

Department of Teaching & Learning Principles Guidelines for Faculty Annual Evaluation and Development

Introduction

The purpose of this document is to set forth the guidelines for faculty evaluation and development that are consistent with department, college, and university goals. The evaluation procedures are based on the beliefs that all faculty members will exhibit satisfactory levels of behavior and that the annual evaluation be a means of communication through which a faculty member and the department chair develop a clear understanding of goals as well as both strengths and weaknesses. In keeping with these beliefs, the evaluation process will include an assessment of the individual faculty member's performance in each of the three role dimensions (teaching, research, and service) at one of five levels of performance: OUTSTANDING, ABOVE SATISFACTORY, SATISFACTORY, CONDITIONAL, AND UNSATISFACTORY. The department chair will assume the leadership role in the evaluation of faculty.

If a TLP faculty member performs below the satisfactory level in any of the dimensions, the faculty member will be rated as conditional or unsatisfactory by the Department Chair in that dimension only. Each of the three role dimensions will be weighted and overall rating will be determined by the Department Chair.

Dimensions of Performance

In each section, evaluative indicators are given for three major dimensions of performance: outstanding, above satisfactory, and satisfactory. The indicators are provided for goal-setting and evaluation for individuals. Consideration should be given to the faculty assignment in determining the overall evaluation, for example: the number of course preparations a faculty member is responsible for during a given semester and over time, new course preparations, or a leadership role in a national organization. Visiting instructors, instructors and visiting assistant professors will be evaluated at 0.95 teaching and 0.05 service. The standards for non-tenure

earning faculty will be evaluated for teaching and service the same as tenure earning and tenured faculty. At times other duties may be assigned that are not covered by the categories of teaching, research or service. When that is the case, these duties will be evaluated by the chair.

A. Evaluation of Teaching

In order to be ranked as SATISFACTORY or above, the following criteria must be

met: [Note: the following criteria are not necessarily in rank order.]

- **Course syllabi:**
 - University guidelines for syllabi are followed.
 - Objectives are clearly defined and are aligned with required State and National Standards.
 - Assessment/grading procedures are clearly explained.
- **Course content:**
 - Course content is based on current research and practice in the field.
- **Course structure and design:**
 - Classes are held at scheduled times. The final exam is held as scheduled according to the university calendar unless cleared with the department chair.
 - A variety of appropriate teaching/learning strategies and technological tools to facilitate communication and active learning are provided in each course.
 - Accommodations are provided to meet individual student needs by offering alternative learning experiences.
 - Demonstrate the infusion of evidence-based practices into course materials.
- **Course assessment:**
 - Each course has multiple and timely activities to assess student learning.
 - Learning objectives and instructional and assessment activities are clearly aligned.
 - Ongoing multiple assessments are used to measure content knowledge, dispositions, and skills.
 - Regular feedback about student performance is provided in a timely manner throughout the course.
- **Course improvement:**
 - Ongoing formal and informal student feedback is used to help plan and revise instruction and assessment of the course content and to improve presentation.
 - Ongoing creativity or innovation in course development or delivery.
- **Overall Assessment of Instruction**
 - Achieve “Good” to “Excellent” course/instructor evaluation ratings from at least 50% of students in the category of “Overall Assessment of Instruction” on the Student Perception of Instruction Reports.
- **Curriculum Development**
 - Participate actively in the department or program curriculum process.
- **Advising**
 - Advises students.

In addition to meeting the required criteria above, faculty must attain the following for these given levels:

OUTSTANDING

Achieve “Good” to “Excellent” course/instructor evaluation ratings from 70% of students in the category of “Overall Assessment of Instruction” on the Student Perception of Instruction Reports. In addition, faculty must complete 3 of the criteria below to be rated OUTSTANDING. [Note: The criteria are not necessarily in rank order.]

ABOVE SATISFACTORY

Achieve “Good” to “Excellent” course/instructor evaluation ratings from an average of at least 60% of students in each course in category of “Overall Assessment of Instruction” on the Student Perception of Instruction Reports. In addition, faculty must complete 2 of the criteria below to be rated ABOVE SATISFACTORY. [Note: The criteria are not necessarily in rank order.]

Additional Teaching Criteria:

- a. Chair HIM or Master’s theses, dissertation or Master’s project completed during the evaluation period.
- b. Serve as committee member for student thesis or dissertation completed during the evaluation period.
- c. Develop at least one new course or complete major revisions to an existing course based on student feedback and other data.
- d. Develop and implement strategies to recruit and retain a diverse student body.
- e. Mentor graduate teaching assistants, teachers, adjuncts, or colleagues in the teaching process.
- f. Receive recognition for teaching expertise from the university or professional communities.
- g. Organize or conduct professional development activities (e.g., conferences, workshops).
- h. Collaborate with local public school teachers, community entities, and/or faculty colleagues to provide meaningful learning experiences for students.
- i. Perform other activities as agreed upon by faculty member and chair during goal-setting meeting.

CONDITIONAL

An evaluation of **CONDITIONAL** in Teaching will be assigned if a faculty fails to meet the criteria for **SATISFACTORY** listed above.

UNSATISFACTORY

If a faculty member qualifies to be classified as **CONDITIONAL** for a second consecutive year, the faculty member will receive an evaluation of **UNSATISFACTORY**. Faculty who fail to perform, or chronically demonstrate poor performance will receive an evaluation of **UNSATISFACTORY** regardless of the previous year's rating.

B. Evaluation of Research

In order to be ranked as SATISFACTORY or above the following criteria must be met:

[Note: the following criteria are not necessarily in rank order.]

- Manuscript or creative effort in progress or submitted for publication in refereed journal;
- Presentation or presentation proposal submitted for state, regional, national, or international conference;

In addition to meeting the required criteria above, faculty must attain the following for these given levels:

OUTSTANDING

In addition, faculty must have one of the following:

a manuscript published, a manuscript accepted for publication, external funding

OR a book published

AND faculty must meet 3 of the criteria below to be rated OUTSTANDING. [Note: The criteria are not necessarily in rank order and each may be repeated.]

ABOVE SATISFACTORY

In addition, faculty must complete 3 of the criteria below to be rated ABOVE

SATISFACTORY. [Note: the criteria are not necessarily in rank order and may be repeated.]

Additional Research Criteria:

- a. Peer reviewed publication in national or international refereed journal.*
- b. Peer reviewed manuscript accepted for publication in national or international refereed journal.
- c. Peer reviewed publication in state journal.
- d. Peer reviewed manuscript accepted for publication in state journal.
- e. Published proceeding.
- f. Invited publication.
- g. Published creative work.
- h. Peer reviewed presentation or juried exhibition accepted at a national/international conference.
- i. Invited presentation or juried exhibition at a major local, state, regional or national conference.
- j. Book chapter published.*
- k. Book published.*
- l. External funding recipient.*
- m. Application submitted for external funding.
- n. Leadership role in preparation for proposal for external funding.
- o. Active participant on a research team.
- p. Consultant for program evaluation, curriculum development, or professional development.
- q. Editor of a journal.*
- r. Guest editor of a journal issue.
- s. Member of an editorial board or reviewer for a journal.
- t. Other research activities as agreed upon by faculty member and chair during goal setting meeting.

* May count for 2 of the above criteria depending on the contribution.

CONDITIONAL

An evaluation of **CONDITIONAL** in Research will be assigned if a faculty fails to meet the criteria for **SATISFACTORY** listed above.

UNSATISFACTORY

If a faculty member qualifies to be classified as **CONDITIONAL** for a second consecutive year, the faculty member will receive an evaluation of **UNSATISFACTORY**. Faculty who fail to perform, or chronically demonstrate poor performance will receive an evaluation of **UNSATISFACTORY** regardless of the previous year's rating.

C. Evaluation of Service

In order to be ranked as SATISFACTORY or above, the following criteria must be met:

- Active participation on committees, councils, or senate at the departmental or college levels.
- Participation in departmental and college meetings.
- Attend college and departmental functions (e.g. Recognition Breakfast and/or The College Graduation Ceremony) at least once a year.
- In addition, faculty must complete 2 of the criteria below to be rated.

SATISFACTORY. [Note: the criteria are not necessarily in rank order.]

In addition to meeting the required Service criteria above, faculty must attain the following for these given levels:

OUTSTANDING

In addition, faculty must complete 4 of the criteria below to be rated OUTSTANDING in Service. [Note: the criteria are not necessarily in rank order.]

ABOVE SATISFACTORY

In addition, faculty must complete 3 of the criteria below to be rated ABOVE SATISFACTORY in Service. [Note: the criteria are not necessarily in rank order.]

Additional Service Criteria:

- a. Serve as program coordinator.
- b. Engage in practitioner-related service in schools, agencies, or appropriate settings.
- c. Provide service to scholarly and professional organizations, governmental boards, agencies, and commissions at the state, regional, or national level.
- d. Participate in leadership related to accreditation activities.
- e. Participate in the governance processes of UCF.
- f. Serve as member of department, college, or university committee/task force.
- g. Chair a committee or task force at the department, college and/or university levels.
- h. Provide leadership to a university and/or community activity that impacts students, faculty, staff, and/or clients.
- i. Provide presentation/s and/or service to public schools or other higher education agencies.
- j. Provide professionally-related talks or speeches to local, regional, or national/international groups or organizations.
- k. Assume leadership role in professional and/or community organizations impacting the profession.
- l. Participate on accreditation site visit teams or review boards.
- m. Participate in external reviews for faculty promotion and tenure.
- n. Participate in program development activities and/or accreditation preparation activities.
- o. Engage in assigned mentoring activities.
- p. Complete other service activities as agreed upon by faculty member and chair during goal setting meeting.

CONDITIONAL

To achieve a **CONDITIONAL** in the area of Service, faculty have failed to meet the standards necessary to achieve a rating of **SATISFACTORY**, and have not successfully completed the usual service assignments made by the Chair of the Department of Teaching & Learning Principles during the evaluation period, and have not responded to the needs of the university, the profession, and the community by engaging in service activities.

UNSATISFACTORY

To achieve an UNSATISFACTORY in the area of the Service faculty fail to meet the standards necessary to achieve a rating of SATISFACTORY. They do not attend or participate in the usual service assignments by the Chair of the Teaching & Learning Principles across two or more evaluation periods, and do not respond to the needs of the university, the profession, and the community by engaging in service activities. Faculty who fail to perform, or chronically demonstrate poor performance will receive an evaluation of UNSATISFACTORY regardless of the previous year's rating.