

POLITICS, SECURITY, AND INTERNATIONAL AFFAIRS (SPSIA)

ANNUAL EVALUATION STANDARDS AND PROCEDURES (AESP)

Instructor/Lecturer Faculty

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 Director. 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 Director shall take into consideration peer input, which will be provided by a committee, elected by a vote of the School full-time faculty, consisting of three tenured faculty members and one instructor/lecturer faculty member as well as a tenure-earning faculty member. The instructor/lecturer faculty member will only participate in discussions regarding teaching and service. The committee will consult with the School Director on general concerns and interpretations of the Annual Evaluation Standards and Procedures (AESP) guidelines.

In all cases, the final decisions are the sole responsibility of the Director.

NOTE: Receipt of awards, such as Excellence awards, TIP, RIA and SoTL₂ are not necessarily evidence of Outstanding in the current evaluation period.

INSTRUCTIONAL ACTIVITIES

Approved by Majority of Full-time Faculty (16 yes, 5 no, 4 abstain)

Teaching constitutes a major component of the assignment of all faculty in the School, regardless of rank. It is expected that all faculty to be effective classroom teachers, to engage with individual students outside of assigned classes, and to advise students. Faculty are encouraged to engage in professional development opportunities that improve teaching, and to contribute to discussions on teaching on campus and at conferences. It is important that all faculty use teaching strategies that are appropriate for a diverse student body and support UCF's mission of broadening access to higher education. Quality of instructional activities is measured in a variety of ways including student perceptions and student learning, self-reflection and reporting, and Director and peer review.

Notes:

In calculating student perception of instruction (SPI) evaluation scores, a faculty member will include all courses evaluated as required by university policy. SPI scores are calculated as the mean of all course means or mean of all students per evaluation period for the question rating the "Overall effectiveness of instructor." Individual student instruction, such as Honors in the Undergraduate Thesis, the Exit Course, Internships, or Independent Research, shall be excluded from this calculation. Faculty are expected to provide documentation of their accomplishments wherever appropriate or possible ambiguity exists.

Minimum expectations for all evaluation categories:

1. Teaches in accordance with the most current Collective Bargaining Agreement at UCF, [UCF Policies & Procedures](#), the [Guide to Teaching at UCF](#), SPSIA Policies, as well as pertinent resources including and the [APSA's A Guide to Professional Ethics in Political Science](#).
2. Meets assigned classes as scheduled, including giving the final assessment during the final exam period, unless a prior arrangement has been made with the Director.
3. Keeps assigned office hours according to School policy.
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.
6. Submits book orders on time as required by state legislation.
7. Provides regular evaluative feedback on student assignments.
8. Submits grades according to UCF deadlines.
9. Provides syllabi that are clear, detailed, complete, and conform to UCF policy.
10. Demonstrates substantial writing components in all classes (a minimum of 2,000 words per student).
11. Provides a reflective statement of no more than 500 words that discusses pedagogical approaches, course innovations and revisions, student learning activities and assessments/evaluation methods, and learner outcomes that demonstrate course quality when annual report submitted.
12. Has scores on the Student Perception of Instruction (SPI) surveys that average 3.0 or above.
13. Provides scheduled advising sessions on 2 different days prior to beginning of fall and spring semesters,

to be scheduled in consultation with School Director.

UNSATISFACTORY:

Failure to carry out all of the above will result in a conditional rating. A rating of Conditional for two years in a row will also result in a rating of Unsatisfactory.

CONDITIONAL:

In order to receive a rating of Conditional, a faculty member fails to meet the criteria for Satisfactory.

SATISFACTORY:

Must have a minimum of 5 points from the following list of activities.

ABOVE SATISFACTORY:

Must have a minimum of 7 points from the following list of activities.

OUTSTANDING:

Must have a minimum of 9 points from the following list of activities.

Activities:

Faculty can score points by engaging in a variety of teaching-related activities in the areas of classroom teaching, individual student supervision and advising, activities to improve teaching, and publications.

1. 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 (1 pt).
2. Has scores on the Student Perception of Instruction (SPI) surveys that average 4.2 or above (1 pt).
3. Is a committee member or co-chair for a doctoral dissertation where the student is making good progress (1 pt for member and 1.5 pts for co-chair, maximum of 4 pts total).
4. Is the teaching mentor for a PhD student (.5 pt per student).
5. Is the chairperson for an MA thesis where the student is making good progress (1.5 pt, maximum of 4.5 pts total).
6. Is a committee member for at least one MA thesis where the student is making good progress. (.5 pt).
7. Is the chairperson for at least one undergraduate Honor's thesis where the student is making good progress (1 pt, maximum of 4 pts total).
8. Is a committee member for at least one undergraduate Honor's thesis where the student is actively working towards making good progress (.5 pt).
9. Has served as reader for MA non-thesis paper (1 pt for first reader; .5 for second reader).
10. Has served on the MA comprehensive exams committee (1 pt).
11. Has written letters of recommendation for students (.5 per 5 students, max of 1.5 pts total).
12. Has directed an independent research or independent study or supervised an undergraduate student in research credit hours (e.g., xxx4912) (1 pt for 3 student credit hours; 0.5 pts for less than 3 hours).

13. Teaches a section of POS 3703 or a class with enrollment of 100 or more students (1 pt).
14. Has served in a teaching capacity as faculty supervisor for an internship (1 pt).
15. Has mentored an undergraduate or a graduate student (mentorship activity needs to be documented)
 - who is offered admission into a graduate program (.5 pts per student).
 - to present a paper or poster at a professional conference or submit a manuscript to an academic journal (.5 pts per student).
 - to present, submit for publication, or publish research (.5 for presentations and submissions; 1 point for publications).
16. Has co-authored with an undergraduate or graduate student:
 - a conference paper (.5 pts.).
 - a book chapter (.5 pts.).
 - a peer-reviewed journal article (1 pt).
17. Is funded on one UCF teaching grant or course development initiative (1 pt).
18. Obtains an external teaching or course development grant (2 pts).
19. Has attended
 - a teaching related workshops on campus (.5 pts).
 - a multi-day teaching workshop or conference, such as the Faculty Center for Teaching and Learning (FCTL) Winter or Summer Conference or the American Political Science Association(APSA) Teaching & Learning Conference (1 pt).
20. Publishes (or-co authors) a textbook, first or subsequent editions. First published editions will count for two evaluation periods; subsequent published editions for one evaluation period (2 pts 1st ed; 1 pt subsequent eds.).
21. Publishes
 - a workbook or study guide (1pt).
 - a peer-reviewed article on teaching and learning (2 pts).
 - a non-peer reviewed article on teaching and learning (1 pt).
22. Conducts documented teaching-related activities that directly contribute to diversity and inclusion goals (1 pt).
23. Uses a pre- and post-test design, shows a significant improvement in mastery of key scores among students enrolled in a general enrollment undergraduate course (1 pt).
24. Applies for and receives a research intensive, service learning or integrative learning designation for an existing course (1 pt).
25. Teaches a research intensive, service learning, integrative learning, global learning, or any other high impact course designation (1 pt).
26. Teaches a class with the (High) Quality Online Courses, (High) Quality Blended Course, or other similar designation (.5 points each course).
27. Applies for and receives a designation for (High) Quality Online Course, (High) Quality Blended Course, or other similar designation (.5 points each course).

28. Documents other teaching and instructional activities Points for such activities will be decided by Director in consultation with the Committee.

SERVICE

Approved by Majority of Full-time Faculty (11 yes, 8 no, 2 abstain)

All faculty members are expected to engage in service. Areas of service include the university, the profession, and the community. Minimum expectations for service are:

1. Regularly attends School meetings.
2. Participates actively in any assigned School committee (credit for the committee is listed below; if assigned to a committee, must be actively participating to meet minimum criteria).
3. Provides an updated professional CV at least once a year for posting on the School's website.

Failure to meet the minimum expectations will result in an automatic "unsatisfactory" rating in service.

Faculty members can engage in any of the following service activities; additional activities not listed here can be documented as "other." Each activity listed below is worth 1 point unless otherwise noted. Faculty members must meet the following requirements for ratings in service:

UNSATISFACTORY

A faculty member who scores 0 pts from the list below, or who has two consecutive years of Conditional, will be rated "unsatisfactory."

CONDITIONAL

A faculty member who scores between **1 and 4 points** from the list below will be rated "conditional."

SATISFACTORY

A faculty member who scores between 5 and 7 points from the list below will be rated "satisfactory."

ABOVE SATISFACTORY

A faculty member who scores **8 or 9 points and at least 3 different items** from the list below will be rated "above satisfactory."

OUTSTANDING

A faculty member who scores **10 or more points and 4 or more different items** from the list below will be rated "outstanding."

1. Chairs or is a member of a search committee for a faculty position (1.5 points for chair and 1 point for member).
2. Is an active member or chair of a School, college, or university committee (.5 for member, 1 pt for chair).
3. Serves as a College or School pre-law advisor, serves as the principal advisor for a School minor, certificate, or HUT program.
4. Advises an active student organization, or has a special advising function (e.g., low-GPA advisor), or has conducted a special advising workshop, such as a Careers or Law School Admissions workshop, or has conducted a Transfer or FTIC orientation, or has engaged in other special advising functions.
5. Leads successfully the School's undergraduate, graduate, or internship, programs, or successfully serves as the principal advisor for a School major (Political Science or IGS) (2.5 points).
6. Directs successfully a Program, Center, or Institute housed in the School (e.g. Intelligence Community Center for Academic Excellence - ICCAE, Kurdish Political Studies) (1.5 points).
7. Attends graduation.
8. Leads a teaching-related workshop for the School, college, university, or profession.
9. Is awarded a program related grant of any type that provides benefit to the School.
10. Organizes a scholarly symposium or conference with multiple speakers or panels on campus (any event with a single external speaker 0.5pt).
11. Reviews a manuscript for a professional journal, a book proposal, or a single grant proposal (.5 per review)
12. Reviews a professionally related book manuscript or serving on a panel reviewing multiple grant proposals, such as the National Science Foundation (NSF).
13. Is the chair for, a discussant, or a roundtable participant, on a panel at a state, regional, national, or international professional meeting (.5 pt for chair, 1 pt for discussant or roundtable participant).
14. Serves as a principal officer or chair of a section of a scholarly association or program chair for a professional conference (2 pts for national or international conferences).
15. Is an invited keynote speaker at a local, state, regional, national, or international organization or meeting.
16. Is an invited consultant to a government, non-profit, or business institution.
17. Publishes a book review in a scholarly journal.
18. Serves as an external reviewer for promotion.
19. Serves as editorial board member of a professional journal.
20. Serves as an editor or a book review editor of a professional journal. (2 pts)

21. Receives public recognition for outstanding service to the university, community, or profession
22. Conducts a program review for an academic unit at another university. (2 pts)
23. Engages the public in discussions about politics and political science by publishing an op-ed in a newspaper or on professional/academic blogs (e.g., Monkey Cage [of The Washington Post](#)).
24. Serves as a credited media source for a story on government, politics, or policy (.5 pt per interview).
25. Serves the broader community utilizing scholarly expertise.
26. Documents other UCF service or professional/community service. Points for such activities will be decided by Director in consultation with the Committee.

OVERALL EVALUATION:

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 the scores for Teaching and Service, 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.

Example of a Typical Assignment and Evaluation

An Instructor/Lecturer in SPSIA might typically be assigned a 3/4 teaching load. If they earned an Above Satisfactory in Teaching they would earn 3 points. If they earned Satisfactory in Service they would earn 2 points. Summing those two categories together (3+2) they would earn 5 points overall which would result in a Final Evaluation of Above Satisfactory.

NOTE:

Other university duties are occasionally assigned for special activities such as administrative duties or other special projects. Since the nature of these 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.