

Department of Biology Teaching Faculty

ANNUAL EVALUATION STANDARDS & PROCEDURES

Edited 2025

Guiding Principles

The purpose of annual evaluations is to facilitate and assess faculty success in instructional activities; research, scholarship, and creative activities; service activities; other assigned activities; and overall performance. Institutional excellence is dependent upon the individual performance of each faculty member as well as the collective performance of the faculty. The success and reputation of the University of Central Florida are highly dependent upon the talents that exist among the faculty and how effectively those talents are harnessed and blended to achieve the university's mission.

The work of faculty is not easily described or measured, and AESPs exist to protect academic freedom and improve accuracy, fairness, and equity in the evaluation of faculty. There will always be an element of subjectivity in the determination of annual evaluation ratings. Evaluators are expected to operate with trust and respect. When assigned by administrative supervisors (usually the department Chair), annual evaluation ratings shall be evidence-based and informed by faculty activity reporting and other forms of documented evidence. Evidence shall be evaluated for *quality* and *impact* toward the achievement of the university's mission.

The basis of the annual performance evaluation will be information obtained through the Faculty Annual Report, student evaluation forms, annual assignment forms, student success data, and other information available to the supervisor and/or provided by the faculty member. Faculty members may choose to meet with the supervisor at the start of the evaluation period to clarify how certain unique activities they plan to undertake will be evaluated.

The performance ratings in each area of assigned activities are combined to arrive at an overall evaluation rating. The possible performance ratings in each area of assigned activities are outlined below and fall into the following classifications:

- Outstanding – indicates that the faculty member exceptionally exceeded expectations.
- Above Satisfactory – indicates that the faculty member exceeded expectations
- Satisfactory – indicates that the faculty member achieved a success consistent with expectations.
- Conditional – indicates that the faculty member was deficient in achieving a success level consistent with expectations.
- Unsatisfactory – indicates that the faculty member was deficient in achieving success for the second year in a row or the faculty member was egregiously deficient in their performance.

Additional information about AESPs is found in the current UCF BOT-UFF Collective Bargaining Agreement, primarily in Article 10.

INSTRUCTIONAL ACTIVITIES

All assigned courses, including summer and overload courses, are subject to evaluation. A faculty member's primary goal in teaching should be to foster student learning and success in the classroom and independent teaching/research. For teaching faculty, instructional activities also include supervision of directed research, dissertation, thesis, and independent study. For evaluation, the faculty member should provide a variety of evidence demonstrating their effectiveness in promoting student learning.

Section 1: Basic Expectations

The following basic expectations are required for all faculty and need to be met to receive a rating of Satisfactory or above. In cases when a faculty member is not able to meet these expectations for a short period of time due to circumstances beyond their control, the faculty member should inform the supervisor as soon as practicable.

1. Convenes all class meetings (such as face-to-face, mixed mode, and synchronous online) as scheduled (unless there is prior approval) and teaches all classes in the modality they were scheduled. For asynchronous online courses, instructors are expected to contribute a minimum of weekly announcements or other communications.
2. Holds all scheduled office hours in the appropriate modality and location and provides opportunities for student appointments outside of office hours pursuant to unit, college, and university policy.
3. Maintains effective communication with students during a course. This includes addressing student inquiries within 2 business days (except when students have been notified through class announcements).
4. Submits book orders and syllabi on time as required by university and unit policy.
5. Complies with state, university, and unit policies and deadlines pertaining to teaching, including syllabus policies and final grade submission deadlines.
6. To the extent possible, maintain accurate and up-to-date grades on Webcourses that reflect the grade the student is receiving in the class and makes those grades visible and available to students.
7. Holds final examinations in compliance with university regulations and policies.
8. Appropriately supervises and evaluates any TAs and other assistants (graduate or undergraduate) assigned to help with instruction.
9. Upholds a high level of professionalism when communicating with students in and out of the classroom.
10. All courses had clear and measurable learning objectives.
11. The course content was aligned with the stated learning objectives.

12. Assessments (tests, quizzes, assignments) effectively measured student learning outcomes.
13. Course materials and assignments reflect the current state of the subjects covered.
14. Course materials are well organized.
15. The instructor provided timely (usually within one week of submission) evaluation of examination materials and an opportunity to receive constructive feedback that supported student learning.

Section 2: Evaluation Criteria

Each of the evaluation criteria in the next section will be rated as follows:

- 1 – Unsatisfactory
- 2 – Needs Improvement
- 3 – Satisfactory
- 4 – Above satisfactory
- 5 – Outstanding

N/A – can be used if an item is not applicable (items rated N/A will not be considered when computing overall evaluation of teaching).

2.1 Evidence of student learning

1. Based on collected data (e.g., grades, grade distributions, pre- and post-tests, standardized assessments), students demonstrated significant progress towards reaching the learning objectives of the class.
2. Peer-evaluations from FCTL or unit administrator indicate an effective learning environment.
3. Student evaluations indicate effective teaching.

2.2 Additional contributions to teaching and student mentoring (items below can be weighted based on occurrences (e.g. number of graduate/undergraduate students mentored or course implementation occurrences). This is a non-exhaustive list of items and serves to show examples of contributions that can be included in this section.

1. Mentorship of undergraduate students in directed research, independent study, honors thesis hours, or volunteer research activities.
2. Management and mentorship of GTAs, UTAs or ULAs.

3. The instructor actively participates in professional development activities focused on teaching and learning and implements what they have learned. This may include self-reflection, implementing student feedback to improve a class, and other activities that contribute to continuous improvement of teaching practices.
4. Teaching courses that include a High Impact Practice (HIP), such as Research Intensive or Study Abroad courses.
5. The instructor actively and successfully participates in the graduate program by co-chairing graduate committees.
6. The instructor actively and successfully contributes to graduate education by serving on graduate student committees.
7. The instructor actively and successfully contributes to undergraduate education by serving on Honors Thesis student's committee.
8. Other Contributions (This category may include designing new classes, developing a new program that contributes to student success, etc.).
9. Successfully remedied areas of concern specifically pointed out in the previous year's evaluation.

Overall Evaluation of Teaching:

To receive a rating of **satisfactory** a faculty member needs to meet all basic expectations in Section 1 and from Section 2 achieve a score of satisfactory or above (3+) on 1 item of 2.1 for each class taught.

To receive a rating of **above satisfactory** a faculty member needs to meet the criteria for a satisfactory rating and achieve a score of at least 4 on 1 item of 2.1 for each class taught, and a score of at least 4 on 1 item of 2.2 above.

To receive a rating of **outstanding**, a faculty member needs to meet the criteria for a satisfactory rating and achieve a score of 5 on 1 item of 2.1 for each class taught, and a score of 5 on 1 item of 2.2 above.

SERVICE:

Service will be evaluated based on the quantity and quality of the service (the service must contribute to the desired goals of the activity). Service will be rated in 5 categories: 1 – unsatisfactory; 2 – Needs improvement; 3 – Satisfactory; 4 – Above Satisfactory; 5 – Outstanding.

Faculty service can be split among several categories. Note that the items listed below are a non-exhaustive list of service activities (but show examples of typical service activities):

A) Service to the Department:

1. Member of department committee
2. Chair of department committee
3. Participate in new student orientation and/or recruitment
4. Engagement in Dept/COS/UCF philanthropic activities (attend fundraiser, write proposals, etc.).
5. Attend UCF graduation
6. Engaged in/developing high impact outreach promoting the Department.
7. Liaison to a departmentally taught lab course (e.g. Genetics Lab faculty liaison).
8. Core course faculty liaison.
9. Recipient of major COS/UCF service award (including FCTL, Faculty Excellence)

B) Service outside the Department:

1. Advisor to UCF recognized student organization
2. Member of a College or University committee or similar working group
3. Chair of College/UCF committee or similar working group
4. Recipient of major COS/UCF service award (including FCTL, Faculty Excellence)
5. Assistance given to educational organizations (review board, science fairs, workshops)
6. Presentations to schools, clubs or organizations
7. Planning, leading, and coordinating workshops or specialized training sessions
8. Consultant for, or review of, textbooks, lab books, etc.
9. Recipient of a major external service award
10. Development of apps (can count under either Research or Service)
11. Review a journal manuscript
12. Review an external grant proposal
13. Advisor, consultant or expert witness for an organization
14. Officer in an organization or professional society
15. Organized a professional society meeting
16. Member of or participate in State/National/International advisory or review panels or working group
17. Member of NSF/NIH or other federal agency review, advisory panel, or working group
18. Writing letters of recommendation

19. Respond to public science inquiries

C) Exceptional Service:

1. Developing and managing major outreach project
2. Member/Associate Editor of journal editorial board
3. Section editor or Editor-in-Chief of a professional journal
4. Serving on Board of Directors of an NGO or scientific society
5. Initiating/developing major curricular changes in the Department
6. Director of a UCF Center or Institute, or Major Departmental Initiative

Overall Evaluation of Service:

Actively serving on one departmental committee is necessary to receive a ranking of **Satisfactory** (for FTE = 0.05). Greater FTE in Service necessitates scaled duties relative to FTE (e.g. FTE – 0.10 would require participation in two committees or Chairing a committee). Additional service in other categories can work towards higher quality service. Meaningful participation on multiple committees or in service activities beyond a departmental committee are expected to receive a rank of **Above Satisfactory**. Meaningful participation in service activities outside the Department is necessary to receive a rank of **Outstanding**. Quantity and quality of the service demarcates these categories and is dependent upon FTE assignment in Service and Chair's discretion.

Exceptional service can supersede the need to do service above serving on a departmental committee.