

**University of Central Florida
College of Education
Department of Educational Studies
Annual Faculty Evaluation Standards and Procedures
Effective January 1, 2007**

This document is intended as a guide for Educational Studies faculty in the annual evaluation process. Annual reviews serve to create a record of accomplishment of the faculty member for the previous calendar year, to generate constructive feedback, and to provide guidance in the promotion and tenure process where applicable. It is the responsibility of all participants in the evaluation process to review this document together with the UCF BOT-UFF CBA. As part of this evaluation process every faculty member is expected to complete and submit to the department chair the Annual Evaluation Form (Form A). This report will be accompanied by evidence such as student evaluations, copies of publications and manuscripts, paper presentations, and other appropriate documentation.

Based on departmental guidelines and exemplars for the evaluation of teaching, research, service and other duties (if assigned), as outlined in this document, the “Overall Evaluation Assessment” in the *Chairperson’s Evaluation Summary* will be determined as follows:

Tenure-Earning Faculty

Outstanding: An overall rating of “Outstanding” will be assigned when the faculty member receives an “Outstanding” rating in the categories of Teaching and Research, and at least a rating of “Above Satisfactory” in Service and Other Duties (if applicable).

Above Satisfactory: An overall rating of “Above Satisfactory” will be assigned when the faculty member receives at least an “Above Satisfactory” rating in the categories of Teaching, Research, Service, and Other Duties (if applicable).

Satisfactory: An overall rating of “Satisfactory” will be assigned when the faculty member receives at least a “Satisfactory” rating in the categories of Teaching, Research, Service, and Other Duties (if applicable).

Conditional: An overall rating of “Conditional” will be assigned when the faculty member receives at least a “Conditional” rating in the categories of Teaching, Research, Service, and Other Duties (if applicable).

Unsatisfactory: An overall rating of “Unsatisfactory” will be assigned when the faculty member receives at least an “Unsatisfactory” rating in the categories of Teaching, Research, Service, and Other Duties (if applicable).

Non-Tenure-Earning Faculty

Outstanding: An overall rating of “Outstanding” will be assigned when the faculty member receives an “Outstanding” rating in the category of Teaching, and at least an “Above Satisfactory” rating in the categories of Research, Service and Other Duties (if applicable).

Above Satisfactory: An overall rating of “Above Satisfactory” will be assigned when the faculty member receives at least an “Above Satisfactory” rating in the categories of Teaching, Research, Service, and Other Duties (if applicable).

Satisfactory: An overall rating of “Satisfactory” will be assigned when the faculty member receives at least a “Satisfactory” rating in the categories of Teaching, Research, Service, and Other Duties (if applicable).

Conditional: An overall rating of “Conditional” will be assigned when the faculty member receives at least a “Conditional” rating in the categories of Teaching, Research, Service, and Other Duties (if applicable).

Unsatisfactory: An overall rating of “Unsatisfactory” will be assigned when the faculty member receives at least an “Unsatisfactory” rating in the categories of Teaching, Research, Service, and Other Duties (if applicable).

TEACHING EFFECTIVENESS

Teaching takes place in both academic courses and advisement. Effective teachers demonstrate expert knowledge in an appropriate area related to their academic discipline. They generate enthusiasm for learning, critical thinking, intellectual inquiry, and academic achievement and incorporate student feedback for programmatic improvements.

EVALUATION SCHEMA:

Evaluation of Teaching will include a review of the teaching activities, recognition, and contributions (see Teaching Effectiveness Exemplars) that the faculty member has made to the University, the College and the Department of Educational Studies. It is the expectation that each faculty member will meet class assignments for the scheduled number of sessions as published in the university calendar and that the Department Chair has approved this semester schedule, including the final examination period, unless a request to cancel a meeting during the final examination period has been granted. In addition, for each course assignment all faculty must provide and follow a syllabus that adheres to current university guidelines as well as provide an electronic version of the syllabus to the appropriate staff member in the department. It is expected that faculty will also a) include creativity or innovation in their course delivery; b) infuse evidence-based practices into course materials; c) include multicultural/culturally responsive objectives; and d) advise students. Faculty may request special consideration should he/she experience an extenuating condition (see “Extenuating Circumstances” listed below).

I. OUTSTANDING

To achieve an evaluation of **OUTSTANDING** in Teaching, faculty must demonstrate competence in teaching by achieving “Good” to “Excellent” course/instructor evaluation ratings from an average of at least 70% of students in each course in the category of “Overall Assessment of Instruction” on the Student Perception of Instruction Reports. In addition faculty must complete at least three of the teaching effectiveness exemplars. Faculty may request a peer review/moderation should he/she experience an extenuating condition (see reference list).

II. ABOVE SATISFACTORY

To achieve an evaluation of **ABOVE SATISFACTORY** in Teaching, faculty must demonstrate competence in teaching by achieving “Good” to “Excellent” course/instructor evaluation ratings from an average of at least 60% of students in each course in the category of “Overall Assessment of Instruction” on the Student Perception of Instruction Reports. In addition faculty must complete at least three of the teaching effectiveness exemplars

III. SATISFACTORY

To achieve an evaluation of **SATISFACTORY** in Teaching, faculty must demonstrate competence in teaching by achieving “Good” to “Excellent” course/instructor evaluation ratings from an average of at least 51% of students in each course in the category of “Overall Assessment of Instruction” on the Student Perception of Instruction Reports. In addition faculty must complete at least two teaching effectiveness exemplars

IV. CONDITIONAL

An evaluation of **CONDITIONAL** in Teaching will be assigned if a faculty member receives “Fair” to “Poor” course/instructor evaluations from an average of at least 50% of the students in each course taught in the category of “Overall Assessment of Instruction” on the Student Perception of Instruction Reports, and demonstrates poor performance of teaching assignments. Evidence of poorly performing teaching assignments includes failure to meet classes in a responsible manner, failure to return papers, other assignments or tests on a timely basis, failure to communicate with students, failure to serve as a responsible advisor to students.

V. UNSATISFACTORY

A faculty member who fails to perform, or chronically demonstrates poor performance will receive an evaluation of **UNSATISFACTORY**. Poor performance includes consistent “Fair” to “Poor” course evaluation ratings from an average of at least 50% of the students in each academic course taught in the category of “Overall Assessment of Instruction” on the Student Perception of Instruction Reports, failure to meet classes in a responsible manner, failure to return papers, other assignments or tests on a timely basis, failure to communicate with students, failure to serve as a responsible advisor to students.

Extenuating Circumstances may include, but are not limited to:

1st time course delivery, multiple course preparations, teaching on multiple campuses, large sections (sections that exceed the average class size in the college) last-minute course assignment, diseases/illnesses, catastrophic occurrences, substitution for other faculty.

Teaching Effectiveness Exemplars

Exemplars shall include, but are not limited to:

- a. Support for student research, dissertations.
- b. Course/program development.
- c. Mentor colleagues.
- d. Publication, presentations, professional development activities related to curriculum; student learning. *
- e. Grants related to curriculum, social foundations, and department mission. *
- f. Receive teaching award.

* Grant, Publication, Presentation may be listed under “Teaching” or “Research”, but not both simultaneously.

Teaching Effectiveness Exemplars

Evidence	Instructor/Visiting Instructor	Assistant Professor/Visiting	Associate Professor	Professor
a. Support of student thesis, dissertation and/or research projects	Assist students with individual in class or class-connected assignments.	Facilitate student projects, both in-class or class related	Participate, chair/co-chair thesis and dissertation committees	Chair, Co-Chair, thesis, dissertation or research projects.
b. Course revisions - and/or new course/program development (i. e. based on current research, innovative methods, and other data)	Make revisions to course syllabus/syllabi	Make major revisions (significant updating of course-related materials) to course syllabus/syllabi	Assist in the development of new courses/programs	Leadership role in the development of new counsel programs.
c. Mentor teaching assistants, adjuncts, and/or colleagues in the teaching process		Mentor teaching assistants, and/or adjuncts	Mentor adjuncts, new faculty and graduate teaching assistants and stimulate an interest in research/grant projects	Mentor adjuncts. Collaborate with new faculty and graduate teaching assistants on research projects and grant opportunities
d. Publications, presentations, and professional development activities (e.g. conferences, workshops) related to curriculum, student learning and/or teaching*	Local and regional	Regional and/or national level	National and international level	National and international level
e. Grants or other funding that advances the field of curriculum instruction, social foundations, as well as the department's teaching mission*		Submits university or external grant proposal.	Co-PI or participant on externally funded peer reviewed grant.	Principal Investigator on externally funded peer reviewed grant.
f. Teaching awards	Receive local or UCF Teaching award.	Receive UCF, State, Regional, National or International Teaching Award.	Receive UCF, State, Regional, National or International Teaching Award.	Receive UCF, State, Regional, National or International Teaching Award.

* Grant, Publication, Presentation may be listed under “Teaching” or “Research”, but not both simultaneously.

RESEARCH EFFECTIVENESS

Research includes traditional research inquiry, field-based inquiry, historical and policy analyses, and other systematic reviews of knowledge. It encompasses research, scholarship and creative activity.

EVALUATION SCHEMA:

Evaluation in the area of Research (and Scholarship and Creative Activity) will include a review of the scholarly activities, sponsored research, recognition, and contributions (see above descriptions) that the faculty member has undertaken during the evaluation period. The critical standard for Research at the ranks of Assistant, Associate and Full Professor is the peer-reviewed, scholarly journal article. Typically, acceptance/publication of at least one peer reviewed article per calendar year in a state, regional, national, or international scholarly journal (dependant on rank) is required to receive an OUTSTANDING, and publication in other peer reviewed publications expected for ABOVE SATISFACTORY in this category. Articles may only be counted once, either when they are “in press” or when they are published. Faculty with higher than average research assignments through buy-outs or other agreements will have higher expectations. Submission of a competitive grant may take the place of a publication in a given year.

The following schema provides more specific direction for evaluation of faculty in the area of Research. Refer to “Research Effectiveness Exemplars” for specific applications by rank.

Tenure-Earning Faculty

I. OUTSTANDING

In order to achieve an **OUTSTANDING** evaluation in Research, a faculty member must have an established program of research and an article accepted (in press) or published in a scholarly peer-reviewed journal. In addition the faculty member must have at least two pieces of research effectiveness exemplars. (Note: For promotion and tenure, it is highly recommended that at least two refereed articles be published or in-press each year.)

II. ABOVE SATISFACTORY

In order to achieve an **ABOVE SATISFACTORY** evaluation in Research, a faculty member must have a clear program of research and an article accepted (in press) or published in a peer reviewed journal. In addition the faculty member must have at least one piece of research effectiveness exemplars. (Note: For promotion and tenure, it is highly recommended that at least two refereed articles be published or in-press each year.)

III. SATISFACTORY

In order to achieve a **SATISFACTORY** evaluation in Research, a faculty member must have a preliminary research agenda and have at least one article per year which is new or substantially revised in progress (submitted but not yet accepted or in press). In addition the faculty member must have at least one piece of research effectiveness exemplars.

IV. CONDITIONAL*

A faculty member will receive a **CONDITIONAL** evaluation in Research and Creative Activities if s/he has no focused research agenda but has at least two of the following:

1. An article in progress
2. Substantial work completed on a grant application
3. A presentation accepted at a national/international conference
4. A book chapter accepted for publication
5. Served as evaluator for a local community partner
6. Membership on an editorial board or served as reviewer for a journal

V. UNSATISFACTORY*

A faculty member who does not complete activities necessary for a **CONDITIONAL** evaluation will receive an **UNSATISFACTORY** evaluation in Research and Creative Activities.

Non-Tenure-Earning Faculty

I. OUTSTANDING

In order to achieve an **OUTSTANDING** evaluation in Research, Instructors or Visiting faculty members must remain current in their field by attending a scholarly conference. In addition the faculty member must have at least two research effectiveness exemplars.

II. ABOVE SATISFACTORY

In order to achieve an **ABOVE SATISFACTORY** evaluation in Research, Instructors or Visiting faculty members must remain current in their field by attending a scholarly conference. In addition the faculty member must have at least one research effectiveness exemplars.

III. SATISFACTORY

In order to achieve a **SATISFACTORY** evaluation in Research, Instructors or Visiting faculty members must remain current in their field by attending a scholarly conference.

IV. CONDITIONAL

In order to achieve a **CONDITIONAL** evaluation in Research, Instructors or Visiting faculty members must remain current in their field by demonstrating membership in a scholarly organization.

V. UNSATISFACTORY

A faculty member who does not complete activities necessary for a **CONDITIONAL** evaluation will receive an **UNSATISFACTORY** evaluation in Research and Creative Activities.

Faculty who receive a rating below **SATISFACTORY** for more than one year, will be ineligible for a reassignment to research for at least three years.

*Faculty who receive a rating of **Conditional** or **Unsatisfactory** in Research and Creative Activities will have their research assignment reduced or eliminated entirely if they are unable to improve their rating during the next evaluation period.

Research Effectiveness Exemplars

Exemplars shall include but are not limited to:

- a. Peer reviewed journal articles or book chapters (published or in-press)
- b. Book published or in-press; may count multiple times depending on the contribution to the text. **
- c. Dissemination at scholarly conferences (peer-reviewed or invited).
- d. Grant proposal/funding (may count multiple times depending upon size and competitiveness of grants). ***
- e. Editorial work.
- f. Research Awards

**** may count for 1, 2 or 3 of above depending on the contribution to the text**

***** may count for 1, 2 or 3 of above depending on the size and competitive nature of the proposal/funding awarded.**

Research Effectiveness Exemplars

Evidence	Instructor or Visiting Professor	Assistant Professor	Associate Professor	Professor
a. Peer reviewed journal, articles or book chapters (published or in-press).	Local or regional scholarly publication.	At least one article or book chapter must be in state, regional, national or international peer-reviewed journal or scholarly press.	At least one article or book chapter in regional, national or international peer-reviewed scholarly journal or press. At least one article should be first-authored or single-authored.	At least one article or book chapter in national or international peer reviewed scholarly journal or press. At least one peer-reviewed scholarly article, first-authored or single authored, published in a high-visibility journal.
b. Book (published or in-press; may count multiple times depending on the contribution to the text)			Authorship or editorship of scholarly book at an academic or high-visibility press.	First-authored or single-authored book at an academic or high-visibility press
c. Dissemination at scholarly conferences (peer-reviewed or invited)	Attendance at scholarly conference.	A peer-reviewed presentation or discussant at a state, regional, national or international scholarly conference.	Presentation or discussant at high-visibility peer-reviewed regional, national or international conference, organization of symposia.	High-visibility presentations or discussant at peer-reviewed national or international conferences.
d. Grant proposal/funding (may count multiple times depending upon size and competitiveness of grants)		Submits university or external grant proposal.	CO-PI or participant on funded external peer-reviewed grant.	Principal Investigator on funded external, peer-reviewed grant.
e. Editorial work		Review manuscripts for peer-reviewed journals or academic presses, including conference proposals.	Editorial board membership on peer-reviewed scholarly journal.	Editorship of peer-reviewed scholarly journal.
f. Research award	Receive local, UCF research award.	Receive UCF, state, regional, national or international research award.	Receive UCF, state, regional, national or international research award.	Receive UCF, regional, national or international research award.

Note: Faculty may include multiple evidence from the same category. In addition, they may pick evidence from a higher category if desired, but not evidence from lower ranks.

PROFESSIONAL AND COMMUNITY SERVICE EFFECTIVENESS

Professional and community service includes service to the University, the College of Education, and the Department of Educational Studies, as well as service to professional organizations, and to the community at the local, state, national and international levels.

EVALUATION SCHEMA:

Evaluation in the area of Professional and Community Service will include a review of the service activities, recognition, and contributions that the faculty member makes to the university, college, department, profession, and local, state, regional, national and international communities.

Typically paid consultations or other activities for which the faculty member receives payment should not be counted toward productivity in this area. The following schema provides specific direction for the evaluation of faculty in the area of Professional and Community Service. Refer to “Professional and Community Exemplars” for specific application by rank.

Tenure-Earning Faculty

I. OUTSTANDING

To achieve an **OUTSTANDING** in the area of Professional and Community Service faculty must meet the standards to be considered **SATISFACTORY**, adequately complete the usual service assignments made by the Chair of the Department of Educational Studies during the evaluation period, and readily respond to the service needs of the University, the profession, and the community by engaging in at least 3 of the service exemplars according to rank.

II. ABOVE SATISFACTORY

To achieve an **ABOVE SATISFACTORY** in the area of Professional and Community Service faculty must meet the standards to be considered **SATISFACTORY**, adequately complete the usual service assignments made by the Chair of the Educational Studies during the evaluation period, and readily respond to the service needs of the University, the profession, and the community by engaging in at least 2 of the service exemplars according to rank.

III. SATISFACTORY

To achieve a **SATISFACTORY** in the area of Professional and Community Service faculty must adequately complete the usual service assignments made by the Chair of the Department of Educational Studies during the evaluation period and meet the following standards:

- Attend regular college and departmental meetings and retreats.
- Attend college and departmental functions (e.g., Recognition Breakfast and/or the College Graduation Ceremony) at least once a year, and
- Serve on a search committee (if requested)

In addition, faculty must readily respond to the service needs of the university, the profession, and the community by engaging in at least 1 service exemplar according to rank.

IV. CONDITIONAL

To achieve a **CONDITIONAL** in the area of Professional and Community Service faculty fail to meet the standards necessary to achieve a rating of **SATISFACTORY**, and have not successfully completed the usual service assignments made by the Chair of the Department of Educational Studies during the evaluation period, and do not respond to the needs of the university, the profession, and the community by engaging in service activities.

V. UNSATISFACTORY

To achieve an **UNSATISFACTORY** in the area of Professional and Community Service faculty fail to meet the standards necessary to achieve a rating of **SATISFACTORY**, complete poorly the usual service assignments made by the Chair of the Department of Educational Studies across two or more evaluation periods, and do not respond to the needs of the university, the profession, and the community by engaging in service activities.

Non-Tenure-Earning Faculty

I. OUTSTANDING

To achieve an **OUTSTANDING** in the area of Professional and Community Service faculty must meet the standards to be considered **SATISFACTORY**, adequately complete the usual service assignments made by the Chair of the Department of Educational Studies during the evaluation period, and readily respond to the service needs of the University, the profession, and the community by engaging in at least 1 service exemplar according to rank.

II. ABOVE SATISFACTORY

To achieve an **ABOVE SATISFACTORY** in the area of Professional and Community Service faculty must adequately complete the usual service assignments made by the Chair of the Department of Educational Studies during the evaluation period and meet the following standards:

- Attend regularly college and departmental meetings and retreats.
- Attend college and departmental functions (e.g., Recognition Breakfast and/or the College Graduation Ceremony) at least once a year, and
- Serve on search committee (if requested)

III. SATISFACTORY

To achieve a **SATISFACTORY** in the area of Professional and Community Service faculty must adequately complete the usual service assignments made by the Chair of the Department of Educational Studies during the evaluation period and meet 1 of the following standards:

- Attend regularly college and departmental meetings and retreats. **OR**
- Attend college and departmental functions (e.g., Recognition Breakfast and/or the College Graduation Ceremony) at least once a year, **OR**
- Serve on search committee (if requested)

IV. CONDITIONAL

To achieve a **CONDITIONAL** in the area of Professional and Community Service faculty fail to meet the standards necessary to achieve a rating of **SATISFACTORY**, but have successfully completed the usual service assignments made by the Chair of the Department of Educational Studies during the evaluation period, and have responded to the needs of the university, the profession, and the community by engaging in service activities.

V. UNSATISFACTORY

To achieve an **UNSATISFACTORY** in the area of Professional and Community Service faculty fail to meet the standards necessary to achieve a rating of **SATISFACTORY**, complete poorly the usual service assignments made by the Chair of the Department of Educational Studies across two or more evaluation periods, and do not respond to the needs of the university, the profession, and the community by engaging in service activities.

Effectiveness in Professional and Community Service Exemplars

Exemplars shall include, but are not limited to:

- a. Serve as member on committee/task force.
- b. Chair a committee or task force.
- c. Participate in university and/or community activities that impact students, faculty, and staff.
- d. Provide presentation(s), professionally-related talks, speeches, and/or service to local, regional, national, or international groups or organizations (e.g., schools, businesses, healthcare agencies)
- e. Participate on accreditation site visit teams or review boards.
- f. Participate in professional and/or community organizations impacting the professions and/or people we serve
- g. Participate in external reviews for faculty promotion and tenure.
- h. Service awards.

The evaluation process will include review of faculty documentation of Professional and Community service, including such evidence as brochures or programs identifying presentations and workshops; a description of committee activity (e.g., name of committee, number of meetings attended, role on and contribution to the committee); consultant reports or products; and a description of substantial contribution to the effective functioning of a degree program.

Effectiveness in Professional and Community Service Exemplars

Evidence	Instructor/Visiting	Assistant Professor	Associate Professor	Professor
a. Serve as member on committee/task force.	x	Serve on department committee/task force.	Serve on department or college committee/task force.	Serve on department, college or university committee/task force.
b. Chair a committee or task force.	x	x	Chair department and/or college committee/task force.	Chair college and/or university committee/task force.
c. Participate in university and/or community activities that impact students, faculty, and staff.	Knowledge of and disseminates information about university and/or community activities	Participates in local professional and/or community activities	Participates in activities to promote development of students, faculty, and staff (e.g., mentoring)	Mentoring and leadership in organization of activities/programs that impact students, faculty, and staff
d. Provide professionally-related presentations, speeches, and/or service to local, regional, national, or international groups or organizations (e.g., schools, businesses, healthcare agencies)	Participates in constituent groups	Plans and/or presents workshops/continuing education training to constituent groups	Invited participation in (e.g., keynote) or assumes leaderships role in constituent groups	Invited participation in (e.g., keynote) or assumes leaderships role in constituent groups
e. Participate on accreditation site visit teams or review boards.	x	x	Participate on accreditation site visit teams or review boards.	Participate on accreditation site visit teams or review boards.
f. Participate in professional and/or community organizations impacting the professions and/or people we serve	Member of professional/service organization	Participates in professional/service organization by attending conferences, minimum state level. Serve on state committee.	Serve on professional/service organization, committee (minimum regional level). Organize state or regional professional conference.	Serve as committee Chair, officer conference organizer for professional/service organization (minimum national level)
g. Participate in external reviews for faculty promotion and tenure.	x	x	Participate in external reviews for faculty promotion and tenure.	Participate in external reviews for faculty promotion and tenure.

Evidence	Instructor/Visiting	Assistant Professor	Associate Professor	Professor
h. Service award	Receive local, UCF service award	Receive UCF, state, regional, national or international service award.	Receive UCF, state, regional, national or international service award.	Receive UCF, state, regional, national or international service award.

***Each category of evidence can be counted more than once**

***Individuals can draw on evidence from above ranks, but not vice versa**

***The above evidence is not meant to be exhaustive. Individuals may submit other pieces of evidence for consideration.**