

**University of Central Florida**  
**College of Health and Public Affairs - Department of Health Professions**  
**Annual Faculty Evaluation Standards and Procedures for Tenure Track and Tenured Faculty<sup>1</sup>**  
**Approved for first use in 2015-16 annual evaluations**

The purpose of this document is to provide standards and procedures to evaluate the annual performance of the tenure track and tenured faculty in the Department of Health Professions. For further information on the evaluation process, please refer to the BOT-UFF Collective Bargaining Agreement.

Tenure earning and tenured faculty must be aware that the criteria for Promotion and Tenure (P&T) are separate and distinct from the criteria in this Annual Evaluation Standards and Procedures document. Tenure earning and tenured faculty must make themselves aware of any department, college, and university criteria for P&T. Further information on P&T can be found through the Office of Faculty Relations and university regulation 3.015.

### **General Guidelines**

Faculty, as academic and clinical professionals, are expected to contribute to the orderly and effective functioning of the University of Central Florida, the College of Health and Public Affairs and the Department of Health Professions. For satisfactory performance, all faculty are expected to create and maintain professional relationships; show due respect for the beliefs and opinions of others, refrain from exploitation and harassment; maintain currency in and contribute to their appropriate discipline. Performance of these professional responsibilities, as well as the specific duties and responsibilities included in written annual assignments from the chair of the Department of Health Professions, will be considered in evaluating faculty. While instructional activities, office hours, and other duties are responsibilities require performance at a specific time and place, other non-scheduled activities may be appropriately performed in a manner and place determined by the faculty member, with the agreement of the chair of the Department of Health Professions.

### **Evaluation Categories**

Faculty are evaluated by examining contributions, competence, and scholarship in three main categories: “Instructional Activities”, “Research & Creative Activities”, and “Service (including Governance)”. An additional category of “Other Assigned Duties” may be used to assign responsibilities that do not fit the three main categories. All relevant areas are evaluated with consideration of the faculty member’s rank and assignment.

### **Procedures**

At the beginning of each evaluation period, the faculty and chair will negotiate the percentage of their workload assigned to each of the categories outlined above. All faculty members shall have measurable goals for accomplishment in all designated evaluation categories **unless** their contractual annual assignment does not include a category. Category omissions, when utilized, will be based on the collective needs of the unit or program and will reflect the teaching assignment of the individual. Within two weeks of the end of the evaluation period at the close of the spring semester, each faculty will submit an Annual Report and any supporting documentation required to the chair. The Annual Report should accurately delineate their

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<sup>1</sup> Revised and Approved by the Faculty of Department of Health Professions.

accomplishments in each category. The chair may use this Annual Report as well as other relevant information in order to fairly evaluate the faculty member.

### Assessment of Performance

Each faculty member will be given an overall performance assessment based on the ratings in the categories outlined above. A point value will be given based on the rating in each category (see Category and Overall Evaluation Scale table below). The overall rating will be determined using a weighted formula that accounts for the rating and FTE assigned in each category (see the Department of Health Professions Workload Policy for typical assignments). Examples of calculations for typical tenure track and tenured faculty assignments in the Department of Health Professions are shown below.

### Category and Overall Evaluation Scale

Evaluation	Category Rating	Overall Rating
Outstanding	4.0	3.5 – 4.0
Above Satisfactory	3.0	3.0 – 3.49
Satisfactory	2.0	2.0 – 2.99
Conditional	1.0	1.0 – 1.99
Unsatisfactory	0	0 - .99

For example: Dr. Denton Fender (a tenure-earning faculty member, or tenured faculty member with a higher than typical research assignment) receives the following categorical ratings.

Category	Evaluation	Points	FTE	Overall Rating (points x FTE)
Instructional Activities	Outstanding	4.0	.50	2.0
Research & Creative Activities	Satisfactory	2.0	.40	.80
Service (Including Governance)	Above Satisfactory	3.0	.10	.30
				<b>3.1</b>
				<b>Above Satisfactory</b>

For example: Dr. Beau Aurcacy (a tenured faculty member with a typical research assignment) receives the following categorical ratings.

Category	Evaluation	Points	FTE	Overall Rating (points x FTE)
Instructional Activities	Outstanding	4.0	.65	2.6
Research & Creative Activities	Satisfactory	2.0	.30	.60
Service (Including Governance)	Above Satisfactory	3.0	.05	.15
				<b>3.35</b>
				<b>Above Satisfactory</b>

FTE for any category will be averaged across the total number of semesters in which that faculty member received an assignment in any category. For example, if a faculty member receives an assignment in “Instructional Activities”, “Research & Creative Activities”, and “Service (Including Governance)” during the fall and spring, but only receives an “Instructional Activities” assignment in the summer, the FTE for every category will be averaged across all three semesters. However, if that faculty member did not receive any assignment during the summer, the FTE for each category will be averaged across only the fall and spring semesters.

The overall rating will be determined using the weighting scale above. However, an employee is required to receive a minimum rating of Satisfactory in each area of assignment in order to receive an overall rating of Satisfactory or above.

**INSTRUCTIONAL ACTIVITIES EFFECTIVENESS**

Evaluation in the category of “Instructional Activities” will include a review of the teaching activities, recognition, and contributions that the faculty member has made to the university, the Department of Health Professions, the college, and the individual professional programs.

**Evidence**

Evidence for “Instructional Activities” effectiveness is provided through student evaluations, peer and Chair evaluations, annual report, and teaching portfolios when available.

- Student evaluations: Ratings on standardized university forms or other evaluation forms.
- Peer and Chair evaluations: Evaluation of course syllabi, study materials, learning experiences, lectures, bibliographies, and audiovisual materials; and clinical and classroom teaching using departmental/school forms.
- Teaching portfolios: A teaching portfolio may include, but is not limited to, the following:
  - Statement of teaching and advising duties and responsibilities;
  - Enrollment information on types of courses, advising load;
  - Statement of philosophy of teaching;
  - Description of materials and methods used in achieving desired learning outcomes, including efforts to improve quality and effectiveness of teaching as well as the integration of evidenced-based research into course content; and/or
  - Artifacts of teaching such as (evaluation of course syllabus, examples of students work, examples of lectures, seminar-facilitation notes, or web-based/CD-ROM based materials).

**Universal Expectations:**

- Faculty will meet class/clinical assignments for the scheduled number of sessions as published in the university calendar and semester schedule, including the final examination period, unless a request to cancel a meeting during the final examination period has been approved by the department Chair in advance;
- Each course/clinical assignment assigned to the faculty member must include and follow a syllabus that adheres to current university guidelines. Each faculty member must also provide an electronic version of the syllabus to the appropriate staff member in the department;
- Faculty will post and attend their required office hours according to current university, college, and departmental guidelines;
- Faculty will use appropriate instructional materials such as textbooks, readings, assessment tools, and intervention programs;
- Faculty will cover appropriate course topics and reflect current knowledge in course presentations and clinical management in assigned areas;
- Faculty will demonstrate the infusion of evidence-based practices into course materials and clinical experiences where appropriate;
- Faculty will use appropriate instructional techniques and evaluation and reporting formats;
- Faculty will keep regular and special advisement/conference appointment hours, be well informed and professional in advising assigned students, and handle paperwork associated with advisement in a timely manner;
- Faculty will evaluate student performance in a fair, equitable, and timely manner;
- Faculty will demonstrate current knowledge and expertise in assigned areas of teaching;
- Faculty will collaborate to support the implementation of the curriculum;
- Faculty will integrate appropriate technology in course presentation (e. g., class e-mail, online course enhancement, videotapes, CAIs).

**Universal Expectations according to rank and consistent with time in rank**

<b>Assistant Professor</b>	<b>Associate Professor</b>	<b>Full Professor</b>
<ul style="list-style-type: none"> <li>• Participates in student projects and/or thesis and dissertation committees.</li> </ul>	<ul style="list-style-type: none"> <li>• Participates and/or chairs student projects and/or thesis and dissertation committees.</li> <li>• Mentors colleagues and students in their professional role development and/or teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Participates and/or chairs student projects and/or thesis and dissertation committees.</li> <li>• Mentors colleagues and students in their professional role development and/or teaching.</li> </ul>

- Provides leadership in curriculum development.

The following schema provides specific criteria for the evaluation of all faculty in the area of “Instructional Activities”.

Rating	Criteria	Quality Indicators
<b>Outstanding</b>	To achieve an <b>OUTSTANDING</b> evaluation in “Instructional Activities” faculty must demonstrate competence in teaching by achieving “Good” to “Excellent” course/instructor evaluation ratings from at least 75% of students who completed an evaluation (including receiving generally positive comments on the open ended portion of the evaluation form); meet all universal expectations and universal expectations according to rank and consistent with time in rank (outlined above); and must complete at least <b>THREE</b> quality indicators.	<ol style="list-style-type: none"> <li>Chair a student thesis, dissertation or research project completed during the evaluation period</li> <li>Serves as a member of a student thesis, dissertation or research project completed during the evaluation period</li> <li>Develop at least one new course or complete major revisions to an existing course or clinical learning experience based on student feedback and other data;</li> <li>Participate actively in the department or program curriculum process;</li> <li>Develop and implement new strategies to recruit and retain a diverse student body</li> <li>Mentor graduate teaching assistants, adjuncts, or colleagues in the teaching process</li> </ol>
<b>Above Satisfactory</b>	To achieve an <b>ABOVE SATISFACTORY</b> evaluation in “Instructional Activities” faculty must demonstrate competence in teaching by achieving “Good” to “Excellent” course/instructor evaluation ratings from at least 75% of students who completed an evaluation (including receiving generally positive comments on the open ended portion of the evaluation form); meet all universal expectations and universal expectations according to rank and consistent with time in rank (outlined above); and must complete at least <b>TWO</b> quality indicators.	<ol style="list-style-type: none"> <li>Disseminate information related to curriculum or teaching through peer reviewed publications and presentations</li> <li>Receive recognition for teaching expertise from the university or professional communities</li> <li>Serves as a consultant to other educational institutions to promote the scholarship of teaching</li> <li>Organize or conduct professional development activities (e.g., conferences, workshops)</li> <li>Submit and receive grants or other funding that advances the department’s teaching mission</li> </ol>
<b>Satisfactory</b>	To achieve a <b>SATISFACTORY</b> evaluation in “Instructional Activities”, faculty must demonstrate competence in teaching by achieving “Good” to “Excellent” course/instructor evaluation ratings from $\geq 51\%$ of students in each course/practicum who completed an evaluation (including receiving generally positive comments on the open ended portion of the evaluation); meet all universal expectations and universal expectations according to rank and consistent with time in rank (outlined above); and complete at least <b>ONE</b> quality indicator.	<ol style="list-style-type: none"> <li>Other criteria outlined between faculty and chair in advance</li> </ol>
<b>Conditional</b>	An evaluation of <b>CONDITIONAL</b> in “Instructional Activities” will be assigned if s/he fails to achieve satisfactory.	
<b>Unsatisfactory</b>	The faculty member will receive an <b>UNSATISFACTORY</b> rating upon their second consecutive <b>CONDITIONAL</b> rating and/or if poor performance in this area has resulted in discipline or counseling.	

**RESEARCH & CREATIVE ACTIVITIES EFFECTIVENESS**

Evaluation in the category of “Research & Creative Activities” will include a review of the scholarly activities, sponsored research, recognition, and contributions the faculty member has undertaken during the evaluation period.

**Evidence**

Evidence for “Research & Creative Activities” effectiveness is provided through a review of faculty documentation of research and creative activity, including, but not limited to, such evidence as letters of acceptance for journal articles, manuscripts, grant applications, and papers accepted for presentation or presented at professional conferences.

Papers, book chapters, books and presentations should be reported in the year they occur with full and complete citations so that they may be considered and cited in the department annual report for the college and for possible publicity. However, notice of acceptance may be reported and documented for credit towards evaluation. Each item may only be counted once (either when accepted or published, but not both).

Submission of a competitive grant may take the place of a publication in a given year.

**Universal Expectations according to rank and consistent with time in rank**

<b>Assistant Professor</b>	<b>Associate Professor</b>	<b>Full Professor</b>
<ul style="list-style-type: none"> <li>• Emerging area of clinical practice and/or expertise.</li> <li>• Submission of at least one peer-reviewed manuscript for publication.</li> <li>• At least one presentation/poster at local, regional or national meeting.</li> </ul>	<ul style="list-style-type: none"> <li>• Identified area of clinical practice and/or expertise.</li> <li>• Submission of at least one manuscript to a peer-reviewed journal for publication.</li> <li>• At least one presentation/poster at local, regional or national meeting.</li> </ul>	<ul style="list-style-type: none"> <li>• Established area of clinical practice and/or expertise.</li> <li>• Submission of at least one manuscript to a peer-reviewed journal for publication.</li> <li>• At least one presentation/poster at local, regional or national meeting.</li> <li>• Mentors students and junior faculty.</li> </ul>

Tenure earning and tenured faculty must be aware that the criteria for Promotion and Tenure (P&T) are separate and distinct from the criteria in this Annual Evaluation Standards and Procedures document. Tenure earning and tenured faculty must make themselves aware of the department, college, and university criteria for P&T. Further information on P&T can be found through the Office of Faculty Relations.

The following schema provides specific criteria for the evaluation of all faculty in the area of “Research & Creative Activities”.

Rating	Criteria	Quality Indicators
<b>Outstanding</b>	To achieve an <b>OUTSTANDING</b> evaluation in “Research & Creative Activities”, the faculty member must complete all universal expectations and universal expectations according to rank and consistent with time in rank (outlined above); have at least <b>ONE</b> manuscript accepted in a peer-reviewed publication; and complete at least <b>THREE</b> additional quality indicators.	<ul style="list-style-type: none"> <li>a. Additional manuscript accepted in a peer reviewed publication(s)</li> <li>b. Authors/edits textbook</li> <li>c. Authors textbook chapter</li> <li>d. Authors monograph or editorial</li> <li>e. Authors online resources/publications</li> <li>f. Reviews grant proposals</li> <li>g. Reviews abstracts for a conference</li> <li>h. Reviews journal articles or textbook/chapter</li> <li>i. Book published (published or in-press)</li> <li>j. Recipient of grant that leads to further scholarly activity;</li> <li>k. Recipient of external funding</li> <li>l. Accepted peer reviewed or invited presentation/poster at a conference</li> <li>m. Serves as track/session chair at a conference</li> <li>n. Writes a grant proposal for research or clinical project</li> <li>o. Receives grant funding for research or clinical project</li> <li>p. Receives awards for research or clinical practice</li> <li>q. Mentors students in the research process (e.g., HIM advisor, thesis/project/capstone advisor, dissertation chair)</li> <li>r. Develops ancillary materials for textbooks</li> <li>s. Consultant for program evaluation</li> <li>t. Editor of a journal or guest editor of a journal issue</li> <li>u. Member of an editorial board or reviewer for a journal</li> <li>v. Serves as a consultant to promote research/scholarship</li> <li>w. Serves as an investigator or co-investigator on a research project</li> <li>x. Other criteria outlined between faculty and chair in advance</li> </ul> <p>Criteria items may not count as both criteria and additional indicators. However, any single item may count for 2-3 of above depending on the size and competitive nature of the award.</p> <p>Any single publication may not be counted as both an “acceptance” and a “publication” during any previous, current or subsequent annual review report.</p>
<b>Above Satisfactory</b>	To achieve an <b>ABOVE SATISFACTORY</b> evaluation in “Research & Creative Activities”, faculty must complete all universal expectations and universal expectations according to rank and consistent with time in rank (outlined above); have a peer-reviewed manuscript accepted; and complete at least <b>TWO</b> additional quality indicators.	
<b>Satisfactory</b>	To achieve a <b>SATISFACTORY</b> evaluation in “Research & Creative Activities”, faculty must complete all universal expectations and universal expectations according to rank and consistent with time in rank (outlined above); and complete at least <b>TWO</b> additional quality indicators.	
<b>Conditional</b>	A faculty member will receive a <b>CONDITIONAL</b> evaluation in “Research & Creative Activities” if s/he fails to achieve satisfactory.	
<b>Unsatisfactory</b>	The faculty member will receive an <b>UNSATISFACTORY</b> rating upon their second consecutive <b>CONDITIONAL</b> rating and/or if poor performance in this area has resulted in discipline or counseling.	

Annual Evaluation Standards and Procedures for the Department of Health Professions  
**EFFECTIVENESS IN SERVICE (INCLUDING GOVERNANCE)**

Evaluation in the category of “Service (Including Governance)” will include a review of the service activities, recognition, and contributions that the faculty member made to the university, college, department, profession, and local, state, regional, national and international communities.

An administrative assignment in the Department of Health Professions, college or university is not viewed as a part of the service responsibility. Such assignments will be evaluated under the category of “Other Assigned Duties”.

**Evidence**

Evidence for “Service (Including Governance)” effectiveness is provided through faculty documentation of service, professional development and governance activities, including 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.

Typically, paid consultations or other activities for which the faculty member receives payment will not normally be counted toward productivity in this area. Moreover, such activities require “Possible Conflict of Interest” reporting.

**Universal Expectations:**

- Attend program and Department of Health Professions meetings on a regular basis;
- Attend any meetings or events (ex. All College Meeting) as requested by their program director, chair or COHPA/UCF administration, unless permission is obtained in advance;
- Actively participate on at least one college level or university level committee;
- Attend at least one graduation ceremony per year.

**Universal Expectations according to rank and consistent with time in rank.**

<b>Assistant Professor</b>	<b>Associate Professor</b>	<b>Full Professor</b>
<ul style="list-style-type: none"> <li>• Committee or task participation at the program, department, college, university, or professional level.</li> </ul>	<ul style="list-style-type: none"> <li>• Committee or task leadership at the program, department, college, university or professional level.</li> <li>• The faculty member has a consistent record of excellence in assigned duties.</li> <li>• Mentors colleagues and students in their professional role development and/or teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Committee or task leadership at the department, college, university, or professional (regional/national) level.</li> <li>• The faculty member has a consistent record of excellence in assigned duties.</li> <li>• Mentors colleagues and students in their professional role development and/or teaching.</li> </ul>

The following schema provides specific criteria for the evaluation of all faculty in the area of “Service, Professional Development, and Governance”.

Rating	Criteria	Quality Indicators
<b>Outstanding</b>	To achieve an <b>OUTSTANDING</b> evaluation in the area of “Service, Professional Development, and Governance” faculty meet all universal expectations and universal expectations according to rank and time in rank (outlined above); and readily respond to the service needs of the university, the profession, and the community by engaging in at least <b>THREE</b> additional quality indicators.	<ul style="list-style-type: none"> <li>a. Serve as member on program, department, college, or university committee/task force</li> <li>b. Chair a committee or task force at the program, department, college and/or university levels</li> <li>c. Provide leadership to a university and/or community activity that impacts students, faculty, staff, and/or clients</li> <li>d. Provide presentation(s) and/or service to public schools, healthcare agencies, and or other higher education agencies</li> <li>e. Leadership position for an organizational activity or student organization liaison;</li> <li>f. Leadership position in a professional organization at the state, regional or national level</li> <li>g. Provide professionally related talks or speeches to local, regional, or national/international groups or organizations</li> <li>h. Assume leadership role in professional and/or community organizations impacting the professions and/or the people who we serve</li> <li>i. Participate on accreditation site visit teams or review boards</li> <li>j. Participate in conference planning and presentations</li> <li>k. Participate in external reviews for faculty promotion and tenure</li> <li>l. Other criteria outlined between faculty and chair in advance</li> </ul>
<b>Above Satisfactory</b>	To achieve an <b>ABOVE SATISFACTORY</b> in the area of “Service, Professional Development, and Governance” faculty must meet all universal expectations and universal expectations according to rank and time in rank (outlined above); and readily respond to the service needs of the university, the profession, and the community by engaging in at least <b>TWO</b> additional quality indicators.	
<b>Satisfactory</b>	To achieve a <b>SATISFACTORY</b> in the area of “Service, Professional Development, and Governance” faculty must meet all universal expectations and universal expectations according to rank and time in rank (outlined above); and readily respond to the service needs of the university, the profession, and the community by engaging in at least <b>ONE</b> additional quality indicator.	
<b>Conditional</b>	A <b>CONDITIONAL</b> evaluation in the area of “Service, Professional Development, and Governance” is assigned if s/he fails to achieve satisfactory.	
<b>Unsatisfactory</b>	The faculty member will receive an <b>UNSATISFACTORY</b> rating upon their second consecutive <b>CONDITIONAL</b> rating and/or if poor performance in this area has resulted in discipline or counseling.	

Annual Evaluation Standards and Procedures for the Department of Health Professions  
**OTHER ASSIGNED DUTIES**

Assignment as a Program Director, Program Coordinator, Director of Clinical Education, and Clinical Education Coordinator will be evaluated to be consistent with the reporting of this activity in the Faculty Activity Reports and the usual practice of course reduction that accompanies such an assignment. Faculty will be provided with a description of the position when the annual assignment is made.

The following schema provides specific criteria for the evaluation of all faculty in the area of “Other Assigned Duties”.

Rating	Criteria	Quality Indicators
<b>Outstanding</b>	To achieve an evaluation of <b>OUTSTANDING</b> , the faculty member must complete the assignments in the position description in a thoughtful and responsible manner, take a leadership position in ensuring program quality to meet standards of the university and accrediting agency, recognize and work with community representatives to meet community needs, and fulfill student needs while representing the program and its needs accurately to the department chair.	Additional quality indicators may be outlined in advance between the faculty member, the program director and the department chair.
<b>Above Satisfactory</b>	To achieve an evaluation of <b>ABOVE SATISFACTORY</b> , the faculty member must complete the assignments in the position description in a thoughtful and responsible manner, maintaining program integrity and quality to the university and accrediting agency and graduating students successfully, in a manner that requires little intervention by the department chair in the administration of the program.	
<b>Satisfactory</b>	To achieve an evaluation of <b>SATISFACTORY</b> , the faculty member must adequately complete the assignments in the position description during the period of evaluation in a manner that does not place the program in jeopardy with university or accreditation standards or require substantial intervention by the department chair in the administration of the program.	
<b>Conditional</b>	A faculty member who fails to meet the standards of a <b>SATISFACTORY</b> rating, and places the program or students at academic risk will be given a <b>CONDITIONAL</b> rating.	
<b>Unsatisfactory</b>	A faculty member who fails to earn <b>CONDITIONAL</b> or above for two consecutive evaluation periods and/or if poor performance in this area has resulted in discipline or counseling will receive an evaluation of <b>UNSATISFACTORY</b> and may have their responsibilities (e.g. for program direction) removed.	

**In those cases where “Other Assigned Duties” (other than described above) are a significant part of evaluating a faculty member’s performance, the faculty member in consultation with the chair, will outline goals and expectations before the assignment is given.**