

## Annual Evaluation Guidelines for Faculty 2024-2025

Evaluators must consider the rank when evaluating teaching, research, and service; said consideration is tied to the expectations based on rank in the faculty handbook. Faculty must comply with and follow instructions of department chair regarding teaching scheduling and standards, research procedures and compliance, and service requirements. Overall scores consider the FARE form credit given. DO NOT FORGET to rate summer activity for teaching and or research (presuming that it was compensated by the University).

### ***Evaluation Key***

<b>Deficient</b>	Performance that does not meet an acceptable standard. This rating will typically require a supervisor and Employee to develop a performance improvement plan.
<b>Needs Improvement (NI)</b>	Performance that is below a reasonable expectation for the person’s job description.
<b>Meets Expectations (ME)</b>	Performance is sound and within reasonable expectations for the person’s job description. Supervisors may add a “+” or a “-” to this rating as further indicators of an Employee’s performance.
<b>Exceeds Expectations (EE)</b>	Performance that goes beyond the “meets Expectations” standard in some significant way. The individual has performed at a level that provides distinction for themselves.
<b>Exemplary (E)</b>	Performance that is extraordinary and reflects outstanding distinction for the individual.

## Teaching

University teaching and student learning encompass much more than the hours faculty members spend in the classroom. Teaching also involves keeping up with the field (both technical and changes in pedagogy), planning lectures, creating instructional materials, appropriately utilizing the CANVAS LMS, constructing tests, grading papers, mentoring/interacting with students, participating in tutorials, recitations, and formal teaching committees, working with graduate students, supervising student educational assistants (SEAs), conducting office hours, and participating in professional development programs. Because many aspects of teaching remain invisible to students, their evaluations alone are inadequate to provide comprehensive and convergent evidence of teaching effectiveness. In addition to student assessments, some departments may have obtained evaluations from individuals who both understand the subject matter and recognize the intellectual effort and pedagogical merit involved in various instructional activities.

**Evaluation Philosophy:** Evaluations are earned by faculty and supported by the evidence (both quality and quantity) that a faculty member is performing his or her duties at a certain level. To achieve a “Meets Expectations” rating, a faculty typically must perform the appropriate core duties in the teaching that were assigned. An evaluator may consider elements such as number of students and student credit hours supported, number of different courses delivered, and also should consider how effective the communication with students is based on a range of elements including the course syllabus, SAI results and comments, availability during office hours, and use of CANVAS.

### Elements to consider

#### **Evidence:**

- Courses taught
- Student Credit hours produced
- DFW rate, used carefully noting the variation in course populations
- Course GPA
- Student Assessment of Instruction (SAI) – used carefully noting the range of factors that can influence student ratings
- Thesis or projects directed, where applicable, noting quality of the student work
- Thesis or projects committee, where applicable
- Instructional materials sufficient to demonstrate performance ratings below
- Other information as appropriate

**Elements that are core duties and typically, where appropriate, are present to achieve MEETS EXPECTATIONS performance (based on evidence supplied in the Faculty Activity Report):**

- Syllabus timeliness, construction, and compliance with required standards.

- Presence to deliver course AND be appropriately available to students (e.g. office hours) – If the class is delivered in an alternative modality, the faculty should demonstrate via evidence active, ongoing engagement with the students appropriate to the modality (e.g. Flex, online, remote, Lab/C, etc.)
- Submits attendance reports as required, tracks student attendance in Canvas or appropriate verifiable method.
- Exhibit appropriate interactions, communication, and professional behavior, consistent with university policy and guidelines, with students at all times.
- Participates and cooperates appropriately in multi-section courses.
- Grades assignments and exams in a timely manner.
- Submits midterm and final grades consistently and on-time, maintains approved syllabus, and strives to maintain an updated and accurate gradebook in Canvas (such that students have a reasonable indicator of their current performance), submits assessment reports and other documentation consistently and on time.
- Demonstrates Curricular Rigor—evidence based upon items such as alignment between outcomes and assessments, syllabus, course materials, examinations, and examination practice.
- Grading aligns as a fair assessment of mastery of material and is fair to students.
- Grading and examination policies and execution lead to proper and fair assessment.
- Adheres to appropriate student learning outcomes to ensure course delivery aligned with the planned curriculum: evidenced by examinations and completion of planned course material.
- Demonstration of ongoing and reasonable improvements in courses, and a plan for further improvements, that have been delivered multiple times by the faculty member.
- Appropriate use of SEAs as per department and academic affairs guidelines and demonstrating ongoing responsibility for the delivery of the course and assignment of all grades.
- Executes teaching duties with honesty and integrity.
- For any course delivered with a distance component (e.g. flex, online, remote, etc), provides a well-organized course framework within Canvas that adheres to the following:
  - Clearly explains the class delivery mode and meeting times expectations; expectations for student participation in course activities (including how interactions will be managed—asynchronous, synchronous, and platform);
  - provides instructor’s contact information and availability (office) hours;
  - links to syllabus;
  - hides all unused navigational links;
  - provides instructor response-time to student questions;
  - clearly states the expectations for examinations and other student work.
- Provide course materials (including lectures) in canvas. (Outside resources require a link to the resource or a succinct description of how get to the resource.) While it may not be possible nor desirable to provide all lecture materials in Canvas (e.g. not everything is or should

be PowerPoint), an outline or brief description of topic(s) covered should be provided so that an attentive student can see what was covered and with some due diligence get caught up.

- provides solutions to quizzes, assignments, and assignments as appropriate, noting that these will get around and all reuse of questions on exams is not advisable.
- all assessed material (homework, quizzes, exams, papers, etc.) in some way “turned in” to Canvas. Student demonstrations may be an exception where the demonstration itself is not submitted but “notes for” or something equivalent may serve as an artifact.

**Elements that may be used by an evaluator to justify an Exceeds Expectations or Exemplary rating:** This must be very carefully considered in the context of the institution and is specifically not a list-based, check-box exercise. If a faculty member is clearly demonstrating effectiveness in all of the areas for consideration under meets expectations, consideration of exceeds expectation may be appropriate, but is not required. Evidence presented must support teaching and pedagogical excellence that is distinct from the Meets Expectations requirements. The evaluator must judge the effectiveness of the individual’s contribution and determine if it warrants a higher than Meets Expectation rating.

*Examples might be:*

- Successful innovative course delivery that enhances student learning and achievement
- Curricular Innovation: New course development, innovation in pedagogy that is significant
- Active Participation in curriculum development for new concentration, or a new degree program
- Highly effective course coordination of multi-section/multi-instructor courses: creation of course-wide material, running regular course meetings, ensuring course policies are followed, meeting assessment requirements, etc. This role should be contextualized to the faculty member’s department and specific activity as the course coordinator function varies across departments and course levels. Developed and implemented curricular innovation – that has attracted interests from other universities, increasing enrollment

For Exemplary the faculty has truly done something that is outstanding and may be singular in its impact to the University or Department.

## Research

Research at Florida Poly is evolving as a core duty for the faculty that do not hold the title instructor. While research can be hard to measure, as a core duty, faculty need to demonstrate activity and success in this realm. If faculty do not have time to do research, this will be indicated on their FARE form in terms of the credit granted; where there is no time, the rating should be N/A. Where there is time, the rating expectation must be adjusted to reflect the amount of time available. For instance, if a person has only a small amount of credit available for research, achieving Meets Expectations performance requires demonstrated progress commensurate with the time allocated. If there is more time, the progress must be more significant. Regardless of time available, an above Meets Expectations score requires the presence of items from the evidence list identified below. Research must advance the mission of the university and support the program and concentration(s) in which the faculty member teaches.

### Elements to consider

#### **Evidence:**

- Refereed Publications
- Non-refereed publications
- Books, book contributions
- Presentations or invited talks
- Funded projects
- Works in Progress where there is work product as evidence
- Proposals submitted
- Editorial position in a national level journal
- Students supported/advised and/or student effort in research programs
- Research activity with students that has an outcome
- Other activity pre-approved by Department Chair and/or Division Director.
- Refereeing of scholarly articles that requires subject matter expertise.

**Elements that are core duties and typically must be present, as demonstrated by evidence, to achieve MEET EXPECTATIONS performance:**

Examples are not exhaustive, but all activity must demonstrate impact and relevance to university and field.

- Adequate progress on clearly defined, multi-year research plan (ideally explicitly laid out, but maybe evident in other ways)
- Executes research duties with honesty and integrity

Other core elements that are appropriate to consider

- Appropriate pursuit/success in developing a funded research program,
- Works/Proposals in progress reflect substantial progress toward completion and promise of likely success.
- Recognizable major publication (s) or significant grant funding with progress on grant commensurate with grant size
- Substantial industry project with significant impact on research, development, application (where the faculty member secured prior approval, followed appropriate procedures, and advances the research and/or educational mission of the University, department, and/or program.)
- Publication in high impact factor journals
- Research awards such as grants
- Honorific research societies
- Compliance with all rules, regulations, disclosures, and requirements associated with research, including following institutional protocols for engagement with external partners or potential partners.
- Research presentation or publication that receives public recognition and/or publicity, or impacts public policy or enhances the University's economic impact
- Successful publication or presentation at a national conference or significant contribution to a state or regional conference.
- Any of the items in the "Facts" column that hold demonstrable national or international impact or advance the program, department, and university's reputation.

**Elements that may be used by an evaluator to justify an Exceeds Expectations or Exemplary rating:**

This must be very carefully considered in the context of the institution and is specifically not a list based, check box exercise. Evidence presented must support research excellence that is distinct from the Meets Expectations requirements.

*Examples might be:*

- Significant research award from a competitive proposal process
- Publication activity that is of high quality and above the norm for the department

## Service

Service comes in a variety of capacities. The basic levels are departmental, institutional, and externally focused. Institutional service includes University committees but also leadership and advising of student organizations, clubs, or professional societies. Service also includes externally-focused service in the form of community relationships or formal efforts to solicit industry engagement in either curricular or research capacities, or unfunded consulting relationship with local, state, or federal government, private entities, or industry. A third broad category is professional service, which may include affiliations with state or national organizations as an organizer, peer reviewer, society fellow, or other activity that advances the discipline or profession and demonstrates recognition of the faculty-member's expertise and authority.

### Elements to consider

#### Evidence:

- Nature of service assignments
- Student organizations supervised
- Community-related service
- Industry or other agency service
- Professional service
- Demonstrated contribution and impact of contribution to service roles.

#### **Elements that are core duties and typically must be present to achieve and provide evidence to MEET EXPECTATIONS performance:**

Service remains a core duty that during remote instruction is fulfilled with remote work.

- Executes service duties with honesty and integrity and demonstrates collegiality in performing service roles
- Regular, documented active participation in assigned service duties
- Participation in department meetings
- Student Advising for registration and/or career development or other institutionally organized opportunities for student success.
- Demonstrable results or progress made on external service activity
- Significant, demonstrated contribution to internally assigned service roles that enable the unit or organization to fill a gap, solve a problem, or advance in some important way (e.g. contribution to curriculum advisory board relationship; faculty recruitment and hiring).
- Successfully develop or lead co-curricular project such as speaker-series or other events or competitions.
- Initiate meaningful service contribution to program, department, or University.
- Sponsor a new student organization or grow an existing one.
- Enable the organization to achieve positive impact on campus community or a professional society that advances the culture of learning among students in the discipline. All rules must be followed when leading student clubs or organizations.
- Foster significant one-time relationship or potential for extended relationship with external entity that benefits the program, department, or University through research, curriculum, in new or existing areas.

- Provide professional service that raises the profile of the program, department, and university.
- Member of grant review committee for governmental agency or foundation, editorial board, journal reviewer or co-editor

**Elements that may be used by an evaluator to justify an Exceeds Expectations or Exemplary rating:**

This must be very carefully considered in the context of the institution and is specifically not a list based, check box exercise. Evidence presented must support service excellence that is distinct from the Meets Expectations requirements.

*An example might be:*

- Significant, demonstrated contribution to internally assigned service roles that enable the unit or organization to fill a gap, solve a problem, or improve productivity.
- Serving as an officer for a national organization in one's field.