



**UNIVERSITY OF
GEORGIA**

**College of Agricultural &
Environmental Sciences**

Department of Food Science and Technology

Adopted December 1, 2022

Faculty Annual Evaluation Policy

The Department of Food Science and Technology (FST) developed and adopted the following Annual Evaluation Policy (AEP) for all faculty members in the Department of FST, regardless of rank or responsibilities to be evaluated based upon clear, transparent, and department-specific assessment criteria and rubrics. This policy is based on UGA Academic Affairs Policies 1.06-1 Written Annual Evaluation and 1.10-10 Student Success Activities. Should any modifications to UGA policies result in contradictions to FST-AEP, the UGA policy will supersede the departmental AEP, and the Department will adjust and approve changes to the departmental policy to comply with UGA policies.

Annual Review Materials

Faculty in Food Science and Technology are responsible for providing the following materials to the Department Head by February 1 (or Monday thereafter if the date falls on a weekend):

1. An updated electronic copy of UGA Elements annual activity report (past 3 years)
2. A statement of goals for the forthcoming year (including)
 - a. Reflection on prior calendar year goals
 - b. Reflection of current calendar year goals
3. End of course student evaluations (for faculty with a Teaching appointment)
4. A short narrative describing the overall Extension programmatic effort and synopsis of impact (for faculty with an Extension appointment)
5. Supplemental material (Examples)
 - a. A statement of at least three student success activities (see Appendix A for examples within each mission area)
 - b. Peer reviews of teaching (if conducted)
6. Any self-assessments (optional)

Criteria for Evaluating Performance for Annual Review

Annual evaluation 5-point scale:

- 1 – Does Not Meet Expectations
- 2 – Needs Improvement
- 3 – Meets Expectations
- 4 – Exceeds Expectations
- 5 – Exemplary

Overall evaluation is the rating in each category multiplied by the percentage EFT of the faculty member allocated towards that category. Ratings will be rounded following standard convention (i.e., tenths digit <5, round down; if tenths digit is ≥ 5 , round up). If student success activities are not documented as described within the mission areas of allocation of effort, overall rating will drop by one level.



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Example evaluation calculation: If a rating of 5 is earned for research and a rating of 3 is earned in teaching, then an allocation of effort of 70/25 split of research and teaching will earn an overall rating of 4.25 which is rounded to 4 $[(5 \times 0.7) + (3 \times 0.25)]$.

Failure to submit the required evaluation information after receiving an additional post-deadline reminder, will result in an evaluation rating of “1-Does not meet expectation” for each area of responsibility lacking the required documentation. The department head will meet and discuss annual performance during February and March, and this meeting will serve as an opportunity to review and if needed, adjust the Allocation of Effort (AOE) of the faculty member. The meeting will also serve as an opportunity for faculty members to share their goals for the current calendar year. The Head will prepare a written evaluation of the faculty member in advance of the meeting and the written evaluation will serve as the basis for discussion. All faculty members will sign a statement to acknowledge that they have been apprised of the content of their annual written evaluation.

If the faculty member has a joint appointment in another department or Institute or has EFT assigned to a Center, this meeting may be conducted jointly with the director of that entity and will be indicated in the final written review.

Faculty Response to Review

A faculty member may respond to their annual evaluation in writing within 10 working days; any such response will be attached to the annual written evaluation. Within 10 working days of the faculty member's response, the evaluator will acknowledge in writing the receipt of the response, noting changes, if any, in the annual written evaluation made as a result of the faculty member's written response. This acknowledgement will also become part of the official personnel records. Annual reviews are not subject to discretionary review or appeal.

Content of Written Annual Review

The written annual evaluation will include up to four sections, depending on faculty position responsibilities:

1. Teaching
2. Research
3. Extension
4. Service
5. Overall Evaluation

The written evaluation for each section will include a brief narrative description of the outputs, quality, impact, and efforts to improve reported by the faculty member. The evaluation will also note whether the faculty member indicates their involvement in student success activities as part of their research, teaching,



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and/or service work, and effort to implement at least 1 student success activity in ways that are consistent with its effectiveness. In addition, the written evaluation will provide a rating on a 5-point scale (see above) for teaching, research, Extension, service, and overall evaluation.

The annual evaluation letter template is included as Appendix A, including specific rubric components (quantitative and qualitative based on metric) as adopted by the FST faculty and will be utilized to assure compliance with USG and UGA policy in the annual evaluation components and process requirements. Note that criteria for which quantitative metrics are not provided, qualitative assessments will be performed by the department head based on the information provided in the annual review materials.

Developmental Response to 1 and 2 Ratings

If the performance overall or in any of the assigned areas of effort is judged to be a 1 – Does Not Meet Expectations or a 2 – Needs Improvement, the faculty member must be provided with a Performance Remediation Plan (PRP) to help improve their performance during the next year; however, remediation cannot be required of a faculty member outside of the contract period.

To provide an independent perspective in instances where a faculty member does not meet expectations, an Evaluation Committee composed of three faculty will be appointed by the Department Head. The committee members will be elected for three year terms to serve in two roles. First, if the Department Head anticipates assigning a 1 or 2 rating in an area of work that would result in the development of a Performance Remediation Plan (PRP), the committee will review the evaluation and provide their perspective on the appropriateness of the rating. Second, the committee will participate in the PRP process as described below.

The Department Head and the Evaluation Committee will develop the PRP in consultation with the faculty member within 30 days of the annual evaluation. The PRP's goals or outcomes must be reasonable, achievable within the time frame, and reflect the essential duties of the faculty member. The Evaluation Committee will review each PRP and provide revisions if the PRP falls short of these expectations. 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 supports
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 official personnel records.



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Two meetings each during the fall and during the spring (4 total) must be held to review progress, document additional needs/resources, and consider planned accomplishments for the upcoming semester. After each meeting, the evaluator should summarize the meeting and indicate if the faculty member is on track to complete the PRP. At the request of the faculty member, the Evaluation Committee will review the summaries and evaluation of whether the faculty member is on track. Consequences for failing to meet the expectations of the PRP must be stated at the conclusion of each meeting.

A tenured faculty member evaluated as a 1 – Does Not Meet Expectations or a 2 – Needs Improvement in any one of the assigned areas of effort, for which the assigned allocation of effort exceeds 10%, for two consecutive annual evaluations will participate in a corrective post tenure review, as described in the Policy for Review of Tenured Faculty. Note that the 1 or 2 rating does not have to be in the same area but could be in a different area from one year to the next. Consequences of failing to comply with a PRP, would result in a 1 or 2 rating in the subsequent year. For non-tenured faculty, their contract would be subject to a non-renewal.

Relationship of the annual review to promotion and tenure

Written annual evaluations are included in third-year review, promotion, tenure, and post-tenure review materials.



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Appendix A

Annual evaluation letter template

[Insert year here] ANNUAL PERFORMANCE EVALUATION

To:

From:

Date:

Attachment(s): UGA Elements annual activity report

This constitutes your annual written evaluation required by Section 8.3.5.1 of the Board of Regents Policy Manual and section 4.4, Faculty Evaluations Systems of the University System of Georgia Academic and Student Affairs Handbook. Your assigned allocation of effort this year was ___% teaching, ___% research, ___% extension and 5% service.

TEACHING* (BASED ON 100% EFT)

| Criteria | 5-Exemplary | 4-Exceeds Expectation | 3-Meets Expectation | 2-Needs Improvement | 1-Does Meet Expectations | Not |
|---|--------------------|----------------------------------|--------------------------------|--------------------------------|---|------------|
| Teaching load* | | | | | | |
| Course material development, revision (module, lectures, recording new videos and course materials for existing courses etc.) | 3 | 2 | 1 | 0 | NA | |
| Student evaluations | >4.5 | 4-4.5 | 3 - 3.9 | 2-2.9 | <2 | |
| Student success activities | | | | | | |
| Student mentoring | 8 | 6 | 4 | 3 | 1 | |
| <ul style="list-style-type: none"> • One-on-one student meetings related to enhancing the understanding of course material | | | | | | |
| <ul style="list-style-type: none"> • Student club | 9 | 7 | 5 | 3 | 1 | |



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| | | | | | |
|---|---|---|---|---|---|
| <ul style="list-style-type: none"> • Study group or review sessions • Lab meetings • Internships | | | | | |
| Professional development activity <ul style="list-style-type: none"> • Active supervision/mentoring of teaching assistants and graduate students teaching | 5 | 4 | 3 | 2 | 1 |
| Other (e.g.) <ul style="list-style-type: none"> • Using active learning strategies to increase student engagement in class • Experiential Learning i.e., field trips, hands-on lab activities • Teaching publications, grants, awards, presentations, peer reviews of classes, • Class enrollment | | | | | |
| Evaluation summary | | | | | |

*Refer to Appendix B



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RESEARCH (ALL METRICS OVER 3-YEARS: 100% EFT)

| Criteria | 5- Exemplary | 4-Exceeds Expectation | 3-Meets Expectation | 2-Needs Improvement | 1-Does Not Meet Expectations |
|---|-------------------------|----------------------------------|--------------------------------|--------------------------------|---|
| Number of peer-reviewed publications, patents granted | >20 | 16-19 | 12-15 | 7-11 | <6 |
| Diversity/ relevance of journals to discipline of research | >8 | 5-7 | 4 | 2-3 | 1 |
| Recognized for research applicable to FDST disciplines (e.g. books, book chapters, invited publications, expert reports, invited presentations, awards) | >7 | 4-6 | 3 | 1-2 | <1 |
| Grant funds awarded (3yr average) | >\$600,000 | \$100,001-599,999 | \$100,000 | \$20,000-99,999 | <\$20,000 |
| Submitted competitive proposals as PI and co-PI | >10 | 7-9 | 6 | 2-5 | <2 |
| Student success activities | | | | | |
| Graduate students mentored (advisor, committee) | >12 | 10-12 | 8-9 | 5-7 | <4 |
| Professional development activity (student presentations, conference participation etc.) | | | | | |
| Other (post-doc mentoring, visiting scholars) | | | | | |
| Evaluation summary | | | | | |



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EXTENSION (BASED ON 100% EFT)

| Criteria | 5- Exemplary | 4-Exceeds Expectation | 3-Meets Expectation | 2-Needs Improvement | 1-Does Not Meet Expectations |
|--|-------------------------|----------------------------------|--------------------------------|--------------------------------|---|
| Peer-Reviewed Extension Publications (bulletins, circulars, manuscripts) | >8 | 6-7 | 5 | 3-4 | <3 |
| Non-Peer-Reviewed Extension Documents (blogs, timely information, newsletters, factsheets, impact statement, client project reports) | >13 | 10-13 | 9 | 5-8 | <5 |
| Number of workshops, invited extension seminars, in-service trainings, etc. | >10 | 7-9 | 6 | 3-5 | <3 |
| Extension revenue generated (e.g., extramural grants, technical services, workshops, etc.) | >\$80,000 | \$40,001- \$79,999 | \$40,000 | \$10,000- \$39,999 | <\$10,000 |
| Student success activities | | | | | |
| Student professional development activity (student presentations, workshop/ training participation etc.) | 5 | 4 | 3 | 2 | 1 |
| Other (recognition of extension expertise i.e., awards, technical assistance, etc.) | | | | | |
| Evaluation summary | | | | | |



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SERVICE

| Criteria | 5- Exemplary | 4-Exceeds Expectation | 3-Meets Expectation | 2-Needs Improvement | 1-Does Not Meet Expectations |
|---|-------------------------|----------------------------------|--------------------------------|--------------------------------|---|
| Actively participate in faculty governance and other committees related to the functioning of FDST, CAES, and/or UGA committees, excluding student advisory committees. | | | | | |
| Engage in events to recruit talent to the university including faculty, undergraduate and/or graduate students. | | | | | |
| Provide professional development (e.g., professional/pedagogical conference, workshop, seminar, professional mentorship, external program reviews). | | | | | |
| Actively participate in regional, national, or international professional organization committees. | | | | | |
| Review manuscripts being considered for presentation or publication. | | | | | |
| Other (editorial responsibilities, grant panels, external review of P&T dossier etc.) | | | | | |
| Evaluation summary | | | | | |



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OVERALL EVALUATION – [1-5]

[This section should provide an overall assessment of performance in relation to the individual’s assigned allocation of effort. If a majority of the faculty member’s assigned time receives a rating of a 1 or a 2, the overall evaluation must be unsatisfactory.

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 and/or tenure as appropriate). A statement should be included to indicate that satisfactory progress in any one year does not guarantee that the faculty member will be successful in promotion and/or tenure, nor does a statement of unsatisfactory progress predetermine that the faculty member will be unsuccessful in promotion and/or tenure, or post-tenure review.]

Please sign below to acknowledge that you have been apprised of the content of your annual written evaluation. Your signature only acknowledges receipt of your written annual evaluation and does not imply agreement. You may respond to this report in writing, including by noting any factual errors and/or errors in omission. That response must be submitted within 10 working days of the date of electronic or other documented delivery of your evaluation. Any such response will be attached to your annual written evaluation. Your evaluator will acknowledge in writing the receipt of your response, noting changes, if any, in the annual written evaluation made as a result of your written response, within 10 working days. Any written responses by you and your evaluator will become part of the official personnel records.

Name and Title of Evaluator

Signature of Evaluator

Date

Signature of Evaluated Faculty Member, acknowledge receipt

Date



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Appendix B

Teaching Guidelines for the Department of Food Science and Technology

A teaching appointment in the Department of Food Science and Technology is governed by university, college, and departmental policies. Assessment of teaching within the department is based on quantity and quality metrics. Based on their assigned allocation effort, each faculty member will have quantity expectations based on the following guidelines:

1. For each 0.25 teaching EFT, the expectation is to teach 8 credit hours per year (UGA policy 1.07-6.0 Effort Assignment for Instructional Activities) <https://provost.uga.edu/policies/academic-affairs-policy-manual/1-07-compensation-and-workload/#p-1-07-8>. Note Freshman Odyssey and GradFIRST courses do not count in EFT calculations due to the supplemental pay associated with teaching these courses.
2. Minimum student enrollment is 10 students for undergraduate courses and 5 students for graduate courses as set by the University. Exceptions to this rule can be granted when offering a course below the minimum enrollment threshold is necessary for students to graduate within the expected time frame. However, continual exceptions in order for students to meet their major course requirements for graduation are not permitted, and thus the course will be eliminated as a major requirement and discontinued, or if it is group of courses within a major, the major itself will be eliminated for not meeting required graduating student number guidelines.

In the lists below, the column “How to capture” indicates how the specific item can be documented in UGA Elements. When there is no entry in that column for a particular item, the item/s will need to be documented in a separate synopsis document for annual evaluation.

| Name and description | How to capture |
|---|---|
| Development of new courses | Elements >> Instruction >> Course developed |
| Conducting review session for class | Annual teaching synopsis |
| Recording new videos and course materials for existing courses | Annual teaching synopsis |
| Using active learning strategies to increase student engagement in class | Annual teaching synopsis |
| One-on-one student meetings related to enhancing the understanding of course material | Annual teaching synopsis |
| Active supervision/mentoring of teaching assistants and graduate students teaching | Elements>> Instruction >> Student/postdoc supervision >> supervised teaching activity |
| Guest lecturing (at UGA and external to UGA) | Elements >> Instruction >> Guest teaching |



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| | |
|---|--|
| Facilitating/participating in teaching workshops | Elements >> Admin >> Event administration |
| Performing teaching observations (peer and self) and midsemester formative evaluations by CTL | CTL feedback letter |
| Teaching of first year odyssey lectures or grad first seminars | Elements >> Instruction >> Course developed |
| Organizing study abroad program | Elements if new course developed or annual teaching synopsis |
| Making course materials more accessible to students | Annual teaching synopsis |
| One-on-one student meetings related to mentoring/advising students | Annual teaching synopsis |