

Guidelines for the Annual Evaluation of Faculty
History Department, University of Georgia

The department head will conduct evaluations and performance remediation plans according to the procedures outlined in UGA's Academic Affairs Policy Manual, section 1.06-1.

The evaluation of a faculty member with a joint appointment in another PTU or a secondary appointment of at least 25% in an Institute should involve consultation between the head/director of both units, according to the procedures outlined in the faculty member's memorandum of understanding (if one exists).

I. Rating System and Application

In each of three categories, Teaching, Research, and Service, faculty members will be assigned a rating from 1 to 5. One (1) and 2 are unsatisfactory and 5 is outstanding; 3-4 is the range of normal performance. Teaching and Research will be weighted equally in the Overall Rating; Service will be weighted at 5%.

Per the Academic Affairs Policy Manual, 1.06-1, the numbers refer to the following levels of performance:

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

Ratings in Teaching and Research, and the Overall Rating that combines Teaching, Research, and Service, will be expressed as whole numbers.

Raises should be determined as dollar amounts, not percentages. That is, two faculty with equal evaluations should receive roughly the same raise in dollars, not in percentages.

Data for evaluating faculty will be collected through an annual UGA Elements Activities Summary (EAS). As described below, faculty are required to add to the EAS a statement of teaching activities and a statement of research activities, each not to exceed 300 words, and a statement on service, not to exceed 100 words. The Statement on Teaching must document involvement in Student Success Activities as appropriate to the discipline. For links and examples of Student Success Activities, see the Appendix.

II. Teaching

Standards:

- A rating of 3 for minimum normal teaching performance indicates that the faculty member has taught his or her assigned course load for that year with no unusual problems. If an individual class is cancelled due to low enrollment, this will not be held against the faculty member; a pattern of cancellations should lead to a consultation with the Head and DUS about how to reverse the trend and may eventually lead to a rating of 1 or 2 in the Teaching category. Similarly, one class that went badly is not beyond the bounds of normal; a pattern should lead to consultation and could eventually result in a rating of 1 or 2.
- A rating of 5 may be assigned if, for example, the faculty member won a teaching award, received a large pedagogical grant, founded a new program, or created an exceptionally innovative course that involved substantial extra effort.
- Ratings from 3 to 5 will be assigned based on the following items, which the faculty may present for consideration:

Statement on Teaching Activities. All faculty are required to submit a statement of teaching activities for the calendar year, not to exceed 300 words. This statement may refer to items listed below and/or describe any additional factors that the faculty member would like to submit for consideration. These statements must document involvement in Student Success Activities. For links and examples of Student Success Activities, see the Appendix.

- Teaching awards
- Grants relating to pedagogy
- Course and program development
 - Developing new courses or major revisions to existing courses (describe)
 - Developing or using new, innovative, or creative pedagogical methods (this category includes assignments, testing methods, in-class and out-of-class activities, etc.)
 - Creating or developing programs, e.g., study abroad, exchange program, new minor field
 - Collaborative work on interdisciplinary courses, programs and curricula within the University or across institutions
- Advising and supervision
 - Number of graduate advisees (distinguish MA and PhD). Note: If the number of concurrent advisees in a calendar year is 5 or more, this may also be reported in the Service section

- PhD advisees who graduated in the year under review
- Graduate committees served on
- Grants, prizes, and awards to students for work produced in the faculty member's class or under his/her supervision
- CURO mentoring
- Organization of extracurricular activities with students, e.g., trip to a conference or field trip (describe); if this is within one of your classes, please list as “innovative pedagogical methods,” above.
- Recruitment
 - Participation in recruitment activities (e.g. Lunchtime Time Machine, Black History Month)
 - Diversity recruitment and retention
 - Efforts in the recruitment of graduate students
- Participation in special teaching activities outside the University, including international assignments, special lectureships, panel presentations, seminars, and international study and development projects.
- Membership on special bodies concerned with teaching, such as accreditation teams and special commissions.
- Other (describe)

III. Research

Standards:

- Minimum acceptable research (rating of 3) is significant progress commensurate with the faculty member's research EFT in any phase of any project (example: acquiring new skills, archival research).
- A rating of 1 or 2 will be assigned if the faculty member has no research agenda or an agenda that has made no progress over multiple years and will prompt a meeting with the Department Head to develop a performance remediation plan.

Statement of research activities. In addition to a list of items responsive to the categories below, all faculty are required to submit a statement of research activities for the calendar year, not to exceed 300 words. This statement may describe any additional factors that the faculty member would like to submit for consideration.

Outstanding progress (rating of 5) may include, but is not necessarily limited to:

- Publication of a scholarly book.
- Publication of a scholarly edited collection, scholarly translation, or textbook.
- Publication of multiple refereed or similarly reviewed articles.
- Major contribution to a public history project including a museum exhibit outside UGA.
- A prestigious or highly prestigious external award, honor or grant.

Intermediate numbers from 3 to 4 may be assigned in consideration of the following list of items, including the required statement on "work in progress":

- Publications. Evaluations should take account not only of absolute numbers of publications, but of quality; in particular, the reputation and impact of presses and journals should be considered for all publications. Also, evaluations will reflect that some publications represent a greater investment of time, effort, and skill than others.
 - Single-authored or co-authored scholarly books
 - Critical editions of texts
 - Edited collections of articles
 - Journal articles
 - Book chapters
 - "Notes" and other short publications in journals
 - Book reviews
 - Digital publications
 - Software
 - Authorship or editorship of textbooks, sourcebooks, or other pedagogical materials, in print or online
 - Contributions to pedagogical materials in print or online

- Authorship or editorship of textbooks, sourcebooks, or other pedagogical materials, in print or online
- Contributions to pedagogical materials in print or online
- Other publications (describe)
 - Impact of publications
 - Prestige and reputation of press (for books)
 - Reputation of journals
 - Reviews of published research
- Other evidence of impact (describe)
 - Mass media: contributions to print or online newspapers or magazines, blogs, television appearances, and other mass media, if these contributions relate to the faculty member's research activities.
- Work in progress. This may include archival research, reading primary or secondary sources, collecting oral histories, collecting or analyzing data, pages written but not yet published, and so forth.
- Presentations at conferences, invited lectures, and similar activities. Consideration will be given to the scope of conferences (national, international) and to the prestige of inviting institutions. Quality is more important than quantity.
- Professional development: This includes learning new languages, methods, or skills that will be applied in future research.
- Research fellowships, grants, awards, and prizes.
- Other (describe).

IV. Service

Standards:

- Service will constitute 5% of the faculty member's overall rating for the calendar year. Faculty must submit a description of their service activities, not to exceed 100 words.
- Service to the department, the university, and the local community shall be given more weight than service to the profession and other service, which, however, will also be considered. *For the purposes of annual evaluation in the History Department, service for which one has received substantial remuneration will not be considered. Please report only unpaid or minimally paid service.*

Examples of service to the department:

- Search committees chaired.
- Departmental committees chaired.
- Service on Department-level committees.
- Attendance at department meetings.
- Supervision as the major advisor of 5 or more graduate students concurrently may count in this category (Service) as well as in the Teaching category.

Examples of service to the University:

- Participation in faculty governance (e.g., service on University Council or Franklin Senate).
- University-level committees chaired.
- Service on University-level committees (e.g., P&T committees, search committees, award committees, President's Advisory Committee).
- Directorships of centers or programs.

Examples of service to the local community¹:

- Work with public K-12 schools.
- Unpaid service to local and state government agencies.
- Work with non-profit organizations.

¹ We adopt criteria for "Service to Society" from the *Guidelines for Appointment, Promotion, and Tenure*, Spring 2014 revision, pp. 18-19: "A faculty endeavor may be regarded as service to society...if the following conditions are met:

1. There is utilization of the faculty member's academic and professional expertise.
2. There is a direct application of knowledge to, and a substantive link with, significant human needs and societal problems, issues or concerns.
3. The ultimate purpose is for the public or common good.
4. New knowledge is generated for the discipline and/or the audience or clientele.
5. There is a clear relationship between the program/activities and an appropriate academic unit's mission."

- Community lectures.
- Organization of community events.
- Service in this category must involve “utilization of the faculty member's...academic and professional expertise,” and see other criteria in footnote.

Examples of service to the profession:

- Anonymous, unpaid or minimally paid review services shall count in this category (tenure reviews, manuscript reviews, grant proposal reviews).
- Organizing conferences or panels.
- Service as series editor.
- Service as journal editor.
- Service on editorial boards of presses or journals.
- Offices held in professional associations.
- Service or leadership on committees of professional associations.

Examples of other service (please see note about remuneration, above):

- Service to industry.
- Service to society outside the state of Georgia.

Grants for service activities: please list under service to department, service to the university, service to the local community, service to the profession, or other service, as appropriate.

V. Overall Rating

An Overall Rating of whole numbers 1-5 will be assigned by the Head based on ratings in the individual categories of Teaching, Research, and Service, described above. In assessing what weight to give individual category ratings in the Overall Rating, the Head will consider the faculty member's EFT and any special circumstances, such as a reduction in teaching load due to a leave or fellowship, or an unusually demanding teaching year. We note here that a faculty member's contractual EFT is only a rough approximation of departmental expectations for that faculty member, which may fluctuate from year to year, and which may include service obligations not reflected in the EFT.

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 Head will meet with other faculty at their request.

Appendix : Student Success Activities

Part I: Academic Affairs Policy Manual 1.10-10

[Link: https://provost.uga.edu/policies/academic-affairs-policy-manual/1-10-promotion-process/](https://provost.uga.edu/policies/academic-affairs-policy-manual/1-10-promotion-process/)

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.

Examples of student success activities, by area of effort, may include but are not limited to, the following:

1. Teaching and student success activities: Mentoring and advising of undergraduate, graduate students, and professional students; organizing and attending study groups; supervising independent study; course development, including experiential learning activities and active learning courses; developing, supervising, or managing internships or practicum opportunities
2. Research and student success activities: Mentoring of undergraduate students, graduate students, professional students; directing undergraduate research; co-authoring or co-presenting with students; sponsoring students to attend professional meetings and conferences
3. Service and student success activities: Sponsoring coffee hours/social events; sponsoring study abroad programs; sponsoring professional development activities for students (e.g., skills workshops); nominating students for awards; serving as faculty advisor for student clubs/organizations; course and career advising; preparing letters of recommendation and assisting with applications; supporting student recruitment and retention; graduate student professionalization; student care and outreach; student health and wellness
4. Administration and student success activities: Support for curriculum development; student advising; course scheduling and development of academic calendar, policies, and student support

Part II: Further Examples of Student Success Activities

Link:

https://provost.uga.edu/resources/documents/Faculty_Affairs/Student_Success_Activities_watermark.8.1.2023.pdf

Note that the linked online document may have been updated with additional examples. The list below includes categories of Student Success Activities relating to teaching, research, and service; you may include items from any category, but they should all be listed in your Statement on Teaching.

Teaching:

In Class Examples

- Developing new courses
- Inclusion of career center modules in course materials
- Group activities that teach working together
- Review sessions for class
- Incorporating peer mentors into the classroom
- Teaching skills (e.g., data analysis, research design, writing-intensive projects)
- Required conferencing with each student at the midterm point in the semester to discuss final paper topics and getting started
- Hands on experience with equipment and instrumentation that is industrially relevant
- Working with students as graders
- Recording new videos and course materials for existing courses to assist with retention
- Using evidence-based teaching strategies that are demonstrated to improve conceptual learning and retention
- Small-group instruction during class, facilitated by a circulating instructor, which builds class community and creates learning opportunities
- Writing-intensive best practices, as defined by WIP program
- Using a learner-center syllabus
- Using active learning and student engagement strategies in class (fostering inclusive discussions, formative assessments, group work, classroom assessment technique structures)
- Using Transparency in Teaching and Learning methods
- Scaffolding big assignments
- Providing timely feedback using rubrics
- Having students turn in draft essays, providing feedback, then grading the revised student essays

Out of Class Examples

- Mentoring
- Advising

- Office hours mentoring students
- One-on-one meetings with every student
- Discussing mental health
- Independent study
- Supervising teaching assistants (graduate or undergraduate learning assistants)
- Internships (supervision of, making placements)
- Study abroad
- Guest lectures at UGA
- Volunteer experiences
- Field trips to museums (e.g. Civil Rights Museum)
- Student groups outside of class to learn about a topic/skill in depth (e.g. A group to learn about specific therapy skills in depth)
- Facilitating or participating in teaching workshops or fellowship programs
- Performing teaching observations or midsemester formative evaluations for other faculty
- Hosting and leading book discussions with the honors college
- Engage at-risk students (First Generation, vets, etc.) in "instructional coach" and "mentoring"
- Assisting with trouble shooting projects outside of regular class hours
- Performing & Film scoring
- Successful performance and juries meeting the expectations set by performing faculty
- University non-resident instruction across the state in various learning environments with students from high-school to adult
- Faculty observation of graduate student teaching
- Faculty mentorship of graduate TAs for large lecture sections
- Partnering with MFECO graduate students to build the class according to best pedagogical practices

Research:

- Co-authorship of research papers
- CURO student research
- Conducting educational/SOTL research projects
- Collaborative research projects with undergraduate students, including conference presentations
- Thesis, dissertation direction & committee service
- Lunch and learns discussing faculty research open to all students
- Visiting scholars and guest speakers who are researchers
- Opportunity to participate in research through GRA, CURO, etc.
- Research feedback and mentoring
- Resume and career advice
- Practice sessions for conference presentations
- Networking/mentorship @ conference
- Scholarship interview committees/preparation
- Organize sessions that bring panels of alumni to campus to facilitate alumni mentoring of students

- Bringing/sponsoring students for academic conferences for research presentations and mentoring
- Mentoring and training students assigned to me (or hired by me) as research assistants, both graduate and undergraduate
- Lab tour to students
- Recruiting undergraduate researchers
- Giving presentations on exciting research topics at an accessible level to clubs and other groups
- Successful completion of honor theses, graduate theses as major advisor
- Helping students conduct independent research
- Conducting research side-by-side with students, involving mapping research projects, collecting and cleaning data, writing up results, and polishing manuscripts
- National scholarship competition advisor
- Writing retreats
- Patent application with students
- Involving students in grant writing
- Involving students in grant projects
- Mentoring graduate and undergraduate students in the laboratory
- Graduate Students
 - Mentoring PhD students on conference papers (both ones that are co-authored with them and ones on their own)
 - Publishing with PhD students (which involves helping them draft early versions of papers, editing various drafts, assisting them in writing revision memos for papers that receive invitations to revise-and-resubmit at a journal, making edits for papers that are rejected, etc.)
 - Meeting with PhD students before they go on the job market to ensure that they are prepared for the rigors and stress associated with this process (i.e., reviewing their job talk papers, attending numerous practice job talks and commenting on their presentations, discussing the professional and social norms associated with interviewing, helping them deal with the stress associated with not getting interviews while others are, etc.)
 - Mentoring PhD students on their dissertations to ensure that they fulfill the departmental and university requirements (i.e., reading various drafts prior to the prospective and dissertation defense, assisting students in finding the necessary data they need to collect for the project, pointing them to the relevant literature or existing studies that they are seeking to build upon)
 - Sending students to participate in collaborative campaigns at national labs and R&D units in companies

Service

- Hosting informal gatherings
- Student organizations (advisor)
- Service learning
- Student-led community service activities or community-relevant conferences
- Opportunities for students to help local agencies write grants
- Write letters of recommendation

- Talks/panels for student organization
- Attending conferences with students who will not go into academia such as the Conference for Minority Public Administrators
- Introducing students to potential employers in conferences (e.g., Faculty members, researchers in national labs)
- Attending student poster presentations
- Attending job talks to provide feedback for PhD students on the market
- Being a guest speaker for a professionalization seminar for students
- Attending volunteer events with students to engage with the community and expand their practical experience.
- Orientation sessions
- Connecting students to alums who are working in their potential career fields.
- Serving on committees related to student success - admissions, assessment, curriculum. scholarships.
- Internship speakers
- Sponsoring/mentoring experiential and service learning for students
- Teaching basic professional skills like how to write an email
- Industry-outreach and field visits coordinated to enhance the learning experience
- Supply and materials donations obtained to enhance the learning experience
- Engaging in student-related diversity, equity, and inclusion activities
- Outreach activity in local K-12 school.
- Exemplify professional conduct
- Being honest, encouraging, empathetic, and professional in all interactions.
- Capstone mentoring
- Arrange mock job interviews
- Referred students to the Office of Student Outreach for their well-being
- Scheduling periodic coffee meetings, especially with graduate students
- End of the semester parties
- Discussions about wellness, sharing wellness articles and podcasts
- Check-ins during the summer
- Perform gigs with students
- Set up endorsement deals for my students
- Have my students play for me with faculty when I cannot play (music?)
- Shadowing a county agent for a day
- Setting up opportunities for students to meet state agency employees
- Facilitating a volunteer opportunity in a national park for them to learn professional skills
- Students working with visiting artists
- Student critiques with visiting artists
- Attendance at visiting artist lectures
- Participation in Spotlight on the Arts
- Work integrated learning opportunities through Discover Abroad
- University publication of outreach materials targeted at specific non-resident student groups attacking field problems, tool use, and knowledge synthesis and support
- University outreach helping adult students navigate various information sources and integrate knowledge bases / sources.

- University training opportunities for non-resident students for continuing education and career advancement
- Including students in the planning of events, seminars, and conferences
- Engaging students to work together with me in the execution of events, seminars, and conferences
- Student recruitment and retention
- Internship coordinator
- Industry liaison for internship and job announcements and career development
- Peer Teaching Evaluation committee
- Scholarship review committee
- Life coaching and career advice
- Sharing information about campus events and resources
- Book clubs
- Experiential learning activities that include service learning and applying course content in contexts beyond the classroom
- Participate in or organize social events that include students
- Poster or oral competition judging/feedback
- Introduce students to industry partners/future employers

Administrative

- Program accreditation and facilitating continuous curricula improvement for student learning and career success
- Navigating licensure
- Undergraduate coordinator
- Chair of departmental committee

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