

# FACULTY EVALUATION

## Considerations for Annual Ratings

This summary is an assimilation of performance examples and guiding principles of the Annual Faculty Review (AFR) process and should not be construed as a binding document regarding AFR ratings. This summary is meant to provide some examples of things administrators consider when developing the AFR Rating. It should not be inferred from these examples that all of these must be accomplished in any given year or that an omission of a specific example implies that work may not be relevant. Program leaders and area and city Extension directors work closely together in the process of the annual evaluation.

The specific categories of research/scholarship, teaching, and service are the same as used in the University of Maryland curriculum vitae at <https://www.faculty.umd.edu/university-cv-template>. These categories are aligned with expectations for the type of position (tenured or tenure-track faculty, or professional track faculty). The subjectivity of the process is influenced by several measures including length of service, consideration of recent years annual review ratings, and type of position. While scholarship, in the broader sense, is inherent to all UME faculty work, tenured or tenure track faculty have specific expectations to acquire or promote through the tenure process.

An exceeds expectations includes at base, the core elements of the examples contained in a Job Well Done – then the faculty member exceeds the base expectation of a job well done by accomplishing a variety of the examples provided under exceeds expectations.

	<b>Exceeds Expectations</b>	<b>Job Well Done</b>	<b>Needs Improvement</b>
<p><b>Research, Scholarly, Creative, and/or Professional Activities</b></p> <p>Items to consider: Books; journal articles; presentations (e.g., conferences, workshops, talks); publications; creative work; public media (e.g., radio or TV broadcasts, newspaper, magazine, and newsletter columns); contracts and grants; volunteer contributions.</p>	<ul style="list-style-type: none"> <li>*Award and implementation of statewide grant project</li> <li>* Award and implementation of national level grant project</li> <li>*Published books or authorship in nationally published books</li> <li>*Coordination of national scale research symposium</li> <li>*Peer-reviewed presentations on International Level</li> <li>*Articles accepted and published in peer-reviewed Journals</li> <li>*Honors or awards for research/scholarship</li> <li>*Patents/inventions?</li> </ul>	<ul style="list-style-type: none"> <li>*Annual progress toward a well-balanced approach to scholarship including baseline research and evaluation, peer-reviewed conference presentations, articles accepted in peer-reviewed journals, and peer-reviewed Extension publications</li> <li>*Adequate levels of funding/support to implement planned program and activities including extramural funding and cost recovery</li> <li>*Worked effectively with volunteers and/or partners to broaden scope of work</li> </ul>	<ul style="list-style-type: none"> <li>*Limited external funding for programming</li> <li>*Limited scholarship contribution</li> </ul>

	<b>Exceeds Expectations</b>	<b>Job Well Done</b>	<b>Needs Improvement</b>
<p><b>Teaching, Extension, Mentoring, &amp; Advising</b>  Items to Consider:  Courses taught; major Extension programs; curriculum; online content, videos and images; mentorship of junior faculty; learning outcomes assessment; inclusive program practices, teaching awards.</p>	<ul style="list-style-type: none"> <li>*Leadership role in state level collaboration/partnership</li> <li>*Coordinated statewide professional development for colleagues</li> <li>*Coordination of national/international teaching</li> <li>* Significant and demonstrated leadership role in UME program attaining Signature Program Status</li> <li>*Significant leadership role(s) in statewide Program committee, action team or task force.</li> <li>*Evidence of in-depth program evaluation plan in place for one or more program efforts – beyond data collection.</li> <li>*Outstanding teaching ratings</li> <li>*Regional or national recognition by peers for teaching, mentoring, or advising.</li> <li>*Developed or adapted new teaching methods and/or technologies</li> <li>*Programs are culturally relevant, representative of diverse identities, guided by community needs, and directly responsive to equity and justice.</li> </ul>	<ul style="list-style-type: none"> <li>*Teaching and programming that aligns with UME priorities</li> <li>*Acceptable Teaching Effectiveness ratings</li> <li>*Demonstrable utilization of volunteers and/or partners to teach on UME's behalf</li> <li>*Implemented programs, activities, and workshops in alignment with IEP</li> <li>*Acceptable level of teaching contacts via UMERS.</li> <li>*Demonstrated appreciation for diversity in program delivery.</li> <li>*Demonstrated unusual initiative or creativity; offered a novel problem resolution</li> <li>* Inclusion of UME evolving signature focused programs is part of program offerings</li> <li>*Engagement with UME Program committees, action teams, or task force.</li> <li>*Appropriate evaluation methods are used to document program outcomes for statewide priority areas.</li> <li>*Meaningful and insightful Impact Statement aligned with IEP, UME priority areas and contributing to the overall summary of UME impacts and outcomes.</li> <li>*Programs are culturally relevant, representative of diverse identities and guided by community needs</li> </ul>	<ul style="list-style-type: none"> <li>*Lack of Teaching Effectiveness surveys/summaries</li> <li>*Expending faculty time and UME resources not aligned with UME priorities</li> <li>*Lack of reported teaching contacts in UMERS</li> <li>*Programs implemented were not in alignment with IEP or UME priorities</li> <li>*Lack of sufficient program partners and collaborators to reach target audience</li> <li>*Limited effort demonstrated in outreach and marketing to diverse and underserved audiences to ensure they were aware of UME programs that might benefit them.</li> <li>*Lack of engagement in statewide Program efforts</li> <li>*Not drawing on Land Grant generated research and teaching resources</li> <li>*Lack of general demonstrable accomplishments</li> <li>*Lack of annual Impact Statement or poorly developed summary that lacked adequate narrative to be meaningful.</li> <li>*Programs lacked cultural relevancy and inclusionary practices</li> </ul>

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<p><b>Service &amp; Outreach</b>  Items to Consider:  Editorships; reviewing activities for journals, agencies, conferences; university, college, department, and other committees; community engagement; international activities; outreach presentations; media contributions; community service; service awards and honors.</p>	<ul style="list-style-type: none"> <li>*Critical leadership role in professional association</li> <li>*Significant role in UME, AGNR or university governance committee(s)</li> <li>*Significant regional, national or international leadership role/recognition</li> <li>*editorship of professional magazine or other recognized publication.</li> <li>*Recognized awards and honors by peers and others.</li> <li>*Critical leadership role within the University or community organizations that lead to the advancement of our UME DEIR (Diversity, Equity, Inclusion &amp; Respect) vision.</li> </ul>	<ul style="list-style-type: none"> <li>*Demonstrated service within the College</li> <li>*Demonstrated willingness to take on new and/or additional tasks;</li> <li>*Connections with Professional associations and committees</li> <li>* Demonstrated engagement in UME governance committee(s)</li> <li>* Demonstrated engagement with relevant local/community agencies/groups to strengthen partnerships and collaborations</li> <li>* Peer review articles for scholarly journals</li> <li>* Demonstrated engagement with diverse community, state and/or national organizations that can advance the UME DEIR vision.</li> </ul>	<ul style="list-style-type: none"> <li>*Lack of engagement in service</li> <li>*Lack of engagement with UME governance Committees</li> <li>*Lack of engagement in local/community service opportunities related to job description that could build local relationships and collaborations</li> <li>*Lack of engagement with diverse community organizations and groups.</li> </ul>
<p><b>Professionalism</b>  Items to Consider:  Leadership and teamwork at the county/city, cluster, program area, action teams, and UME overall; work habits such as civility, dependability, productivity, initiative, cooperation, and adaptability.</p> <p>Representation and engagement within the college, university, and broader community</p>	<ul style="list-style-type: none"> <li>*Demonstrated multiple positive mentorship roles</li> <li>*Exercised outstanding supervisory or mentoring skills; facilitated the success of others</li> <li>*Coordinated leadership of state level work team</li> <li>*Served in leadership role of University level governance system and brought positive recognition for UME</li> <li>*Strong representative of UME within the university and broader community</li> <li>*Demonstrated a leading role in UME's commitment to and engagement in an inclusive organizational culture</li> </ul>	<ul style="list-style-type: none"> <li>*Exhibited strong work qualities such as dependability, patience and commitment</li> <li>*Fostered collaboration and cooperation among colleagues</li> <li>*Demonstrated exemplary service within the College</li> <li>* Actively participated in professional development opportunities to strengthen an update skills and expertise.</li> <li>*Represented UME within the university and broader community</li> <li>*Demonstrated commitment to and engagement in an inclusive organizational culture</li> </ul>	<ul style="list-style-type: none"> <li>*Negative and combative attitude toward UME and in the workplace</li> <li>*Lack of contribution to UME scope of work</li> <li>*Couldn't be counted on to follow through</li> <li>*Instances of not completing assignments and obligations</li> <li>*Lack of follow through with co-workers adding to their workload</li> <li>*Poor demonstration of civility</li> <li>*Does not meet deadlines</li> <li>*Lack of response to Administrative requests</li> <li>*Limited participation in professional development opportunities</li> <li>*Poor representative of UME within the university and broader community</li> <li>*Lack of demonstrated commitment to an inclusive organizational culture</li> </ul>

<b>Curriculum Vitae format</b>		*Structured to follow acceptable UMD format	*Lack of submitted CV *Lack of revised/Updated CV annually *Poorly developed CV that does not follow UMD template
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