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.

NOTE: Receipt of Excellence awards, TIP, RIA and SoTL are not necessarily evidence of Outstanding in the current evaluation period.

These criteria differ from the 3/4 Instructors’ guidelines in the range of teaching-related activities that are options for the faculty members (e.g. Instructors cannot chair or serve on graduate thesis committees).

Adopted 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. Instructors 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 1-12:

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 3 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. Submits syllabi that are clear, detailed, complete, and conform to University policy.

10. Must demonstrate substantial writing components in all classes (a minimum of 1,000 words per student).
11. Must be available for scheduled advising sessions on 2 different days prior to beginning of the semester, to be scheduled in consultation with department chair.

12. Has scores on the Student Perception of Instruction (SPI) surveys that average 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:**

13. Meets standards 1-12 above except that 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*


15. 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.

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

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

18. Has directed at least 3 student credit hours of independent research or independent study.

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

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

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

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

23. Has a special advising function, such as low-GPA advisor.

24. Presents at a conference or publishes an invited, editorially reviewed, or peer-reviewed article in a non-UCF outlet.

**OUTSTANDING:**
25. Meets standards 1-11 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

26. Meets three of 15 through 24 above (multiple participations possible).

NOTE: Lecturers 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 such as teaching upper division courses or taking an active role in teaching related workshops, evidence of quality of teaching, or evidence of student learning.

SERVICE AND PROFESSIONAL DEVELOPMENT

Lecturers 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 standards 1 and 2 and an additional two of standards 3 through 11.

1. Regularly attends department meetings.

2. Actively participates in any assigned department committee.

And

3. Serves the university by service on an active departmental committee.

4. Conducts at least one FTIC or Transfer student orientations.

5. Serves the university by service on a college or university committee.

6. Serves the university by service with active student organizations.
7. 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.

8. 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.

9. Leads a teaching related workshop for the department, college, university or profession.

10. Publishes an article in *Faculty Focus* or another UCF publication.

11. 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:**

12. Must satisfy Standards for Satisfactory **AND** one of Standards 13 through 21.

13. Serves the profession by serving as a reviewer for a professionally related book or article manuscript.


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

16. Serves as the chairperson for, a discussant on, or a roundtable participant of, a panel at a state, regional, national, or international professional meeting.

17. Is funded on one service grant.

18. Serves as an officer, editor, meeting organizer or committee member for a state, regional, national, or international organization.

19. Successfully coordinates the Department’s undergraduate program.

20. Successfully coordinates the Department’s internship program.

21. Successfully serves as the College or Departmental pre-law advisor.

**OUTSTANDING:**

22. Must satisfy Standards for Above Satisfactory **AND** two of Standards 13 through 21 (with multiple participation allowed in 13-21).

*NOTE:* Lecturers 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. This includes presentation of research papers at professional meetings or publications.

OVERALL EVALUATION:

NOTE:

Other university duties are occasionally assigned for special activities such as administrative duties or other special projects. Since the nature of the assignments is variable, no attempt is made to specify evaluation in proportion to the total amount of time the assignment is weighted in the annual assignment form.

OVERALL EVALUATION ASSESSMENT

Each Unsatisfactory rating = 0 points
Each Conditional rating = 1 point
Each Satisfactory rating = 2 points
Each Above Satisfactory rating = 3 points
Each Outstanding rating in Teaching = 5 points
Each Outstanding rating in Service = 4 points

By summing in the three categories, the final evaluation will be achieved as follows:

Unsatisfactory: 0-1 points overall
Conditional: 2-3 points overall
Satisfactory: 4 points inclusive with evaluation of teaching no less than Satisfactory.
Above Satisfactory: 5-6 points inclusive with evaluation in no category less than Satisfactory.
Outstanding: 7-9 points inclusive and Outstanding in teaching.