

**Policy for Annual Evaluation of Faculty  
Department of Marine Sciences**

November 2022

Approved by the Faculty November 8, 2022

Approved by Franklin College November 29, 2022

This policy for written annual evaluation complies with the [UGA Academic Affairs Policy Manual, Section 1.06-1, Written Annual Evaluation](#).

**A. Overview**

Each faculty member (tenure-track, tenured, and non-tenure-track) in the Department of Marine Sciences, regardless of rank or responsibilities, must receive a written annual evaluation of their performance; annual evaluations will be conducted by the Department Head and will be based on clear, transparent, and department-specific assessment criteria. The Annual Evaluation will, in accordance with the faculty's job description or FTE assignment, focus on research, teaching and service, and where applicable, administration. Annual evaluations may be used to make decisions regarding distribution of raises or selection for awards or other honors. The annual evaluation will focus primarily on accomplishments in the preceding calendar year; however, the Department Head may consider the overall trajectory and comment on changes relative to accomplishments of previous years.

In alignment with UGA and USG policy, the scholarly record, its quality and impact, and any effort to improve research, teaching, service, and where applicable administration, will be considered. Evidence of involvement in professional development, as needed, will be valued for faculty at all career stages. In addition, faculty are expected to engage in student success activities that deepen student learning and engagement and to describe the quality/impact of at least one student success activity that maximizes its effectiveness and engagement (see Appendix A for sample activities for Marine Sciences). Faculty will be evaluated as described in the following sections, with performance measures defined on a 5-point scale as: 1-does not meet expectations; 2-needs improvement; 3-meets expectations; 4-exceeds expectations; or 5-exemplary. The evaluation framework will follow the outline shown in Appendix B.

All annual evaluations of faculty performance will be supported by an Annual Review Report (see Appendix C) that utilizes information from a [UGA Elements](#) activity summary, CV, or any other self-assessment reports provided, from which a Faculty Performance Data Matrix (see Appendix D) can be generated. This data matrix serves as a departmental summary for the faculty member under review in areas that are applicable. All activities and accomplishments in the previous calendar year should be entered by faculty into UGA Elements and all annual review materials should be submitted to the Head by January 31 along with an updated CV.

The faculty member's annual evaluation and their progression toward achieving future milestones will be discussed in a scheduled meeting. The faculty member may respond in writing to the evaluation within 10 working days; the response, if any, will be attached to the evaluation. Within 10 working days of the faculty member's response, the Department Head 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 evaluation record. Faculty will also return a signed copy of their evaluation to the Department Head to indicate their receipt of the evaluation. Annual evaluations are not subject to discretionary review or appeal.

Where a faculty member receives an unsatisfactory evaluation (1-does not meet expectation or 2-needs improvement) in any assigned area, the Head, in collaboration with the faculty member, will develop a performance remediation plan (PRP, see Section E) specifying corrective measures with timelines for accomplishments. The plan shall be a part of the written record and must be approved by the Dean of Franklin College and submitted to the Office of Faculty Affairs. All annual review evaluations should be

completed by March 31 and the Department Head will submit the evaluation (and response if there is one) to the College by the deadline set by the Dean.

## **B. Annual Evaluation of Tenure-Track/Tenured Faculty**

The written annual evaluation is to assess the scholarly achievement and professional productivity of all tenure-track/tenured faculty in accordance with procedures outlined in:

the [University of Georgia Guidelines for Appointment, Promotion, and Tenure](#),

the [Department of Marine Sciences Promotion and Tenure Criteria](#),

the [UGA Policy for Review of Tenured Faculty](#), and

the [Department of Marine Sciences Post Tenure Review guidelines](#).

All tenure-track/tenured faculty are evaluated in three areas: scholarly achievements in research, teaching effectiveness, and service contributions; graduate and undergraduate coordinators are also evaluated in academic program administration. If the faculty member is at Skidaway Institute of Oceanography, then the evaluation will be summarized by the Department Head with input from the Director. If the faculty member has a joint appointment in another PTU or a secondary appointment of at least 25% in an Institute then the evaluation 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).

### **Evaluation of the ranks**

*Assistant Professor:* It is mandatory for Assistant Professors to undergo Promotion and Tenure (P&T) review to Associate Professor with Tenure. The underlying criteria for meeting expectations are that faculty are on track for P&T according to the University guidelines and the departmental criteria.

*Associate Professor:* It is not mandatory that Associate Professors undergo promotion to Full Professor, however it is highly encouraged that faculty work toward this goal. Thus, the underlying criteria for meeting expectations is that faculty are maintaining the level of productivity that was needed for promotion to Associate Professor as outlined in the University guidelines and departmental criteria.

*Full Professor:* The criteria for meeting expectations is that faculty maintain a level of productivity that was needed for promotion to Full Professor as outlined in the University guidelines and departmental criteria.

### **Research**

*Assistant/Associate rank:* Peer-reviewed activities are weighted higher than non-peer reviewed activities; minimum requirements to meet expectations for a 66.67% research FTE (with requirements scaled proportionally for higher or lower research FTEs) are:

1. Demonstrated student success activities (see Appendix A) that may include but are not limited to: mentoring, advising and supporting undergraduate and/or graduate students; directing student research; co-authoring publications or co-presenting with students; and sponsoring students to attend regional or national meetings and conferences;
2. One presentation of research results at the national level, or two or more presentations at the state or regional level;
3. At least one active grant to support the candidate's research or evidence of active pursuit of grant funding through proposal submissions; and
4. Submission of at least one paper in the year, with evidence that the faculty member has led the scholarly work and its dissemination (intellectual contributions on collaborative submissions shall be described or corroborated), or evidence of data collection or methods development that will lead to new publications and/or proposals in the future.

If one or more of the above criteria are not met, evaluation of the whole research portfolio, in light of the accomplishment trajectory, will be made. For example, exceeding in any one area above can compensate for not meeting in other areas. Does not meet expectations implies that there is a lack of publications and grants to support a successful research program. Needs improvement means that publications, proposals/grants or other forms of scholarly accomplishments are lacking in quantity or quality/impact. Exceeding in research consists of published works reflecting a quantity and quality/impact of activity that is notable at the national level. Exemplary research consists of the quantity and quality/impact of published works, grants funded, and awards, that are notable at the national level. For the former two evaluations (a score of 1 or 2), the Head may consider previous years' productivity and/or other unforeseen circumstances that may have occurred.

*Full rank:* Peer-reviewed activities are weighted higher than non-peer reviewed activities; minimum requirements to meet expectations for a 66.67% research FTE (with requirements scaled proportionally for higher or lower research FTEs) are:

1. Demonstrated student success activities (see Appendix A) that may include but are not limited to: mentoring, advising and supporting undergraduate and graduate students; directing student research; co-authoring publications or co-presenting with students; sponsoring students to attend national or international meetings and conferences.
2. At least one presentation of research results at the international level, or two or more presentations at the national, state, or regional level;
3. At least one active grant necessary to support the candidate's research and training of lab members (students, postdocs, or research professionals, etc.) or documented evidence of active pursuit of grant funding through proposal submissions; and
4. Submission of at least two papers in the year in journals that have an international reputation for quality, or documented evidence of data collection or methods development that would lead to new publications and/or proposals in the future.

If one or more of the above criteria are not met, evaluation of the whole research portfolio, in light of the accomplishment trajectory, will be made. For example, exceeding in any one area above can compensate for not meeting in other areas. Does not meet expectations implies that there is a lack of publications and grants to support a successful research program. Needs improvement means that publications, proposals/grants or other forms of scholarly accomplishments are lacking in quantity or quality/impact. Exceeding in research consists of published works reflecting a quantity and quality/impact of activity that is notable at the national and international level. Exemplary research consists of a quantity and quality/impact of published works, grants funded, and awards, that are notable at the national and international level. For the former two evaluations (a score of 1 or 2), the Head may consider previous years' productivity and/or other unforeseen circumstances that may have occurred.

### Teaching

*All ranks:* Teaching assigned coursework that involves the development of a class syllabus, together with end-of-course or peer evaluations that document teaching effectiveness, are weighted higher than other activities; for a 33.33% teaching FTE (with requirements scaled proportionally for higher or lower teaching FTEs) the minimum requirements to meet expectations are:

1. Supervision of a student (one graduate or at least one undergraduate) or exhibiting evidence of active recruiting efforts; documented evidence of assisting, advising or mentoring undergraduate and graduate students;
2. Evidence of good teaching that shows effectiveness, considering the context of each course, or documented evidence of efforts to maintain, enhance or improve teaching effectiveness; and
3. Teaching quantity that is commensurate with an equitable contribution to the department's teaching load (4.5 classroom credit hours per year averaged over two years), or documented

evidence of other pedagogy, (e.g., new course development or revision, providing experiential learning opportunities, field trips that enhance learning outcomes, or engaging in other student success activities).

If one or more of the above criteria are not met, evaluation of the whole teaching portfolio in light of the accomplishment trajectory will be made. For example, exceeding in any one area above can compensate for not meeting in other areas. Does not meet expectations implies that there is a lack of engagement with students and no evidence to improve teaching and mentoring. Needs improvement means that there is sufficient assigned course work and mentoring but there are no indicators for quality/impact or effectiveness. Exceeding in teaching is meeting the 3 minimum teaching requirements and demonstrating a quantity and quality/impact of activity that is notable in assigned coursework. Exemplary teaching consists of meeting the 3 minimum teaching requirements, engaging in the scholarship of teaching in assigned coursework, and receiving teaching grants or awards. For the former two evaluations (a score of 1 or 2), the Head may consider previous years' teaching and/or other unforeseen circumstances that may have occurred.

For those who do not have a Teaching FTE, meeting expectations indicates that a faculty member is contributing to classroom instruction as a guest lecturer, advising students, mentoring students through internships, serving on graduate student committees, or engaging in any area of student success activities outlined in Appendix A. Does not meet expectations or needs improvement shows no effort or minimal effort to engage with students respectively. Exceeding expectations or exemplary teaching requires a substantial contribution to one or more of these areas respectively (e.g., assigned coursework responsibilities).

#### Service:

*All ranks:* Marine Sciences faculty participate in Service activities in one form or another and so it is an important component in the evaluation process. Faculty are evaluated in terms of their level of service to the Profession and to the University. They may also provide service to the Community and to Society. Service can be documented by the types of activities listed in the Faculty Performance Data Matrix (see Appendix D). Does not meet expectations shows no service, reflecting a lack of involvement in professional and University activities. Needs improvement means that there is no service at either the professional or institutional level. Meeting expectations requires a demonstrable service to the profession and University. Exceeding expectations reflect demonstrable leadership roles in professional and institutional organizations and could include some contributions to society or community outreach programs. Exemplary service consists of demonstrable leadership roles in professional and institutional organizations, contributions to society by serving on advisory boards that make policy, and developing learning activities for the community.

Those with an FTE in Service are expected to demonstrate contributions to the Community and to Society in proportion to their FTE allocation. This effort is over and above their service to the Profession and the University, as described above. For a 13.33% FTE allocation (this can be scaled proportionately to higher or lower FTEs), meets expectations shows a demonstrable quantity of service to the Community and to Society as outlined in the job description. Does not meet expectations shows no service to the Community and to Society. Needs improvement shows minimal service to the Community or to Society; exceeds expectations requires a quantity and quality/impact of additional service to the Community and to Society. Exemplary service requires a quantity and quality/impact to the Community and to Society and may reflect recognition, awards, or external funding for service activities.

#### Administration:

*Undergraduate and Graduate Coordinators:* Program coordinators chair the undergraduate or graduate affairs committee and will be evaluated based on activities that promote the growth and success of

students in the Ocean Science B.S. and the Marine Sciences M.S. and Ph.D. programs, respectively. Evaluations will consider efforts toward: developing a sense of community among students; recruiting diverse graduate or undergraduate students; identifying and nominating qualified students for University Fellowships and/or departmental awards; assigning Departmental teaching assistantships (TA) lines or peer learning assistants; monitoring student progress and performance through the program; reporting on student learning outcomes and their assessment; and recommending new program initiatives and appropriate administrative actions. Does not meet expectations shows no measurable contributions to our academic program. Needs improvement shows minimal contributions toward program assessment, recruitment and developing a sense of community among the students. Meeting expectations reflects a clear leadership role in creating a successful Ocean Science or Marine Sciences program and their assessment and review. Exceeding expectations reflects a demonstrable leadership role that enhances student learning, program development, inclusiveness, and growth. Exemplary administration consists of developing new program initiatives that expand student opportunities through research, internships, and training and could involve proposal submissions like the graduate NSF Research Traineeship grant.

### **C. Annual Evaluation of non-tenure track Faculty**

Academic Professionals are non-tenure-track faculty positions and are part of the University of Georgia's Corps of Instruction. Academic Professionals will be evaluated based on their Management/Administration/Leadership Activities, Research and Creative Activities, Teaching and Training Activities, and Service Activities according to the procedures outlined in the [UGA Guidelines for the Appointment and Promotion of Academic Professionals](#) and the Department of Marine Sciences Promotion and Tenure Criteria. The criteria for evaluation will be based on the Statement of Responsibilities and Expectations specified in the Offer Letter, which may be amended or updated, with the faculty member's involvement, as appropriate, and will be limited to their assigned allocation of effort.

The evaluation will address the question of whether the candidate is meeting expectations for promotion to the next level and will make clear recommendations pertinent to the candidate's progress towards promotion and consistent professional growth using the evaluation framework in Appendix B. There is no maximum time limit for service in any rank (*Academic Professional Associate, Academic Professional* and *Senior Academic Professional*), however it is highly encouraged that faculty work toward promotion to the next academic professional rank.

*All ranks:* The underlying criteria for meeting expectations are that the faculty member is on track for promotion to the next rank according to the University guidelines and the departmental criteria. In relevant areas of effort (administration, research, teaching, and/or service) the evaluation will follow the criteria: Does not meet expectations – there is no quantity or quality/impact of scholarly products produced; Needs improvement – scholarly products are lacking in quantity or quality/impact; Meets expectations – scholarly products have a quantity and quality/impact that are notable at the institutional level; Exceeds expectations – scholarly products reflect a quantity and quality/impact that include awards and leadership roles taken that are notable at the institutional level; Exemplary – scholarly products consist of a quantity and quality/impact that include teaching grants and awards received and leadership roles taken that are notable at the state and national level. For the former two evaluations (a score of 1 or 2), the Head may consider previous years' productivity and/or other unforeseen circumstances that may have occurred.

### **D. Overall evaluation for all faculty:**

The Department Head is responsible for the annual evaluation outlining the faculty member's progress toward promotion and/or tenure or the next level of review appropriate to their rank, and this should be incorporated into the overall evaluation of faculty. The overall evaluation will also assess the faculty member's quality involvement in at least one student success activity that maximizes effectiveness and

engagement. The majority of the faculty member's assigned time will determine the overall evaluation, and any significant changes compared to prior reviews may be documented.

The overall evaluation will be given according to:

- 1) Does not meet expectations – is below what can be considered the normal range of year-to-year variation in performance. No indicators of quantity and quality/impact are included.
- 2) Needs Improvement – implies that there is insufficient scholarly activity or a lack of scholarly impact.
- 3) Meets expectations – is a level of scholarly accomplishments (research productivity, effectiveness in teaching, and outstanding service with involvement in student success activities) normally expected and required for a successful promotion or review.
- 4) Exceeds expectations – corresponds to a clear and significant level of accomplishment above what is normal for the academic unit or institution.
- 5) Exemplary – indicates a proven record of scholarly activities that is recognized as having an impact on student learning and the professional discipline.

### **E. Performance Remediation Plan:**

Following the UGA guidelines, 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 faculty member can choose any tenured members of the department and together with the Department Head 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.

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. 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 Head together with tenured faculty chosen to participate in the PRP process, should summarize the meeting and indicate if the faculty member is on track to complete the PRP. The 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 deficiency does not have to be in the same area but could be in a different area from one year to the next.

## **APPENDIX A: Student Success Activities in Marine Sciences**

As specified in the 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 and graduate 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.

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 at least one student success activity to maximize effectiveness and engagement.

The following list are example activities most relevant to Marine Sciences faculty:

### **Teaching**

#### *In Class Examples*

- Offering optional field trips as part of planned courses.
- 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
- 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 (WIP), as defined by the UGA 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)
- Ensuring that all course materials are accessible by users of assistive technology
- Engaging in the Scholarship of Teaching and Learning (SOTL) methods
- Scaffolding big assignments
- Providing timely feedback using rubrics
- Having students turn in draft essays, providing feedback, then grading the revised student essays
- Sponsoring/mentoring experiential and service learning for students

- Experiential learning activities that include service learning and applying course content in contexts beyond the classroom

#### *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 (GAs or undergraduate learning assistants),
- Internships (supervision of, making placements in)
- Participating in study abroad or study away programs
- Guest lectures at UGA and other USG and external universities
- Volunteer experiences
- Service learning
- Field trips for student groups outside of class to learn about a topic/skill in depth
- Facilitating or participating in teaching workshops or fellowship programs
- Performing teaching observations or midsemester formative evaluations for other faculty
- Engage at-risk students (First Generation, vets, etc.) in "instructional coach" and "mentoring"
- Assisting with trouble shooting projects outside of regular class hours
- 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

#### **Research**

- Mentoring
- Co-authorship of research papers
- CURO or honors thesis student research
- Conducting educational/SOTL research projects
- Collaborative research projects with undergraduate students, including conference presentations
- Advising field activities and/or code development
- Thesis, dissertation direction & committee service
- Lunch and learns discussing faculty research open to all students
- Hosting visiting scholars and guest speakers who are researchers
- Research feedback and mentoring
- Resume and career advice
- Practice sessions for conference presentations
- Networking/mentorship at conference
- Scholarship interview committees/preparation
- Organizing 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 for 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, dissertations or research projects/internships 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 MS and PhD students on conference papers (both ones that are co-authored with them and ones on their own)
- Publishing with MS and 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 MS and 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 MS and 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)
- 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
- Introducing students to potential employers in government, policy, non-profit and/or academic sectors at conferences
- Attending student poster presentations provided by other faculty members at the end of their courses
- Attending job talks to provide feedback for PhD students on the market
- Serving as 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
- Teaching basic professional skills
- 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 schools
- Exemplifying professional conduct
- Being honest, encouraging, empathetic, and professional in all interactions
- Capstone mentoring
- Arranging mock job interviews
- Referring students to the Office of Student Outreach for their well-being
- Scheduling periodic coffee meetings, especially with graduate students
- Discussions about wellness, sharing wellness articles and podcasts
- Check-ins during the summer
- Setting up opportunities for students to meet state agency employees
- Facilitating volunteer opportunities for students to learn professional skills
- 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
- 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
- Participate in or organize social events that include students
- Poster or oral competition judging/feedback
- Introducing students to industry partners/future employers

### **Administrative**

- Program review and facilitating continuous curricula development and improvement for student learning and career success
- Undergraduate and Graduate coordinator activities
- Director of Centers and Institutes offering student opportunities
- Student advising and support

## Appendix B: Evaluation Framework

The written annual evaluation framework, as posted on the Office of Faculty Affairs website is:

### [YEAR] ANNUAL EVALUATION

To: [Faculty Member's Name]  
From: [Name] Department Head, Marine Sciences,  
CC: [Name] Associate Dean, Franklin College  
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): Marine Sciences Annual Review document, 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.]*

#### **Teaching [1 – 5]:**

*[Evaluation should be more than just the number of classes taught and must include an assessment of quality of teaching (e.g., peer reviews, student evaluations, demand for classes from students, enrollments, development of innovative teaching approaches), and involvement in student success activities such as mentoring, advising, supervising independent study.]*

#### **Scholarship/Research/Creative Work [1 – 5]:**

*[Evaluation should present quantitative data where applicable (e.g., impact of journals, numbers of publications, amounts of external grant funding and sources, original creative works judged/reviewed) together with an assessment of the importance of the scholarship/research/creative work to the field, and involvement in student success activities such as mentoring, directing research, co-publishing.]*

#### **Service [1 – 5]:**

*[Evaluation should assess the impact of achievements in professional service to the institution, community, or discipline (e.g., documented impact of service on audiences served), and involvement in student success activities such as advising a student organization, preparing letters of recommendation.]*

**Administration [1 – 5]:**

*[Evaluation should assess the progress of the unit administered toward its strategic goals with measurable outcomes that document achievement of these objectives, and involvement in student success activities such as supporting curriculum development, advising, and scheduling; developing policies and student support initiatives.]*

**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. The Department Head 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 Head will become part of the official personnel records.

\_\_\_\_\_  
Name, Department Head

\_\_\_\_\_  
Signature of Department Head

\_\_\_\_\_  
Signature of Evaluated Faculty Member, acknowledging receipt

## Appendix C: MARINE SCIENCES ANNUAL REVIEW REPORT

### Data Collection for Calendar Year 2023

All UGA faculty members are expected to maintain up-to-date profiles in [UGA Elements](#) as part of the annual performance evaluation process. Please cut and paste from that report, and/or from your CV, the requested information. Please submit a current CV along with this report.

**Overall comments on the year.** Please give an overview of your accomplishments for 2023, and place the information collected below into context for consideration. Please include a description of the effort to enact at least one student success activity in ways that are consistent with maximizing its effectiveness and engagement. General comments are welcome in this space.

**Overall plans for next year.** Please give an overview of what you hope to accomplish in 2024. General comments are welcome in this space.

### RESEARCH

Evidence of research activities and quality/impact indicators commensurate with achieving or maintaining a national or international reputation for one's research program.

**Publications:** intellectual contributions on collaborative submissions shall be described or corroborated when the lead or corresponding author does not originate in your lab. Indicate review or invited articles.

**Published papers.** Please paste a list of accepted, peer-reviewed journal publications with a 2023 or *in press* publication date.

**Submitted publications.** Please paste a list of 2023 submitted journal publications.

**Book chapters.** Please paste a list of 2023 submitted and published book chapters.

**Other works.** Please paste a list of conference proceedings papers, non-peer-reviewed work or workshop reports, etc with a 2023 or *in-press* publication date.

**Presentations:** Indicate those that are invited.

**Oral presentations.** Please paste a list of presentations at conferences, workshops, or symposia for 2023.

**Poster presentations.** Please paste a list of poster presentations at conferences, workshops, or symposia for 2023.

**Seminar and other presentations.** Please paste a list of seminars or other *research* related presentations given in 2023.

#### **Grant Funding:**

**Active funding.** Research expenditures will be collected to indicate your portion of active grants for 2023. Please provide a list of active grants (PIs, Funding agency, Project title). This will be compared to the grants portal data.

**Proposals submitted.** Please list all proposals submitted in 2023 and their status (awarded, recommended, invited for further review, declined or pending), supplements on existing grants, and identify or list new grants that started in 2023 regardless of when they were submitted. Please include the title, funding agency and total award amount to UGA. Indicate your role on the project (PI, co-PI, etc), and the portion of funding allocated to your lab for Awarded or Recommended grants only. This will be compared to reports obtained by Elements.

**Research Honors and Awards:**

**Awards received.** List any research honors, awards, or distinctions that you and your research personnel received in 2023.

**Research Personnel:** List research personnel you supervised in 2023 (postdocs, lab technicians, information managers, programmers, etc).

Name	Title

**Research Comments:** Provide any additional comments here regarding your research in 2023 and highlight any significant student success activities or research products that have the potential to have a positive impact on the discipline that are not captured above.

**TEACHING & MENTORING**

Clear evidence of teaching that fosters student learning and development and pursues improvements in the learning environment and curriculum.

**Assigned Courses:** A summary of all your teaching is available through Elements and a summary table will be provided. Please cut and paste that table here.

**Evidence of Teaching Effectiveness:**

**End-of-Course Evaluations - survey results:** A table summarizing your teaching evaluation scores will be generated and provided. Please cut and paste that table here or provide a separate analysis of scores.

**End-of-Course Evaluations - comments:** Summarize any student comments that show teaching effectiveness and engagement.

**Peer Evaluations:** Please provide any peer observation or evaluation of your teaching.

**Self-Reflection:** Please provide a critical self-reflection on assigned courses that shows teaching/mentoring effectiveness, where improvements were made (if any), and/or relate to end-of-course or peer evaluations if practical.

**Teaching awards:** List any honors, awards, or distinctions (or nominations for these) that you received in 2023 for your teaching.

**Students Supervised:** Indicate institution and/or department for those students not affiliated with the Department of Marine Sciences:

Undergraduate	MS students	PhD students

**Supervised Theses/Dissertations Completed:** Please list the names of graduating BS, MS and PhD students in 2023, with their current status (employed, graduate school, postdoc, etc).

**Student awards or recognitions:** List any awards received by your students or trainees (e.g., conference travel awards, best student presentation awards, etc).

**Student Committee Memberships:** Indicate institution and/or department for those students not affiliated with the Department of Marine Sciences:

Undergraduate	MS students	PhD students

**Teaching Comments:** Provide any additional comments here regarding your teaching, mentoring or professional development in 2023 and highlight any significant student success activities not captured above.

## SERVICE

There is a departmental expectation that everyone participates in department, institute and/or university level service and service to the profession. Service to society and to the community is also documented and considered a positive benefit.

**Service to the Department.** List service work performed for the Department (and other Departments, if jointly appointed).

**Service to the College and Institution.** List service work performed for Franklin College, Skidaway Institute or UGA.

**Service to the Profession.** List service work performed for your discipline (includes items such as grant reviews and panel committees, manuscript reviews, conference organizing, external mentoring, editorial work etc).

**Service to Society.** List any specific service where you were involved with environmental managers, provided materials for legislators and policy makers, organized meetings and other events for resource managers, served on non-profit organizations, or served on state or federal advisory boards, etc.

**Service to the Community.** List any service where you participated in K-12 education, participated in public events, were interviewed by the media, gave presentations to the community, etc.

**Service Comments:** Provide any additional comments here regarding your service in 2023 and highlight any significant student success activities not captured above.

## ADMINISTRATION

Please provide a summary of activities carried out in 2023 and any student success activities.

## Appendix D: Faculty Performance Data Matrix

Statistical summaries of research (proposals submitted, status, and research expenditures for active grants) and teaching (classes taught, research advisement and credit hour production) activities are obtained from information contained in the Elements basic reports and the Grants Portal page, with corrections made by faculty where necessary; teaching scores and evaluations are compiled from departmental surveys of each class taught; student, postdoc and lab personnel, publications and presentations, and service summaries, are collected from the Marine Sciences Annual Review Report and CV submitted by all faculty members. From all the quantitative data collected, a Faculty Performance Data Matrix is compiled (See Figure 1 for a sample matrix).

### Teaching:

Classroom teaching with credit hours are proportioned by %-contribution to team-taught courses and the total classroom teaching is the credit hours taught for the year. Undergraduate or Graduate student directed studies or research documents the number of students enrolled in courses like MARS 4960R and 7000, 8900, 9000, etc. throughout the year and the total teaching units is the total number of students advised in these courses. Graduate seminar is the credit hours for MARS8130 or other professional development courses taught. Credit Hour generation for each faculty is calculated from the number of undergraduate and graduate students enrolled in all courses including research and seminars, multiplied by the course credit hour.

End of course evaluation scores are the median of the individual averages of questions 1-9 on the Department's evaluation form, for each respondent. Scale is 1-5, with 5 being Excellent and 1 Poor. These questions are: the instructor...

- 1) clearly articulated and met course objectives
- 2) was well-prepared
- 3) explained things clearly
- 4) used class time effectively
- 5) was available and willing to help students outside of regularly scheduled class time
- 6) was receptive to questions and independent thought
- 7) stimulated student interest
- 8) treated all students fairly and equitably
- 9) overall rating

### Service:

Service is subdivided into *Service to the Profession* (e.g. review of manuscripts/proposals, service on editorial boards or in the governance of professional societies, etc.), *Service to the University* (e.g. service on departmental, institutional and University level committees, etc.), *Service to the Community* (e.g. visits to local schools, participation in community activities relevant to education, etc.), and *Service to Society* at the State and National Level (e.g. contributing to policy decisions, etc.). The score is on a scale from 0 – 5, with 0 corresponding to no activity and 5 to exceptional contributions. The following table provides some examples of service activities:

#### Service to the Profession

- Judging student presentations (e.g., at conferences and science fairs)
- Paper and proposal reviews
- External tenure and promotion reviews
- Leading and/or developing communities of practice
- Organization of special sessions or professional meetings

- Participation on review panels
- Service on editorial boards
- Serving on advisory committees or boards to national or international scientific organizations
- Leadership roles in professional societies
- Journal editor

#### Service to the University

- Representing Marine Sciences at events (e.g., at recruitment fairs)
- Membership in departmental, institutional, college, or university-level committees
- Engaging in student success activities (e.g., sponsoring community building events for students; nominating students for awards, preparing letters of recommendation or assisting with grant or award applications; serving as faculty advisor for student clubs, etc – see Appendix B for other activities)
- Serving on departmental third year review and post tenure review committees
- Serving on promotion and tenure review committees
- Serving as chair of departmental standing committees
- Serving as program coordinator for the Skidaway Institute Internship Program
- Serving as program coordinator for the Semester@Skidaway
- Serving on University advisory boards or committees

#### Service to the Community

- Lab tours for educational, governmental, and academic visitors
- K-12 classroom visits
- Creation of websites for community education
- Preparation of fact sheets and other materials for community education
- Newspaper (and other media) interviews
- Presentations at events for the general public (e.g., Skidaway Marine Science Day)
- Teacher training workshops
- Developing K-12 programs (weekend enrichment, summer camp)
- High school student involvement in research

#### Service to Society

- Serving on the board of non-profit organizations
- Presentations that involve environmental managers
- Providing materials for legislators and policy makers
- Organizing meetings and other events for resource managers
- Service on state or federal advisory boards that develop recommendations for policy (e.g., NRC panels; EPD Technical Advisory Group; DNR Coastal Advisory Council)

#### **Research:**

The number of proposals submitted, and those that are pending or recommended for funding are documented. New Awards include the number of grants that started in the calendar year under evaluation regardless of when they were submitted, with multi-investigator proposals prorated by the % Academic Contribution for each investigator, as indicated on the Transmittal Form or as stated by the faculty member; these awards can also count toward proposals submitted if submitted and awarded in the same year. The entire amount of new multi-year awards is credited to the initial year for New Awards and then in subsequent years the award is credited as Active Grant funding with research expenditures on the grant

tabulated for the year. Active Grants tabulates the total number of grants and research expenditures made during the evaluation period and can include New Awards that started in the evaluation period.

Publication of scholarly work is identified as either peer-reviewed, book chapters or technical reports (non-peer reviewed) having dates corresponding to the year under evaluation. Papers listed as submitted and in press are combined and reported in a separate category. Conference presentations and seminars include all presentations on which you were a lead or co-author, regardless of who presented them, as reported in the Annual Review Report summary.

Calendar Year 2023	Department Max	Department Median	Department Min	
<b>Teaching Loads</b>				
Undergrad units, classroom teaching	6.0	3.0	0.0	4.00
Undergrad units, directed studies	4.0	0.0	0.0	0.00
Graduate units, classroom teaching	3.0	0.9	0.0	0.00
Graduate Seminars/Lab Meetings, Etc	2.0	0.0	0.0	0.00
Graduate Research units	20.0	9.0	0.0	19.00
Total Teaching Units	24.5	14.5	1.0	23.00
Total Classroom Teaching	7.0	4.5	0.0	4.00
Undergrad Credit-Hrs	618.0	54.0	0.0	28.00
Grad Credit-Hrs	210.5	72.5	9.0	150.00
Total Credit-Hrs	697.5	179.0	9.0	178.00
<b>Teaching Evaluations (1-5)</b>	5.00	4.47	3.00	5.00
<b>Students Supervised</b>				
B.S.	6	1	0	2
M.S.	4	1	0	0
Ph.D.	5	1	0	4
BS, MS and PhD advisory committees	9	3	0	7
<b>Post Doctoral Advising</b>	4	0	0	4
<b>Lab Personnel</b>	6	1	0	1
<b>Service (Qualitative, 0-5)</b>				
Community outreach	5	1	0	2
Institution	4	3	0	4
Profession	5	4	0	5
Society	5	0	0	0
<b>Proposals Submitted</b>				
Total Number	8	2	0	0
pending	6	1	0	0
Recommended	1	0	0	0
<b>New Awards</b>				
Number of New Awards	5	1	0	1
New Funds awarded, (\$K)	\$1,399	\$261	\$0	\$948
<b>Active Grants</b>				
Research Expenditures (\$K)	\$529	\$161	\$0	\$365
Number of Active Grants	11	3	0	5
<b>Publications</b>				
Peer-reviewed journals	11	4	0	5
Books Chapters	1	0	0	0
Tech reports & non-peer-reviewed	3	0	0	0
Submitted and in press	9	1	0	4
Presentations & Seminars	10	4	0	10

Figure 1. Sample Faculty Performance Data Matrix.