



Evaluation Standards and Criteria for Affiliate Contract Renewal & Annual Review (v.4)

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I. Introduction

The Department of Mathematics strives to create and sustain a thriving departmental culture that values diversity and a balanced and flexible academic life. Our goal is to establish clear departmental expectations that are prescriptive enough to ensure adequate career guidance, fair personnel and annual merit reviews, and departmental excellence, while also maintaining enough flexibility to accommodate the individuality and academic freedom of our faculty.

This document defines departmental standards, expectations, and guidelines that will be considered during affiliate contract renewal and annual review. The policies and procedures outlined are based on guidelines in University Policies [AFF 3.01](#) and [BOT 4.3.0](#). As outlined in the *Board of Trustee Policies* (BOT), Section [4.3.1.B](#):

Affiliate Faculty serve in a specialized role such as a clinical coordinator, field supervisor, for limited scholarly engagement, or may be selected to teach a limited range of courses. Those individuals who are selected to teach full time on nine-month appointments normally maintain twenty-four (24) to thirty (30) credit hours per year. Those individuals selected to teach part time on nine-month appointments normally maintain six (6) to eleven (11) credit hours per semester. Those individuals selected to teach full time on twelve-month appointments normally maintain thirty-six (36) credit hours per year. The number of credit hours taught may be adjusted to recognize other duties or activities. Affiliate Faculty shall support University assessment efforts.

Additionally, Affiliate faculty who have satisfied the HLC qualification standards may be promoted to Senior Affiliate Rank ([BOT 4.3.1.C](#)):

After seven (7) consecutive years at the University as an Affiliate Faculty member, an individual is eligible to apply to be appointed to Senior Affiliate Faculty subject to the conditions and process as established by the Provost and not inconsistent with Sections [4.3.0](#) and [4.3.3](#). This opportunity exists for Affiliate Faculty within each category of Section [4.3.0.B](#). An Affiliate Faculty who obtains Senior Affiliate status may be appointed for up to six (6) consecutive academic or fiscal years.

In the Department of Mathematics, all Affiliate Faculty are classified as *Affiliate Faculty of Instruction* ([BOT 4.3.1.B](#)):

These faculty engage in teaching activities, primarily course, lab, or studio instruction. Depending on the needs of a unit or college, they may also participate in other activities that directly support the teaching mission of the University, such as student advising, supervision of internships or practicums, coordination of tutoring placements or direction of a tutoring center, regular assessments of student work, coordination of courses, or other obligations that are specifically identified in the employment contract.

The rest of this document provides further details about affiliate faculty responsibilities and expectations and the standards used for evaluating affiliate faculty work.

II. Expectations of Affiliate Faculty Work

A. Overview

All faculty are expected to support and contribute to the mission, vision, and values of the Department of Mathematics, as articulated in the [CLAS Vision, Commitments and Action Plan \(2021-2025\)](#). Furthermore, all faculty are encouraged to periodically review the college strategic plan and to reflect on the shared values enunciated therein.

The primary responsibility of Affiliate faculty members is to engage in *effective* teaching. Additionally, as highlighted above, Affiliate faculty are expected to remain current in their fields, which includes the teaching of college-level mathematics. Since our department is focused on providing effective, authentic mathematical experiences to all students, we call on Affiliate faculty to join in departmental efforts to use evidence-based instructional strategies for teaching (e.g., as given in the [Mathematical Association of America \(MAA\) Instructional Practices Guide](#)). In order to keep abreast of changes in the teaching and learning of mathematics

and to find and/or develop appropriate teaching materials to engage students, we also expect that Affiliate faculty participate in appropriate professional development activities related to learning/teaching mathematics. Affiliate faculty are not required to provide service to the institution (including the unit); however, as our department is a large one with many service responsibilities, interested Affiliate faculty will have their teaching load adjusted from the departmental normal for engagement in some types of unit and university service.

B. Standard Teaching Load

The primary responsibility of Affiliate faculty members is to engage in *effective* teaching. A typical Affiliate faculty teaching load is 7 courses and 26 credits for the academic year, +/- 1 course and/or +/- 2 credit hours, with the variation depending on other factors such as number of preps, number of students, department needs, and service roles that result in some teaching release. Affiliate faculty are expected to have a minimum workload of 24 credits ([BOT 4.3.0](#)).

C. Burden of Proof

The burden of proving that their performance warrants the contract renewal under consideration rests with the Affiliate faculty member to be reviewed as part of the contract renewal process as specified in the [Procedure for Affiliate Contract Renewal](#) document. In the process of evaluation, it is each faculty member's responsibility to clearly describe their work and performance in submitted materials.

D. Evaluation Criteria

Faculty will be evaluated in both teaching and professional development but teaching is regarded as the most important. This section outlines the criteria for evaluation.

1. Teaching

The Mathematics Department values a diverse array of teaching activities and pedagogies that result in student learning. Criteria for evaluating teaching may be found in the table, "Table of Teaching Criteria" in the appendix. The primary responsibility of Affiliate faculty members is to engage in effective teaching that facilitates student learning. All Affiliate faculty members should participate in expected teaching activities outlined in the "Table of Teaching Criteria" in the appendix (Section IV). As part of the contract renewal process and for annual merit review, Affiliate faculty are expected to demonstrate many of the criteria of effective teaching. Additionally, depending upon the Affiliate faculty member's number of years of service, evidence of satisfying some of the criteria for excellent teaching will be important in both the contract renewal process (as explained in the departmental document, [Procedure for Affiliate Contract Renewal](#) and the annual review process (as explained in Section III). It is the responsibility of each Affiliate faculty member to clearly articulate how their teaching activities relate to the four areas and meet the stated criteria. Not all four areas nor all criteria in each area need to be met in documenting effective and excellent teaching, and excellent teaching incorporates effective teaching traits.

Teaching Criteria: See Table 1 in the appendix.

2. Professional Development

As part of the contract renewal process and for annual merit review, affiliate faculty are expected to engage in a minimum of 4-6 hours of personal professional development per academic year, including at least one event beyond required course-coordinated PD, as specified in Table 2 in the appendix. For example, attending and participating in local conferences such as the FTLC Fall Teaching Conference or Math in Action or participating in ongoing professional learning communities such as the departmental book club and/or an FTLC professional learning community. Affiliate faculty are encouraged to select and participate in professional development activities that support their growth as a teacher.

Professional Development Criteria: See Table 2 in the appendix.

E. Optional Service Teaching Load Compensation:

Since service is not part of an Affiliate faculty member's workload as defined in the Board of Trustees Policies (see above, Section I), Affiliate faculty serving the unit or university in any of the following ways will be compensated with a reduction in the standard Affiliate faculty teaching load provided the service is consistent and effective.

1. Course Coordination: Here are the reassigned time and/or other compensation for certain courses.

- MTH 108/MTH 109 Coordinator (*includes service on departmental Foundations Committee*): 2 credit hours reassigned time per semester
- MTH 110 Co-Coordinator (*typically co-coordinated with a tenured/tenure-track faculty member & includes service on the departmental Foundations Committee*): 3 credit hours reassigned time per co-coordinator per AY
- MTH 122 Coordinator: 1 credit hour reassigned time per AY
- MTH 123 Coordinator: 1 credit hour reassigned time per AY
- Coordinator or co-coordinator work for other MTH courses not listed above: typically 1-3 credits per AY to be determined by the Unit Head, in consultation with the faculty member, based on work responsibilities and duties.

2. Affiliate Committees:

- *Advisory Committee (AC) for Math Department:* Each academic year, one affiliate faculty member is elected (by affiliate faculty) to serve on the AC as specified in the Mathematics Department Bylaws. The reduction in teaching workload given for this service (1-2 credits for the AY) depends upon the committee's annual workload and number of affiliate annual salary reviews conducted by the AC.
- *Affiliate Personnel Committee (APC):* Each academic year (AY) one senior affiliate is elected to serve on the APC as specified in the [Mathematics Department Bylaws](#) (Section 3.10). The reduction in teaching workload given for this service (1–3 credit hours per AY) depends upon the number of affiliate contract renewals for that AY.
- *Affiliate Search Committee:* When we are searching for one or more Affiliate faculty, two affiliates are usually asked to serve on the search committee. Service on this committee results in a reduction of 1 credit hour in an Affiliate faculty member's teaching workload for that AY.
- *CLAS or University Affiliate Faculty Advisory Committee:* Service on either committee results in a 1 credit hour reduction in teaching workload per AY.

3. Mentoring New Faculty: The Department of Mathematics appoints two mentors to all new tenure-track, affiliate and visiting faculty members. Usually new Affiliate faculty members have one affiliate mentor and one tenured/tenure-track mentor. Occasionally, Affiliate faculty may be asked to mentor visiting faculty members when the visitors will mainly be teaching Foundations courses. The reduction in teaching load accompanying service as a mentor depends upon the situation: it is typically 1 credit hour and will not exceed 3 credit hours.

4. Advising: Since the Department of Mathematics services many PCKET majors, an Affiliate faculty member with a specialization in teaching elementary mathematics may be assigned to advise PCKET students. Advising results in a reduction of 1 credit teaching load for approximately every 10 advisees. Appointments to this service are contingent on the Affiliate advisor providing effective and active outreach to advisees, staying active in current requirements, and filling out necessary documentation (Navigate, etc).

5. Other: From time to time, Affiliate faculty may be given the opportunity to participate in other unit or university service (such as service on task forces). The workload compensation for such service should be determined by the Mathematics Department Unit Head in consultation with the Affiliate faculty member.

III. Annual Evaluation (Merit Review) Criteria

A. Performance Ratings

For each area of evaluation (teaching and professional development), each faculty member will receive a rating of Exceeds Expectations, Meets Expectations, Partially Meets Expectations, or Does Not Meet Expectations as explained below.

Each Affiliate faculty member will receive one of the overall ratings of: Less than Satisfactory, Satisfactory, Satisfactory High, or Exemplary in their Written Performance Summary. Faculty are expected to make the case for an exemplary rating. The following guidelines give a broad overview of how categories will be determined; the descriptions are not exhaustive.

Exemplary: Affiliate faculty who exceed expectations in teaching, and meet/exceed expectations in professional development and service (if relevant) will be considered for an Exemplary rating. Alternatively, faculty members who have met expectations in teaching, and (1) whose service/reassigned time work is distinguished either in quantity/quality of tangible accomplishments or (2) who have received recognition external to the department will be considered for an Exemplary rating. The scope of the re-assigned/release time will be considered in determining if the activity is exemplary.

Satisfactory High: Affiliate faculty who meet expectations in teaching and meet/exceed expectations in professional development and service (if relevant) should be rated Satisfactory High.

Satisfactory: Affiliate faculty who partially meet expectations in teaching and meet expectations in professional development and service (if relevant) should be rated Satisfactory. Additionally, affiliate faculty who meet expectations in teaching and have not fully met expectations in professional development or service (if relevant) should be rated Satisfactory.

Less than Satisfactory: Affiliate faculty who do not meet expectations in teaching should be rated Less than Satisfactory.

B. Burden of Responsibility and Areas of Evaluation:

Affiliate faculty will be evaluated in: teaching and professional development. It is the responsibility of the Affiliate faculty member to present evidence, during the annual merit review process, of ways they have met or exceeded the expectations of each area of evaluation.

C. Teaching

For merit review, all Affiliate faculty members should participate in expected teaching activities outlined in Table 1 in the appendix. To meet expectations, Affiliate faculty members should demonstrate many of the qualities of effective teaching, and to exceed expectations, they should demonstrate effective teaching and several aspects of teaching excellence as specified in the “Table of Teaching Criteria” in the appendix (Section V). Not all four areas nor all criteria in each area need to be met in documenting effective and excellent teaching, and excellent teaching incorporates effective teaching traits.

D. Professional Development

To meet expectations in professional development, Affiliate faculty members should participate in one or more personal professional activities listed in Table 2 (I.2) in the appendix. Affiliate faculty may exceed expectations for professional development by participating in several personal professional activities and at least one activity listed in the column “Excellence in Professional Development” or by participating in a large number of personal professional activities.

E. Reassigned Time/Reduced Teaching Load

Affiliate faculty members may receive reassigned time (RT) or a reduced load in teaching to engage in other duties. Faculty should document ways they have effectively engaged in the work associated with the reduced load/reassigned time and any outcomes of the work.

F. Contract Renewal and Annual Review

When an Affiliate faculty member is evaluated for contract renewal in the winter semester, the contract renewal recommendation will substitute for the annual written performance summary document for the prior calendar year, and a performance rating recommendation will be made by the APC and Unit Head based on the period of evaluation for contract renewal. An Affiliate faculty member going up for contract renewal may request a separate annual performance review by the Merit Review Committee; the Affiliate faculty member should request this separate review in writing no later than January 15.

IV. Appendix

Table 1: Criteria for the Evaluation of Teaching

Teaching Components	I. Teaching Responsibilities Expected of All Faculty	II. Effective Teaching	III. Excellence in Teaching* <i>(includes effective teaching, and, in addition to characteristics listed in this column, excellence may also be demonstrated by evidence of a deeper scope of characteristics identified as “effective”)</i>
A. Assigned Teaching	<ol style="list-style-type: none"> 1. Satisfy the selected Teaching Requirements specified in SG 3.04.A-F. 2. Maintain professionalism in relationships with students as specified in SG 3.05.D. 3. Flexibility in teaching schedules to satisfy departmental needs, and willingness to adjust teaching schedules due to unforeseen circumstances. 	<ol style="list-style-type: none"> 1. Use teaching/learning techniques such as lecturing, discussion, problem solving, small group work, student presentations, etc., that promotes learning. 2. Utilize appropriate questioning techniques 3. Inspire students to think about the subject matter in new and intellectually challenging ways. 4. Draw on their knowledge of their subject, their knowledge of their learners, and their general pedagogical knowledge to communicate the concepts of the discipline into terms that are meaningful to their students. 5. Active vigorous engagement with students in the classroom. 6. Diligent class preparation. 7. Clear communication with students. 8. Dedication to students, including treating students respectfully and being available to them outside of class. 9. Timely, fair, and instructive evaluation of student work. 10. Knowledgeable in the field of their assigned teaching. 11. Establish and maintain high academic standards. 12. Use appropriate pedagogies and relevant assessments of student learning. 13. Challenge and engage students. 14. Exhibit effective communication and human relations skills. 	<ol style="list-style-type: none"> 1. Expertise in classroom instruction. 2. Devotion of time and effort into educating themselves and their peers on best practices in teaching both in and out of the classroom. 3. Encourage deep learning, rather than surface approaches. 4. Develop students’ critical thinking skills, problem-solving skills, and problem-approach behaviors. 5. Enable students to become independent learners.

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B. Course Content and Curricular Development	<ol style="list-style-type: none"> 1. Include the SOR student learning objectives in the syllabus and address them in teaching. 2. Attend course coordination meetings for all assigned courses with course coordinators. 	<ol style="list-style-type: none"> 1. Recognize when to lead pedagogical activities in the classroom and when to allow room for the students to think and perform independently. 2. Create environments and materials which interest students and make them active participants in their own learning. 3. Remain current in the areas of teaching responsibility. Revise coursework to reflect changes that emerge in one's teaching areas. 4. Careful course design and clearly articulated goals. 5. Continual course development to enhance learning. 6. Thoughtful and effective development of curriculum. 7. Address in their courses relevant knowledge together with intellectual and practical skills pertinent to the discipline or profession. 	<ol style="list-style-type: none"> 1. Demonstrate an ability to transform and extend their students' knowledge. 2. Develop, find, and use creative teaching materials in addition to standard textbooks based on the intellectual needs of the students, the breadth of the course material, and the level of the course. 3. Viewed by their peers and by junior faculty as leaders in finding and promoting best practices in pedagogy, course logistics, field trips, or other extramural activities and course content. Play a role in revising or developing curricula as needed by their unit.
C. Supporting Students Outside of the Classroom	<ol style="list-style-type: none"> 1. Announce departmental events for students in appropriate classes. 2. Post appropriate flyers on office doors. 3. Recommend students for departmental recognition, as relevant 	<ol style="list-style-type: none"> 1. Hold office hours in the Tutoring Center. 2. Demonstrate to students the importance of lifelong learning. 3. Make the time and have the flexibility to make each student feel that their individual learning experience is the top priority during office hours. 4. Continue to learn about university resources and references. 5. Recognize when and where students need to be directed for the guidance they need. 6. Engage with students in other learning environments. 	<ol style="list-style-type: none"> 1. Connect not only to good students but effectively reach out to students who have more challenges.
D. Reflection on Teaching	<ol style="list-style-type: none"> 1. Update teaching in response to (a) student feedback, (b) other formative & summative feedback, and (c) professional development activities related to teaching. 	<ol style="list-style-type: none"> 1. Develop feedback mechanisms that monitor the effectiveness of teaching. 2. Demonstrate the ability and confidence to adjust teaching styles to achieve more productive learning experiences for students. 3. Practice self-critique and personal pedagogical development 	<ol style="list-style-type: none"> 1. Help lead discussions among colleagues for improving teaching practices. 2. Help peers define frames into which they can fit their teaching philosophies and practices. 3. Lead activities that will allow their peers to best evaluate and improve their teaching.

Table 2: Criteria and Examples for the Evaluation of Professional Development

	I. Personal Professional Development	II. Excellence in Professional Development
A. Criteria	<ol style="list-style-type: none"> 1. Continued learning in one’s field. 2. Acquiring, developing, or maintaining the knowledge, skills, or expertise necessary for one’s continued professional engagement. 3. Participation in the larger community of that scholar’s discipline. 4. Active use of one’s professional development training in the classroom. 	<p>Actively supporting, facilitating, or evaluating the professional development of others.</p>
B. Examples	<ol style="list-style-type: none"> 1. Continued reading in the field (books, articles, blogs, etc.). 2. Participating in Faculty Learning Communities. 3. Participating in departmental book club discussions. 4. Attending professional conferences 5. Attending or participating in professional workshops, meetings, or training sessions. 6. Acquiring new competencies (e.g., learning a new language, new methodology, or new technology) or licensure. 7. Active participation in departmental seminars or colloquia. 8. Engaging in training that results in a professional certificate. 9. Enrollment in graduate courses or other continued education (related to teaching and/or mathematics). 10. Creating manuals or other substantial pedagogical material used in your own teaching. 	<ol style="list-style-type: none"> 1. Presenting at a professional conference. 2. Conducting workshops or training sessions. 3. Organizing, chairing, or moderating a conference session. 4. Creating manuals or other substantial pedagogical materials used by others.