

Annual Review Process for all Department of Extension Faculty

In consideration of the new reorganization of areas and supervisor lines, the annual review process has been examined to ensure that faculty members continue to receive annual feedback regarding their faculty role and efforts as some faculty members may not have a faculty member as their direct supervisor under the new structure. As has been standard practice in Extension, each individual will continue to be evaluated on his or her performance for his or her particular job description related to the faculty role. The performance of Extension faculty will be evaluated annually with input from the direct supervisor, program leader, and chair. The results of the review will be summarized in a letter prepared by the chair.

This review process has been designed in such a way as to not distract from or add a burden to any existing annual performance evaluation that is completed by direct supervisors. County-based faculty educators have one job and one supervisor. Faculty members will continue to receive the same type of collaborative feedback as has always occurred but through a more formal letter authored by the department chair. This letter will reflect major accomplishments in teaching, research, service, and performance dimensions (core competencies), with identification of areas for growth and development that can be supported through coaching, professional development, and other resources from the department.

The following information describes the full process for annual review of faculty in the Department of Extension:

Documents to be part of the review (this remains unchanged from standard practice):

- At least one peer evaluation of teaching letter
- EEETs – three per year (a three-year summary is provided by LOD)
- Annual report generated from VITA for the calendar review year
- Two to three performance goals for next year and one to two professional development goals for next year.

Steps:

- Annual review documents, as required by your supervisor, will be made available to the chair and the appropriate program leader by January 15 (EXISTING PRACTICE).
- Supervisors (Area leaders if faculty are county-based faculty) will assess success in overall performance in 250 words or less (EXISTING PRACTICE). They will forward drafts to the department chair by March 15. Area leaders will schedule a discussion with the department chair in advance of holding their performance reviews with county-based faculty. (NEW)
- Program leaders will assess faculty performance in their program area in 250 words or less (EXISTING PRACTICE) and forward to the department chair by March 1. (NEW).
- Faculty review will include input from their supervisor (Area leader if faculty are county-based) and program leaders, a review of the faculty annual report, peer evaluation of teaching letters, and EEETs (EXISTING PRACTICE).



- The department chair will generate an annual review letter that summarizes faculty performance from the various sources identified above for the supervisor to use during the performance review. Program leaders and area leaders will be cc'd. (NEW).

As you can see, the grand majority of the annual review process for faculty remains unchanged. The only two changes in the process are: 1) The department chair will have access to faculty documents and the supervisor's assessment. 2) The department chair will be providing a formal letter reflecting the major accomplishments in teaching, research, service and performance dimensions, noting strengths of the employee and identifying possible areas for growth and development that can be supported through coaching, professional development, and other resources from the department. This letter will be placed in the faculty file and is similar to the letters received by faculty from other departments within the college.

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