DEPARTMENT OF POLITICAL SCIENCE

ANNUAL EVALUATION STANDARDS AND PROCEDURES

VISITING ASSISTANT PROFESSOR

3/3 Teaching Assignment

Approved by Faculty Relations on 5/1/2012 for first use in the 2012-2013 academic year

PREFACE

Some measure of interpretation is required in the implementation of any set of guidelines such as these. Interpretation of the guidelines in individual cases is the responsibility of the Chair. However, the expressed spirit and purpose of these guidelines is to establish minimum evaluation ranks associated with various levels of performance.

In evaluating faculty, the chair shall take into consideration peer input, which will be provided by a committee elected by the department consisting of three tenured faculty members and a tenure-earning faculty member, who shall act as an alternate. The alternate shall attend all meetings and will participate when matters relating to another member of the Committee are at hand. The alternate will not sit on review of the files of other tenure-earning faculty members. The Committee will consult with the Department Chair on general concerns and interpretations of the Annual Evaluation Standards and Procedures guidelines.
In all cases, the final decisions are the sole responsibility of the Chair.

Adopted by unanimously by a vote of the tenured faculty, April 23, 2012.
INSTRUCTIONAL ACTIVITIES

In calculating student evaluation scores, a faculty member will include all courses evaluated as required by university policy and state law. All sections of a V course together count as one course. Faculty are expected to provide documentation of their accomplishments wherever appropriate or where possible ambiguity exists.

UNSATISFACTORY:

Failure to meet the criteria for a Satisfactory rating or above for two consecutive evaluation periods shall result in a rating of Unsatisfactory.

CONDITIONAL:

Failure to meet the criteria for a Satisfactory rating or above in any given evaluation period shall result in a rating of Conditional.

SATISFACTORY:

Must meet all of the following standards 1-10:

1. Must provide a statement of no more than 500 words documenting and summarizing teaching effectiveness, appropriateness of content, learning objectives, rigor, and pedagogical approaches.

2. Meets assigned classes regularly as scheduled including giving the final during the final exam period unless a prior arrangement has been made with the Chair.

3. Keeps assigned office hours according to department policy, that is 2 hours per course taught during the semester, including courses taught online. Office hours must be held on at least 2 different days during regular business hours; an exception can be made when the faculty member teaches a night class and would like to schedule office hours directly prior to the class.

4. Replies to student inquiries in a timely fashion (in general, within no more than 48 hours).

5. Provides effective and accurate advisement when requested.


7. Provides regular evaluative feedback on student assignments.

8. Submits grades on time.

9. Provides syllabi that are clear, detailed, complete, and conform to University policy.

10. The faculty member's scores on the Student Perception of Instruction (SPI) surveys shall be between 3.4 and 3.8, calculated as the mean of all course means per evaluation period. Individual student instruction, such as Honors in the Major, Internships, or Independent Research, shall be excluded from this calculation.
ABOVE SATISFACTORY:

11. Meets standards 1-9 above and the faculty member's scores on the SPI surveys shall average between 3.9 and less than 4.2, calculated as the mean of all course means per evaluation period. Individual student instruction, such as Honors in the Major, Internships, or Independent Research, shall be excluded from this calculation.

   And


13. Teaches one new course of 3 credit hours or more or teaches a course previously taught as face-to-face as a V, M, or W course, or otherwise documents substantial revisions to a course previously taught.

14. Is the chairperson or committee member for at least one Master's thesis where the student is actively working towards making good progress.

15. Is the chairperson or committee member for at least one Honor’s thesis where the student is actively working towards making good progress.

16. Has directed at least three student credit hours of independent research or independent study.

17. Has served in a teaching capacity as faculty supervisor for at least one internship.

18. Has co-authored a conference paper or a published journal article with an undergraduate or graduate student.

19. Has organized and conducted one special advising workshop, such as a Careers workshop.

20. Is funded on one UCF teaching grant or course development initiative.

21. Publishes an invited or editorially reviewed article on teaching and learning in a non-UCF outlet that is not SoTL research. See Note below for a definition of SoTL.

OUTSTANDING:

22. **Option 1:** Meets standards 1-10 above and the faculty member's scores on the SPI surveys shall average 4.2 or above, calculated as the mean of all course means per evaluation period. Individual student instruction, such as Honors in the Major, Internships, or Independent Research, shall be excluded from this calculation.

   And

23. Meets three of 13 through 21 above (multiple participations possible).

24. **Option 2:** Meets standards 1-9 and 11 above.

   And
25. Meets two of 13-21 above (multiple participations possible).

   And satisfies any one of 26-29

26. Authors a textbook; first editions count for two evaluation periods, subsequent editions count for one evaluation period.

27. Publishes a workbook or study guide.

28. Obtains an external scholarship of teaching and learning grant or an external teaching grant.

29. Publishes a peer-reviewed article on teaching and learning that is not SoTL research. See NOTE below for a definition of SoTL.

NOTE: Faculty members are given the opportunity to document activities that might not otherwise be revealed in the above categories or represent particularly outstanding accomplishment or service in teaching, evidence of quality of teaching, or evidence of student learning.

SoTL is defined as a “rigorous and thoughtful investigation of student learning, with the results made available for public review” (Carnegie, available at http://www.sotl.ilstu.edu/downloads/pdf/definingSoTL.pdf).

RESEARCH AND CREATIVE ACTIVITIES
Faculty are expected to provide documentation wherever appropriate.

UNSATISFACTORY:
Failure to meet the criteria for a Satisfactory rating or above for two consecutive evaluation periods shall result in a rating of Unsatisfactory.

CONDITIONAL:
Failure to meet the criteria for a Satisfactory rating or above in any given evaluation period shall result in a rating of Conditional.

SATISFACTORY:

1. Authors a scheduled paper presented at a national or international professional meeting.

   Or

2. Publishes an invited or editorially reviewed article.
ABOVE SATISFACTORY:

3. Meets the criteria for Satisfactory and any one of the following 4-7:

4. Submits a research manuscript to a peer-reviewed journal, documentation required; or submits a completed book manuscript, documentation required.

5. Submits an internal or external research grant.

6. Publishes a peer-reviewed article in a Selected Papers series or Proceedings.

7. Publishes subsequent editions of scholarly book that require substantial amounts of additional research and writing.

OUTSTANDING:

Meets any one of 8-14:

8. Publishes a bibliographic essay or a review essay.


10. Edits a special issue of a journal.

11. Is funded on one research grant (internal or external), credit only in the evaluation period received. In addition, needs to satisfy any one of 1, 2, 4, 6, or 7 above.


13. Publishes a peer-reviewed article in a professional journal.

14. Authors a scholarly book. Publication of a scholarly book shall result in the awarding of an "Outstanding" for two consecutive evaluation periods. (Edited books are excluded).

NOTE: Articles will be counted when accepted or published (but not both) and books and book chapters when published. Grants will be counted after receipt of a letter of award, or when received (but not both). The significance of journals is to be noted in the Annual Report.

For grants with more than one PI, the faculty member’s share of the grant must be documented; only the faculty member’s share rather than the total grant amount counts.

If the research article is a SoTL article, the faculty member needs to document how the article meets the SoTL definition provided in the NOTE of the Teaching section. The article must be research-based rather than experiential, descriptive, or anecdotal. Only research-based pedagogical articles count in the research category.

Faculty are able to document whether a particular research activity merits a higher evaluation.
SERVICE AND PROFESSIONAL DEVELOPMENT
Faculty are expected to provide documentation wherever appropriate.

UNSATISFACTORY:
Failure to meet the criteria for a Satisfactory rating or above for two consecutive evaluation periods shall result in a rating of Unsatisfactory.

CONDITIONAL:
Failure to meet the criteria for a Satisfactory rating or above in any given evaluation period shall result in a rating of Conditional.

SATISFACTORY:
Must satisfy one of the following standards 1-15.

1. Serves the community by giving a professionally-related talk to a local or regional group, organization, public, private, or charter school; or in some other way shares professional expertise with public, private, or charter schools.

2. Serves the community by serving on a committee or as an officer for a local, regional, state, national, or international organization, in profession-related service.

3. Serves the profession by reviewing a manuscript for a professional journal or serving as a reviewer for a professionally related book manuscript.

4. Establishes community contacts for the purpose of student recruitment (e.g. at regional campuses)

5. Serves as the chairperson for, or a discussant on, a panel at a state, regional, national, or international professional meeting.

6. Publishes an article in Faculty Focus or other UCF publication.

7. Publishes a book review in a professional journal.

8. Serves as an invited consultant to, spokesperson for, or keynote speaker at, a local, state, regional, national, or international organization or meeting.

9. Serves the profession by acting as division or program chair for a state, local, or regional meeting.

10. Serves the profession by serving on a national-level committee or organization.

11. Serves the profession as book review editor for a professional journal.

12. Acts as a division chair for a national or international conference.

13. Serves as a principal officer, editor, meeting organizer or chair for a state organization.

14. Serves as an editorial board member of a professional journal.
15. Serves the community, university, or profession by being a credited media source for a print or elective story on government, politics, or policy.

ABOVE SATISFACTORY:

Must satisfy two of the criteria 1-15.

OUTSTANDING:

Must satisfy three of the criteria 1-15.

NOTE: Faculty members are given the opportunity to document activities that might not otherwise be revealed in the above categories or represent particularly outstanding accomplishment or service to the university, community, or profession.

OVERALL EVALUATION ASSESSMENT

<table>
<thead>
<tr>
<th>Rating</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each Unsatisfactory rating</td>
<td>0 points</td>
</tr>
<tr>
<td>Each Conditional rating</td>
<td>1 point</td>
</tr>
<tr>
<td>Each Satisfactory rating</td>
<td>2 points</td>
</tr>
<tr>
<td>Each Above Satisfactory rating</td>
<td>3 points</td>
</tr>
<tr>
<td>Each Outstanding rating in Teaching</td>
<td>5 points</td>
</tr>
<tr>
<td>Each Outstanding rating in other categories</td>
<td>4 points</td>
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</tbody>
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By summing in the three categories, the final evaluation will be achieved as follows:

Unsatisfactory: 0-2 points overall
Conditional: 3-5 points overall
Satisfactory: 6-7 points inclusive with evaluation of conditional in no more than one category.
Above Satisfactory: 8-10 points inclusive with evaluation in no category less than Satisfactory.
Outstanding: 11-13 points inclusive and no less than Above Satisfactory in teaching.

Faculty must have an Above Satisfactory in Research or Teaching in order to get an overall Above Satisfactory.