

**Annual Evaluation Standards and Procedures**  
**Tenured and Tenure-Earning Faculty**  
**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, research, 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 is guided by three general principles:

1. Quality, not quantity, is the most important indicator. While applicable to all three areas, this is particularly true in evaluating research. An effort must be made on the part of the evaluator to assess the overall quality of the publication record or other research related achievements; conversely, the faculty member is responsible for providing appropriate documentation to justify such quality. While objective measures like paper counts certainly have some merit, great care must be taken to put these measures into the proper context.
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, receiving a research grant, or giving an invited lecture) are clearly prestigious, other efforts (for example, receiving a conference grant, or refereeing papers) 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 tenured and tenure-track faculty, which includes four courses per academic year, a research assignment, and a smaller service assignment.

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

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

Faculty who have additional assignments in service such as the associate chair, graduate coordinator, and undergraduate coordinator may be evaluated appropriately.

It is important to note that, in the following guidelines, research is formatted differently than teaching and service. The reason is that teaching and service have assigned duties and uniform expectations, whereas research varies widely among faculty.

In the research section specific mention is given to publications. In mathematics, there are many ways that authors are listed. Traditionally alphabetical order is used. Often, students' names are first followed by their advisor, and in some interdisciplinary areas often the lead author denotes lead responsibility for the paper. Additionally, for co-authored papers all authors are each given 1 full paper credit. Although faculty members are encouraged to collaborate, they are also encouraged to publish some papers as sole authors.

## 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 Student Accessibility Services for all students who need the service.

### **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
- Supervise one Undergraduate or M.S. research.
- Supervise independent study.
- Conduct seminars or deliver materials to enhance student learning, for example, weekly research lectures specifically targeted to student audiences, additional help sessions, or preparatory sessions for the graduate qualifiers.
- 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.)
- Develop a new (or redesign a) course and implement it successfully.

- Make and grade Qualifying or Candidacy examinations
- Participate in an external education grant. Credit given for the duration of the participation.

### **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.
- Supervise Ph.D. dissertation or at least two M.S. theses.
- Serve as academic advisor for several math majors and supervise honors in the major thesis
- Publish textbooks, workbooks, manuals, or software that support instruction. Graduate textbooks may qualify for multi-year credit.
- 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.

### **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.

## **RESEARCH**

As research varies greatly across the department, the following list is in the order of importance to earning high ratings in the research category. Items within each category are also ordered.

1. Recognitions
  - National or international research awards
  - Plenary speaker in national and international conferences
  - State/regional research awards
  - UCF research awards
  - Distinguished Visiting Researcher at Research I Institution or National Lab

2. Publications
  - Accepted papers in refereed journals
  - Research monographs
  - Chapters in research monographs
  - Conference proceedings papers (refereed)
  - Patents
  
3. Research Funding
  - Award of external funds as PI or co-PI
  - Award of multiple year federal grant as PI or co-PI counts in each of the years that the grant is funded
  - Award of internal funds as PI or co-PI
  
4. Lectures/Talks
  - Invited lectures in national/international conferences
  - Colloquium talks or seminars at other universities
  - Contributed talks in national/international conferences
  
5. Others
  - Submitted refereed journal papers
  - Submission of grant proposal(s)
  - Citation of works by other scholars
  - Contributed talks
  - Colloquium or seminar talks at UCF
  - Attend interdisciplinary workshops

Examples for evaluating faculty research (numbers counted for three-year rolling periods)

Rating	Papers	Talks	Proposals
Satisfactory	2	2	
Above satisfactory	3	3	
Outstanding	5	5	3 submitted or 1 funded

Comments:

1. The example ratings assume all of the indicated activities are demonstrated (for example, a Satisfactory rating could be achieved with 2 papers plus 2 talks).
2. Papers need to be published in good quality professional journals.
3. Talks need to be presented at major professional meetings, including colloquia at reputed departments, national labs, etc.

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

## **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 graduation commencement
- 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
- Organizing a seminar
- serving in the faculty senate or in other faculty governance roles
- serving as a sponsor for student activities and/or groups
- mentoring junior faculty and graduate teaching assistants
- 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 conferences or symposia
- organizing activities that promote public awareness of one's discipline
- serving as editor of professional books and journals
- refereeing papers
- reviewing promotion documents or Ph.D. theses
- 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
- responding 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 (tenured)**

Participate in at least five of the above activities.

**Outstanding (tenure track)**

Participate in at least three activities listed above.

**Above satisfactory (tenured)**

Participate in at least three of the activities listed above.

**Above satisfactory (tenure track)**

Participate in at least two of the activities listed above.

**Satisfactory (tenured)**

Participate in at least two of the activities listed above.

**Satisfactory (tenure track)**

Attend departmental events

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