University of Central Florida
Faculty Center for Teaching and Learning
Annaul Evaluation Standards and Procedures

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. To help with this evaluation, the faculty member can provide a variety of evidence demonstrating their effectiveness in promoting learning. Below is a list of some specific types of evidence that could be useful. Faculty are not required to submit all of these materials, and they may submit other materials that would be useful in the supervisor's evaluation. The materials should be carefully curated to focus only on aspects that the faculty member believes are relevant. The supervisor may also require a faculty member to submit specific materials.

1. **Workshop, Event, and Course Materials**: Examples of textbooks, readings, and other resources used. May also include lesson plans, PowerPoints, and handouts. For events, both participant and staff agendas may be provided. When teaching a course (either for-credit or off-transcript), equivalent materials as well as a syllabus can be included.
2. **Evidence of varied and appropriate teaching methods**: lecture notes, multimedia presentations, technology integration, active learning activities.
3. **Pre- and Post-Instructional Results**: Evidence of learning gains through comparative analysis of pre- and post- assessments at FCTL events.
4. **Peer feedback**: Summary of post-event evaluations and comments, with emphasis on teaching effectiveness and learning experience. Can include unsolicited emails from faculty, adjuncts, and graduate students.
5. **Professional Development Activities**: List of workshops, seminars, or courses attended focused on teaching and learning with certificates of completion or evidence of participation. Documentation of changes made to teaching practices based on student feedback, self-reflection or professional development, such as revised syllabi, new teaching methods, or updated course materials.
6. **Self-reflection statement that explains the impact of the teaching activities.**

EVALUATION CRITERIA

Section 1: The following **basic expectations** are required for all faculty and need to be met to receive a rating above conditional. 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. (For example, a faculty member is unable to log into Webcourses due to a technical issue that is expected to take three days to fix. They should inform the supervisor of the situation right away.)

1. Convenes all workshops and FCTL events with regularly scheduled meetings (if appropriate) as scheduled (unless there is prior approval) and facilitates all sessions in the modality they were scheduled.

2. Maintains a regular online presence, being present online at least once every day (email and within the learning management system) when teaching online courses.

3. Is available for appointments and drop-in consultations during the normal business hours, when not otherwise engaged in official duties.

4. Replies to faculty inquiries within 3-5 business days.

5. Maintains accurate and up-to-date records on faculty attendance and participation for the events.

6. Upholds a high level of professionalism when communicating with faculty in and out of FCTL workshops and events.

Section 2: 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 -if a question is not applicable (questions rated N/A will not be considered when computing overall evaluation of teaching).

Event and Course Facilitation (including workshops)

1. All events had clear and measurable learning objectives.
2. The event content was aligned with the stated learning objectives.
3. Assessments (including formative activities) effectively measured learning outcomes.
4. Event materials reflected the current state of the subjects covered.
5. Event materials were well organized.
6. Event content was well-aligned with faculty needs (e.g., saving time, saving effort, becoming more effective, etc.).
7. Events employed appropriate levels of active learning, as appropriate for each format.
8. Participant evaluations/feedback indicated high satisfaction with the teaching and learning experience.

Other elements related to effective workshops/events.

9. Funding permitting, the Instructional Specialist 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.
10. The Instructional Specialist consistently demonstrates a service orientation to faculty members in all interactions.
11. The Instructional Specialist interacts with other staff (inside FCTL and beyond) in a professional manner that prioritizes teamwork.

The following two criteria are optional and apply only if appropriate:

12. Significant New Contributions (This category may include designing new classes, developing a new event/program that contributes to faculty success, etc.).
13. 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 achieve a score of satisfactory or above on each of items 1-11 above and on items 12 and/or 13 at the discretion of the FCTL Director.

To receive a rating of **above satisfactory** a faculty member needs to meet the criteria for satisfactory and achieve a weighted average of at least 4.0 on the criteria in Sections 2. Items 1-11 will have a weight of 1, each of questions 12 and 13, if incorporated, can count as the equivalent of 1-3 questions as appropriate based on the effort required, as determined by the Director in consultation with the Instructional Specialist. For example, if a faculty member has a score of 3 on items 1-11, a score of 4 on item 12 which counts as 2 items, and a score of 5 on item 13 which counts as 3 items, the overall score will be $((3*11)+(2*4)+(3*5))/16$. The denominator will be less than 16 if items 12 and/or 13 are not considered applicable (questions rated N/A will not be considered when computing overall evaluation of teaching).

To receive a rating of **outstanding**, a faculty member needs to meet the criteria for satisfactory and achieve weighted average of at least 4.6 on the criteria in Sections 2. Items 1-11 will have a weight of 1, each of questions 12 and 13, if incorporated, can count as the equivalent of 1-3 questions as appropriate based on the effort required, as determined by the Director in consultation with the Instructional Specialist. For example, if a faculty member has a score of 3 on items 1-11, a score of 4 on item 12 which counts as 2 items, and a score of 5 on item 13 which counts as 3 items, the overall score will be $((3*11)+(2*4)+(3*5))/16$. The denominator will be less than 16 if items 12 and/or 13 are not considered applicable (questions rated N/A will not be considered when computing overall evaluation of teaching).

RESEARCH, SCHOLARSHIP, AND CREATIVE WORK ACTIVITIES

Instructional Specialists in the Faculty Center have a research FTE of .05

Section 1: 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 -if a question is not applicable (questions rated N/A will not be considered when computing overall evaluation of research).

1. Workshops and presentations are informed by current research
2. The Instructional Specialist participates in professional development outside the

department.
3. Funding permitting, the Instructional Specialist attends one conference related to educational development or teaching & learning.

The following four criteria are optional and apply only if appropriate:
4. The Instructional Specialist presents a poster at a peer-reviewed conference.
5. The Instructional Specialist delivers a workshop at a peer-reviewed conference.
6. The Instructional Specialist publishes an article in a peer-reviewed journal.
7. Other creative or scholarship activities not listed above.

Overall Evaluation of Research:

To receive a rating of **satisfactory** a faculty member needs to achieve a score of satisfactory or above on each of items 1-3 above and on items 4-7 at the discretion of the FCTL Director.

To receive a rating of **above satisfactory** a faculty member needs to meet the criteria for satisfactory and achieve a weighted average of at least 4.0 on the criteria in Section 1. Questions 1-3 will have a weight of 1, each of questions 4-7 can count as the equivalent of 0-3 questions as appropriate based on the effort required.

To receive a rating of **outstanding**, a faculty member needs to meet the criteria for satisfactory and achieve weighted average of at least 4.6 on the criteria in Section 1 (questions 1-3 will have a weight of 1, questions 4-7 can have a weight of 0 to 3 as appropriate). The denominator will be less than 15 if not all questions 4-7 are not considered applicable, or if the weight of any items 4-7 is less than three.

SERVICE ACTIVITIES

Service will be evaluated based on the quantity (compared to the FTE assigned – 0.05 FTE is equivalent to an average of 1-2 hours of service per week) and the quality of the service (the service must contribute to the desired goals of the activity). Service will be rated in four categories based on the *quality* of service as follows: 1 - Unsatisfactory 2 - Needs Improvement 3 - Satisfactory 4 – Above satisfactory 5 – Outstanding.

Category 1: Service to the unit (this includes serving on departmental committees, participating in job candidate interviews for future members of the department, attending departmental functions, other duties as assigned by the director, etc).

Category 2: Service to the College or University (this includes serving on college or university committees, leading or participating in special projects that benefit the college or the university and are external to the department, etc.)

Category 3: Service to the profession (this includes reviewing scholarship by others, organizing conferences or exhibits, serving on committees in professional organizations, etc.).

Category 4: Professional service to the community (media interviews, public lectures, etc.).

Overall Evaluation of Service:

To receive a rating of **satisfactory** a faculty member needs to achieve a score of satisfactory on at least 2 of the categories above and meet the overall quantity of service proportional to their service FTE.

To receive a rating of **above satisfactory** a faculty member needs to achieve a score of above satisfactory on at least 2 of the categories above and a satisfactory on a third and meet the overall quantity of service proportional to their service FTE.

To receive a rating of **outstanding** a faculty member needs to achieve a score of above satisfactory on at least 1 of the categories above and a rating of outstanding on at least 2 of the categories above and meet the overall quantity of service proportional to their service FTE.

OTHER ACTIVITIES

FCTL Instructional Specialists will not be evaluated in this category.

OVERALL EVALUATION

The overall evaluation of each faculty member will be based on the weighted average of the three categories of evaluation weighted by the FTE assigned for each category for the regular academic year. To receive a rating of satisfactory or above, the faculty member must have a rating of satisfactory or above in each category evaluated regardless of the score obtained by the weighted average. A rating of conditional in any category will result in a conditional rating overall. A rating of unsatisfactory in any category will result in an unsatisfactory rating overall.