

EVALUATION OF INSTRUCTORS AND LECTURERS
Annual Evaluation Standards and Procedures
Department of Mathematics
(October 24, 2006)

Introduction

These annual evaluation standards provide guidance to instructors and Lecturers 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 for instructors and Lecturers is guided by two general principles:

1. 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 writing research papers, receiving a research grant or grant relating to teaching, or giving an invited lecture) are clearly prestigious, other efforts (receiving a conference grant, or refereeing papers, participating in conferences related to teaching) just as clearly serve the Department's goals, and must be recognized as such.
2. 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, each 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 accomplishments and activities 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 accomplishments and activities 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.

Basic Assumptions

1. Faculty at the Instructor or Lecturer rank are not tenure-earning and will normally not have a research assignment. Annual evaluations will be based only on those areas in which there is a formal assignment.
2. Review of performance will emphasize “quality” rather than “quantity.”

This document is divided into three parts viz. Overall rating, Teaching and Service. In each of these we shall outline the standards for evaluation.

OVERALL RATING

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

<i>overall</i>	<i>Teaching</i>	<i>Service</i>
Outstanding	O	O
	O	AS
Above Satisfactory	AS	AS
	O	S
Satisfactory	At least S	At least S
Conditional	At least one conditional	
Unsatisfactory	At least one unsatisfactory	

TEACHING

Outstanding (Leadership)

IMPACT

It is expected that all of the activities in the above satisfactory category are met. The following are bullets that are examples of activities that can earn an outstanding rating. It is important that some (not all) are required for this rating.

- Author textbooks, workbooks, manuals, or software that support instruction. **Major**
- Outstanding student and peer evaluations while maintaining high academic standards **Major**
- Obtain external educational grant. **Major**
- Leadership in major teaching project. **Major**
- Lead workshops on teaching at the University level or nationally **Major**

Above Satisfactory (Participation)

It is expected that all of the activities in the satisfactory category be met. The following are bullets that are examples of activities that can earn an above satisfactory rating. It is important that some (not all) are required for this rating.

- Delivering Colloquium or Seminar Talks related to teaching **Major**
- Evidence of significant efforts to improve student learning (attending workshops, developing innovative pedagogy) **Minor**
- Covering classes for colleagues when they are on travel or ill **Minor**
- Write educational grant proposals. **Major**

Satisfactory

- Perform teaching duties (i.e. classes will meet as scheduled, including giving final during final examination period unless prior arrangements are made with the Chair) and hold regular office hours **Major**
- Overall satisfactory teaching performance (peer and student evaluations) **Major**

Conditional

- Overall poor teaching performance (peer and student evaluations) **Major**

Unsatisfactory

- Often cancels class, comes late, or cancels office hours **Major**
- Documented problems with teaching **Major**
- Lack of willingness to teach courses based on departmental need **Minor**
- Negative impact on student learning **Major**

SERVICE

Activities

- serving on department, college, and/or university committees or subcommittees
- serving as a sponsor for student activities and/or groups
- 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 grant proposals at the international, national, state or local level
- sharing one's academic expertise in the local, state, or national community

Assessment

- peer and administrative review of material presented in the annual report
- self evaluation

- input from colleagues, university leaders, committee members or chairs
- awards and honors
- letters or certificates of public service
- recognition of service from school districts, K-12 teachers, K-12 students or parents

Outstanding	Significant leadership contributions to the department, college, university, mathematics community, or community at large in a professional role.
Above Satisfactory	Significant participatory contributions to the department, college, university, mathematics community, or community at large in a professional role.
Satisfactory	Willingness to perform assigned service duties.
Conditional	Willingness to perform some assigned service duties
Unsatisfactory	Unwillingness to perform assigned service duties.