



UNIVERSITY
of ARKANSAS
AT PINE BLUFF
1873

Faculty Evaluation Handbook

Table of Contents

Annual Faculty Evaluation	4
Criteria for Faculty Evaluation	4
Teaching/Librarianship	4
Research and Creative Activities	5
Service	5
Faculty Evaluation Timeline	6
Evaluation Elements	6
Student Evaluation	6
Faculty Peer Evaluation	6
Academic Unit Head/Chair Evaluation.....	7
Annual Evaluation for Extension Specialists.....	7
APPENDICES	9
Appendix A- Professional Vita Template	10
Appendix B- Faculty Development Plan	13
Appendix C- UAPB Timetable for Faculty Evaluation	16
Appendix D- <i>SmartEvals!</i> Student Evaluation of Faculty Form	18
Appendix E- Peer Evaluation of Faculty Form.....	21
Appendix F- Chair’s Evaluation of Faculty Form	26
Appendix G- Standardized Course Syllabus Outline.....	29
Appendix H- Faculty Librarian’s Annual Performance Review Form.....	33
Appendix I- List of University Traditions as found in <i>The Roar Student Handbook</i>	37
Appendix J- Extension VITA Presentation For Consideration For Promotion In Rank Document	40

Annual Faculty Evaluation

The annual evaluation provides guidance and assistance to all faculty in their professional development and academic responsibilities in the areas of (1) teaching/librarianship, (2) research/creative activities, and (3) service. This handbook will help academic unit heads/chairs administer the evaluation process and will provide information for faculty who are preparing for evaluation. The process involves online student evaluation of faculty, peer evaluation of faculty, academic unit head/chair evaluation of faculty, and documentation of University and professional service as evidenced in the professional vita (see Appendix A) and *Faculty Development Plan* (see Appendix B). This handbook will also help clarify the categories in which academic unit heads/chairs will exercise their judgment during the faculty evaluation process.

The evaluation of the faculty is a critical job. The outcome will provide feedback to faculty which can serve as a basis for more effective professional performance.

Faculty members must know beforehand what academic unit heads/chairs and the University of Arkansas at Pine Bluff (UAPB) expect. Therefore, academic unit heads/chairs should define in advance their faculty's responsibilities. For example, if specific items are expected on a syllabus, then the academic unit head/chair should explain what is required so that faculty members can comply.

The aim of evaluation is faculty development. Its objective is to sustain a feedback system that keeps faculty members abreast of the status of their career at UAPB.

Faculty members are responsible for their career paths, but the academic unit head/chair is responsible for guidance and feedback. Along this line, academic unit heads/chairs might set up a formal review process, i.e., a pre-arranged conference. New faculty members should be evaluated within a year. Discussion should be on mutual expectations regarding what faculty members need to do for positive evaluations.

The definition of faculty rank with regard to instructional research, librarianship, and cooperative extension service can be found in the UAPB Employee Handbook.

Criteria for Faculty Evaluation

Teaching/Librarianship is the first category for faculty evaluation at the University of Arkansas at Pine Bluff. Teaching/librarianship is the primary duty of most UAPB faculty and it is essential that quality teaching be encouraged and recognized. Teaching may be defined in terms of providing for student learning in a variety of ways, including classroom or clinical instruction, team-teaching, independent study or research supervision, multi-disciplinary teaching activities, course preparation and teaching strategies.

Effective teachers mark the path of their progress with many clues. Course bibliographies often signal quality of teaching as do appropriately revised syllabi that should be formatted according to the University's adopted *Standardized Course Syllabus Outline* (see Appendix G). Further evidence of effective teaching might come from faculty listings of innovative methods, applications of current technology, engagement of visiting colleagues, and use of library resources. As with other areas, it is the duty of the individual faculty member to document effective teaching performance. The criteria below define the specific items utilized to evaluate teaching/librarianship and are found in the *Chair's Evaluation of Faculty* form or *Faculty Librarian's Annual Performance Review* form (see Appendices F and H).

- Criterion 1: Course Design (use of University's adopted *Standardized Course Syllabus Outline* (see Appendix G))
- Criterion 2: Attendance
- Criterion 3: Adequacy of Office Hours
- Criterion 4: Quality of Advising
- Criterion 5: Professional Affiliations

- Criterion 6: Student Evaluations
- Criterion 7: Scholarly/Creative Activity and Professional Service
- Criterion 8: University Service
- Criterion 9: Community Service
- Criterion 10: Evidence of Professional Developmental Implementation/Plan and Supporting Documentation
- Criterion 11: Command of English
- Criterion 12: Peer Evaluation (mean score of Departmental Peer Reviewers)

Research and Creative Activities is the second category and it comes in many forms. Excellent teaching is fostered by sound knowledge acquired through research and creative activities. The University has traditionally been given the societal role of generating, applying, and transmitting knowledge. In this respect, faculty members should be involved in creating, revising, and sharing knowledge through activities such as research, writing, and presentations at professional meetings. In addition to generating new knowledge, faculty members are charged with synthesizing existing knowledge and presenting it in new and challenging ways to students and others. In addition, by translating knowledge, faculty members can better educate the public and make the University more applicable to society at large. Whether the product of research is published or not, the research itself must still be evaluated by university peers. Scholarly productivity should be relevant to the content area and/or work. Grant writing and publications require research. Professional growth can also be a part of research. For specific examples of research activities, academic unit heads/chairs and deans should refer to the Office of Research and Sponsored Programs. Less specific examples are provided below.

- A. Submitted research for refereed journals and for the popular press should be recognized. Published research writings in refereed journals and for the popular press should be given extra recognition.
- B. Creative activities play an important role in education that is valued equally with empirical research. Creative activities could include conference and/or meeting presentations, journal publications, fact sheets, grant submissions, creative/visual performances, dance/musical performances, and technical reports. Academic department heads/chairs, in consultation with each faculty member, will determine what constitutes creative activities and the documentation required. This should be reflected in the *Faculty Development Plan* (see Appendix B).
- C. Successful grantsmanship is normally regarded as a desirable activity and one which the University would like to encourage. Submitted grants and written proposals should be evaluated for the effort. Funded grants and proposals should receive extra recognition.
- D. Professional growth refers both to off-campus and on-campus activities.
 - a. Off-campus memberships in recognized academic organizations, attendance at workshops and conferences whether as attendee or presenter, and papers presented at conferences should be recognized.
 - b. On-campus attendance and participation in workshops, exhibits, concerts, conferences, mini-courses, and professional organizations should be recognized.

Service is the third category and refers to both the University and the community. Service is defined in terms of service to the university, the profession, and the community and may include activities such as work on university, departmental and professional committees; discipline-related community involvement; university, departmental, professional and administrative service; curriculum development; academic student advisement and recruitment; co-curricular and extra-curricular student organization advisement; direction of in-service education courses or programs; and public relations. University service refers to (a) support of university functions and assurance of student support of university functions, (b) committee involvement and (c) community service.

- A. All faculty members can undertake service to the University community and each faculty member should assume responsibilities of academic citizenship. These responsibilities include all matters of academic governance within academic units and within the whole University.

Attendance at University functions is a very important aspect of cultural, social and intellectual growth. These functions include, but are not limited to, lectures, special trainings, and university traditions as found in *The Roar Student Handbook* (see Appendix I). The University expects faculty to attend university sponsored events and to encourage their students to attend university functions. Attendance at these functions shows loyalty to the University.

- B. In using committee work for service purposes, academic unit heads/chairs should try to reach a balance in assigning faculty to departmental committees; additionally, academic unit heads/chairs should not give a low evaluation score if the faculty member is not selected for a requested Standing Committee assignment.
- C. The University exists to educate and share professional time and expertise within the community. It includes community service as a major aspect of its mission, and appropriate faculty projects should be included in descriptions of achievement. Faculty generated service to the community is also part of the mission of an 1890 land-grant institution. Descriptions of faculty involvement should include those activities in which faculty may employ their professional and intellectual expertise in service to the community. Community service refers to activities that faculty members perform voluntarily or do beyond the call of duty for which they deserve credit. It does not include normal religious, fraternal, or sorority activities; however, it does include Scouts, Little League, lectures at secular activities, and other recognized community events.

Faculty Evaluation Timeline

Academic unit heads/chairs and faculty should follow the *UAPB Evaluation Timetable* (Appendix C).

Two important dates for academic unit heads/chairs:

1. December 1: Notice of non-reappointment of faculty in second year of service is due based on previous year's evaluation. The deadline is December 15.
2. February 15: Notice of non-reappointment of faculty in first year appointment. The deadline is March 1.

Evaluation Elements

Student Evaluation

Student evaluations help faculty improve the course. Students will assess each course using the *SmartEvals!* online system (see Appendix D). On the last day of instruction, the results of each evaluation can be seen by the faculty member and the academic unit head/chair.

Faculty Peer Evaluation

Each tenured, non-tenured, and part-time faculty member will be evaluated by a committee of at least three tenured peers selected by the academic unit head/chair using the *Peer Evaluation of Faculty* form (see Appendix E). In departments with few faculty members, additional faculty from other departments will be chosen by the academic unit head/chair. The academic unit head/chair will review each evaluation and then forward it to the evaluated faculty member.

Academic Unit Head/Chair Evaluation

The evaluation procedure involves three categories: (1) teaching/librarianship, (2) research/creative activities, and (3) service.

Academic unit heads/chairs may use either of two approaches to evaluation, depending on the faculty's assigned work load. In departments where a faculty member is administratively assigned a full-time workload that splits among teaching/librarianship, research/creative activities, and service, refer to the Faculty Workload Policy. Faculty who are not assigned research or administrative responsibilities are expected to teach and be involved in adequate research/creative activities and service. These activities should be included in the annual *Faculty Development Plan* (see Appendix B).

The academic unit head/chair will review the results of the student evaluation, peer evaluation, and research/creative activities and service activities to the University to determine the overall faculty performance. After scoring the evaluations (by peers and students), the academic unit head/chair will discuss and document strengths and weaknesses as well as suggested means for improvement with each faculty member which will be documented on the *Chair's Evaluation of Faculty* form (see Appendix F).

Annual Evaluation for Extension Specialists

This section is intended to provide guidelines for appointment and evaluation of program specialists consistent with the policies of the 1890 Cooperative Extension Program and the University of Arkansas at Pine Bluff. For details pertaining to the complete Extension Evaluation Process, refer to the *Extension VITA Presentation For Consideration For Promotion In Rank* (See Appendix J). The criteria for evaluation include the following:

- I. Responsibility- Primary responsibility for performance appraisal rests with the immediate supervisor.
- II. Frequency- Performance evaluations are conducted annually at the end of the program year. Performance appraisal schedule of due dates:
 October 1: Annual Performance Narrative should be submitted to supervisor.
 October 31: Annual Goals reviewed with supervisor.
 November 30: Supervisors complete EEVAL 152 and results reviewed with Administration.
 January 15: Review with specialist and submission to Administration complete.
- III. Performance Against Standards- Specialists and supervisors are evaluated on a scale of substantially exceeds requirements (4) to below requirements (0) against established standards in ten areas. Supervisors are evaluated in an eleventh area, management responsibility. Performance areas to be evaluated are:
 - A. Extension Activities
 1. Program Planning
 2. Faculty and Staff Training/Assistance
 3. Implementation and Evaluation of Educational Programs
 - (a) Individual Activities
 - (b) Demonstration, assessment, or validation of technology
 4. Professionalism and Service
 5. Financial Support of Extension Activities
 6. Collaboration and Cooperation
 - B. Behavioral Dimensions
 1. Teamwork
 2. Leadership
 3. Adaptability
 4. Program implementation/Marketing as an 1890 Extension Program

- 5. Work habits
- 6. Marketing 1890 Extension Program
- C. Management Responsibilities (Supervisors only)
- D. Teaching
- E. Research Activities
- F. Publications and Educational Support Materials Developed

IV. Performance Goals- Specialists/supervisors select measurable and attainable goals that should contribute to their performance in the job assigned. Results attained are reported at the end of the fiscal year and are considered in the overall evaluation.

Procedures

- I. Annual Performance Narrative- A summary of specialist activities following the format in these guidelines will be submitted to supervisors. The report is due to supervisors by October 31.
- II. Annual Performance Evaluation- Each supervisor will submit an Annual Performance Evaluation, Form EEVAL 152, for each faculty member. This report, covering the period October 1 through September 30 of the past fiscal year, should be submitted by November 30 for review by Administration.
- III. Performance Evaluation and Review
 - A. Form EEVAL 152 Annual Performance Evaluation Summary using the individual specialist/supervisor's Performance Evaluation Report and other appropriate input. The supervisor will complete Form EEVAL 152 Annual Performance Evaluation Summary. Each performance area will be rated as follows:

Substantially Exceeds Requirements	4
Exceeds Requirements	3
Meets Requirements	2
Improvement Needed to Meet Requirements	1
Unacceptable	0
 - B. Review- Review Ratings determined by supervisors will be submitted to Administration for review and concurrence before being discussed with the employee. The evaluation will be discussed with the faculty member by the appropriate supervisor. The faculty member will be given a copy of the completed evaluation. All evaluation conferences will be completed by January 15.

APPENDICES

Appendix A- Professional Vita Template

Appendix B- Faculty Development Plan

Appendix C- UAPB Timetable for Faculty Evaluation

Appendix D- *SmartEvals!* Student Evaluation of Faculty Form

Appendix E- Peer Evaluation of Faculty Form

Appendix F- Chair's Evaluation of Faculty Form

Appendix G- Standardized Course Syllabus Outline

Appendix H- Faculty Librarian's Annual Performance Review Form

Appendix I- List of University Traditions as found in *The Roar Student Handbook*

Appendix J- Extension VITA Presentation For Consideration For Promotion In Rank Document

Appendix A

Professional Vita Template

First Name Last Name

Street Address

City, State Zip Code

(Area code) phone number

(Area code) fax number (if applicable)

email@address.com [right click and scroll down to "Edit Hyperlink" to include your email address]**Education**

Years

Academic Experience**Teaching/Tutoring Experience****Research Skills and Training****Other Positions and Employment**

List non-academic employment history in reverse chronological order, noting position held, employer, location, brief description of duties and responsibilities.

Years

Professional Memberships and Activities

List these, in groupings by professional organization, in reverse chronological order, noting leadership positions and other positions held. This section may also include editorial activities. If, however, you have served as editor in many contexts, consider grouping these together under a separate heading, by publication, in reverse chronological order.

Years

Honors and Awards

[Note: you may also list elite fellowship programs, those to which you were accepted on the basis of a competitive, as opposed to first-come, first-serve, application process, here.]

Years

Committee Assignments and Administrative Services

List in reverse chronological order, noting leadership positions held. Include university and non-university activities (e.g., work with NIH study groups).

Years

Educational Activities

- Identify your teaching/tutoring activities here.
- Include advising responsibilities.
- Consider using a table, as it provides a concise, visual way to identify role, number of students, number of sessions, and evaluation data.

Reflect the years you undertake each activity.

Patents

List in **CHRONOLOGICAL** order to permit each updating.

Abstracts and Presentations**Oral Presentations**

National/International Meetings

Local/Regional Meetings

Posters

National/International Meetings

Local/Regional Meetings

[List these in reverse chronological order, beginning with National/International presentations as a category followed by Local/Regional meetings. Use an asterisk or other explained notation to demarcate invited talks and meetings that you helped to organize.]

Publications

1. List your publications in **chronological** order for easy updating.
2. **Number** these and highlight **your name in bold**.
3. Follow this **order** - peer-reviewed, non-peer-reviewed publications, articles accepted for publication, books and monographs, evidence of works in progress (complete articles published in conference proceedings, book chapters, review articles, editorials as indicated), development and/or publication of educational materials, development of major curricular offerings or innovative educational programs, non-print materials, published abstracts.
4. **Note:** if you're not listed as first author on publications for which your mentored student is listed, note that role with an asterisk or other indicator.

Appendix B

Faculty Development Plan

**UNIVERSITY OF ARKANSAS AT PINE BLUFF
Faculty Development Plan**

Name _____
 Department _____
 Year _____

Faculty development plan incorporates results of faculty evaluations (student, peer and chairperson).

Strengths:

Weaknesses:

Action Plan

Goals should include teaching, research/scholarly activities and professional service.

Goals and Strategies	Time Required	Resources / Purposes	Date Completed	Outcomes

Faculty Development Plan

Goals and Strategies	Time Required	Resources / Purposes	Date Completed	Outcomes

Signatures:

Faculty

Date

Chair

Date

Appendix C
UAPB Timetable for Faculty Evaluation

UNIVERSITY OF ARKANSAS AT PINE BLUFF

TIMETABLE FOR FACULTY EVALUATIONS

By Sept. 1	The Vice Chancellor for Academic Affairs notifies all faculty members of the timetable for evaluation.
By Sept. 15	Chairperson will have each faculty member's Faculty Development Plan on file and inform faculty of dates to submit supplemental documents.
By Nov. 1	The chairperson establishes a Peer Review Committee and plans for the Fall student evaluations of faculty.
During first Week of December	Fall Student Evaluations are administered.
By Feb. 15	The faculty member submits a comprehensive <i>curriculum vita</i> , along with supporting documents to the chairperson. Chairpersons review all materials submitted by the faculty member and all those which result from evaluations by the Peer Review Committee and students. The chairperson prepares a recommendation and forwards it, accompanied by all documents relative to the evaluation, to the divisional dean. The chairperson will share with the faculty member his/her, the students, and the Peer Review Committee's evaluative results.
By Feb. 21	The faculty member has the right to appeal the evaluations of the chairperson and/or the Peer Review Committee to the divisional dean.
By Mar. 1	The divisional dean makes his/her own evaluations and forwards them to the Vice Chancellor for Academic Affairs. The divisional dean informs the faculty member of the evaluative results.
By Mar. 15	If the dean's evaluation is negative, the candidate may submit to the Vice Chancellor for Academic Affairs additional materials for consideration.
By April 15	The Vice Chancellor for Academic Affairs receives summaries of all faculty evaluations from divisional deans.
During 4 th Week of April	Spring Student Evaluations of faculty are administered. Evaluation results are used as a part of the faculty development and planning process. Evaluations are also used in promotion, tenure and merit pay considerations.

The Office of the Vice Chancellor for Academic Affairs 2000

OAAOCT2000

Appendix D

SmartEvals! Student Evaluation of Faculty Form

*Note- This form is only accessible electronically.

SmartEvals!

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Does not Apply
I received the instructional hours that I paid for.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Test and assignments were graded and returned in a reasonable time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The lectures and activities were well organized and presented.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Laboratory exercises allowed me to learn important things by doing them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I had to think, not just memorize.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The test was accurate, clear and fit the content covered.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The grading was fair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The syllabus provided a clear understanding of the expectations, requirements and grading system for this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class begins and ends on time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learned a lot in this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

*Note- This form is only accessible electronically.

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Does not Apply
I had adequate preparatory classes leading up to this class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The classroom environment (chairs, temperature and equipment) was good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The textbook (or alternative written supporting material) was well written and useful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
		A	B	C	D	E
Indicate the letter that corresponds to the grade you expect to receive in the course.		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment regarding the course _____

	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	Does not Apply
The instructor was well prepared for class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor's spoken English was easily understood.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor was happy to answer questions in class or during office time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor is enthusiastic about teaching.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor was able to clearly explain difficult concepts.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The teacher used a variety of instructional methods and made use of effective teaching aids	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please comment regarding the instructor _____

*Note- This form is only accessible electronically.

Appendix E
Peer Evaluation of Faculty Form

Instructions to Peer Reviewers

- Each faculty member should be subject to at least 2 peer reviews. Three or more reviews insure a more accurate assessment.
- Peer reviewers are assigned by the department chair. All reviewers must be tenured, have demonstrated effective teaching skills in their disciplines, and must be advised of the expectations for confidentiality of the peer review process.
- Peer reviewers should coordinate their efforts to insure that they arrive at different times in the semester. For example, the Chair should schedule reviews for different times in the semester.
- Reviews should not be held during the first and last weeks of the semester.
- Visits by peer reviewers must be unannounced.
- Peer reviewers do not sign the evaluation form.
- All of the elements in the evaluation are critical parts of every class. For, example, all classes need teaching aids. These may be as simple as chalk or as complex as a live demonstration. Instructors must always be courteous, students should always be required to think critically and instructors should always be on time.

Evaluation Elements

Each “Evaluation Category” described on the form is a general heading that covers a wide range of possible approaches by the instructor. Below are some of the elements that should be considered a part of each of these broad categories. While many of the points in each category would be expected to be a part of every class, not all of the points below may be applicable to every class period.

Evidence of Planning:

- Adheres to course outline and objectives
- Demonstrates command of the discipline and subject area
- Organizes materials in a logical and purposeful manner
- Presents challenging, thought-provoking ideas
- Presents different theories and their implications
- Discusses recent developments in the field
- Does not digress often from main topic
- Uses instructional support effectively

Dialogue:

- Provides student-centered instruction which incorporates alternative approaches or different points of view objectively and sensitively
- Provides room for comments and questions from students
- Interacts effectively and responds appropriately to students’ questions and comments
- Responds to wrong answers constructively
- Provides cues to encourage students to respond to difficult questions
- Acknowledges student contributions
- Responds to what is going on in the class (e.g., raised hands, being bored, gestures, etc.)
- Monitors students’ understanding of the material under consideration by asking questions
- Guards against one or few students dominating class discussion
- Talks to the class, not the board or computer
- Varies the pace to keep students alert
- Admits error and/or insufficient knowledge and respects constructive criticism
- Uses a variety of teaching strategies to meet students’ diverse learning styles

Clarity of Expression:

- The instructor’s spoken English was easily understood
- Speaks clearly, audibly and is easy to understand
- Explains subject matter clearly and effectively
- Clearly differentiates and emphasizes major points
- Structures instruction to facilitate student comprehension and retention
- Speech fillers are not distracting

Student Enthusiasm:

- Do the students appear interested and engaged?
- Did students respond to questions?
- Did the students arrive on time for the class?

Command of Subject:

Demonstrates command of the discipline and subject area
Presents challenging and thought-provoking ideas
Discusses recent developments in the field
Conveys confidence

Teaching Aids:

Incorporates a variety of teaching aids/resources into classroom presentations
Incorporates text and other assigned readings into classroom presentations
Incorporates relevant media or other assigned projects into classroom presentations
Uses technology effectively
Visuals are large, legible and appropriate

Promptness:

Organized and ready to teach at the beginning of class period
Begins and ends class on time

Explanations and Demonstrations:

Explains difficult terms, concepts and problems clearly
Explains difficult terms, concepts and problems in more than one way
Explains approaches or view points objectively and with sensitivity
Presents different theories and their implications
Uses concrete, sufficient and appropriate examples, illustrations and/or demonstrations
Uses appropriate gestures to enhance meaning and understanding

Courtesy:

Treats students respectfully
Answers questions with a polite and positive attitude
Makes accommodations for students with special needs
Uses humor appropriately
Respects diverse points of views
Responds appropriately to undesirable student behavior in class

Critical Thinking:

Are questions aimed only at memorization or does the instructor require higher levels of understanding including analysis and synthesis?
Do questions from the instructor require students to use and apply knowledge?

**University of Arkansas at Pine Bluff
Peer Evaluation of Faculty Teaching**

Instructor Evaluated _____ Date _____
 Class _____
 Semester _____
 Department _____

Category	Score	Category	Score
Evidence of Planning		Teaching Aids	
Teacher/Pupil Dialogue		Promptness	
Clarity of Expression		Explanations & Demonstrations	
Student Enthusiasm		Courtesy	
Command of Subject		Critical Thinking	
Final Score	0.00		

Explanation of Scores (decimal scores acceptable in all categories)

- 5- Excellent, above average, and without need of improvement
- 4- Acceptable quality, certainly good enough, but not "excellent"
- 3- Needs minor improvement
- 2- Needs major improvement
- 1- Unsatisfactory

Comments:

Appendix F
Chair's Evaluation of Faculty Form

UNIVERSITY OF ARKANSAS AT PINE BLUFF

Chair's Evaluation of Faculty

Name _____ Date _____

Rank _____ Dept. _____

Academic Year _____ Year of Initial Employment _____

Evaluation	
<p>Criterion 1: Course Design</p> <ul style="list-style-type: none"> The primary evidence of excellent course design is the syllabus. All syllabi must be updated prior to each semester. The syllabi will remain on file for use in the annual evaluation. Evaluation will be based on how well the syllabus provides a comprehensive plan covering all topics needed for a course, the inclusion of a well thought out evaluation strategy, the use of creative and innovative teaching strategies, the use of recent scientific findings, and the inclusion of all elements described in university policy. 	
<p>Criterion 2: Attendance</p> <ul style="list-style-type: none"> The faculty member is timely in meeting classes and in reporting grades, non-attendance and other required faculty reports. 	
<p>Criterion 3: Adequacy of Office Hours</p> <ul style="list-style-type: none"> A minimum of ten (10) office hours is scheduled and maintained for full-time teaching faculty. The faculty member is available for student appointments, meetings and consultation with colleagues as scheduled. 	
<p>Criterion 4: Quality of Advising</p> <ul style="list-style-type: none"> The faculty member is available for advising students and is knowledgeable of university policies, participates effectively in academic advisement week, keeps adequate advising records according to recommended procedure, and meets with assigned advisees as often as needed. 	
<p>Criterion 5: Professional Affiliations</p> <ul style="list-style-type: none"> The faculty member holds membership in professional organizations (local, regional, national), attends appropriate professional meetings, and is appropriately involved with his/her profession as documented by a short narrative including names of organizations, date joined, current membership status, offices held and meetings attended. 	
<p>Criterion 6: Student Evaluation</p> <ul style="list-style-type: none"> The student evaluation score (the mean of all student ratings of all classes taught) will be administered during the last 2 weeks of the semester. 	
<p>Criterion 7: Scholarly/Creative Activity and Professional Service</p> <ul style="list-style-type: none"> Scholarly activities include involvement in teaching, research, professional development, and service to a professional discipline. 	
<p>Criterion 8: University Service</p> <ul style="list-style-type: none"> University service is documented in a short narrative (single page) to the chair. This narrative should include service on departmental, school, and university committees, student organizations and participation in recruitment, retention activities. Participation in departmental, divisional and university faculty meetings, university functions, graduations and seminars. The chair may ask for further details or documentation if needed. This category does not include Community Service (as defined in Criterion 9). 	
<p>Criterion 9: Community Service</p> <ul style="list-style-type: none"> The faculty is involved in community service activities related to ones profession and serves on community and civic committees, commissions and advisory boards. 	
<p>Criterion 10: Evidence of Professional Developmental Implementation/Plan and Supporting Documentation</p> <ul style="list-style-type: none"> As evidence of progress in meeting professional development goals, faculty provides a collection of data reports, work samples, etc. in a portfolio illustrating continuous growth as professionals. 	
<p>Criterion 11: Command of English</p> <ul style="list-style-type: none"> The faculty demonstrates clear and understandable language skills and meets the expectations of the department, school, UAPB and Arkansas laws. 	
<p>Criterion 12: Peer Evaluation (mean score of Departmental Peer Reviewers)</p> <ul style="list-style-type: none"> Peer evaluations will be conducted by reviewers appointed by the chair. Each teacher should be subjected to at least 2 peer reviews. For additional information see Peer Evaluation of Faculty Score. 	

**University of Arkansas at Pine Bluff
Chair's Evaluation of Faculty**

Instructor Evaluated _____ **Date** _____

Rank _____ **Department** _____

Academic Year _____ **Year of Initial Employment** _____

	Weight	Score	Weighted Score
Criterion 1 Course Design	15		
Criterion 2 Prompt and Prepared to Teach	10		
Criterion 3 Adequacy of Office Hours	5		
Criterion 4 Quality of Advising	10		
Criterion 5 Professional Affiliations	5		
Criterion 6 Student Evaluation	10		
Criterion 7 Scholarly/Creative Activity	10		
Criterion 8 University Service	5		
Criterion 9 Community Service	5		
Criterion 10 Evidence of Professional Developmental Implementation/Plan	10		
Criterion 11 Command of English	5		
Criterion 12 Peer Evaluation	10		
Final Score			

Explanation of Scores (decimal scores acceptable in all categories)

- 5- Excellent, above average, and without need of improvement
- 4- Acceptable quality, certainly good enough, but not "excellent"
- 3- Needs minor improvement
- 2- Needs major improvement
- 1- Unsatisfactory
- N/A- Not Applicable

Comments:

Appendix G

Standardized Course Syllabus Outline

UNIVERSITY OF ARKANSAS AT PINE BLUFF

SYLLABI POLICY STATEMENT

All regularly scheduled undergraduate and graduate courses for which students receive credit at the University of Arkansas at Pine Bluff, regardless of the method of delivery, must have a course syllabus clarifying the expectations of the instructor and the responsibilities of the student as defined in this Statement of Policy.

A course syllabus is a contract with the student and all sections of the same course must use a common syllabus. To ensure that students are knowledgeable of requirements for successful completion of a course, all course syllabi at the University of Arkansas at Pine Bluff must contain the following information:

- University of Arkansas at Pine Bluff
- School of _____
- Department of _____
- Course Title
- Course Prefix and Number
- Textbook (s) which define the subject matter content, approach, breadth, and applicability of the course
- Credit Hour
- Instructor
 - Name
 - Office Location and Office Hours
 - Telephone, Fax and Email
- Course Objectives (written in strong, active voice that are measurable);
- Course Description - Summary Statement which informs the student of the subject matter content, instructional approach, breadth, and applicability of the course;
- Prerequisites – Courses that students should have completed or prerequisite knowledge that a student should have obtained before enrolling in the course (all required prerequisites **must** be listed in the current UAPB Catalog);
- Course Outline – List of topics to be taught in the order in which they will be taught, readings associated with the topics, as well as dates for exams, and due dates for assignments;
- Bibliography – List of references to be used for course instruction; and
- Expectations for Students – Policies and procedures that govern class participation and student outcomes, i.e. departmental procedures, policy on students with disabilities, grading system, expectations for class attendance statement, academic integrity, and any other departmental or school procedure.
- UAPB Statement on Academic Dishonesty – UAPB reserves the right to withdraw any student who fails or refuses to abide by rules and regulations governing student life including academic dishonesty. Academic dishonesty includes, but is not limited to, misconduct during testing periods, and inadequate acknowledgement of source materials on term papers and other assignments that show evidence of plagiarism. The following actions may result when academic dishonesty is evident: awarding a failing grade for the test or assignment on which the dishonesty occurred, suspension from the class, or other potential sanctions identified by the instructor in the course syllabus.

Given the varied nature of instruction and course delivery, the responsibility for ensuring adherence to and compliance with this policy is assigned to the department chairperson and should be monitored by the dean of the school.

COURSE SYLLABUS

**University of Arkansas at Pine Bluff
School
Department**

Course Prefix and Number:

Course Title:

Credit:

Instructor:

Office Location:

Office Hours:

Telephone:

E-Mail

Course Description: (As written in the university catalogue)

Course Prerequisites: (As written in the university catalogue)

Texts, readings, and instructional resources:

Course Objectives/Learner Outcomes:

Upon completion of this course, the candidate will be able to:

Course Content:

Topical Outline

Assignments, evaluation procedures, and grading policy:

Grading:

Grading Scale:

Below C in your major course of study is considered failure; course must be repeated.

*FINAL EXAMINATION - *(THE FINAL EXAMINATION WILL BE ADMINISTERED ACCORDING TO THE FINAL EXAMINATION SCHEDULE - NO EXCEPTIONS WILL BE MADE,)

Instructional Skills:

_____ Lecture	_____ Discovery Learning
_____ Discussion/Questioning	_____ Small Group Activities
_____ Cooperative Learning	_____ Demonstration/Modeling/Model
_____ Role Playing	_____ Technology/Media Presentation
_____ Problem Solving	_____ Team Teaching
_____ Individualized Instruction	_____ Other(s)

Bibliography

Students with Disabilities: As stated in *The Roar* student handbook.

Class Attendance Statement: These statements apply to each student enrolled at UAPB.

1. Attendance is the responsibility of the student. Students are expected to regularly attend all classes in which they are enrolled.
2. Instructors will provide each student with the attendance requirements in writing, either in the course syllabus or in a separate handout, and verbally explain them to students the first day of class.
3. The student is responsible for informing instructors in advance when an absence will occur. If this is not possible, it is the responsibility of the student to contact the instructor as soon as possible.
4. For school-sanctioned events such as field trips, band, choir, athletics and similar events, the coordinator of the event should send a letter to the Vice Chancellor of Academic Affairs seeking approval for the respective students to be absent from classes for the event. The letter should identify the type of event for which excused absences are being requested and include a listing of all student participants. Following approval, the list and the letter of request with the Vice-Chancellor's approval should be presented by all student participants to their respective instructors. The Coordinator of the event will submit a copy of the approved letter and the list of student participants to the Dean of Students' Office where it will be kept on record.
5. The Dean of Students will notify instructors when a student is absent three days or longer due to an illness or other issue. This courtesy memo does not alter the instructor's attendance policies, excuse the student from policy #3 above, nor does it constitute an excused absence. Rather, it is documentation of the absence.
6. Class participation may be used, at the instructor's discretion, as a factor in determining a student's final grade for the course.

Census Period

Students who do not attend class at least one time during the first 11 days of the fall and spring semesters, or the first 5 days of a summer session, will be administratively dropped from the course for non-attendance.

Technology Integration:**Relationship to Diversity:**

Appendix H
Faculty Librarian's Annual Performance Review Form

UNIVERSITY OF ARKANSAS AT PINE BLUFF
 JOHN BROWN WATSON MEMORIAL LIBRARY
 FACULTY/LIBRARIAN ANNUAL PERFORMANCE REVIEW

Part I - EMPLOYEE INFORMATION		
Name (Last, First, MI)	Colleague ID Number	Department
Position Title	Class Code	Position Number
Part II - SUPERVISOR'S (RATER) INFORMATION		
Name of Rater (Last, First, MI)	Telephone Number	Position Title
Part III - REVIEWING OFFICIAL'S INFORMATION		
Name of Reviewing Official (Last, First)	Telephone Number	Position Title
Part IV - RATING PERIOD		
Rating Period Beginning Date: _____ Rating Period Ending Date: _____		
Part V - DEFINITIONS		
<p>Duty Area – Librarianship: Librarianship is central to the purposes and objectives of the University and is to be evaluated, rewarded and encouraged in ways parallel to those for scholarship and service.</p> <p>Duty Area – Scholarship: Scholarship is defined as a systematic, focused attention on a question, problem or idea, characterized by expertise, originality, analysis and significance.</p> <p>Duty Area – Service: Service encompasses a faculty member's activities in the areas of university, professional and community service.</p> <p>Duty Area – Formative Standards: Supervision of staff and/or student workers, performance of stated duties in accordance with library standards (ALA & ACRL), adherence to library policies and procedures, cooperation, and initiative.</p> <p style="text-align: center;">Ratings Definitions</p> <p>Excellent (E) - greatly exceeds normal and expected standards of performance and is deserving of special recognition for outstanding accomplishments during the year.</p> <p>Good (G) – exceeds normal and expected standards of performance for the year.</p> <p>Satisfactory (S) – meets normal and expected standards of performance for the year. Suggestions for improvement may accompany this rating.</p> <p>Unsatisfactory (U) – fails to meet normal and expected standards for the year. Suggestions for improvement must accompany this rating.</p>		

1. LIBRARIANSHIP				
	E	G	S	U
Outstanding performance in the main area of responsibility				
Enrolling in professionally-related continuing education activities				
Maintaining current awareness through reading, meetings and workshops				
Designing substantial aids for research				
Instruction, not necessarily in a classroom situation				
2. SCHOLARSHIP				
Peer-reviewed contributions to research				
Creation of electronic, multimedia resources				
Innovations that constitute significant advancement of professional practice				
Funded grant proposals				
Collaboration with other library faculty members				
3. SERVICE (University, Professional and Community)				
a. University				
Leadership and participation in the governance of UAPB community				
Leadership and participation in UAPB activities such as colloquia and seminars				
Participation in library activities, such as seminars and serve on committees				
Engaging in mentoring activities				
b. Professional				
Serving as an officer/active member in professional and learned societies				
Serving as program chair or discussant for professional meetings				
Refereeing a competitive papers session				
Reviewing grant proposals				
Organizing workshops, institutes or similar meetings				
Serving scholarly journals or newsletters in an editorial or analytical capacity				
Reviewing books and other literature in peer-reviewed journals				
c. Community				
Public appearances in the interest of librarianship and information transfer				
Participating as an expert in a community project, consortium or task force				
Sharing professional knowledge and expertise with groups outside the University that directly support the goals and mission of UAPB as a metropolitan-based institution committed to the community and region				
4. FORMATIVE STANDARDS				
Supervision of staff and/or student workers				
Performance of stated duties in accordance with library standards (ALA & ACRL)				
Adherence to library policies and procedures				
Cooperation and collegiality				
Initiative				

Comments:

Summary:

By signing below the employee concurs only that the performance evaluation has been conducted. The employee's signature does not indicate that he or she agrees with the evaluation. Comments concerning the performance may be submitted on a separate sheet.

Librarian/Faculty's Signature: _____ Date: _____

Rater's Signature: _____ Date: _____

Reviewing Official's Signature: _____ Date: _____

Appendix I
List of University Traditions as found in
The Roar Student Handbook

Adopted from the University of Arkansas at Pine Bluff *The ROAR Student Handbook*

1.2 University Traditions

The life of every student is enriched by the traditions which have become a part of the University through the years. Some of the University of Arkansas at Pine Bluff's traditions include:

1.2.1 Band Concert

Annually, the Music Department presents the University Band in Concert.

1.2.2 Black History Month

During the month of February, Black History Month is observed in order to pay tribute to noted African Americans who have made significant contributions to the progress of mankind as a whole and to African Americans in particular.

1.2.3 Chancellor's Benefit for the Arts

This is a formal affair presented with elegance. The proceeds from this event support the visual and performing arts at UAPB, the "Keepers of the Spirit" Exhibit, and historical review of Branch Norman/AM&N College/University of Arkansas at Pine Bluff.

1.2.4 Chancellor's Convocation

An all-school assembly, originally established by President L.A. Davis, Sr., as the "family chat hour," is held at the beginning of each semester. Classes are dismissed.

1.2.5 Founder's Day

Each year the University pauses on the Thursday closest to April 25th (the date of the founding of the institution) to pay tribute to those whose services and sacrifices have made the University's achievements possible for the annual Founder's Day Convocation; classes are dismissed. The celebration also includes sunrise service, and a family breakfast on the following Sunday.

1.2.6 Handel's Messiah

Each year the University choir performs Handel's Messiah during the Christmas season. The Vesper Choir is assisted by the University Concert Band and by a string ensemble from the Arkansas Symphony Orchestra. The Messiah is considered to be the best oratorio in music history. Traditionally, the presentation of the Messiah marks the official opening of the Christmas season on the campus. The event is sponsored by the Department of Music.

1.2.7 Homecoming

Annually, the University sets one weekend during The Fall Semester for the celebration of its Homecoming activities. Plans are made under the direction of the Homecoming Committee, which consists of faculty/staff and students to extend the traditional UAPB hospitality to alumni, former students, guests, and friends. The campus is beautifully decorated and various student organizations and academic departments prepare floats for the annual Homecoming parade on Main Street in the city of Pine Bluff. Other events during Homecoming are: the football game, the Coronation and Ball, and victory dance or concert.

1.2.8 Honors and Awards Day

Students are recognized for academic achievement and contributions to the University through scholarships and awards. This recognition is held in conjunction with the annual Founder's Day Convocation.

1.2.9 Lion Fever Day

During the Fall and Spring Semesters, high school students throughout the state of Arkansas and adjoining states are invited to the campus for a day of information and activities.

1.2.10 Spring Emphasis Week

Each spring, usually in March or April, one week is devoted to honoring different components of the University family: students, faculty, staff, the community, parents, women, and all others who contribute to the life-blood of the University.

1.2.11 Spring Unity Fest

An activity designed to bring together the University and the community through entertainment, food, games, vendors, information booths, novelty attractions and contests.

1.2.12 Vesper Choir Concert

The Friday before Spring Commencement, the University Choir performs its annual concert in the John McLinn Ross Auditorium in the Hathaway-Howard Fine Arts Building.

Appendix J
Extension VITA Presentation For Consideration For
Promotion In Rank Document

VITA Presentation
For Consideration For Promotion In Rank

Name

Present Title or Rank

Date Attained Present Rank

Date

**(Use this format as an outline. Do not list information
under more than one category.)**

**1890 Cooperative Extension Program
University of Arkansas at Pine Bluff
Pine Bluff, Arkansas**

I. Personal Information

A. Academic Record

1. Degree College or University Date Field of Specialization

2. Courses completed beyond last degree

Date Course Title Hours Granted Institution

B. Professional Activity Record

1. Employment record

Institution, Company, Location Date Title/Job, Rank
Organization, Etc.

C. Performance Evaluation

1. Performance evaluation ratings (0-4 scale) while in present rank

<u>Year</u>	<u>Rating</u>	<u>Year</u>	<u>Rating</u>	<u>Year</u>	<u>Rating</u>
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

GUIDELINES FOR APPOINTMENT, EVALUATION AND PROMOTION
1890 Cooperative Extension Program
University of Arkansas at Pine Bluff

The single most important factor ensuring the successful future of the 1890 Cooperative Extension Program involves employing and developing personnel of the highest quality. Extension must appoint outstanding qualified specialists, facilitate their professional development, and provide critical annual performance evaluations. A promotion system is provided to reward those specialists whose annual evaluations indicate that promotion to the next higher rank is warranted.

This document is intended to provide guidelines for appointment, evaluation and promotion of program specialists consistent with the policies of the 1890 Cooperative Extension Program, the University of Arkansas at Pine Bluff and the University of Arkansas System. The first section outlines the general requirements for initial appointment. Subsequent sections deal with annual performance evaluation and promotion procedures. A sample vita is included, complete with examples of the kinds of information called for under each category.

Affirmative Action Statement

The 1890 Cooperative Extension Program's Affirmative Action Plan states: The 1890 Cooperative Extension Program is an equal opportunity employer. All candidates will be considered without regard to race, color, religion, national origin, sex, age or disability.

All areas of the Arkansas Cooperative Extension Program are to follow this Affirmative Action Plan in recruitment and employment of specialists and in their subsequent evaluation and promotion procedures. Additional details concerning the Affirmative Action Program may be obtained from the aforementioned plan.

Appointments

Basic criteria have been established for appointments at the rank of Specialist I, II, III and IV in order to maintain a degree of continuity in the appointment process.

Extension Specialist I. The minimum educational requirement for appointment at the rank of Specialist I is a baccalaureate degree. The position of Extension Specialist I is defined as follows:

The Extension Specialist I is analogous to the academic rank of an instructor. Persons occupying this rank must hold a B.S. degree in an appropriate field. While these are specialist positions, persons serving in this classification may not have the educational requirements and/or other qualifications required to advance to higher specialist classifications. While persons at this rank may achieve high levels of performance and serve the organization well for long periods of time, the only means for advancement may be to retool to meet the higher qualifications for the next rank.

Extension Specialist II. The minimum requirement for appointment to Extension Specialist II is the master's degree. The position of Extension Specialist II is defined as follows:

The Extension Specialist II is analogous to the rank of an assistant professor. Persons serving in this rank have met the qualifications for appointment, have been determined to have the potential for advancement, but have no proven professional record. This rank is considered a probationary period to allow persons to develop their skills and prove worthy of advancement within the system.

Extension Specialist III (Doctorate). The basic criteria outlined under the section for appointment to Extension Specialist II also apply to appointment at the rank of Extension Specialist III. The position of Extension Specialist III is defined as follows:

The Extension Specialist III is analogous to the rank of an associate professor. Persons serving at this level have demonstrated outstanding overall performance and have contributed significantly to the improvement and reputation of the Cooperative Extension Program. An excellent record of forward planning, developing, implementing and evaluating educational programs must have been demonstrated.

Extension Specialist IV (Doctorate). In addition to fulfilling the criteria established for appointment to the rank of Extension Specialist III, candidates for appointment at the rank of Extension Specialist IV must have distinguished themselves through outstanding performance at the lower ranks or their equivalent. The position of Extension Specialist IV is defined as follows:

The Extension Specialist IV is analogous to the rank of professor and is awarded only to those specialists holding doctoral degrees in their fields of specialization. Persons serving at this level have matured within their areas of responsibility, have demonstrated excellence over a prolonged period and have contributed to the overall development, prestige and effectiveness of the University of Arkansas at Pine Bluff and the University System. In addition, they must have been clearly recognized for their leadership at both regional and national levels.

Distinguished Specialist. Sustained meritorious service rendered over a number of years, coupled with broadly recognized excellence in the development and implementation of Extension programs, is a significant accomplishment worthy of special designation. The rank of Distinguished Specialist recognizes this level of accomplishment.

The Distinguished Extension Specialist is the highest rank a specialist can attain. This rank is reserved for those individuals whose accomplishments set them clearly above other Specialist IVs. Through their service to the people of Arkansas, the University of Arkansas at Pine Bluff and their profession, specialists who attain the distinguished rank must occupy positions of preeminence both within the state and at the national level.

Appointment Procedures

Extension specialist appointments are made by the 1890 Extension Administrator after consultation with the appropriate department head and the associate administrator-programs. The Administrator will seek the recommendation of the 1890 Assistant Research Director if the appointment carries assigned research duties. An appointment is valid only when the appointment form has been approved and signed by the chancellor of the University of Arkansas at Pine Bluff or his/her designee in accordance with authority delegated by the Board of Trustees.

To ensure appointment of outstanding faculty, the 1890 Cooperative Extension Program conducts searches on a national level to fill specialist positions. Selection of Extension specialists at ranks III and IV should be based on demonstrated technical expertise and potential for excellence in Extension programming.

Evaluation

Annual evaluations are an integral part of the professional development of an Extension specialist. The evaluation procedure is intended as a means of assessing the specialist's performance in rank and providing such constructive criticism as may be necessary to ensure that the specialist fulfills his/her potential and performs at a level commensurate with his/her rank.

Promotion

Promotion in rank is an important goal of Extension faculty. The academic community recognizes the achievement of this goal as a significant accomplishment. Of greater importance, however, is the satisfaction gained by the faculty member who achieves promotion. Promotion confirms recognition of a sustained high level of performance. Promotion in rank is based primarily on the accomplishments of the individual while in the most recent rank. All specialists appointed to specialist ranks II or III are eligible to apply for promotion when a call for promotions is issued.

Procedures

1. Each year the university will issue a call for promotion applications. The associate administrator-programs will advise specialists of the due dates affecting the promotion procedure.
2. Upon receipt of the call for promotion applications, each specialist must respond in writing to the Extension Administrator to
 - a. Declare intent to be an applicant for promotion, or
 - b. Decline the opportunity to be an applicant for the current year
3. Specialists seeking promotion must complete the standard promotion document and may submit supporting materials to demonstrate their readiness for promotion.
 - Extension publications – Attach up to 5 different examples.

- Educational materials – Attach up to 3 examples.
 - Print media – Attach up to 2 examples of printed articles.
 - Program evaluation – Attach up to 5 examples of commendation letters for effectiveness in programming.
4. After the deadline for receipt of applications, the associate administrator-program will forward all applications with a letter of evaluation.
 5. The associate administrator-programs will refer all applications to the Cooperative Extension Service evaluation committee for review. The committee will evaluate each application and make comments on the consistency of promotion materials to other ACES faculty seeking comparable ranks. The dossier and comments will be returned to the associate administrator-programs.
 6. The associate administrator-programs and the associate dean for Outreach and Technology Transfer will present a joint recommendation to the administrator, as appropriate.
 7. After receiving the committee's recommendations, the administrator will review all applications and select those that he/she feels are appropriate for promotion during the current year.
 8. Applications of those selected by the administrator will be forwarded to the chancellor for his/her consideration.
 9. Those applications approved by the chancellor will be referred to the president of the University of Arkansas System and the Board of Trustees for approval.
 10. Promotions approved by the Board of Trustees will be effective on the following July 1.

Purpose

Performance appraisal is an integral part of Extension planning, teaching, supervision, and salary administration. The primary purpose of evaluation is to aid in providing the highest possible level of educational service to the people of Arkansas through improved performance. The appraisal process should encourage employees in areas that indicate strength and aid them in those which need improvement.

Performance appraisal is a measurement process for determining the level of effectiveness of each employee in the assigned job. Performance appraisal increases the effectiveness of Extension faculty by:

1. Increasing the understanding of their jobs and the expected level of performance.
2. Increasing their satisfaction and educational experiences on the job.
3. Providing information that will help assign personnel to the program area(s) where they can make the greatest contribution.
4. Furnishing a basis for in-service training and guidance.
5. Helping them evaluate annually their own work.
6. Helping them maintain appropriate documentation of the performance for use when seeking promotion.

The performance appraisal process in the Arkansas 1890 Cooperative Extension Program is based on the following principles:

1. Job performance in each assigned area of work is evaluated.
2. Performance appraisal is an educational process used to identify the strong and weak points of employee performance.
3. Honest and consistent self-analysis, supplemented with an objective performance appraisal by the supervisor, is the most productive type of evaluation.
4. Any person making a performance appraisal must be acquainted with the work of the person being reviewed. Therefore, the person primarily responsible should be the immediate supervisor.
5. Performance appraisal is a recognized and accepted part of supervision.

6. The self-respect and confidence of the individual faculty member must be protected.

I. Responsibility

Primary responsibility for performance appraisal rests with the immediate supervisor.

II. Frequency

Performance evaluations are conducted annually at the end of the program year.

Performance appraisal schedule of due dates:

October 1, Annual Goals reviewed with supervisor.

October 31, Annual Performance Narrative should be submitted to supervisor.

November 30, Supervisors complete EEVAL 152 and results reviewed with Administration.

January 15, Review with specialist and submission to Administration complete.

III. Performance Against Standards

Specialists and supervisors are evaluated on a scale of substantially exceeds requirements (4) to below requirements (0) against established standards in ten areas. Supervisors are evaluated in an eleventh area, management responsibility. Performance areas to be evaluated are:

A. Extension Activities

1. Program Planning
2. Faculty and Staff Training/Assistance
3. Implementation and Evaluation of Educational Programs
 - (a) Individual Activities
 - (b) Demonstration, assessment, or validation of technology
4. Professionalism and Service
5. Financial Support of Extension Activities
6. Collaboration and Cooperation

B. Behavioral Dimensions

1. Teamwork
2. Leadership
3. Adaptability
4. Program implementation/Marketing as an 1890 Extension Program
5. Work habits
6. Marketing 1890 Extension Program

C. Management Responsibilities (Supervisors only)

- D. Teaching**
- E. Research Activities**
- F. Publications and Educational Support Materials Developed**

IV. Performance Goals

Specialists/supervisors select measurable and attainable goals that should contribute to their performance in the job assigned. Results attained are reported at the end of the fiscal year and are considered in the overall evaluation.

Procedures

I. Annual Performance Narrative

A summary of specialist activities following the format in these guidelines will be submitted to supervisors. The report is due to supervisors by October 31.

II. Annual Performance Evaluation

Each supervisor will submit an Annual Performance Evaluation, Form EEVAL 152, for each faculty member. This report, covering the period October 1 through September 30 of the past fiscal year, should be submitted by November 30 for review by Administration.

III. Performance Evaluation and Review

1. Form EEVAL 152 Annual Performance Evaluation Summary
Using the individual specialist/supervisor's Performance Evaluation Report and other appropriate input, the supervisor will complete Form EEVAL 152 Annual Performance Evaluation Summary. Each performance area will be rated as follows:

Substantially Exceeds Requirements	4
Exceeds Requirements	3
Meets Requirements	2
Improvement Needed to Meet Requirements	1
Unacceptable	0
2. Review
Review Ratings determined by supervisors will be submitted to Administration for review and concurrence before being discussed with the employee. The evaluation will be discussed with the faculty member by the appropriate supervisor. The faculty member will be given a copy of the completed evaluation. All evaluation conferences will be completed by January 15.

IV. Performance Goals

Goals will be submitted to the supervisor by October 1 each year. Goals should reflect the current strategic plan of the 1890 Cooperative Extension Program and individual program unit. Take into consideration the needs and responsibilities for each specialist's program when developing goals. Each goal should address program objectives, strategies, components and issues involved.

V. Career Counseling

During the performance appraisal conference, the supervisor and employee will complete the Career Counseling section of EEVAL 152 that will be filed with the performance appraisal documents in the official personnel file.

Appeal Procedures

An employee who disagrees with the overall performance rating has a right to appeal. Both informal and formal procedures are available. The employee may follow the informal or formal procedure or both.

Informal Procedure

Within five working days following the performance evaluation conference, the employee should submit to the supervisor a written request for an informal review conference.

Within ten working days after receipt of the request, the supervisor will establish a date and time for the conference. Within five working days following the informal conference with the supervisor, the employee may submit to the next level of supervision a written request for an informal review conference. Within ten days after receipt of the request, a date and time for the conference will be established.

The employee will be notified in writing of the outcome of the conferences.

Formal Procedure

If the disagreement is not resolved through the informal appeal procedure, or if the informal procedure is not chosen, the employee may make a formal written appeal to the Extension Administrator. Written notice of the employee's intention to appeal must be received in the office of the Extension Administrator within 15 working days following the date of the performance evaluation conference or the most recent informal appeal conference. The notification must include the employee's basic rationale for the appeal, naming the specific standards that the employee feels were rated improperly. The appeal may not be based on information not included in or referred to in the employee's Annual Performance Evaluation Report. A copy of the notification must be sent to the

employee's supervisor.

The Extension Administrator will review the employee's written request, conduct any necessary investigation, and schedule a conference with the employee. A joint conference with the employee's supervisor may also be held. The employee will explain the reason for the appeal and present supporting data. The supervisor will provide any information requested by the Extension Administrator.

The Extension Administrator will make the final decision and inform the employee in writing. The decision of the Extension Administrator is final and binding on all concerned.

Format for Performance Narrative Report.

**1890 Cooperative Extension Program
University of Arkansas at Pine Bluff
Annual Performance Evaluation Report Extension Specialists
F Y _____**

I. Personal Information

- A. Name:
- B. Title:
- C. Section/Program Unit:
- D. Date of Initial Appointment:
- E. Current Rank and Date of Last Promotion:

II. Position Responsibility

A. Percent Appointment

Extension:
Research:
Teaching:

100%

B. Major Areas of Work – Describe duties of position related to the areas listed below. Topics to be covered under each heading may be found in "Definitions of Performance Dimensions." Where appropriate, develop other headings to emphasize special areas. These duties may be changed on an annual basis, as needed.

1. Program Planning
2. Faculty and Staff Training/Assistance

3. Implementation and Evaluation of Educational Programs To Extension Clientele
4. Professionalism and Service
5. Financial Support of Extension Activities
6. Collaboration and Cooperation in Educational Programs within Extension and with other groups

III. Annual Faculty Achievement Report

A. Extension Activities

1. Program Planning – Includes all work involved in planning with others to determine content, priorities, and emphasis of the unit's Extension programming. Includes planning activity with leaders and clientele groups, Extension faculty, county Extension Councils and program area/issue committees, Extension staff committees, etc. List activities, dates and locations.

- a. Has an on-going program
- b. Planning with agents and program councils/committees
- c. Planning with clientele/agencies/organizations
- d. Extension issues/initiatives planning
- e. Interdisciplinary planning
- f. Specialist-initiated program planning

2. Faculty and Staff Training/Assistance – Includes educational activity conducted using a direct contact method to teach or assist Extension personnel. Includes responding to internal requests by individual office conference and correspondence.

- a. Group Training of 1890 or 1862 County-Based Faculty and Staff

Agronomy In-Service Training – Cotman Implementation – 34 county agents, December 1996, 4-H Center

District 4-H or E F N E P Program Assistant Training

- b. Individualized Training and Response to 1890 County-Based Faculty and Staff

Insect scouting techniques – Agents in Craighead, Crittenden, Miller, Phillips, and Pulaski counties, June-July, 1997

Assisted agent in identifying materials for Leader Training: Family Financial Management, March 1997

Assisted agents in identifying materials for a 4-H Record Book workshop

c. Assistance to 1862 Extension Faculty

d. Response to 1862 county-based faculty

3. Implementation and Evaluation of Educational Programs Directed to Extension Clientele (non-Extension personnel) – Activity designed to teach Extension clientele (non-Extension personnel) using a direct contact method, such as educational meetings, workshops, tours, field days, etc. Includes indirect program support directed toward educational program (preparation and dissemination of newsletters, publications and teaching materials, and mass media usage).

a. Individual Activities

(1) Activities with Major Leadership Roles (e.g., short course coordinator, conference chairman, workshop organizer, field tour coordinator, or camp director). Conservation Tour Coordinator – Jefferson and Pulaski Counties, July 1997 Junior 4-H Camp Director, June - July 1997 Housing Tour Coordinator, N E District, May 1997

(2) Extension publications/educational support materials developed (county, state, and/or regional meetings, etc.) Weed Control in Rice – Ashley, Arkansas, Desha, and Lincoln counties, January - February 1997 Indoor Air Quality Workshop at state E H C meeting, June 1997 Soybean Irrigation at Southern Soybean Conference, December 1996 (Regional) State Judging Training for 4-H Events, May 1997

(3) Demonstrations, field days, tours, special events conducted (open to the public)

(4) Media articles written, subject of interviews

(5) Program Evaluation, assessment, merit review – The efforts related to evaluation/reporting of activities/ programs, assisting with evaluation of agent progress toward goal achievement in county plans of work and special evaluation programs such as impact studies. "Pruning Workshop" Workshop for Master Gardeners – 46 participants participated in pre- and post-tests. (Evaluation Summary attached.) 13 County Teen Teams completed a "Plan of Action" in Environmental Education as a result of Teen Leader Conference Spradley, S. S. and J. J. Jones. 1997. Pesticide Application Training Evaluation to 485 participants

(6) Program impacts (written in lay-terms)

(7) Video and DVD presentations developed

(a) Scripts Written or Tapes Prepared Clothing For Nursing Home Residents - K J B M. Oct. 19 (15 min.) Water Quality Concerns in Arkansas - K S S N. Nov. (5 spots, 1 min. ea.) Healthy Eating Tips: Household Hotline Tape. January 1997 (Original, 3 minutes)

(8) Television and radio presentations given

(a) Interviews Given 4-H At The Arkansas State Fair, TV 38, October 12, 1996 Holiday Food Safety, KOLL. December 10, 1996

(9) Development of computer software (Indicate: original, revised or adapted). Jones, J. J. and B. L. Sims. May 1997. Registration for 4-H O-Rama (Revised) Jones, J. J. and B. L. Sims. October 1996. E F N E P ERS\WIC Reporting System (Adapted) Jones, J. J. January 1997. SOYVA (Revised)

(10) Teaching aids/materials/curriculum developed (video tapes, slide sets, suitcases, etc.) prepared for use by Extension faculty (Indicate: original, revised, adapted). "Food Safety," Video Tape (Original) "Rice Irrigation Water Quality," Slide Set (Revised) "The Arkansas 4-H Center," Video Tape (Revised)

(11) Innovations in teaching and program development (describe all aspects of program). Developed program on "Textiles of the Future," including agent training, leaders guide, two videotapes, and a suitcase program, 1997. Designed and constructed two indoor climbing walls in the recreation building at the 4-H Center. December - January 1997

(12) Use of technology through website and internet. Irrigation Scheduling Demonstration, 1997 - Ashley County Jones, J. J. and A. A. Russell. Developed Interactive Internet Link, "The Greatest Scams on Earth." March 1997 Developed an Arkansas 4-H Home Page on the Internet, 1997

b. Demonstration, Assessment, or Validation of Technology

4. Professionalism and Service

1. Paper/oral presentations delivered at professional meetings (associations, societies, etc.). Indicate whether state, regional, national, or international and type of meeting, whether the paper was invited or submitted, shared authorship and presenter of paper, if appropriate. 14 Ripple Effect of Retirement Communities. Community Development Soc., Southern Branch. Submitted paper. (M. M. Moody co-author and

presenter.) 1997 4-H RES-Q Evaluation Results, Southern Region State Faculty Conference. March, 1997

2. Poster presentations delivered at professional meetings (societies, etc). Indicate state, regional, national, or international and type of meeting, shared authorship and presenter of paper if appropriate. Improving Soybean Production With Technology Transfer Programs. American Society of Agronomy. International. Submitted paper (T. T. Ashbrook co-author). St. Louis, MO. November, 1997 Hidden Fat In The Diet. (State) Arkansas Association of Family and Consumer Sciences. Exhibit. Hot Springs, AR. September, 1997 High Adventure Programming for 4-H Youth Age 14 - 19, National Association of Extension 4-H Agents (NAE4HA), Buffalo, NY. November, 1997

3. Journal articles or abstracts in professional publications or book/chapters. Indicate if articles were refereed. Jones, J. J. 1997. Clothing for Teenage Males. Journal of Applied Psychology. 31 (6): 41-56. (Refereed)

4. Editing or peer review of books, scientific journals, program proposals etc. Review of manuscript. Journal of Psychology, JP: 47321

5. Membership and leadership roles in professional organizations and societies. Leadership Role Membership (Officer, committee chair, Local, State, Regional, in Organization committee service, etc.) Date National, International Ark. Assn. of F C S President 1997-98 State

6. List service, other than Extension, on committees, departmental, center, school, college, division or other university committees, or special assignments. University of Arkansas, Fayetteville - Course Curriculum Committee Search Committee for Head, Agronomy Department

List service, to Extension, on committees or special assignments Building Dedication Committee State EEO Advisory Committee Performance Evaluation Committee

7. Graduate Faculty Status? ____ Yes ____ No

8. Consulting Activities (provide nature of assignment, organization, location and dates). Design Serger Instruction Manual. Pletsch and Palmer, Inc., Philadelphia, Pennsylvania, March 12-16.

9. Professional Improvement Activities. Include workshops/conferences attended and not listed elsewhere.

a. List professional improvement activities on official Extension time.

Community Development Society annual meeting, Las Vegas, NV. November 1997. Netscape class. L R S O, March 1997. National Association of Extension 4-H Agents (NAE4HA) Annual Conference. July 1997. National Extension Association of Family and Consumer Sciences (N E A F C S) Annual Conference. September 1997.

b. List professional improvement activities not on official Extension time. "Improving Your People Skills," U A L R workshop, June 6, 1997.

10. Exhibits at local, state and regional meetings to Extension clientele. Jones, J. J. Exhibit: Choose A Healthy Diet. March 1997. Arkansas Association of Family and Consumer Sciences. (Local) Hot Springs Jones, J. J. Research Verification Program at: – Southern Soybean Conference. December 1996. (Regional) Memphis, TN – Poster Exhibit: Rohwer Field Day, August 1997 (Local) Poster exhibit on environmental education (RES-Q) (State) – Arkansas Farm Show – Arkansas State Fair

5. Financial Support of Extension Activities – Includes financial and/or material support, to maintain liaison with sponsors in securing and continuing support for Extension educational programs and activities (demonstrations, materials and other organizational needs, 4-H activities, leader/cooperator recognition).

a. Grants/contracts funded – brief title, sponsor, funding level, project duration, and your role in the project Jones, J. J. Technology Transfer Program. Soybean Promotion Board. \$60,000.00. Third year of a three year grant. Project Leader Jones, J. J. Strong Families - Safe Communities. Arkansas Department of Human Services. \$150,000.00. Second year of a five year grant. Project Director Jones, J. J. 4-H Scholarship for State Record Book winner in Agriculture Project. Arkansas Farm Bureau. \$1,500.00. Annually

b. Grants/contract proposals submitted but not funded Jones, J. J. Long Term Rotation. Soybeans Promotion Board. \$60,000.00 Jones, J. J. Family Nutrition Project. Arkansas Department of Human Services. \$150,000.00 Jones, J. J., B. B. Baker, H. H. Hirrell, and R. R. Rose. Environmental Education Curriculum. EPA. \$5,000.00

c. Gifts – brief description, donor, funding level, and your role in acquiring. Include "in kind" gifts Secured sponsorship of a bus for Conservation Tour from District John Deere Sales Representative. Approx: \$500.00. Secured use of a copy machine in headquarters during State 4-H O-Rama from City Business Machines. Estimate of Value: 300.00.

6. Collaboration And Cooperation in Educational Programs Within

Extension And With Other Groups – Actions to establish and enhance mutual support among individuals, groups, and organizations that have related responsibilities, resources and/or audiences. Includes collaboration with other specialists and the supervisor in the planning unit, cooperation with specialists in other disciplines, collaboration and scheduling with district Extension directors and county faculty, administratively assigned committees, joint programming with University colleagues and cooperation with other agencies and organizations that have programs and responsibilities for mutual audiences.

a. Collaboration and Cooperation Within Extension Only at the University of Arkansas at Pine Bluff and others (Extension initiative teams, State O-Rama planning committees and administratively appointed committees) Member of 5 year Long Range Planning Committee for Goal 1 Served on Extension Environmental Education Task Force

b. Collaboration and Cooperation with other colleagues at the University of Arkansas at Pine Bluff and others within the University of Arkansas System (Commodity Committees, other interdiscipline/departmental groups) Member of Wheat Commodity Committee

c. Collaboration and Cooperation with industry and community-based organizations and other 1890 Extension programs Served on Governor's Youth Entrepreneurial Task Force Member of State Welfare Reform Committee Provided resource information to four Farm Bureau District Commodity Meetings

B. Behavioral Dimensions

1. Teamwork: A cooperative effort to achieve a common goal. Helps other team members to achieve, while also being able to accept help from others. Participates in developing team goals. Shows trust and respect for all members of the team. Shares responsibility, recognition, and ownership of team goals and results.

2. Leadership: Guiding, directing, motivating, and influencing others. Recognizes the achievements of others, but also provides constructive feedback as appropriate. Serves as a credible role model, displaying and instilling a positive attitude. Builds a strong sense of teamwork, purpose, and group identity. Takes and encourages appropriate risks. Delegates appropriate levels of authority to others, increasing their freedom to act.

3. Adaptability: Working effectively under changing conditions. Stays abreast of emerging issues. Keeps an open mind and modifies viewpoint in response to new information or contrary evidence. Seeks to understand differing positions or opposing viewpoints. Deals effectively with

uncertainty.

4. Program Implementation/Marketing as an 1890 Extension Program: Accepts responsibility for providing information as to the quality, content, and impact of educational programming and professional work efforts. Interprets program efforts and accomplishments. Seeks opportunities to interpret program efforts and accomplishments to appropriate decision-makers. Utilizes traditional and creative methods to communicate and interpret program efforts and accomplishments to Extension publics.

5. Work Habits: Reports to work on time Keeps appointments Prepares well for activities Completes assignments on time Makes good use of work time Maintains an orderly work area

6. Marketing 1890 Extension Program:

C. Management Responsibilities (Supervisors Only)

- a. Seeks appropriate resources for Extension to implement effective programming.
- b. Maintains financial record keeping system; approves requests for travel and leave and other administrative items as appropriate.
- c. Provides timely preparation and submission of reports and responds to administrative requests as appropriate.
- d. Defines job responsibilities of appropriate staff for efficient operations.
- e. Conducts an annual performance evaluation of faculty and appropriate staff and helps provide direction in program goals.
- f. Assists in selection of personnel for faculty and non-classified staff positions.
- g. Develops and maintains a knowledge of the Extension program planning process and gives leadership to specialists in carrying out program planning.
- h. Conducts regularly scheduled office conferences.
- i. Ensures confidentiality among staff members.
- j. Projects a professional/positive relationship as part of Extension administration.

k. Confers and coordinates with Research/Extension Center Director and Department Heads on programs as appropriate.

l. Communicates effectively with clientele groups and provides timely feedback to state program leader and faculty as appropriate.

D. Teaching (When Applicable) (Criteria for evaluation of this responsibility will be determined by the appropriate administrator.)

E. Research Activities (When Applicable) (Criteria for evaluation of this responsibility will be determined by the appropriate administrator.)

F. List Publications and Educational Support Materials Adapted or Developed

(1) List Extension publications by author, title, and type of publication (circulars, leaflets, fact sheets, or miscellaneous publications). Indicate whether you wrote the original manuscript, made a major revision, minor revision, adapted, or had it printed with permission. Black, E. J. and J. J. Jones. 1997. Cow-calf Management. Ark. Coop. Ext. Ser. Fact Sheet 9504:1-4. (Original) Jones, J. J. Ethics in Arkansas 4-H Livestock Project. C-499. (Adapted) Jones, J. J. Quilts. 1997. L-239. (Original)

(2) List articles in Research bulletins or reports written. Jones, J. J. 1997. Wheat Research Verification Trials. 42 pages

(3) List educational materials prepared. Include short courses, leaders guides, information sheets, newsletters, and specially prepared handouts. Jones, J. J. 1997. Community Development newsletter. 6-8 pages (published monthly) Jones, J. J. and J. K. Johnson. 1997. Parliamentary Procedures. 4-H leaders guide. 87 pp Jones, J. J. 1997. Arkansas Families Newsletter. 4 pages (published quarterly)

(4) List abstracts or proceedings articles in professional publications. Jones, J. J. 1997. Timing of Glyphosate to Soybeans. Proceedings Southern Weed Science Society. 49:388.

Awards and Recognition - Individual or team honors/awards received in the reporting year. (Describe honor/award, year received, name of organization, whether local, state, regional, national, or international.)

Evaluation Summary. In two pages or less, summarize your (1) program accomplishments and (2) program directions. Report how your efforts and plans support the goals of the organization.

**Definition of Performance Dimensions
(Major Areas of Work)**

1. Program Planning – Includes all work involved in planning with others to determine content, priorities, and emphasis of the unit's Extension programming. Includes planning activity with leaders and clientele groups, Extension faculty, County Extension Councils and program area/issue committees, Extension staff committees, etc.
2. Faculty and Staff Training/Assistance – Includes all educational activity conducted using a direct contact method to teach or assist Extension personnel. Includes responding to internal requests by individual office conference, and correspondence.
3. Implementation and Evaluation of Educational Programs Directed To Extension Clientele (non-Extension personnel)– Activity designed to teach Extension clientele using a direct contact method, such as educational meetings, workshops, tour, field days, etc. Includes indirect program support, directed toward educational programs (preparation and dissemination of newsletters, publications and teaching materials, and mass media usage).
4. Professionalism and Service – Demonstrated through participation/leadership in professional organizations, professional writing, editing, presentations, University of Arkansas committee work, consulting, public service, assistance to agencies and organizations and self improvement activities. Further demonstrated by awards and recognition from peer groups.
5. Financial Support of Extension Activities – Includes financial and/or material support, to maintain liaison with sponsors in securing and continuing support for Extension educational programs and activities (demonstrations, materials and other organizational needs, 4-H activities, leader/cooperator recognition).
6. Collaboration and Cooperation in Educational Programs Within Extension And With Other Groups – Actions to establish and enhance mutual support among individuals, groups, and organizations that have related responsibilities, resources, and/or audiences. Includes collaboration with other specialists and the supervisor in the planning unit, cooperation with specialists in other disciplines, collaboration with district Extension directors and county faculty, administratively assigned

committees, joint programming with University colleagues and cooperation with other agencies and organizations that have programs and responsibilities for mutual audiences.

7. Behavioral Dimensions

8. Management Responsibilities (Supervisors Only)

1. Briefly describe scope of supervisory assignment.

2. Personnel supervised. In terms of FTE's and institutional location: Non-Classified Faculty Staff Location(s) No: F T E s:

9. Teaching (when applicable) – Criteria for evaluation of this responsibility will be determined by the appropriate administrator.

10. Research Activities (when applicable) – Criteria for evaluation of this responsibility will be determined by the appropriate administrator.

11. Publications and educational support materials developed

Substantially Exceeds Requirements	4
Exceeds Requirements	3
Meets Requirements	2
Improvement Needed to Meet Requirements	1
Unacceptable	0

Evaluation Levels

Rate the faculty member in each of the performance and behavioral dimensions according to the following scale: Rating Definition
Substantially exceeds requirements – Represents highest possible estimate of a person's job effective-ness and value to the institution. Reflects performance of very high quality. **Exceeds requirements** – Performance of unusually high quality which exceeds position requirements at a level above that expected of a fully qualified incumbent. **Meets requirements** – Performance which is of good quality and meets position requirements at the level expected of a fully qualified incumbent. **Improvement needed to meet requirements** – Significant performance improvement is needed to meet requirements. **Unacceptable** – Performance is considerably below position requirements. Continued performance at this level will justify termination. **Not Applicable** – The specialist, because of job description and plan of work, may not have responsibility in all performance areas. N/A should be designated for those areas where the performance area is not applicable.

The evaluator should utilize the comment sections for: (1) An overall performance summary, including strong points and methods to improve programs. (2) Guidance for future program direction and development. (3) Discussion on future direction for personal development.

Evidence of annual performance should be provided in the Annual Performance Evaluation Narrative. Note: Persons employed in a position for less than twelve months as of September 30 will receive a rating of "New." All specialists will prepare the Annual Performance Evaluation Report.

Performance Goals

Purpose

Performance Goals are tools to provide guidance to specialists, to improve program focus and improve annual performance. Using goals to improve specialist performance will strengthen Extension programs.

Process

Goals will be determined and submitted to supervisors by October 1 each year. These goals will be submitted to the supervisor on Form EEVAL-145, Specialist Performance Goals. This process is to be used to facilitate dialogue between the specialist and the supervisor regarding areas in which performance can be improved.

Guidelines for Developing Performance Goals

1. Goals should reflect the current Extension Strategic Plan.
2. Goals should include: (1) Program objectives, (2) Strategies, components and issues.
3. Goals should include areas for personal improvement.
4. Goals should be realistic and reflect the specialist's program needs and accomplishments for the coming year.
5. Goals should be submitted to supervisor for approval by October 1.
6. Goals will be amended as agreed upon with supervisor.
7. Goal results and accomplishments will be incorporated into the Annual Performance Evaluation Report at the end of the program year.