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DEPARTMENT OF ANTHROPOLOGY
ANNUAL EVALUATION STANDARDS & PROCEDURES

INSTRUCTOR/LECTURER FACULTY

Available for first use academic year 2025-26

NAME_____ACADEMIC YEAR _____

Annual evaluation of Department of Anthropology faculty is a subjective process using both qualitative and quantitative data and information. The multidisciplinary interests and methodologies in the department require that performance standards be flexible and general, and the annual evaluation of faculty will be a matter of individual assessment by the department chair in terms of the general guidelines and specific circumstances pertaining to each person.

All evaluations will be conducted by the department chair. This evaluation form should accompany the Faculty Annual Report and a current CV.

Faculty will be evaluated across 4 categories: Instructional Activities, Research and Creative Activities, Service, and Other. An overall evaluation will be determined based on the established formula on page 11. Any category evaluation receiving a Conditional or Unsatisfactory will result in that rating being applied to the faculty's overall evaluation.

Faculty holding the ranks of Lecturer or Visiting Lecturer and Instructor or Visiting Instructor may have variable assignments. As research may not be part of their annual assignment, following the Anthropology Department Variable Workload Policy, their performance evaluation will normally be based only on instructional and service activities, or in some cases, instruction only. If a service and/or research assignment is identified it shall be taken into account.

Final ratings are determined by the department chair. The chair may request faculty clarification and/or supporting documentation in their review.

INSTRUCTIONAL ACTIVITIES

Non-tenure track faculty are generally assigned a 4:4 teaching load per the Department of Anthropology Variable Workload Policy. When we evaluate teaching, all assigned courses, including summer, are subject to evaluation.

All faculty are expected to meet the following minimum standards:

1. Submits book orders in compliance with department policy.
2. Employs effective course design practices:
    - Regularly updates course content, learning objectives, and pedagogical approaches to reflect current knowledge/practices.
    - Complies with state, university, and department syllabus policies, including all department submission deadlines.
    - States learning objectives in class syllabi.
    - Creates and maintains reasonable/achievable expectations for learning and assessment (e.g., final course grade should be based on multiple assignments so that no one assessment excessively impacts the final grade, normative DFW rates).
3. Demonstrates professionalism when communicating with students in and out of the classroom.
4. Employs effective teaching practices:
    - Effectively organizes class materials and communicates course information to students in a timely manner.
    - Convenes face-to-face and mixed mode classes as scheduled.
    - Maintains a regular online presence, being present online at least once every 2 business days (email and within the learning management system) when teaching online courses.
    - Holds scheduled office hours and student appointments pursuant to department policy.
    - Replies in a timely fashion to student inquiries within 2 business days (except when students have been notified through class announcements).
    - Provides regular and timely evaluative feedback on student assessments (exams, quizzes, papers, homework).
    - Convenes with students during the scheduled final examination period in compliance with university regulations.
5. Submits final grades by the university deadline.

UNSATISFACTORY:
Fails to satisfy the minimum standards above for 2 consecutive years.

CONDITIONAL:
Fails to satisfy the minimum standards above for 1 year.

SATISFACTORY:

Satisfies the minimum standards above.

A judgement of quality is based on demonstration of instructional performance in some or all of the criteria below:

Classroom Teaching Quality

- Student evaluation measures:
    - Achieves a mean SPI rating for the academic year (including summer if applicable) equal to or above the College mean.
    - Elicits student feedback during the semester to assess teaching effectiveness and class organization.
    - Incorporates student feedback elicited during the semester to positively adjust class pedagogical approach and organization.
- Creates an accessible learning environment which accommodates different learning styles and needs.
    - Offers a variety of instructional materials (e.g., readings, videos, web resources) that are aligned with learning objectives and/or goals.
    - Offers opportunities for students to actively engage with other students to enhance learning (e.g., discussions, group work).
- Quantifies significant student progress towards reaching course learning objectives (e.g., grades, pre- and post-tests, standardized assessments).
- Demonstrates high positive impact on students by teaching:
    - Large undergraduate courses (100 students or more).
    - High-Impact (HIP) designated courses.
    - Honors GEP courses.
    - Gordon Rule courses.
    - Laboratory courses.
    - CDL Quality/High Quality designated courses.
    - Split-level courses.
    - Graduate courses.
- Directs and/or participates in field schools or study abroad programs.
- Teaches overload or accelerated term courses.

Student Mentorship

- Supervises graduate students.
    - Chairs/Co-chairs MA/PhD thesis committee(s).
    - Serves on MA/PhD committee(s).
- Supervises undergraduate students.
    - Chairs/Co-chairs HUT committee(s).
- Supervises student research.
    - Mentorship Quality:
        - Students in any UCF recognized undergraduate or graduate research initiative (RAMP, RAMP-UP, McNair, SURF, SMART, LEADS, FIRE).

        - Undergraduate or graduate student(s) who receive awards at a professional/academic conference/organization.
        - Undergraduate or graduate student(s) who present as first author at a professional/academic meeting.
        - Student(s) who present at a student conference.
        - Student(s) who receive a grant (faculty who are PIs or Co-PIs may choose to claim this in Instructional Activities or Research and Creative Activities, but not both).
        - Current/former undergraduate or graduate student(s) who are (co-)authors on a peer-reviewed publication.
        - Student(s) enter a degree-related career, relevant graduate program, or postdoctoral position within 1 year of graduation.
- Supervises an Independent Study (for-credit Independent Study, Practicum, Directed Reading, Directed Research and/or Internship course).

<u>Pedagogical Quality Improvement</u>

- Develops a new course or adapts an existing course to a new teaching modality (e.g., converts face-to-face to a web-based course).
- Receives/Renews Quality/High Quality course designation or High-Impact course designation (Research-Intensive, Integrated-Learning Experience, Global-Learning, and Service-Learning).
- Implements substantial course revision.
- Attends pedagogical training:
    - Attends internal training designed to improve current pedagogical practices.
    - Attends external training designed to improve current pedagogical practices.
    - Applies updated and current pedagogical practices acquired through attended training to develop classroom and non-classroom assignments and activities that improve student learning.
- Publishes instructional materials.
- Makes the educational experience more affordable.
    - Earns recognition for a course component (Affordability Counts, First Day, Library-Sourced Materials, and Open Educational Resources) through the Affordable Instructional Materials (AIM) initiative.
- Receives a classroom observation and evaluation

<u>Teaching Quality Recognition</u>

- Grants
    - Internal
    - External
- Awards
    - Internal
    - External

Other (faculty may submit other teaching-related activities that merit consideration)

ABOVE SATISFACTORY:
Satisfies the minimum standards above and exceeds performance expectations. A judgement of quality is based on demonstration of instructional performance in some or all of the criteria above. Because faculty responsibilities vary and quality can be illustrated in multiple ways, it is not necessary to address each of the criteria above. Faculty are encouraged to highlight the criteria that best demonstrate an Above Satisfactory rating.

Faculty seeking an Above Satisfactory rating shall submit evidence in Section V of their Annual Report that they exceed their performance expectations.

OUTSTANDING:
Satisfies the minimum standards above and significantly exceeds performance expectations. A judgement of quality is based on demonstration of instructional performance in some or all of the criteria above. Because faculty responsibilities vary and quality can be illustrated in multiple ways, it is not necessary to address each of the criteria above. Faculty are encouraged to highlight the criteria that best demonstrates an Outstanding rating.

Faculty seeking an Outstanding rating shall also submit evidence in Section V of their Annual Report that they significantly exceed their performance expectations.

INSTRUCTIONAL ACTIVITIES EVALUATION RATING (e.g., Outstanding, Above Satisfactory):

_____

RECORD YOUR INSTRUCTIONAL ACTIVITIES EVALUATION RATING ON PAGE 11

RESEARCH AND CREATIVE ACTIVITIES

Non-tenure track faculty are not required to perform research per the Department of Anthropology Variable Workload Policy. The chair will adjust research activity expectations proportionately for alternative service and teaching loads. Evaluations of research quality will be made by the chair based on supporting materials submitted by faculty.

Faculty must provide documentation of peer-review at time of AESP submission for publications and edited works, and the department chair may contact faculty for additional information.

The Department of Anthropology frames research quality definitions as follows:

Tier 1 Publication

- Journal publications which appear in a journal (regardless of discipline) that is ranked among the top 25 in any disciplinary area (or any subdiscipline area) of Google Scholar, Web of

Science, or an equivalent ranking entity. Faculty must provide documentation of journal ranking.

The chair may consider faculty requests to identify a journal as high-quality if it is demonstrably of national or international impact in comparison to similarly ranked journals on Google Scholar, Web of Science or an equivalent ranking entity. Faculty must provide documentation for chair's consideration.

- A book or monograph which is published with a university press, international research institute, or equivalent, based on chair's evaluation. These can count for 2 consecutive years. The first year can include when the final manuscript is accepted by the publisher.
- Edits a peer-reviewed volume or journal special issue in which faculty is lead author on at least 1 chapter/article (not including the introduction) in the same volume or journal. This is counted in Research and Creative Activities, not in Service Activities.

NOTE: Articles are counted with final acceptance or upon publication **(but not both)** and book chapters when in press or when published **(but not both)**. Accepted with revisions are not counted. Authored books or research monographs are only counted after final manuscript acceptance (i.e., when the publisher officially accepts the final manuscript).

<u>Tier 1 Grants and Contracts</u>

- Grants
  - All domestic or international government agencies, foundations with a peer-reviewed open application process, or non-governmental organizations with a peer-reviewed open application process received as PI or Co-PI.
- Contracts
  - All domestic or international government agencies, foundations, or non-governmental organizations with/without an application process received as PI or Co-PI that significantly supports high-impact research. Documentation must be provided for chair evaluation.

NOTE: Funded grants/contracts are counted after receipt of formal award notification from the granting agency. Multi-year grants/contracts are counted for their official duration.

Faculty are expected to meet a combination of the following minimum standards:

- Conducts original research that may be funded by internal and/or external sources as appropriate to the research.
- Actively seeks extramural funding.
- Publishes research in venues that meet scholarly or professional standards, these can include:
  - Reports
  - Articles
  - Book chapters
  - Books
  - Monographs

- Presents research in venues that meet scholarly or professional standards, these can include:
    - Conference presentations
    - Invited discussant
    - Poster presentations
- Documents progress on other research activities.

UNSATISFACTORY:
Fails to satisfy the minimum standards above for 2 consecutive years.

CONDITIONAL:
Fails to satisfy the minimum standards above for 1 year.

SATISFACTORY:
Satisfies the minimum standards above.

ABOVE SATISFACTORY:
Satisfies the minimum standards above and exceeds performance expectations. A judgement of quality is based on demonstration of faculty performance in some or all of the criteria below. Because faculty responsibilities vary and quality can be illustrated in multiple ways, it is not necessary to address each of the criteria below. Faculty are encouraged to highlight the criteria that best demonstrate an Above Satisfactory rating.

Faculty seeking an Above Satisfactory rating shall submit evidence in Section V of their Annual Report that they exceed their performance expectations.

- Publishes 1 peer review publication.
- Is funded on 1 internal grant.
- Is funded on 1 external grant.
- Publishes 1 trade book related to their area of research that has high impact.
- Other (faculty may submit other research-related activities that merit consideration).

OUTSTANDING:
Satisfies the minimum standards above and significantly exceeds performance expectations. A judgement of quality is based on demonstration of faculty performance in some or all of the criteria below. Because faculty responsibilities vary and quality can be illustrated in multiple ways, it is not necessary to address each of the criteria below. Faculty are encouraged to highlight the criteria that best demonstrates an Outstanding rating.

Faculty seeking an Outstanding rating shall also submit evidence in Section V of their Annual Report that they significantly exceed their performance expectations.

- Has 1 tier 1 publication in addition to research productivity that appears under the list for

Above Satisfactory.
- Has 1 tier 1 grant/contract in addition to research productivity that appears under the list for Above Satisfactory.
- Funds 1 course buyout.
- Funds 1 postdoctoral scholar.
- Funds 1 GRA/GTA.
- Other (faculty may submit other research-related activities that merit consideration).

RESEARCH AND CREATIVE ACTIVITIES EVALUATION RATING (e.g., Outstanding, Above Satisfactory):

_____

RECORD YOUR RESEARCH AND CREATIVE ACTIVITIES EVALUATION RATING ON PAGE 11

SERVICE ACTIVITIES

Service to the department, college, university, community, and profession is an important part of every faculty assignment. Faculty are encouraged to provide supplemental information to the chair in the form of letters or actual work they have completed to support their case for special meritorious performance. All faculty are expected to meet the following minimum standards:

1. Attend all regularly scheduled faculty meetings.
2. Answer emails, phone calls, and requests from office staff and department chair in a timely manner.
3. Regularly attend department events and functions.
4. Participate in all department faculty searches by meeting all candidates and actively participating in department search discussions.
5. Actively serves on department committees (attend scheduled meetings and contribute).

UNSATISFACTORY:
Fails to satisfy the minimum standards above for 2 consecutive years.

CONDITIONAL:
Fails to satisfy the minimum standards above for 1 year.

SATISFACTORY:
Satisfies the minimum standards above.

ABOVE SATISFACTORY:
Satisfies the minimum standards above and exceeds performance expectations. A judgement of quality is based on demonstration of faculty performance in some or all of the criteria below. Because faculty responsibilities vary and quality can be illustrated in multiple ways, it is not necessary to address each of the criteria below. Faculty are encouraged to highlight the criteria that best demonstrate an Above Satisfactory rating.

Faculty seeking an Above Satisfactory rating shall submit evidence in Section V of their Annual Report that they exceed their performance expectations.

- Chairs or vice-chairs a UCF committee.
- Serves as an invited consultant to, or spokesperson for, a state, national, or international professional organization or meeting.
- Serves on a major committee, sub-committee, or organizational board for a state, national, or international professional or governmental organization.
- Receives an award for service to the university, community, or profession.
- Serves on a college or university committee.
- Serves as faculty advisor for a Registered Student Organization (RSO).
- Gives a professionally related talk to a UCF campus, local, or regional group; another university; or shares professional expertise with K-12 schools.
- Participates in a public engagement activity (e.g., volunteering with a professionally related community organization).
- Serves as a committee member for a local, regional, or state organization, in profession-related service.
- Serves as a peer reviewer for manuscripts for a professional journal.
- Serves as a peer reviewer for funding proposals.
- Serves as a reviewer for a professionally related full book manuscript for a publisher (does NOT include a pre-publication textbook).
- Publishes a book review, national popular publication, encyclopedia entry, or other widely distributed professional writing.
- Serves as the organizer, chairperson (or co-chair) for, or as a discussant on, a panel/session at a regional, national, or international professional meeting.
- Serves on an editorial board for a journal, national or international newsletter, or monograph series.
- Other (faculty may submit other service-related activities that merit consideration).

OUTSTANDING:
Satisfies the minimum standards above and significantly exceeds performance expectations. A judgement of quality is based on demonstration of faculty performance in some or all of the criteria below. Because faculty responsibilities vary and quality can be illustrated in multiple ways, it is not necessary to address each of the criteria below. Faculty are encouraged to highlight the criteria that best demonstrates an Outstanding rating.

Faculty seeking an Outstanding rating shall also submit evidence in Section V of their Annual Report that they significantly exceed their performance expectations.

- Chairs or vice-chairs a UCF committee (faculty must justify an Outstanding rating).
- Serves as an invited consultant to, or spokesperson for, a state, national, or international professional organization or meeting (faculty must justify an Outstanding rating).

- Serves on a major committee, sub-committee, or organizational board for a state, national, or international professional or governmental organization (faculty must justify an Outstanding rating).
- Receives an award for service to the university, community, or profession (faculty must justify an Outstanding rating).
- Brings a scholarly multi-speaker symposium or conference to the campus.
- Serves as an officer for a local, regional, or state organization, in profession-related service.
- Serves the department as the associate chair, graduate program director, undergraduate coordinator, or online undergraduate coordinator.
- Serves as a program reviewer for another university.
- Serves on a federal (national or international) or foundation grant review panel involving multiple full proposal reviews.
- Serves as an academic journal editor/associate editor.
- Serves as an external promotional reviewer for another university or college.
- Other (faculty may submit other service-related activities that merit consideration).

SERVICE ACTIVITIES EVALUATION RATING (e.g., Outstanding, Above Satisfactory):

_____

RECORD YOUR SERVICE ACTIVITIES EVALUATION RATING ON PAGE 11

OTHER DUTIES

Other university duties are occasionally assigned for special activities such as administrative duties or other special projects. Because the nature of these assignments is variable, evaluations are determined at the discretion of the chair in collaboration with faculty.

OTHER EVALUATION RATING (e.g., Outstanding, Above Satisfactory):

_____

RECORD YOUR OTHER EVALUATION RATING ON PAGE 11

OVERALL EVALUATION

This process of calculating the Overall Evaluation combines the FTE assignment with the individual evaluation ratings in the assignment categories of INSTRUCTIONAL ACTIVITIES, RESEARCH AND CREATIVE ACTIVITIES, SERVICE, and OTHER.

1. Enter your Individual Evaluative Ratings for each of the assignment categories from above:
   INSTRUCTIONAL ACTIVITIES EVALUATIVE RATING _____
   RESEARCH AND CREATIVE ACTIVITIES EVALUATIVE RATING _____
   SERVICE EVALUATIVE RATING _____
   OTHER EVALUATIVE RATING _____

2. Each Evaluative Rating is assigned a numerical value. These are:
   Outstanding = 400
   Above Satisfactory = 300
   Satisfactory = 200

3. Enter your Assigned FTE Percentage for each assignment category. Your FTE for each of these individual assignments categories is calculated by averaging the FTE for fall and spring terms.
   INSTRUCTIONAL ACTIVITIES FTE _____
   RESEARCH AND CREATIVE ACTIVITIES FTE _____
   SERVICE FTE _____
   OTHER FTE _____

4. For each assignment category (INSTRUCTIONAL ACTIVITIES, RESEARCH AND CREATIVE ACTIVITIES, SERVICE, and OTHER), multiply the numerical value assigned to the Evaluative Rating you earned above by your average FTE.

For example, if your average FTE for instruction was .5, and you earned an Outstanding Rating in Instructional Activities, your Individual Evaluation Score for Instruction would be .5 x 400 = 200. This is your Instructional: Individual Evaluation Score.

Instructional Activities Evaluative Rating Number (Step 2) x Instructional FTE (Step 3) = _____
Research and Creative Activities Evaluative Rating Number (Step 2) x Research FTE (Step 3) = _____
Service Evaluative Rating Number (Step 2) x Service FTE (Step 3) = _____
Other Evaluative Rating Number (Step 2) x Other FTE (Step 3) = _____

5. Once you have all 4 Individual Evaluation Scores calculated, add them together.
   Total Evaluation Score used to calculate Overall Evaluation: _____

6. Use this final sum to determine your Overall Evaluation Rating. For example, if your final sum of the 4 Individual Evaluation Scores is 300, then your Overall Evaluation Rating is Above Satisfactory.

Outstanding	360+*
Above Satisfactory	295-359*
Satisfactory	200-294

Overall Evaluation _____

*To receive an Overall Rating of Above Satisfactory or Outstanding, faculty must be at least Satisfactory in all assignment categories for which their FTE is .05 or higher.