

## 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 and formal teaching committees, working with graduate students, supervising graduate teaching assistants, 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 that a faculty member is performing their duties at a certain level. To achieve a “Meets Expectations” rating, a faculty typically *must* perform the appropriate core duties in the teaching that was assigned. An evaluator may consider elements such as number of students and student credit hours supported 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, and use of CANVAS.

### Elements to consider:

#### Facts:

- Courses taught
- Student Credit hours produced
- DFW rate
- Course GPA
- SAI
- Thesis or projects directed
- Thesis or projects committee

#### Elements that are core duties and typically must be present to achieve MEETS EXPECTATIONS performance:

- Syllabus timeliness, construction, and appropriateness
- Syllabus compliance with required standards
- Presence to deliver course AND be appropriately available to students
- Office hours
- Participates and cooperates appropriately in multi section courses
- Alignment of course outcomes with department standards
- Adhering to appropriate student learning outcomes to ensure we provide a quality education: evidenced by examinations and completion of planned course material
- Examination policies and execution lead to proper and fair assessment
- Submission of grades (midterm and final), attendance reports as required, assessment reports and other documentation consistently and on time
- Grades assignments and exams in a timely manner
- Grading aligns as a fair assessment of mastery of material and is fair to students
- Appropriate use of TAs and demonstrating appropriate responsibility in the delivery of the course

#### Critical Evidence that may be considered to support above MEETS EXPECTATIONS rating:

- Curricular Rigor; evidence based upon syllabus, course material, examinations and examination practice
- Curricular Innovation and Maintenance: Evidence based upon course renewal, course development, innovation in pedagogy that is significant
- Participation in curriculum development for the department, concentration, or a new degree program
- Commitment to pedagogy: honors or awards, other elements that indicate demonstrated excellence
- Appropriate use of projects in courses
- Demonstration of substantial improvements in courses that have been delivered multiple times by the faculty member
- Leadership in multi section courses and leadership in setting academic standards for a department

**Evaluation Key:**

Unsatisfactory (U)	Performance that is clearly substandard. Performance improvement plan is mandated and termination may be appropriate.
Needs Improvement (NI)	Performance that is below a reasonable expectation for the faculty rank that an individual holds
Meets Expectations (ME)	Performance is basically sound for the faculty rank held and within reasonable expectations for the person's job description.
Exceeds Expectations (EE)	Performance is basically sound for the faculty rank held and within reasonable expectations for the person's job description. The individual has distinguished themselves in some way by performing at a level that is above a normal expectation for their faculty rank.
Exemplary (E)	Performance is basically sound for the faculty rank held and within reasonable expectations for the person's job description. The individual has truly done something that is outstanding and that is not present in the majority of the faculty.

## 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 progress on the requirements. 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 Critical evidence list.

## Elements to consider:

### Facts:

- Refereed Publications
- Non-refereed publications
- Books, book contributions
- Presentations or invited talks
  
- Industrial collaboration or activity
- Funded projects
  
- Works in Progress
- Proposals submitted
  
- Editorial position
- Grant reviewer
  
- Software developed
- Other activity
- Students supported/advised
- Unfunded student activity

### Elements that are core duties and typically must be present to achieve MEETS EXPECTATIONS performance:

- **Requirements:**
  - Adequate progress on clearly defined, multi-year research plan (ideally explicitly laid out, but may be evident in other ways)
  - Appropriate pursuit/success in developing a funded research program, **or**,
  - Successfully secure industrial collaboration (different from that described in teaching), **or**,
  - Works/Proposals in progress reflect substantial progress toward completion and promise of likely success.
- **Evidence of success:**
  - Successful publication or presentation at a national conference or significant contribution to a state or regional conference.
  - Patents, patent applications, patent disclosures

### Critical Evidence that may be considered to support above MEETS EXPECTATIONS rating:

- 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
- Publication in high impact factor journals
- Member of grant review committee for governmental agency or foundation, editorial board, journal reviewer or co-editor
- Research award
- Honorific research societies
- Research presentation or publication that receives substantial public recognition and/or publicity, or impacts public policy or enhances the University's economic impact
- Any of the items in the "Facts" column that hold demonstrable national or international impact or advance the program, department, and university's reputation.

## Service

Service comes in a variety of capacities. The basic levels are departmental, division-level (where applicable), and institutional. 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:

#### Facts:

- Nature of service assignments
- Student organizations supervised
- Community-related service
- Industry or other agency service
- Professional service

#### Elements that are core duties and typically must be present to achieve MEETS EXPECTATIONS performance:

- Regular, documented participation in assigned service duties
- Demonstrable results or progress made on external service activity
- Appropriate collegiality in performing service roles

#### Critical Evidence that may be considered to support above MEETS EXPECTATIONS rating:

- 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.
- 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.
- 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.



Overall scores are a weighted average of the form credit given. DO NOT FORGET to rate summer activity for teaching and or research (presuming that it was compensated).