

Annual Evaluation Policy – Agricultural Leadership, Education, and Communication (ALEC)

Overview

Each faculty member in the Department of Agricultural Leadership, Education, and Communication must receive a written annual evaluation of their performance. All annual evaluations of faculty performance must be supported by an annual activity report from UGA Elements and additional documentation provided by faculty members. Faculty members are responsible for providing these materials to the Department Head every January. Each evaluation must address the components outlined in the following framework and encompass continuous professional growth appropriate to the mission of the Department of Agriculture Leadership, Education, and Communication and the College of Agricultural and Environmental Science. The workload percentages for faculty roles and responsibilities are consistently factored into this performance evaluation model. Overarching this policy (and the processes of annual evaluation and professional remediation) are University System of Georgia mechanisms for due process and respect for academic freedom.

Schedule of Evaluations

Annual evaluations are based on the calendar year – January 1 through December 31. Faculty must prepare and submit their UGA Elements Activity Summary (EAS) and any supplemental documentation for the previous calendar year by January 15. The department head will schedule a meeting with each faculty member to discuss annual evaluations per the timeline set forth by the Dean of the College of Agricultural and Environmental Sciences.

The Faculty Member's Role in the Evaluation

The faculty member is responsible for providing an annual activity report from UGA elements and any additional documentation and materials that support the annual evaluation. Faculty may respond to their written evaluation in writing within ten working days of the date of this evaluation. The response should be addressed to the department head and the college dean. Faculty members are asked to sign the written evaluation to acknowledge its receipt. The faculty member's signature does not imply agreement with or endorsement of the written evaluation. Within ten working days of the faculty member's response, the department head will acknowledge the receipt of the response in writing, noting changes, if any, in the annual written evaluation made because of the faculty member's written response. This acknowledgment will also become part of the official personnel records of the faculty member. Annual reviews are not subject to discretionary review or appeal. Refusal to provide materials for review will result in an overall evaluation of "*does not meet expectations.*"

Professional Remediation Plans

If the performance overall or in any of the assigned areas of effort is judged "does not meet expectations" or "needs improvement," the faculty member must be provided with a performance remediation plan PRP to remediate their performance during the next year; however, remediation cannot be required of a faculty member outside of the contract period.

The evaluator will develop the PRP in consultation with the faculty member. The PRPs goals or outcomes must be reasonable, achievable within the timeframe, and reflect the essential duties of the faculty member. The PRP must include the following components:

1. Clearly defined goals or outcomes
2. An outline of activities to be undertaken
3. A timetable
4. Available resources and support
5. Expectations for improvement
6. Monitoring strategy

The PRP must be approved by the dean and submitted to the Office of Faculty Affairs. The PRP will become part of the faculty member's personnel record. The Department Head and faculty member will meet twice during the fall and twice during the spring to review progress, document additional needs and resources, and discuss goals and plans of work for the upcoming semester. After each meeting, the department head will summarize the meeting, indicating whether the faculty member is on track to complete the PRP. Consequences for failing to meet the expectations of the PRP must be stated at the conclusion of each meeting. If a tenured faculty member does not meet expectations or needs improvement in any of the assigned areas of effort (where said assigned area of effort exceeds 10%), for two consecutive annual evaluations will be referred for an accelerated post-tenure review by the unit-level PTR committee (as described in the policy for post-tenure review of faculty). Please note that the deficiency does not have to be in the same area but could be in a different area from one year to the next.

Approved by ALEC Faculty 12/2/2022

[YEAR] ANNUAL EVALUATION

To: [Faculty Member's Name]

From: [Department Head]

CC: [Dean of the College]

Date: *[Must be before March 31 of the calendar year.]*

Attachment(s): UGA Elements annual activity report *[Plus any self-assessments or other reports prepared by the faculty member or department head to support the annual review.]*

This document constitutes your annual written evaluation required by Section 8.3.5.1 of the Board of Regents Policy Manual. Your assigned allocation of effort this year was ___% teaching, ___% research, ___% extension, ___% administration, and 5% service. There is a departmental expectation of service to the department, college, university, and the profession that all faculty members must meet; an expectation that faculty members are actively engaged in professional development, research, and grant-seeking.

The faculty member should be evaluated in each category below regarding their allocation of effort. Where the rating "does not meet expectations," the evaluation must provide a concrete course of action with measurable and documentable achievements expected, including a timeline for improving this rating. Faculty activity and productivity in each category below may be briefly summarized as necessary by the evaluator. However, the department head may attach to the evaluation more extensive data or summaries or self-assessments by the faculty.

Scholarship/Research/Creative Work

Criteria	Exemplary	Exceeds Expectation	Meets Expectation	Needs Improvement	Does Not Meet Expectation
Establishing/ed research agenda relevant to the needs of UGA clientele, stakeholders of national or international significance evidenced by peer-reviewed journal articles or citations from academic analytics. Impact factor journals are encouraged.					
Served as PI, Co-PI, Key Personnel, collaborators, or external evaluators on research teams that have acquired or are actively seeking funding; and are					

spending sponsored funding to support their research activities.					
Pursue, obtain, or maintain campus-wide, regional, national or international recognition of research applicable to ALEC disciplines (e.g., research awards, invited presentations, journal review activity, journal editorships, recognition within professional societies)					
Conduct research side-by-side with students involving mapping research projects, collecting and cleaning data, writing up results, and polishing manuscripts					
Mentoring MAEE and Ph.D. students on their thesis and dissertations to ensure they fulfill the departmental and university requirements					
As applicable, providing thesis and dissertation direction through committee service, including service on committees outside the department.					
Collaborative research presentations at professional meetings with graduate and/or undergraduate students					
Provide practice sessions for students before conference presentations					
Co-author research manuscripts with undergraduate and/or graduate students					
If applicable, involving students in grant writing and/or grant projects					

Evaluation summary					
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Teaching

Criteria (Associate or Full rank)	Exemplary	Exceeds Expectation	Meets Expectation	Needs Improvement	Does Not Meet Expectation
Participate in scholarship about pedagogy at professional meetings or publication of scholarly text.					
Taught an average number of course credit hours equivalent to the appointment/year, based upon a rolling three-year average.					
Teach courses that contribute to UGA, CAES, or ALEC needs.					
Mentor undergraduate and graduate students in activities such as independent study, internships, and practicums.					
Participate in the recruitment and retention of undergraduate and/or graduate students.					
Demonstrates availability to students outside of formal classroom instruction (e.g. office hours, study sessions, provision of additional educational resources.)					
Use evidenced-based teaching strategies that improve learning.					
Provide timely feedback on formative and summative assessments.					
Promote student professional development via internships and participation in student clubs or organizations.					
Participate in professional development that directly improves teaching skills.					
Develop new course materials, courses or distance-learning sections of existing courses based to enhance learning					

outcomes for the department as needed.					
Sought extramural funding to support the teaching program.					
Participate in professional society activities related to improving the scholarship of teaching and learning.					
Seek or obtain campus-wide, regional, or national recognition for innovative teaching as evidenced by awards, invited papers, presentations/guest lectures, workshops, etc.					
Evaluation summary					

Extension

Criteria (Associate or Full rank)	Exemplary	Exceeds Expectation	Meets Expectation	Needs Improvement	Does Not Meet Expectation
Establish specific extension expertise relevant to the needs of UGA extension clientele.					
Mentoring graduate students on research projects and educational initiatives that advance Extension as a discipline.					
Provide professional development (e.g., in-service training, seminars, workshops, interactive learning modules, and multi-media programs).					
Actively participate in seeking extramural funding to support extension initiatives/programs.					
Provide scholarship as evidenced by pedagogical or scientific presentations at professional meetings and scholarly text publications.					

Conduct research relevant to segments of UGA extension clientele.					
Published research on extension in refereed discipline-specific scientific journals of national or international significance.					
Disseminate extension programming impacts to the public through extension bulletins, fact sheets, newsletters, trade journal articles, exhibits/posters, computer programs, and social media.					
Begin to be recognized for emerging stature in extension and outreach programming with the application of ALEC disciplines (e.g., awards, invited presentations, manuscript review activity, or recognitions within professional societies related to outreach).					
Evaluation summary					

Service

Criteria (Associate or Full rank)	Exemplary	Exceeds Expectation	Meets Expectation	Needs Improvement	Does Not Meet Expectation
Actively participate in faculty governance and other committees related to the functioning of ALEC, CAES, or UGA committees, excluding student advisory committees.					
Provide professional development opportunities and/or support for graduate					

students in preparation for entering the job market (e.g. reviewing application materials, practicing job talks, discussing professional social norms, interviewing)					
Engage in events to recruit talent to the university, including faculty, undergraduate, or graduate students					
Provide recommendations for undergraduate or graduate students for graduate program admission or employment					
Provide support for a student organization at the departmental, college, or university level					
Support the professional development of faculty					
Provide professional development (e.g., professional/pedagogical conference, workshop, seminar; professional mentorship, external program reviews)					
Actively participate in regional, national, or international professional committees					
Review manuscripts being considered for presentation or publication					
Evaluation summary					

Administration

Criteria (Associate or Full rank)	Exemplary	Exceeds Expectation	Meets Expectation	Needs Improvement	Does Not Meet Expectation
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Provide leadership that supports the strategic goals of the department					
Provide leadership in student success activities in the department					
Provide leadership in the develop of department initiatives that support the department's core mission					
Evaluation Summary					

OVERALL EVALUATION

This section should provide an overall assessment of performance concerning the individual's assigned allocation of effort. Based on this scale:

1. Exemplary
2. Exceeds Expectation
3. Meets Expectation
4. Needs Improvement
5. Does Not Meet Expectations

If at least 50% of the faculty member's assigned time receives a rating of "Does Not Meet Expectations," then the overall evaluation should be "Does Not Meet Expectations."

The overall evaluation should also indicate whether the faculty member is making satisfactory progress toward the next level of review appropriate to their rank, i.e., promotion, tenure, or post-tenure review. Satisfactory progress in any year does not guarantee that the faculty member will succeed in promotion or tenure or will have a successful post-tenure review.

You may respond to this report in writing within ten days of the date of this evaluation. Your signature on this memo only acknowledges its receipt and does not imply agreement.

Department Head Name

Signature of Department Head

By my following signature, I acknowledge receipt of this evaluation. My signature does not imply agreement with this annual evaluation.

Signature of Faculty Member