

Department of Mathematics
Annual Evaluations Standards and Procedures
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SECTION I: INTRODUCTION

Faculty members are responsible for reporting their annual accomplishments based upon their Assignment of Duties for the review period. The Chair will evaluate the reported work in each assigned category (teaching, scholarly research and/or creative activity, and service, and other assigned duties if applicable) and will provide an overall evaluation. Faculty must earn a score of 3.0 as described below to earn an Overall rating of Satisfactory or better. If the faculty member is not Satisfactory or above in the Overall rating for a second consecutive year, the faculty member shall receive an overall rating of Unsatisfactory in the second year. If the faculty member achieves a Satisfactory or higher rating in the year following a Conditional, this cycle resets (i.e., a faculty member could be Conditional one year, Satisfactory the year after, then Conditional in the third year).

Each faculty member will earn an overall performance assessment based on the individual ratings earned in activities including teaching, scholarly research and/or creative activity, service, and other assigned duties. The overall rating will be determined based on a weighted average using the portion of the FTE (Full Time Equivalent) assigned for each activity listed on the In-Unit Faculty Assignment of Duties Form. The total FTE for a full-time faculty member must add up to 1.00 (or 100%).

It is understood that changing circumstances, such as shifts in teaching assignment, increased service obligations, or new scholarly research or creative activity opportunities, may affect the relative productivity in teaching, scholarly research or creative activity, and service. In such cases, the faculty member and Chair should meet as soon as possible before the end of the annual evaluation period to develop a new assignment that more accurately reflects the workload.

For purposes of calculating the overall evaluation in a manner that distinguishes among the overall ratings (e.g., Satisfactory, Above Satisfactory, and Outstanding), individual category evaluations of teaching, scholarly research and creative activity, and service, (and other assigned duties if applicable) are assigned the following values: Outstanding = 5, Above Satisfactory = 4, Satisfactory = 3, Conditional = 2, Unsatisfactory = 1. For example, a faculty member with a 50% teaching component, 40% research component, and 10% service component who is Outstanding in teaching, Above Satisfactory in research, and Above Satisfactory in service would receive an overall score of 4.5 $[(5 \times 0.5 = 2.5) + (4 \times 0.4 = 1.6) + (4 \times 0.1 = 0.4) = 4.5]$. The overall evaluation is assigned according to the table below. In the above example, the faculty member will earn an overall evaluation of Outstanding.

<u>Weighted Total</u>	<u>Overall Evaluation</u>
4.2 and above	Outstanding
3.25 – 4.19	Above Satisfactory
3.0 – 3.24	Satisfactory

The criteria for Conditional and Unsatisfactory overall evaluations are described in the first paragraph.

Note: It is recognized that some faculty members may have administrative or other duties that result in variations in their assigned teaching load. The Annual Standards described below apply to the teaching of as many courses as the faculty member is assigned to teach. In the case of service, the standards for faculty service are the same regardless of their teaching assignment.

Section II: **TEACHING**

Teaching includes all classes for which the faculty is Instructor of Record and related class activities and student interactions both inside and outside of the classroom. This category also includes items such as independent studies, directed research, directed readings, chairing thesis and dissertation committees, guest lectures in other classes, team teaching and development and/or revision of course materials or curriculum for future classes. DFW grades should not be used in the evaluation process.

A: UNSATISFACTORY RATING

If a faculty member receives a Conditional rating (does not meet the overall requirements for Satisfactory) for two consecutive years, an Unsatisfactory rating will be assigned. In instances where evidence of egregious deficiencies can be documented, an Unsatisfactory rating may be given when first identified.

B: CONDITIONAL RATING

A faculty member who does not meet the overall requirements for Satisfactory will be marked as Conditional.

C: SATISFACTORY RATING

To achieve a rating of Satisfactory, the faculty member must be prepared to teach assigned courses, deliver course content in a manner that is consistent with program objectives and standards, receive course evaluations reflecting acceptable levels of student satisfaction, and follow UCF policies and practices (see notes below). The following items must all be met to receive a Satisfactory rating.

- Meet classes as scheduled.
- Teach with appropriate content, learning objectives, rigor, and pedagogical approaches.
- Publish and hold office hours in accordance with department policy.
- Reply in a timely fashion to student inquiries.
- Provide accurate advisement when appropriate.
- Submit book orders on time as required by university policy.
- Have clear and detailed course syllabi that comply with university requirements. Submit copies of syllabi to the department in a timely manner.
- Grade and return assignments, quizzes, and tests in a timely manner.
- Conduct final exams or provide instruction during the final exam period in compliance with university regulations.
- Submit grades by the due date published by the Registrar's Office.
- Communicate effectively with Student Accessibility Services for all students who need the service.

D: ABOVE SATISFACTORY RATING

The evaluator shall assign a rating of Above Satisfactory if the faculty member's teaching performance exceeds the requirements for earning the Satisfactory rating, for example by performing two or more sample activities below with high quality. The evaluator shall carefully and reasonably evaluate a faculty member's "teaching with high quality."

In this instance, "teaching with high quality" means teaching with professionalism and with an aim of improving student, departmental, college, and university outcomes. Factors that impact quality include, but are not limited to:

- Earning above satisfactory student and/or peer evaluations while maintaining high academic standards.
- Supervising a Ph.D. dissertation with evidence of progress.
- Supervising an M.S. thesis with evidence of progress.
- Supervising an Honors Undergraduate Thesis with evidence of progress.
- Serving as academic advisor for math majors or other undergraduate students.
- Conducting seminars or delivering materials to enhance student learning, for example weekly research lectures specifically targeted to student audiences, additional help sessions, or preparatory sessions for the graduate qualifiers.
- Submitting an educational grant proposal.
- Providing supplementary materials for students in addition to the textbook (for example, annotated slides, lecture notes, detailed exam or homework solutions, etc.).
- Conducting significant efforts towards professional development, for example, attending teaching workshops and implementing the associated ideas in the classroom.
- Including routine formative assessments (in-process evaluations of student comprehension, learning needs, and academic progress between mid-term exams) in an effort to improve student learning. For example, graded assessments beyond computer graded assignments such as in-class group exercises, hand-graded assignments, projects, etc.
- Conducting review sessions or similar activities outside of scheduled class times for undergraduate or graduate classes, as announced in the class syllabus.
- Designing a new course or redesigning an existing course, with approval by the Department curriculum committee.
- Successfully implementing a new or redesigned course.

- Making and grading qualifying examinations or serving on a candidacy oral exam committee.
- Participating in an external education grant. Credit is given for the duration of the participation.
- Documenting continuous development of teaching strategies.
- Participating in a university sponsored teaching-related workshops (e.g., Faculty Center for Teaching and Learning (FCTL) one-hour workshops, or training courses, etc.).
- Completing a teacher-training course.
- Attending a professional conference or workshop or continuing education opportunity related to the faculty member's area of expertise or teaching assignment.
- Revising/modifying one aspect of a course with documentation noting purpose and scope of changes.
- Mentoring a student through any UCF recognized undergraduate research initiative (e.g., RAMP, SMART, or McNair).
- Supervising an independent study, directed undergraduate or graduate research, creative or professional project.
- Serving on graduate review board or program exam committee for graduate student.
- Engaging students in one or more university approved service-learning activities.
- Presenting course-related work to representatives of a campus, community, or non-profit organization.
- Teaching an established course for the first time as a new preparation.
- Modifying instructional design to accommodate adding students (with administrative approval and within safety guidelines) above course caps established by program area while maintaining quality of instruction (e.g. reach course objectives, use of innovative techniques, and other measures of quality).
- Mentoring a student in a discipline-related activity outside of classroom instruction.
- Delivering comprehensive guest lecture or learning session for a colleague's class or other UCF unit, or other invited lecture to an external academic institution (with approval).
- Teaching (individually) a large course (as defined by the norms of the faculty member's primary program area) as Instructor of Record.

- Organizing an instructional effort outside the classroom that serves the program area, School, or UCF (e.g., student workshops or summits, educational student trips, lead effort on student exhibitions or competitions, organization and management of co-curricular tournaments or competitions).
- Giving a workshop or conference presentation on teaching at the University, state, national, or international level.
- Playing a leadership role in a local, regional, national, or international teaching and learning conference and/or organization.
- Authoring an article focusing on teaching practices that is published in a university, local, regional, or national publication.
- Demonstrating through instructional assignment the application of an innovative teaching technique.
- Organizing a co-curricular or instructional effort outside the classroom that serves the school, college, or university (e.g., student workshops or summits; educational student trips; student exhibitions or competitions; co-curricular tournaments or competitions).
- Providing compelling evidence of significant teaching effectiveness and rigor.
- Performing some other noteworthy teaching activity that is not listed. Please specify.

E: OUTSTANDING RATING

To achieve an Outstanding rating, the faculty member must meet the criteria required to earn a Satisfactory rating. The evaluator shall assign a rating of Outstanding if the faculty member's teaching performance greatly exceeds the requirements for earning the Satisfactory rating, for example by performing one or more sample activities below in a manner that indicates an outstanding quality of teaching, or four activities with high quality from the list of Above Satisfactory activities. The evaluator shall carefully and reasonably evaluate a faculty member's "teaching with outstanding quality."

In this instance, "teaching with outstanding quality" means teaching in a manner that significantly improves student, departmental, college, and university outcomes. Factors that impact outstanding quality include, but are not limited to:

- Being PI/Co-PI or senior personnel on an external educational grant. Credit is given for the duration of the grant.
- Receiving a UCF or national teaching award.
- Completing the supervision of a Ph.D. dissertation (usually within 6 years).

- Completing the supervision of an M.S. thesis.
- Completing the supervision of an Honors Undergraduate Thesis.
- Publishing textbooks, workbooks, manuals, or software that support instruction. Textbooks may qualify for at most two years of credit prior to publication date.
- Providing evidence of exceptional teaching including unusually high levels of student learning appropriate to the level of the course such as high student success rate in a common exam course, outstanding student evaluations while maintaining high academic standards, etc.
- Leading a major teaching project (for example, introducing an active learning format in teaching an upper division course, developing innovative pedagogy, etc.)
- Performing some other outstanding teaching activity that is not listed. Please specify.

Section III: **RESEARCH**

Research varies greatly across the Department. The following items are important indicators for earning high ratings in this category.

1. Recognitions
 - National or international research awards.
 - Plenary speaker at national or international conferences.
 - Distinguished lecturer at a leading research institution.
 - State/regional research awards.
 - UCF research awards.
 - Distinguished visiting researcher at a leading research institution.
 - Editorial work (e.g. journals, conference proceedings)
2. Publications
 - Accepted (or published, see **the note in red** below) research papers in refereed journals.
 - Research monographs.
 - Chapters in research monographs.
 - Refereed papers in conference proceedings or edited volumes.
 - Patents.
3. Research Funding
 - Award of external funds as PI or Co-PI (an award counts for each year the project is funded).
4. Lectures/Talks
 - Invited lectures at national or international conferences.
 - Colloquium talks or seminars at other institutions.

- Contributed talks at national or international conferences.
5. Others
- Submitted refereed journal papers.
 - Submitted research grant proposal(s).
 - Citations of works by other scholars.
 - Colloquium or seminar talks at UCF.
 - Participation in research workshops or conferences.

Below is an example for evaluating faculty research. It is understood that multiple use of items is possible and that suitable combinations of the items are to be counted appropriately. It also takes into account the fact that peer-reviewing and journal publication process take a long time in many areas of mathematics.

In the below, “quality completion” is determined between the evaluator and the faculty member. For example, in many cases the quality of a journal where a paper is published is well-known in the mathematical field. In cases where there is a question about the quality of the journal, such quality can be documented and justified by the faculty member. The quality of the paper or other publication is the most important indicator. The evaluator should use their best judgement to determine the quality of a publication.

NOTE: An individual paper can only be counted once; faculty may choose to have a paper counted upon acceptance OR upon publication, but not both. An individual paper can only be counted for three consecutive years.

The **P-score** is computed on the following basis:

- 4.0 Quality completion of at least three Class P items
- 3.0 Quality completion of at least two Class P items.
- 2.0 Quality completion of at least one Class P item.
- 1.0 Completion with documented deficiencies of at least one Class P-item.
- 0.0 Failure to complete any Class P item in the past three years.

Class P Items (in the below, each paper counts only once)

- One publication accepted ~~and~~ (or published, see above) in a peer-reviewed venue in the last three years.
- Two publications submitted to a peer-reviewed venue in the last three years.
- One new preprint submitted to a peer-reviewed venue or uploaded to arXiv or similar reputable sites in the current year.
- A monograph or book authored or edited, published in the past three years.
- Award of a patent from mathematical contributions in the past three years.

The **R-score** is computed on the following basis:

- 4.0 Quality completion of at least three Class R items
- 3.0 Quality completion of at least two Class R items.

- 2.0 Quality completion of at least one Class R item.
- 1.0 Completion with documented deficiencies of at least one Class R item.
- 0.0 Failure to complete any Class R item in the past three years.

Class R items

- A research award from a regional, national, or international institution in the last three years (including UCF awards such as RIA).
- Give a talk in the current year at an external research venue (e.g., seminar, colloquium, conference, workshop).
- Give three talks in the past three years at an external research venue (e.g., seminar, colloquium, conference, workshop).
- Organize a research event in the past three years (e.g. conference, session, workshop).
- Involvement in national or international advisory committee for research foundations or federal agencies (e.g., serving on NSF, Simons Foundation, or DoD grant panels).
- Development of, or substantial contribution to, mathematical software in the past three years, with proven impact to the community which is not a companion to a publication. Minor updates to existing software should not be recognized in this area.

The **O-score** is computed on the following basis:

- 4.0 Quality completion of at least three Class O items
- 3.0 Quality completion of at least two Class O items.
- 2.0 Quality completion of at least one Class O item.
- 1.0 Completion with documented deficiencies of at least one Class O item.
- 0.0 Failure to complete any Class O item in the past three years.

Class O Items

- Give a talk at an internal research seminar or colloquium.
- Supervise student research, including for undergraduate students.
- Conduct a research related seminar.
- Participate in professional meetings (e.g., conferences, workshops).
- Citations of the works of the evaluated faculty member in the last three years.
- Documented research activity (e.g., documented progress toward completion of a research product such as the draft of a paper with some results already established).

The **F-score** is computed on the following basis:

- 4.0 Quality completion of at least three Class F items
- 3.0 Quality completion of at least two Class F items.
- 2.0 Quality completion of at least one Class F item.
- 1.0 Completion with documented deficiencies of at least one Class F item.

0.0 Failure to complete any Class F item in the past three years.

Class F Items

- One external grant proposal submission in the current year.
- Two external grant proposals submissions in the last three years.
- Awarded a new external research grant in the current year.
- Currently funded on an external research grant, award, or contract.
- Currently funded by ~~on a~~ Simons Foundation ~~travel~~ gift.
- ~~Awarded in-house funding (e.g. Seed Funding).~~

The weighted decision function S-Score is

$$S=(47/Q)(P+R+O+F)$$

where Q is the faculty member's average percentage of research for Fall and Spring semesters.

Satisfactory:

An S-score of at least 4.0. At least one paper accepted in a three-year window (or published, see note above) is required to earn a rating of Satisfactory if the assigned Research FTE is above 24%.

Above Satisfactory:

An S-score of at least 5.0 with a P-score of at least 2.0. ~~The expectation is that to earn Above Satisfactory, a faculty member should typically have one paper published in a peer-reviewed journal during a three-year period. However, the lag time for publication in several areas is quite long; the other bullet points in category P are intended to take this into account. The evaluator must use discretion when evaluating the research productivity.~~ Must have at least one paper accepted (or published, see above) in a peer-review venue during a three year period. However, the evaluator must use discretion when evaluating the research productivity given the lag time between submission and final acceptance can be very long.

Outstanding:

- Any faculty member who has external research funding receives an Outstanding rating during each year of the funding period, or
- An S-score of at least 5.0, and at least two papers accepted (or published, see note above) in the last three years, or
- Documentation of extraordinary excellence and quality of research activity (e.g., one particularly strong publication in a three-year period, or extraordinary recognition within the discipline).

Conditional:

- Performance that is not satisfactory will be given a Conditional rating.

Unsatisfactory:

- Conditional ratings for two consecutive years.

Section IV: **SERVICE**

Service includes all institutional, community, and professional activities that the faculty are engaged in outside of the classroom. Based upon the annual assignment of duties, all faculty are expected to engage in a level of public and professional service activities as defined by the most recent Collective Bargaining Agreement (CBA). In addition to the activities listed under each category, faculty have an opportunity to record “Other Service” that is not included among any of the categories below. At all levels, faculty are expected to provide a brief description (no more than two sentences) of the highlighted activities. For “Other Service” activities not explicitly listed herein, faculty should provide additional context regarding level of activity and the locale of the activity. It is understood that many of the items listed below may count multiple times.

A. UNSATISFACTORY RATING

If a faculty member receives a Conditional rating for two consecutive years, an Unsatisfactory rating will be assigned. In instances where evidence of egregious deficiencies can be documented (e.g., purposefully disrupting or preventing a colleague from completing a service obligation), an Unsatisfactory rating may be given when first identified.

B. CONDITIONAL RATING

A faculty member who does not meet the overall requirements for Satisfactory or who refuses to actively perform assigned Service duties will be marked as Conditional.

C. SATISFACTORY RATING

To achieve a rating of Satisfactory faculty members must: respond to departmental emails in a professional and timely manner, attend faculty meetings (except when excused), and perform assigned service duties.

D. ABOVE SATISFACTORY RATING

E. OUTSTANDING RATING

The evaluator shall assign a rating of Above Satisfactory or Outstanding if the faculty member's service performance substantially exceeds the requirements for earning the Satisfactory rating, for example by performing one or more of the below sample activities. The evaluator shall carefully and reasonably evaluate a faculty member's "service with quality."

Here, "service with quality" means actively serving with professionalism and with an aim to improving student, departmental, college, university, and professional outcomes. Factors that impact quality include, but are not limited to:

- Positive outcomes at the student, departmental, college, university, or professional level
- Response to time-critical or mission-critical departmental needs
- In some cases, the number of service activities performed (for example, often substituting for other faculty member's classes, or writing a number of impactful letters of recommendation for students and/or colleagues)

Generally speaking, performing at least three activities with quality is sufficient to earn the Above Satisfactory Rating, and performing at least five activities with quality is sufficient to earn the Outstanding Rating. However, a larger number of activities whose evaluated quality is low may earn a lesser Rating, whereas a smaller number of activities whose evaluated quality is high may earn a higher Rating.

It must be noted that some faculty have fewer opportunities to serve on committees, either by virtue of typical assignment of duties (for example, assistant professors are typically appointed to fewer committees than higher rank professors), or because some committees are elected, or for other reasons. The Service Rating must take into account factors of this nature.

Examples of Service

The list below contains examples of service that a faculty member in the Mathematics Department might perform. Other service items are certainly possible, and faculty should document such service on the annual report, including the impact of the service. For some very specific types of service not listed here, the faculty member should discuss with the Chair prior to the service about how that service will be evaluated.

- Respond to urgent Department needs; for example, covering classes on multiple occasions with short notice or for long periods, or working on a time-critical effort with short notice.
- Proctor qualifying examinations.
- Serve as an active member of a department, college, or university committee, subcommittee, workgroup, etc. Active service on multiple committees can be counted more than once.
- Conduct a teaching peer review and write constructive feedback for a colleague.
- Serve as an elected or appointed representative in the Faculty Senate or other faculty governance roles.
- Serve as a judge for educational competitions or showcases.
- Serve as a mentor/advisor and sponsor for student activities and/or groups.
- Write letters of recommendation for students.
- Write letters of recommendation or evaluation for colleagues.
- Referee papers for journals, proceedings, conferences, etc.
- Serve on a Ph.D. dissertation committee (internal or external) for a completing student.
- Serve on a Master's Thesis committee (internal or external) for a completing student.
- Serve on an Honors Undergraduate Thesis committee for a completing student.
- Referee an external Ph.D. dissertation.
- Serve on an external Ph.D. candidacy exam committee.
- Review external promotion documents.
- Participate in Math Career Day or STEM Day or similar events.
- Attend a graduation commencement.
- Share academic expertise in the local, state, national, or international community.
- Organize a seminar which is published in the Department's weekly calendar.
- Chair a department committee or subcommittee and report on the activities of the committee or subcommittee.
- Review grant proposals at the local, state, national, or international level.
- Organize outreach activities for the local or larger community.
- Organize a conference or symposium.
- Consult for other universities, colleges, or primary/secondary schools.
- Serve on committees or boards for federal or state government agencies.
- Mentor junior faculty and/or graduate teaching assistants and provide constructive feedback multiple times.
- Coordinate a course by providing instructors with necessary resources according to the Department's practices and approved standards and policies.
- Be active in professional organizations in one's discipline.
- Serve on a state, regional, national, or international professional group or other entity.
- Serve on a state, regional, national, or international committee.

- Serve on a major college, university or state university committee (e.g. college tenure and promotion, or the faculty senate)
- Serve on the editorial board of a professional journal or conference proceedings in the faculty member's professional field.
- Publish reviews of other's scholarly works
- Review a book manuscript for publishers in the discipline.
- Other: perform other significant service. Please specify.