

**Annual Evaluation Standards and Procedures**  
**Instructors and Lecturers**  
**Department of Mathematics**  
**(April, 2017)**  
**Available for First Use Academic Year 2018-19**

These faculty annual evaluation standards provide guidance to both faculty and evaluators regarding the assignment of annual evaluation ratings in the areas of teaching and service, and the assignment of an overall annual evaluation rating. The intent of these standards is to spell out the criteria in enough detail that faculty members are aware of expectations within the Department, can be reasonably sure of their own evaluation ratings, and can be assured that the standards are applied equally and equitably to all faculty within the Department. On the other hand, the standards are intended to leave enough flexibility that an evaluator can take certain special cases into account in the evaluation process.

The evaluation process within the Department of Mathematics is guided by three general principles:

1. Quality, not quantity, is the most important indicator. An effort must be made on the part of the evaluator to assess the overall quality of faculty's record; conversely, the faculty member is responsible for providing appropriate documentation to justify such quality.
2. Efforts to contribute to the Department's goals are recognized. The time and effort that faculty put forth in the advancement of the Department's mission are extremely valuable. While some efforts (for example, redesigning a course, training and mentoring GTAs, and evaluating thoroughly on a new system or textbooks) are clearly important, other efforts (for example, engaging with students and teaching in online or large lecture format) just as clearly serve the Department's goals, and must be recognized as such.
3. Evaluation should be reasonably flexible. To promote a well-balanced department having strong research, teaching, and service components, the evaluation process must recognize that individual faculty members have differing interests, priorities, and experience levels. As a particular and important case, the process must recognize that junior faculty will very likely fulfill fewer of the evaluation criteria than senior faculty.

To assist the evaluator, the faculty member is encouraged to (but is not obligated to) provide a bulleted list of data for the comments section of an annual evaluation form. (See the "Comments of the Chairperson" section of the *Chairperson's Evaluation Summary Form AA-17*.) These data would include the items the faculty member thinks are important in each evaluation category. It is then the evaluator's duty to assign ratings for the particular categories.

In assigning ratings in each category the notions of leadership roles and participatory roles are general (but not sole) delineating factors between an Outstanding rating and an Above Satisfactory rating. Likewise, the ratings of Satisfactory and Unsatisfactory may be

determined by a willingness or unwillingness to perform assigned duties. At no time shall a faculty member receive a rating below Satisfactory in a given category if no assignment was made in that category.

In general, it is the faculty member's responsibility to properly document activities and accomplishments that contribute to the evaluation ratings. While the evaluator may be lenient across the board in enforcing this, he or she is only required to weigh activities and accomplishments that are presented to him or her. In the case of disagreement or grievance, the evaluator may request and must consider any additional evidence presented to him or her.

### **OVERALL RATING**

This document is based on the typical assignment of instructors and lecturers, which includes at least 12 credit hours per semester and a smaller service assignment.

The overall rating will be determined based on the following format.

| <i>Overall</i>            | <i>Teaching</i>             | <i>Service</i> |
|---------------------------|-----------------------------|----------------|
| <b>Outstanding</b>        | O                           | At least AS    |
| <b>Above satisfactory</b> | O                           | S              |
|                           | At least S                  | At least AS    |
|                           | AS                          | At least S     |
| <b>Satisfactory</b>       | At least S                  | At least S     |
| <b>Conditional</b>        | At least one conditional    |                |
| <b>Unsatisfactory</b>     | At least one unsatisfactory |                |

## TEACHING

### **Satisfactory**

A satisfactory rating in teaching requires achieving all of the following minimum standards:

- Teach effectively with appropriate content, learning objectives, rigor, and pedagogical approaches.
- Meet classes on a regular basis as scheduled.
- Hold scheduled office hours.
- Reply in a timely fashion to student inquiries.
- Provide effective and accurate advisement when appropriate.
- Submit book orders on time as required by state legislation.
- Have clear, detailed course syllabi that meet the university requirements and submit copies of syllabi to the department on time.
- Provide regular evaluative feedback on student assignments.
- Meet with students during the final examination period in compliance with university regulations.
- Submit grades on time.
- Provide copies of final examinations to the department on time.
- Communicate effectively with SAS for all students who need the service.
- Respond to an urgent department need for example covering a class or working on a time critical effort on very short notice.

### **Above Satisfactory (Participation)**

In addition to the requirements in the Satisfactory category, at least two of the items listed below are required for this rating.

- Above satisfactory student and peer evaluations while maintaining high academic standards
- Conduct seminars or deliver materials to enhance student learning, for example, weekly research lectures specifically targeted to student audiences, additional help sessions.
- Submission of educational grant proposals
- Provide comprehensive materials for students to supplement the textbook
- Evidence of significant efforts towards professional development, e.g. attending teaching workshops and implementing the new ideas in classroom
- Documented inclusion of routine formative assessments (in-process evaluations of student comprehension, learning needs, and academic progress between mid-term exams) in an effort to improve student learning (examples would include graded assessments beyond computer grades assignments such as in-class group exercises, hand graded assignments, projects, etc.)
- Redesign a course and implement it successfully
- Effective training of GTAs to his or her courses, assigned or coordinated
- Participate in an external educational grant. Credit given for the duration of the

participation.

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### **Outstanding (Leadership)**

In addition to the requirements in the Above Satisfactory category, at least one of the items listed below is required for this rating. (Any item listed here can replace an item in AS category.)

- PI/co-PI on external educational grant. Credit given for the duration of the grant.
- Receive UCF or national teaching award
- Serve as academic advisor for several math majors
- Publish textbooks, workbooks, manuals, journal article, or software that support instruction.
- Evidence of exceptional teaching including unusually high levels of student learning such as high student success rate in a common examined course, outstanding student evaluation while maintaining high academic standards, etc.
- Leadership in major teaching project such as on how to deliver a low division course in large lecture format, how to introduce an active learning format in teaching an upper division course, developing innovative pedagogy, etc.
- Give workshops or presentation on teaching at the University level or nationally.
- Develop a new course and implement it successfully

### **Conditional**

- Do not meet the requirements for Satisfactory.

### **Unsatisfactory**

- Do not meet the requirements for Satisfactory for more than one year, or:
- Often cancel class, come late, or cancel office hours.
- Negative impact on student learning.
- Documented problems with teaching.
- Lack of willingness to teach courses based on departmental need.

## **SERVICE**

All faculty are expected to participate in departmental events. The following are examples of activities that are considered in evaluating the service component.

### Activities

- attending a graduate commencement
- mentoring undergraduate math majors
- actively serving on department or college committees or subcommittees
- serving on university committees or subcommittees
- chairing any committee
- coordinating in a course by providing instructors with necessary resource according to department's approved standards and policies

- serving as a sponsor for student activities and/or groups
- mentoring junior faculty
- recruiting students
- recruiting faculty
- activity in professional organizations in one's discipline
- development of relationships beneficial to UCF with industry and government agencies
- consulting for other universities, colleges, or primary or secondary schools
- serving on committees or boards for federal or state government agencies
- organizing activities that promote public awareness of one's discipline
- reviewing promotion documents
- reviewing grant proposals at the international, national, state or local level
- sharing one's academic expertise in the local, state, or national community
- serving as judge for educational competitions or showcases
- participating in math Career Day or STEM Day
- writing recommendation letters for students
- respond to an urgent department need for example covering a class or working on a time critical effort on very short notice.

Examples for evaluating service

Ratings of Satisfactory or better require that a faculty member participate actively in any assigned departmental service responsibilities, in addition to the examples below.

### **Outstanding**

Participate in at least five of the above activities.

### **Above satisfactory**

Participate in at least three of the activities listed above.

### **Satisfactory**

Participate in at least two of the activities listed above.

Performance that is less than satisfactory will be given a rating of Conditional in the first year and Unsatisfactory in subsequent years.