

**DEPARTMENT OF ANTHROPOLOGY  
ANNUAL EVALUATION STANDARDS & PROCEDURES**

**INSTRUCTOR/LECTURER FACULTY**

*Approved – Faculty Excellence – April 2017  
Available for first use academic year 2017-18*

NAME \_\_\_\_\_ ACADEMIC YEAR \_\_\_\_\_

Annual evaluation of Department 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.

The basis of the annual performance evaluation will be information obtained through the faculty annual report, student evaluation forms, annual assignment forms, and other information obtained from and provided to the Department Chair. All evaluations will be conducted by the Department Chair, and should questions arise over an assigned evaluation, faculty members may request a review and recommendation to be made to the Department Chair by his/her peers. Likewise, the Department Chair may refer evaluation questions to others for advice and recommendation.

This evaluation form should accompany the **Faculty Annual Report** when it is submitted to the Department Chair for the annual faculty evaluation. Please place a check beside each item where an activity has been performed, following the specific instructions regarding the number of checks that should be used with regard to the same activity.

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 Work Load 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.

**Check one of the following:**

- Instructional assignment only (fill in instructional activities only)
- Instructional and service assignment only (fill in instructional and service activities only)
- Instructional, service, and research assignment (fill in all sections)

## **INSTRUCTIONAL ACTIVITIES**

Non-tenure track faculty (lecturers and instructors) are typically assigned a 4:4 teaching load. All faculty in the Department of Anthropology are expected to be excellent teachers; this is demonstrated by the following minimum standards:

1. Teaching effectively with appropriate content, learning objectives, rigor, and pedagogical approaches
2. Meeting face-to-face and mixed mode classes on a regular basis as scheduled
3. Maintaining a regular online presence, being present online at least once every two business days (email and within the learning management system) when teaching online courses
4. Holding scheduled office hours (2 hours in the office for each face-to-face course; 2 hours for each mixed mode course [1 hour must be face-to-face, 1 hour may be held online]; 2 hours on-line for each online course)
5. Replying in a timely fashion to student inquiries within 2 business days (except when students have been notified through class announcements)
6. Providing effective and accurate advisement when requested
7. Submitting book orders on time as required by state legislation
8. Providing clear detailed course syllabi that meet university requirements
9. Providing regular and timely evaluative feedback on student assessments (exams, quizzes, papers, homework)
10. Meeting with students during the final examination period in compliance with university regulations
11. Submitting final grades by the university deadline.

### **UNSATISFACTORY:**

Failure to carry out all of the above for two years in a row will result in an unsatisfactory rating.

### **CONDITIONAL:**

Failure to carry out all of the above for one year will result in a conditional rating.

### **SATISFACTORY:**

Must carry out all of the above and have two checks from the following 20 standards and one check in the chair-assigned teaching quality standards.

### **ABOVE SATISFACTORY:**

Must carry out all of the above and have four checks from the following 20 standards and two checks in the chair-assigned teaching quality standards. Receiving a teaching award from the college or university (e.g., a TIP) shall result in the awarding of an "above satisfactory" rating.

### **OUTSTANDING:**

Must carry out all of the above and have six checks from the following 20 standards and three checks in the chair-assigned teaching quality standards.

Note: With the exception of standard #20 and the Teaching Quality Measures, a maximum of 2 checks is permitted per each standard.

- \_\_\_1. Faculty member's mean SPI rating for the academic year is higher than the college mean.
- \_\_\_2. Faculty member's mean SPI rating for the academic year is higher than 4.25.
- \_\_\_3. Faculty member's mean SPI rating for the academic year is higher than 4.5.
- \_\_\_4. Teaches an overload course during the academic year (Fall and Spring semesters).
- \_\_\_5. Advances instructional excellence by teaching pedagogically demanding courses such as an Honor seminar (non-GEP), Graduate course, service learning course, Gordon Rule course, designated lab course, and/or Diversity course (list the courses in each category).
- \_\_\_6. Teaches one large course (100 students or more in an undergraduate class) or an Honors GEP course (ANT 2000H and 2511H (please list the courses in each category)).
- \_\_\_7. Teaches one new course of 3 credits or more or makes substantial changes (changing instructional mode, changing to a laboratory class, significantly revising a majority of lectures, changing textbooks or textbook editions, changing the majority of required readings) to an existing course (list the courses in each category and explain changes made).
- \_\_\_8. Teaches a study abroad course or research abroad program or field school (list the courses in each category).
- \_\_\_9. Serves as the chairperson for a M.A. thesis where the student is making academic progress (continuously enrolled and receiving satisfactory grades). Co-chairperson will receive one checkmark in the year when the student graduates (list students).
- \_\_\_10. Serves as a committee member (not chairperson or co-chairperson) on two Ph.D. dissertations and/or M.A. theses when the students graduate in a single academic year.
- \_\_\_11. Serves as the chairperson for an Honors in the Major thesis. Co-chairperson will receive one checkmark in the year when the student graduates. (list students)
- \_\_\_12. Directs students through independent study, practicum, directed reading, or directed research and/or internship courses. (*Note: 1 check indicates 2-3 courses; 2 checks indicate 4 or more courses.*)
- \_\_\_13. Publishes a textbook, workbook, or study guide. Writing a textbook is worth two checks.
- \_\_\_14. Receives funding/compensation through an internal or external teaching grant.

NOTE: Faculty can only earn a maximum of two checks total in measures 15-18 for the same student.

- \_\_\_ 15. Mentors a student through any UCF recognized undergraduate or graduate research initiative, e.g., RAMP, RAMP-UP, McNair; for SURF, SMART, LEADS, and FIRE, only one check can be earned. Only chairperson can receive credit.
- \_\_\_ 16. Mentors a UCF undergraduate or graduate student who receives an award at the SURE showcase, graduate research forum, or regional conference/organization. Only chairperson can receive credit.
- \_\_\_ 17. Mentors a UCF undergraduate or graduate student who receives an award at a national or international conference/organization (only one faculty member can take credit).
- \_\_\_ 18. Mentors or advises a UCF undergraduate or graduate student who presents as first author at a national or international meeting (only one faculty member may take credit).
- \_\_\_ 19. Mentors or advises a UCF undergraduate or graduate student who is a co-author on a peer-reviewed publication (only one faculty member may take credit).
- \_\_\_ 20. Other (faculty member may submit other teaching-related activities that merit consideration with substantiating narrative and including documentation, if appropriate). This standard may count for multiple checks.

### Teaching Quality Measures

For evaluation in these measures, please provide specific examples. The Chair will assign these checks and provide total and Instructional Evaluation Rating for this section.

- \_\_\_ 1. Provides evidence of teaching quality through course instructional material (PowerPoints, assignments, rubrics). Provide one example (faculty choice).
- \_\_\_ 2. Provides evidence of teaching quality through evaluative measures that have clearly defined learning outcomes relative to course content (e.g. graded papers, exams, assignments, etc.). Provide one example (faculty choice).
- \_\_\_ 3. Provides evidence of very high teaching quality through content rigor and favorable student outcomes. Examples would include demonstrating adopting research-based methods (e.g. graded papers or presentations with examples ranging from the highest quality to the lowest quality work), pre-tests and post-tests, experiential learning examples (e.g. assignment directions and graded examples). Provide one example (faculty choice).

**TOTAL NUMBER OF CHECKS (#1-#20): \_\_\_\_\_**

**TOTAL NUMBER OF CHECKS FROM TEACHING QUALITY MEASURES: \_\_\_\_\_**

**INSTRUCTIONAL ACTIVITIES EVALUATION RATING (i.e. outstanding, above satisfactory, etc.):**

\_\_\_\_\_

**ENTER INSTRUCTIONAL EVALUATIVE RATING ON PAGE 10**

### **SERVICE ACTIVITIES**

Service to the Department, College, University, Community, and Profession is an important part of every faculty member's assignment. Faculty members 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:

1. Attend all faculty meetings
2. Attend one commencement per academic year (Summer, Fall or Spring)
3. Participate in all Department instructor/lecturer searches by meeting all candidates, when possible, and actively participating in the faculty discussion.  
Teaching commitments and office hours do not preclude participation
4. Carry out service responsibilities

**UNSATISFACTORY:**

Failure to satisfy the above expectations.

**CONDITIONAL:**

Must satisfy the above and 1 check in the following 18 criteria.

**SATISFACTORY:**

Must satisfy the above and 2 checks in the following 18 criteria including both UCF and Profession/Community.

**ABOVE SATISFACTORY:**

Must satisfy the above and 3 checks in the following 18 criteria including both UCF and Profession/Community.

**OUTSTANDING:**

Must satisfy the above and 4 or more checks in the following 18 criteria including both UCF and Profession/Community.

***Service to UCF Criteria (up to two checks can be used for each category)***

- \_\_\_1. Serves the university by service on a departmental committee (chairing a search committee counts for two checks).
- \_\_\_2. Serves the university by service on a college committee.
- \_\_\_3. Serves the university by service on a university committee (Chairing a committee will count for two checks).
- \_\_\_4. Serves the university by service with student organizations.
- \_\_\_5. Brings a scholarly multi-speaker symposium or conference to the campus.
- \_\_\_6. Otherwise documents outstanding service to the university. A faculty member may submit other service and professional development activities that merit consideration with substantiating narrative and documentation, if appropriate.

***Profession and Community Criteria (up to two checks can be used for each category)***

- \_\_\_7. Serves the university or community by giving a professionally-related talk to a local or regional group, organization or public school; or in some other way shares professional expertise with public schools.
- \_\_\_8. Serves the community by participation in community engagement activity through volunteering with a professionally-related community organization.
- \_\_\_9. Serves the community by serving on a committee or as an officer for a local, regional, or state organization, in profession-related service.
- \_\_\_10. Serves the profession by reviewing a manuscript for a professional journal.
- \_\_\_11. Serves as a reviewer for a proposal from a federal (national or international) or private granting agency (each grant review counts as one check).
- \_\_\_12. Serves as a reviewer for a professionally-related full book manuscript for a publisher (does not include a pre-publication textbook).
- \_\_\_13. Publishes a book review or bibliographic essay for an academic journal or a national popular publication, or encyclopedia entry, or other widely distributed professional writing.
- \_\_\_14. Serves as an invited consultant to, or spokesperson for, a state or national or international organization or meeting.
- \_\_\_15. Serves as the organizer, chairperson (or co-chair) for, or a discussant on, a panel/session at a regional or national or international professional meeting.

- \_\_\_16. Serves on a major committee, or sub-committee, for a state, national, or international organization.
- \_\_\_17. Receives public recognition for outstanding service to the community, or profession.
- \_\_\_18. Otherwise documents outstanding service to the community, or profession. A faculty member may submit other service and professional development activities that merit consideration with substantiating narrative and documentation, if appropriate.

**TOTAL NUMBER OF CHECKS:** \_\_\_\_\_

**SERVICE ACTIVITIES EVALUATION RATING (i.e. outstanding, above satisfactory, etc.):**

\_\_\_\_\_

**ENTER SERVICE EVALUATIVE RATING ON PAGE 10**

### **RESEARCH ACTIVITIES**

Instructors and Lecturers may have a research assignment. Faculty are expected to be able to provide documentation of all research activities.

The impact of the research activity is defined as follows: A category 1 high-impact journal publication must appear in a journal that is ranked among the top 25 in any disciplinary area (or any subdiscipline area) of Google Scholar, Scimago, ISI Web of Science, or ISI Web of Knowledge at the time of submission. Faculty can make an argument for identifying a journal as category 1 high impact if the journal is demonstrably equal to or above the lowest ranked journal's metric on any of these lists. A category 1 high impact book is published with a university press.

A category 1 external grant includes all domestic or international federal 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.

NOTE: Articles will be counted when accepted or published (but not both) and books and book chapters when in press or when published (but not both). Funded grants will be counted after receipt of formal award notification from granting agency. Multi-year grants can be counted for two consecutive years. Substantial category 1 high impact grants of large amounts over multiple years may be considered for more than two years of an outstanding rating.

#### **UNSATISFACTORY**

Failure to carry out any research activities will result in an unsatisfactory rating.

#### **CONDITIONAL**

Shows progress towards research activities. List activities.

**SATISFACTORY**

Must achieve one of the following options:

- \_\_\_1. Authors a scheduled presentation at a state, regional, national or international professional meeting.
- \_\_\_2. Submits an internal grant or contract for research or creative activities.
- \_\_\_3. Submits a paper to a refereed publication.
- \_\_\_4. Documents progress on research activities.
- \_\_\_5. Documents progress on a book length manuscript (provide book proposal, chapter drafts, or other relevant evidence).
- \_\_\_6. Submits a full-length archaeological research report, a final category 1 high impact grant report, or 2 or more forensic reports to an appropriate government agency.

**ABOVE SATISFACTORY**

Must achieve one of the following options:

- \_\_\_7. Authors two different scheduled presentation at a regional, national or international professional meeting (Must be first author on at least one paper).
- \_\_\_8. Is funded on an internal grant or contract.
- \_\_\_9. Submits an external grant or contract for research related activities.
- \_\_\_10. Publishes a peer-reviewed publication.
- \_\_\_11. Is funded on an internal grant or contract.
- \_\_\_12. Publishes a peer-reviewed book or research monograph (non-university press).  
Note: Publication of a peer-reviewed book or research monography shall result in the awarding of an "above satisfactory" in research for two consecutive years if no more than two authors. If more than two authors, you receive above satisfactory for one year.
- \_\_\_13. Receives a research award from the college or university such as RIA or SoTL.

**OUTSTANDING:**

Must achieve one of the following options:

- \_\_\_14. Is funded on a new category 1 high impact external research grant or contract.



- \_\_\_15. Publishes a category 1 high impact publication.
- \_\_\_16. Publishes a peer-reviewed research-related edited volume, and is lead author on a minimum of one chapter in the same book (which has been independently peer-reviewed through the publisher). Check is permitted for serving as the first or second editor.
- \_\_\_17. Publishes a category 1 high impact book. Note: Publication of a category 1 high impact book or research monograph shall result in the awarding of an “outstanding” in research for two consecutive years if no more than two authors.
- \_\_\_18. Other: A faculty member may submit other high impact research-related activities that merit consideration with substantiating narrative and including documentation, if appropriate, concerning the world-class significance of their research.

**RESEARCH ACTIVITIES EVALUATION RATING (i.e. outstanding, above satisfactory, etc.):**

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**ENTER RESEARCH EVALUATIVE RATING ON PAGE 10**

### **OTHER DUTIES**

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.

## OVERALL EVALUATION

This Overall Evaluation tool (also available as an Excel Calculator) takes in to account FTE assignment in the categories of instruction, research and service.

1. Enter your Evaluative Ratings:

INSTRUCTIONAL EVALUATIVE RATING \_\_\_\_\_  
 RESEARCH EVALUATIVE RATING \_\_\_\_\_  
 SERVICE EVALUATIVE RATING \_\_\_\_\_

2. Using your Evaluative Rating for each section, circle the value corresponding to your rating in each of the three rows.

Evaluation Area	Outstanding	Above Satisfactory	Satisfactory	Conditional	Unsatisfactory	FTE (In-Unit Assignment) percentage	Total (Evaluation Score x FTE)
Teaching	400	300	200	100	0		
Research	400	300	200	100	0		
Service	400	300	200	100	0		
						Sum of Total Column	

3. Enter your academic year FTE (In-Unit Assignment) percentage for each of the three categories (FTE scores will be provided by the Chair).

4. Calculate your total for each row by multiplying your score in each row by your FTE for that category. Sum the total column.

5. Using the total score from above, determine your Overall Evaluation from the table below.

**Outstanding**            360+\*  
**Above Satisfactory**    295-359\*  
**Satisfactory**            200-294  
**Conditional**            <200 for one year  
**Unsatisfactory**        <200 for 2 or more years in a row

\*In order to receive an overall evaluation of Outstanding or Above Satisfactory, faculty members must be at least Satisfactory in all evaluated categories for which they were assigned at least 5% of their duties.

6. OVERALL EVALUATION: \_\_\_\_\_

## OVERALL EVALUATION - Example

Associate Lecturer teaching with a 4-4 teaching load and a small service assignment.

1. Enter your Evaluative Ratings:

INSTRUCTIONAL EVALUATIVE RATING    ABOVE SATISFACTORY  
 RESEARCH EVALUATIVE RATING        OUTSTANDING  
 SERVICE EVALUATIVE RATING         OUTSTANDING

2. Using your Evaluative Rating for each section, circle the value corresponding to your rating in each of the three rows.

Evaluation Area	Outstanding	Above Satisfactory	Satisfactory	Conditional	Unsatisfactory	FTE (In-Unit Assignment) percentage	Total (Evaluation Score x FTE)
Teaching	400	300	200	100	0	.95	380
Research	400	300	200	100	0	0	0
Service	400	300	200	100	0	.05	15
						Sum of Total Column	395

**Outstanding**            360+\*  
**Above Satisfactory**    295-359\*  
**Satisfactory**            200-294  
**Conditional**            <200 for one year  
**Unsatisfactory**         <200 for 2 or more years in a row

\*In order to receive an overall evaluation of Outstanding or Above Satisfactory, faculty members must be at least Satisfactory in all evaluated categories for which they were assigned at least 5% of their duties.

6. OVERALL EVALUATION: OUTSTANDING