

Department of Mathematics and Statistics
Criteria and Procedures for
Annual Evaluation of Instructors and Lecturers

Approved by Faculty May 25, 2006

An annual evaluation of instructors and lecturers will be conducted using the criteria and procedures provide in this document. These criteria are specific to the instructors and lecturers, recognizing that their role in the Department of Mathematics and Statistics is distinct from that of bargaining unit faculty members.

1. Process and Sources of Information

An annual evaluation of instructors and lecturers will take place according to the procedures outlined in this section, using the sources of information indicated herein.

a. Annual Activity Report

Each instructor and lecturer will submit an annual activity report documenting professional activity in the areas of teaching and service for the previous calendar year. A common form specific to instructors and lecturers will be provided for this purpose. The faculty member may include a statement in the annual activity report concerning their activities, accomplishments and contributions, and may include whatever material will provide evidence of successful teaching and service.

b. Student Evaluation of Teaching

Student evaluation of teaching will routinely be conducted for all classes using the standard university form and procedures

c. Peer Evaluation of Teaching

The Chair may ask, or the Steering Committee may recommend that the Chair ask, a faculty member (generally a lecturer or more experienced instructor) to observe an instructor or lecturer in one or more classroom situations. Members whose classes are to be observed will be given advance notice, but they may or may not be told the dates on which the observations will occur.

Likewise, an instructor or lecturer may request observations of his/her classroom activities by a faculty member (typically a lecturer or more experienced instructor). The faculty member may provide the Chair with the names of at least three faculty members (typically lecturers or more experienced instructors), one of whom will normally be chosen by the Chair. Requesting members may or may not be told the dates on which the observations will occur.

Each faculty member engaging in such a classroom observation shall prepare a written report and submit it to the Department Chair and to the observed faculty member. The Steering Committee (which shall have access to these reports) shall use all such reports from a given calendar year to inform its recommendation to the Chair regarding teaching performance for that year. The Chair shall use all such reports from a given calendar year to inform his or her evaluations in teaching.

d. Other Materials

The Department Chair may use other written materials if they document the Chair's direct observation or are from identifiable sources. The faculty member shall be given a complete (except perhaps anonymous) copy of such materials and provided the opportunity to respond to them in writing, and the Chair shall consider the faculty member's response in writing her or his annual evaluation.

e. Chair and Steering Committee Review

Both the Chair and the Steering Committee will examine the current annual activity reports. The Chair and at least one other member of the Steering Committee will examine the student evaluations of teaching and the peer evaluation of teaching (when available), access to both of which will be provided to the full Steering Committee. The Steering Committee will make recommendations to the Chair regarding the performance of instructors and lecturers in teaching and service. Informed by these recommendations, the Chair will make the final written evaluation of each faculty member's teaching and service. After conducting the evaluations, the Chair will send to each faculty member a copy of his or her evaluation.

f. Rebuttal

A faculty member who disagrees with the Chair's evaluation may send a written response to the Chair. This rebuttal shall be stapled to the original evaluation, forwarded to all other entities which receive a copy of the evaluation, and kept on file.

2. Relative Weights for Teaching and Service

For each faculty member, the relative weights given to teaching and service will be consistent with the individual's position and activities. The primary activity of instructors and lecturers is teaching, and this typically constitutes at least 80% of each faculty member's activities, with service responsibilities typically constituting at most 20% of their activities. Instructors, especially new or temporary instructors, may have fewer service activities, and so the weight for service may be less than 20% and may be 0%.

3. Criteria for Evaluation

In both the teaching and service categories, the instructor or lecturer will be judged as Unsatisfactory, Satisfactory, or Commendable by the Chair.

a. Teaching

The rating for teaching will reflect the instructor's or lecturer's effort and accomplishments for the period of the preceding calendar year.

i. A rating of Unsatisfactory indicates major problems with teaching. For example, the teacher may fail to meet classes for no compelling reason, the teacher is often unprepared for teaching responsibilities, serious teaching problems exist as verified from substantiated complaints from students, or the teacher fails to comply with written standards present in department syllabi for conducting a course in such a way as to have detrimental consequences for the quality of the course.

ii. A rating of Satisfactory indicates that the teacher is fulfilling teaching responsibilities with no apparent major problems as evidenced by feedback from the student evaluations or peer evaluations (if available). The teacher meets classes at assigned times, holds regular office hours, provides students with feedback on progress, states appropriate grading policies at the beginning of the course, and generally conforms to standard university teaching practices.

iii. To merit a rating of Commendable, the teacher must be doing a noteworthy job of teaching and must be engaged appropriately in teaching activities from the list in section 4, or the equivalent. Evidence of doing a noteworthy job of teaching might include the fact that comments written by students on the student evaluation forms are almost uniformly favorable and often highly favorable in nearly all sections taught by the teacher, and numeric ratings are good, indicating a high level of teaching effectiveness.

b. Service

The score for service will reflect the instructor's or lecturer's effort for the period of the preceding calendar year. Note: to merit a rating of Commendable, a first or second year instructor is not expected to perform service at the same level as a lecturer or more experienced instructor.

i. A rating of Unsatisfactory indicates that the teacher has little or no evidence of service performed for the department, college or university.

ii. A rating of Satisfactory indicates that the teacher plays an active role in at least one service activity from the list in section 4.

iii. A rating of Commendable indicates that the teacher makes substantial contributions in service activities as listed in section 4. Evidence of this would be playing an active role in two or more service activities from the list. A Commendable rating may also be warranted if the teacher has been engaged in a very time consuming or critically important service activity, or if the teacher has taken a substantial leadership role in a service activity.

4. Teaching and Service Activities

Below are lists of activities that instructors and lecturers may engage in which count as teaching or service for evaluation purposes. Note that some of these might be classified differently for bargaining unit faculty.

Teaching Activities

- Teaching challenging or time-consuming classes. Generally, these include math education courses, writing intensive courses, and Wright Math courses.
- Teaching three different courses in the same quarter
- Course development, including for example development or piloting on-line courses
- Taking graduate level mathematics, mathematics education, or statistics courses
- Participating in teaching related conferences, seminars, short courses, and/or workshops
- Having scholarly work relating to teaching accepted for publication
- Other relevant activities

Service Activities

- Serving on department, college or university committees
- Course coordination and related activities
- Supervising, evaluating, or mentoring graduate teaching assistants
- Evaluating peers, including for example adjuncts and new instructors
- Assessment activities
- Reviewing textbooks, other relevant publications, or curricular materials
- Other relevant activities

Teaching or Service Activities

- Teaching classes as a substitute teacher in excess of that normally regarded as departmental collegiality
- Development or revisions of course materials, such as syllabi, course guides, Wright Math manuals, lab manuals or other special course materials which come into common use in our courses
- Soliciting or receiving grant support