

Revised Faculty Annual Evaluations: Now What?

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Annual Evaluation Changes for 2023-2024

- Five-point evaluation scale
- Evaluation of student success activities within existing areas of allocated effort
- Faculty member signs statement acknowledging receipt of evaluation; faculty member rebuttal allowed; evaluator response required
- Evaluator will discuss with faculty member in a scheduled conference the content of the annual written evaluation and progression toward future milestones
- Annual evaluations to be included in third-year review, P&T, and PTR
- For *all* faculty, score of 1 or 2, overall or in any area (regardless of percentage of effort), requires one-year Performance Remediation Plan (PRP)
- For *tenured* faculty, two consecutive years of 1 or 2, overall or in any area of effort exceeding 10%, leads to corrective/accelerated PTR
- PRP must be approved by the dean and filed with Faculty Affairs; four PRP progress report meetings (spring, fall, fall, and spring)





Policies

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1.06 Evaluation

Evaluation of faculty members includes written annual reviews and feedback from peers. Evaluations also include a thorough review for assistant professors during the third year of appointment at the University of Georgia and a review every five years following the award of tenure.

1.06-1 Written Annual Evaluation §

Each faculty member at the University of Georgia, regardless of rank or responsibilities, must receive a written annual evaluation of their performance. Tenure-track faculty, tenured faculty, and faculty outside of the tenure process should be evaluated based upon clear, transparent, and academic discipline-specific assessment criteria and rubrics. All changes to performance criteria must be updated in UGA faculty policies in a timely fashion. These updates must be done in advance of the next review cycle and allow time for faculty to incorporate those expectations into the preparation of their review documents. Written Annual Evaluation policies, processes, and stated criteria must incorporate appropriate due process mechanisms and support the principles of academic freedom.

Each evaluation must address the components outlined in the following framework and encompass continuous professional growth appropriate to the institution's sector and mission, school or college, and department. Evaluators may use their own format and include additional components if they wish; however, the Office of Faculty Affairs must ensure that workload percentages for faculty roles and responsibilities are factored into the performance evaluation model in a consistent manner.

[YEAR] **ANNUAL EVALUATION**

To: [Faculty Member's Name]

From: [Dean/Department Chair/Center Director's Name; for those schools with departments, the dean should be cc'd]

Date: [Must be before March 31 of the calendar year; for those colleges/schools with departments, the dean should set an earlier deadline with sufficient opportunity to review and provide feedback on a draft.]

Attachment(s): UGA Elements annual activity report [plus any self-assessments or other reports, as required by each academic unit]

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 Evaluation Systems, of the University System of Georgia Academic and Student Affairs Handbook. Your assigned allocation of effort this year was [x%] scholarship, [y%] teaching, [z%] service, and [zz%] administration (or other).

The following 5-point scale describes the scores in each category below:

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

[The faculty member should be evaluated in each category below and should include involvement in student success activities, as defined in Academic Affairs Policy Manual 1.10-10, in a particular area, or across the four, area(s) of effort. Faculty should be evaluated based upon their Promotion and Tenure Unit's discipline-specific criteria for annual evaluations. Faculty activity and productivity in each of the areas of assigned effort below may be briefly summarized as necessary by the evaluator. However, more extensive data or summaries or self-assessments by the faculty should be attached to the evaluation.]

University of Georgia Academic Affairs Policy Manual

1.10-10 Student Success Activities

As specified in University System of Georgia Board of Regents Policy Manual 8.3, Additional Policies for Faculty, teaching faculty reviews, including annual evaluations, third-year review, and post-tenure review, as well as University and discipline-specific criteria for promotion and tenure, shall include evaluation of teaching faculty members' involvement in student success activities.

Student success activities is a comprehensive term for teaching faculty effort expended to support the short- and long-term academic and professional achievements of undergraduate, graduate, and professional students and trainees. Student success is supported by in class as well as outside of class efforts. Involvement in student success activities is not predicated upon additional allocation of effort but is included within the faculty member's allocation of effort in instruction, research/scholarship/creative work, service, and administration, as applicable. Units are responsible for further specification of student success activities in their criteria for all review processes as relevant to their disciplines and practices.

Consistent with the USG Academic and Student Affairs Handbook, Section 4.4 Faculty Evaluation Systems, and recognizing that faculty members can promote student success in a variety of ways, assessment should focus on documenting a faculty member's quality involvement in a small number of student success activities to maximize effectiveness and engagement.

UGA Elements

The image shows a screenshot of the UGA Elements activity creation form. The form is titled "Essential Information" and includes fields for "Title of activity", "Event name", "Event type", "Target audience", "Is this audience a cohort?", "Number of participants", "Number of sessions", and "Contact hours". A red box highlights the "Keywords" section, which contains a text input field with "st" and a dropdown menu showing "Student Success". A red line connects this section to a smaller inset view of the same section, showing the "Student Success" tag added to the "Keywords" field.

When adding an activity in UGA Elements, users can add the tag *Student Success* to the Keywords section. This tag will be displayed on their EAS report and allow reporting.

Annual Evaluation Troubleshooting Tips

- Unit-specific policies and practice regarding faculty committee or faculty input in evaluation and/or PRP development
- Evidence of teaching effectiveness not limited to end-of-course experience surveys
- Unit-specific lookback periods for certain efforts (e.g., publishing, grants, service)
- Documentation and evaluation of high-quality examples of student success activities
- Failure, inability, or refusal to submit materials, or sign acknowledgment
- Faculty member rebuttal and evaluator response (does not have to include correction or revision)
- Individual faculty allocation of effort factored into evaluation; final scores as whole numbers
- In-person/Zoom conference expected, at least should be offered (and documented)
- Writing and receiving evaluations, including rebuttals and responses, for consumption by wider audience than in the past
- PRP goals and expectations that are realistic and achievable between plan approval and next annual evaluation; not expecting full remediation in one year
- MOU should indicate how input from other unit(s) is incorporated, in the case of joint or secondary appointments

Performance Remediation Plan



AAPM 1.06-1: Developing the PRP

The PRP's goals or outcomes must be reasonable, achievable within the time frame, 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 supports
5. Expectations for improvement
6. Monitoring strategy

The PRP must be approved by the Dean and submitted to OFA. The PRP will become part of the official personnel records.

AAPM 1.06-1: PRP Progress Report Meetings

- Two meetings each during the fall and during the spring 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.
- Consequences for failing to meet the expectations of the PRP must be stated at the conclusion of each meeting.

“The purpose of the PRP is to enable the faculty member to correct unsatisfactory performance in some aspect of their roles or responsibilities.” USG Academic & Student Affairs Handbook 4.7

PRP Template

Faculty Performance Remediation Plan

Overview

As outlined in the *Board of Regents Policy Manual* section [1.06-1 Written Annual Evaluation](#), 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 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 PRP's goals or outcomes must be reasonable, achievable within the time frame, and reflect the essential duties of the faculty member.

Year for Plan	Select Year	Date	Select Date
Name	Faculty Member's Name	Email	Faculty Member's Email
Current Rank	Faculty Member's Current Rank.	Last Promotion Date	Date of Last Promotion
Dept Head	Dept/Unit Head's Name	Email	Dept/Unit Head's Email
Director (if applicable)	Center/Institute Director's Name	Email (if applicable)	Director's Email
Dean	Dean's Name	Email	Dean's Email
Attachment(s)	Documents Attached		

Assigned Allocation of Effort (AOE)

% Teaching % Scholarship/Research/Creative % Service % Administration/Other

PRP Template

- One section for each Target Area
- Additional sections can be added as needed

Target Area - What is the area for improvement?	Goals/Outcomes - What is the goal for performance?
Target Area	Goals/Outcomes

	Objective - What specific, actionable activities will be taken to achieve goal?	Expectations/ Time Frame - When should objective be accomplished?	Support/Resources - What additional development and/or support will be available?
1	Objective 1	Objective 1 Due By	Objective 1 Resources
2	Objective 2	Objective 2 Due By	Objective 2 Resources
3	Objective 3	Objective 3 Due By	Objective 3 Resources
4	Objective 4	Objective 4 Due By	Objective 4 Resources
5	Objective 5	Objective 5 Due By	Objective 5 Resources

Expectations for Improvement – How is improvement define/measured?
Expectations for Improvement

Monitoring Plan - When will progress against objectives be reviewed? What action will be taken if expected standards are not met?
Monitoring Plan

Post-Tenure Review



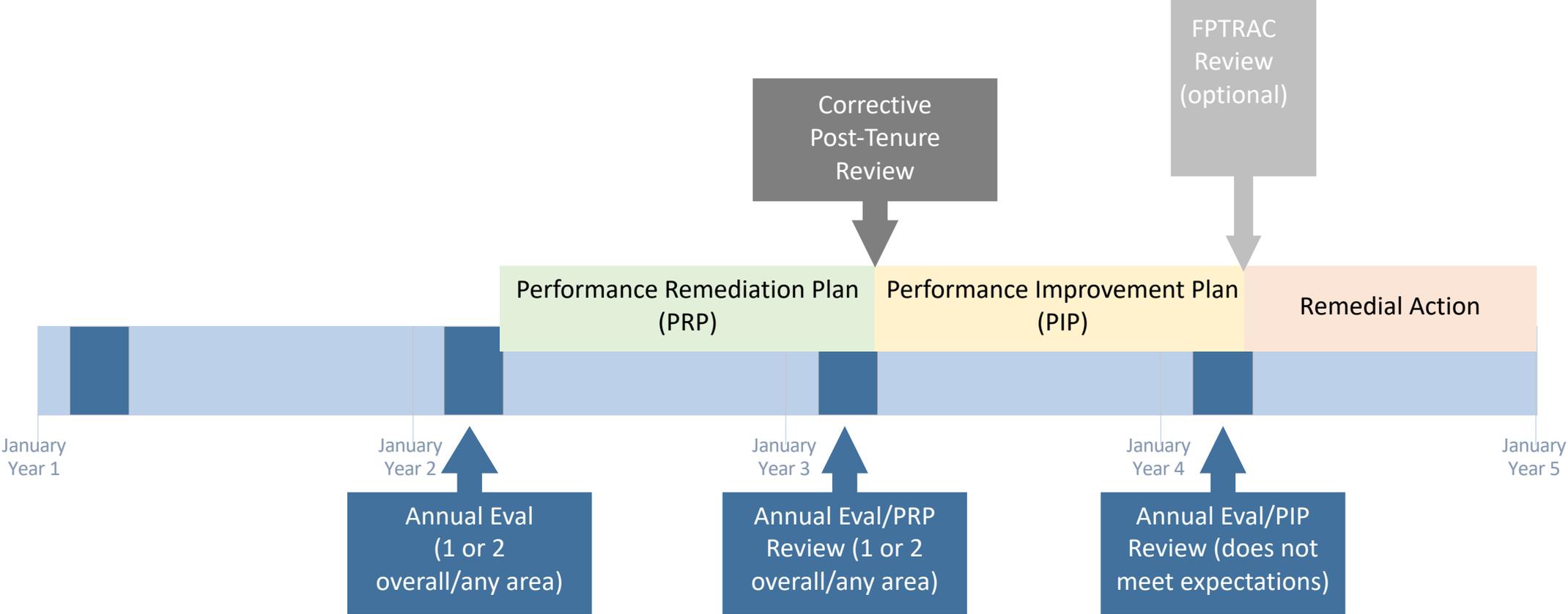
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PTR Changes for 2023-2024

- Every five years, unless early/voluntary; accelerated/corrective; promotion; administrative appointment; on leave
- Student success activities within existing areas of effort
- Evidence must include findings from Annual Evaluations for five prior years
 - Spring 2024, may include “executive summary,” rather than verbatim prior evaluations
 - Spring 2025, include CY2023 and, if available, CY 2024, annual evaluations verbatim; executive summary for other years
 - Spring 2026, include CY2023, CY2024, and, if available, CY2025, annual evaluations verbatim; executive summary for other years
- Faculty member with “meets or exceeds expectations” for five previous years may elect to submit prior annual evaluations (and other materials) as PTR dossier
- PTR deadline adjusted earlier to align with Annual Evaluation deadline; 1-year PIP
- NEW: Final faculty hearing for revocation of tenure/separation from employment, in addition to existing FPTRAC review



Timeline of Annual Evaluation leading to Corrective PTR



Questions?

