series Production, Feature Film Production,
 - 532 shadowing artists in residence).

- 533 • General
- 534 ○ Requiring additional assignments in applied or performance lab syllabi, including
- 535 resumes, curriculum vita, bios, private studio policies, book assignments and discussion,
- 536 sectional/workshop handouts, etc.
- 537 ○ Writing/submitting recommendations for graduate school, internships, etc.
- 538 ○ Organize student peer-to-peer tutoring for course work (Music Theory tutors or peer
- 539 helpers)

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541 **Service**

- 542 • Administrative role
- 543 ○ Service as academic program director (e.g., DGS, DUS)
- 544 ○ Service as course director or section coordinator
- 545 ○ Administrative role or significant service contributions in support of a university student
- 546 success initiative (e.g., College to Career, CASA, first-year programs)
- 547 ○ Other student success-focused administrative role (e.g., Director of Instruction)
- 548 ○ Service role as Director of Graduate Studies (Grad Director)
- 549 ○ Service role as Director of Undergraduate Studies
- 550 • Student-focused committee service
- 551 ○ Curriculum committee
- 552 ○ Undergraduate program committee
- 553 ○ Graduate program committee
- 554 ○ Awards committee
- 555 ○ Student advisory council
- 556 ○ Student representation of various standing SoM committees (DEI, Tech Fee, others)
- 557 ○ Serve/advise in graduate comprehensive exams
- 558 ○ Serve as advisor to student extracurricular groups and/or professional organizations
- 559 ○ Senate committees (e.g., Admissions and Standards, CAP)
- 560 • Work with student clubs, organizations, teams, and groups
- 561 ○ Service as faculty advisor or sponsor of a student club, organization, or academic team
- 562 ○ Organizing social events for groups of students
- 563 • Student recruitment and retention activities
- 564 ○ Reviewing graduate applications
- 565 ○ Organizing, hosting, meeting with prospective students
- 566 ○ Reviewing applications and conducting interviews for scholarships or fellowships
- 567 • Alumni tracking and mentoring
- 568 ○ Post-graduation consultations
- 569 ○ Continuing mentoring beyond graduation
- 570 ○ Tracking and reporting student progressions beyond Georgia State
- 571 • Professional service
- 572 ○ Service as conference chair or organizer, where students present their work
- 573 ○ Organizing or leading student-centered professional development symposia, workshops,
- 574 or events with professional societies and organizations
- 575 ○ Chair/serve on education committee in a professional society
- 576 ○ Develop educational materials for distribution by a professional society
- 577 ○ Participate in professional society mentoring activities (speed mentoring, pre-submission
- 578 editing of student papers, etc.)
- 579 ○ Serving on juries or as an adjudicator for student conferences or exhibitions
- 580 • Student-focused external engagement
- 581 ○ Developing and maintaining community and industry partnerships
- 582 ○ Securing conference grants
- 583 ○ Supporting student participation in external conferences and exhibitions

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- Recruitment and retention of students from demographic groups that remain underrepresented in higher education, professional fields, or specific positions
 - Overarching initiatives that focus on student diversity recruitment, inclusion, and/or belonging
 - Leading and engaging in programs that address the distinct needs of diverse student populations.
 - Student support beyond teaching and mentoring
 - Providing safe spaces or zones
 - Student well-being and crisis intervention
 - Consistently connecting students to university resources, e.g. counseling and testing services, access and accommodation center, food bank

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Appendix II: Likert Scale Ratings Guidelines

Noteworthy achievement as referenced in BOR Policy 8.3.7.3 is reflective of a 4 or 5 on the Likert Scale. Deficient and unsatisfactory is reflective of a 1 or a 2 on the Likert Scale.

Research/Creative Activity

1 – Does Not Meet Expectations

- The faculty member is largely inactive in research/creative activity, or the faculty member has produced a body of research/creative activity that casts doubt on their ability and/or commitment to the field and likelihood of further progress. Faculty members who receive a rating of “Does Not Meet Expectations” will be expected to make substantial changes to improve their effectiveness in research/creative activity.

2 – Needs Improvement

- The faculty member is minimally active in maintaining a program of research/creative activity and/or the faculty member’s research/creative activity contributions are emerging or moderate in quality but are limited in scope and impact. The faculty member might be close to or demonstrate the capability of meeting expectations but may need additional support to increase their effectiveness in research/creative activity.

3 – Meets Expectations

- The faculty member is maintaining an active program of research/creative activity. There are clear indications that they have projects underway that are likely to result in a more or continued prominent research/creative activity profile in the near future, as appropriate for the faculty member’s rank.

4 – Exceeds Expectations

- The faculty member has produced quality research/creative activity that has contributed to or will likely soon contribute to the advancement of their discipline. The faculty member’s current and imminently forthcoming projects demonstrate an appropriate upward trajectory. Further evidence for a rating of “Exceeds Expectations” may include documentation directly demonstrating one’s emerging and/or continuing national and/or international reputation, as appropriate for the faculty member’s rank.

5 – Exemplary

- The faculty member’s research/creative activity is of rare quality and unquestioned importance, as evidenced by national or international awards, laudatory reviews in major publication outlets, invited activities in prestigious venues, winning prestigious fellowships or grants, and/or a volume of high-quality work significantly greater than that required for a rating of “Exceeds Expectations.”

Teaching

1 – Does Not Meet Expectations

The faculty member demonstrates an unacceptable or inconsistent record of competence as a teacher, including little evidence of mastery of teaching techniques and/or subject content. For example, the student evaluation scores suggest a weak performance in the classroom; and/or the faculty member might

644 demonstrate little or no involvement in mentoring students; and/or there is no or
645 little evidence that students have progressed in their growth as artists or scholars.
646 Faculty members who receive a rating of “Does Not Meet Expectations” will be
647 expected to make substantial changes to improve their effectiveness in teaching.

648 2 – Needs Improvement

649 • The faculty member’s instructional performance is mostly unacceptable and not
650 very positive. For example, the student evaluation scores might suggest uneven
651 performance in the classroom; the course material presented might not show
652 conscientious preparation; a competent degree of knowledge of the subject matter
653 might not be indicated; and/or the faculty member might demonstrate only a
654 modest level of involvement in mentoring students. The faculty member might be
655 close to or demonstrate the capability of meeting expectations but may need
656 additional support to increase their effectiveness in teaching.

657 3 – Meets Expectations

658 • The faculty member’s performance is competent, and they can demonstrate their
659 ability, skills, and dedication to their students. For example, the student
660 evaluation scores suggest effective performance in the classroom; the course
661 material presented might show diligent preparation and are creative and
662 pedagogically appropriate; a better-than-average degree of knowledge of the
663 subject matter might be indicated; and/or the faculty member might demonstrate
664 an adequate level of involvement in mentoring students.

665 4 – Exceeds Expectations

666 • The faculty member’s performance is highly accomplished, and they have
667 demonstrated a strong ability and mastery of current concepts and practices in the
668 field. For example, the student evaluation scores suggest highly effective
669 performance in the classroom; the course material presented shows impressive
670 preparation; course materials and assignments are creative and methodologically
671 varied and pedagogically appropriate; student direction leads to student
672 participation in field-related academic or community activities; a significant
673 degree of knowledge of the subject matter is indicated; the faculty member
674 demonstrates a high level of involvement and effectiveness in mentoring
675 students; and the overall teaching record demonstrates a commitment to the
676 instructional mission of the School.

677 5 – Exemplary

678 • The faculty member’s performance demonstrates a strong ability to identify and
679 utilize assignments and other material appropriate to the course level, as well as
680 master current concepts and practices in keeping with the field. In excess of the
681 criteria for a rating of “Exceeds Expectations,” the faculty member’s student
682 evaluations are overwhelmingly positive. Such a faculty member may have been
683 involved in such activities as departmental curricular or programmatic reform
684 efforts, leading workshops, or taking a leadership role in the School’s
685 instructional mission, and/or producing pedagogical publications. The faculty
686 member may have won a significant teaching award or has been otherwise
687 recognized for superior instruction and/or innovative teaching. The faculty
688 member may have published a textbook or series of articles on pedagogy or will
689 have received one or more teaching awards.

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Service

- 1 – Does Not Meet Expectations
 - The faculty member fails to assist colleagues and fails to execute assigned service responsibilities, departmental duties, and/or committee responsibilities, and/or the faculty member demonstrates very little or no effective service. The faculty member is not a responsible citizen of the School.
- 2 – Needs Improvement
 - The faculty member ineffectively assists colleagues and ineffectively executes assigned service responsibilities, departmental duties, and/or committee responsibilities, and/or has participated nominally in assigned committee and service duties. The faculty member is not consistently a responsible member of the School.
- 3 – Meets Expectations
 - The faculty member actively assists colleagues and responsibly and thoroughly executes assigned service responsibilities, departmental duties, and/or committee responsibilities. The faculty member effectively performs School service tasks that have been assigned to him/her and has been active in assistance to colleagues. The faculty member actively promotes and attends School events related to his/her field of specialization.
- 4 – Exceeds Expectations
 - The faculty member demonstrates extensive, collegial, diligent, enthusiastic, and effective service in the school as well as service to either the college, the university, the community, or one or more professional associations. The faculty member demonstrates a sustained track record of effective service and leadership, which may include successfully taking on responsibilities of an area coordinator or other similar role.
- 5 – Exemplary
 - In addition to the level of service described above as “Exceeds Expectations,” the faculty member demonstrates a record of sustained, significant service accomplishments beyond the School and throughout the college and university. The faculty member may also have served effectively as a leader of a state, regional, or national professional association.