

University of Central Florida Center for Distributed Learning

Annual Evaluation Standards & Procedures (AESP)

INTRODUCTION

The purpose of this document is to provide standards for annual evaluations for the faculty within the Center for Distributed Learning (CDL). The annual performance evaluation shall be based upon the professional performance of assigned duties and shall carefully consider the nature of the assignments and quality of the performance.

The evaluation period shall be the academic year, beginning August 8, and shall include the preceding summer, as appropriate.

CATEGORIES

Faculty are evaluated on the following categories:

1. Performance of Professional Responsibilities and Professional Development
2. Scholarship
3. Professional Service to CDL, University, Community, and Profession

Typically, each faculty member will be assigned 85% of their annual effort for Performance of Professional Responsibilities and Professional Development, 10% for Scholarship, and 5% for Professional Service to CDL, University, Community, and Profession. It is expected that there will be some degree of variability in the assignment percentages due to individual assignment, strengths, and preferences.

RATINGS

The faculty is given one of the following numerical ratings for each category:

- 0 = U (Unsatisfactory): Failure to meet the minimum conditions for an overall Satisfactory rating in current evaluation period in relation to a prior “Conditional” evaluation in which written instructions for improvement was provided by the evaluator after the previous annual evaluation.
- 1 = C (Conditional): Failure to meet minimum conditions for an overall Satisfactory rating in current evaluation period. Written instructions for improvement will be provided by the evaluator after the annual evaluation.
- 2 = S (Satisfactory): Indicates performance that is at expectation for the annual assignment.
- 3 = AS (Above Satisfactory): Indicates performance that is above expectation for the annual assignment.
- 4 = O (Outstanding): Outstanding is reserved for exceptional performance. It indicates excellence in the profession and adherence to the highest standards.

Overall Rating:

For a typical assignment percentage (e.g., 85%, 10%, 5%), the overall rating is based on the sum of ratings in the categories, weighted according to the faculty's percentages in the Annual Assignment. The following scale provides the range of ratings that represent the sum of combined rated categories:

0.00 – .49 = U (Unsatisfactory)

.5 – 1.49 = C (Conditional)

1.5 – 2.49 = S (Satisfactory)

2.5 – 3.49 = AS (Above Satisfactory)

3.5 – 4.00 = O (Outstanding)

Example: For a faculty member with 85% assigned to Performance of Professional Responsibilities and Professional Development and an Above Satisfactory rating in this area, 10% assigned to Scholarship and a Satisfactory rating in this area, and 5% assigned to Professional Service and an Above Satisfactory rating in that area, the overall rating would be:

Performance of Professional Responsibilities and Professional Development: 3 (AS) X .85 = 2.55

Scholarship: 2 (S) X .10 = .20

Professional Service: 3 (AS) X .05 = .15

Overall Rating: 2.55 + .20 + .15 = 2.9 (Above Satisfactory)

PROCEDURES

- Information regarding annual evaluation procedures, such as due dates, are outlined in the Collective Bargaining Agreement.
- The faculty shall have the opportunity to discuss the evaluation with the evaluator prior to it being finalized.
- Upon written request from the faculty, the evaluator shall assist the employee in addressing any performance deficiencies.

Important Note about Documentation and Evidence:

Documenting means briefly identifying evidence which demonstrates how each indicator has been met. Evidence should reflect the nature and scope of the task as well as the individual's Annual Assignment. For instance, one example may be sufficient to show that an indicator has been met, if the evidence provided conveys significant effort (a semester-long project, list of goals and achievement, multiple screenshots of a course, etc.). Evidence may include, but is not limited to, emails, screenshots, links, documents, slides, reports, certificates, badges, and letters from faculty and/or colleagues.

Scholarship: Note that conference/workshop proposals/presentations or manuscripts can be referenced once in an annual evaluation period. For example, if you submit a conference proposal, and it gets accepted within the same annual evaluation period, that counts as one instance. Therefore, if the proposal or manuscript gets accepted, select the appropriate item in Above Satisfactory. If the proposal or manuscript is submitted but a decision has not been received, select the appropriate item in Satisfactory.

Referencing the exact location in the Annual Accomplishments Report (AAR) when applicable is highly recommended to facilitate the evaluation.

First Category: Performance of Professional Responsibilities and Professional Development

Effectiveness in the performance of professional responsibilities that exemplifies responsibility and continuing growth appropriate to annual assignment is encapsulated in the following categories: (a) Work with Individual Faculty, (b) Work with Faculty Programs and Communities, and (c) Professional Development. Standard and exemplary indicators are identified.

Standard Indicators

Indicator	Examples
<i>(a) Work with Individual Faculty</i>	
1. Establish and/or sustain collaborative relationships with faculty in assigned caseload.	Contact each assigned faculty member at the beginning of the semester by emailing them about the most relevant updates
2. Guide and support faculty enrolled in formal professional development offerings.	A list of the faculty that were assigned to you in Essentials of Online Teaching
3. Promote the design of high-quality online and blended courses by offering and providing course design guidance to faculty in assigned caseload.	A list of faculty that were offered a quality review; Email to faculty member giving feedback about course design
4. Facilitate course development to faculty in assigned caseload.	Participate in the redesign of an online course
<i>(b) Work with Faculty Programs and Communities</i>	

5. Design and/or facilitate long-term, ongoing UCF professional development.	Member of the IDL6543 committee
6. Design and/or facilitate short-term professional development.	Co-design the BlendFlex training course
7. Lead and/or actively contribute to defined Center for Distributed Learning initiatives that support faculty development.	Active member of the Affordable Initiative Materials group, which is an initiative that supports faculty
8. Lead and/or actively contribute to the dissemination of current best practices in online teaching and learning.	Author a page on the TOPkit site about Universal Design for Learning framework UDL
9. Collaborate with internal and external stakeholders in order to support UCF/CDL initiatives, policies, procedures, and overall needs.	Co-lead a Course Innovation Project with FCTL members to support faculty teaching synchronously
<i>(c) Professional Development</i>	
10. Acquire and/or increase knowledge of learning theories, teaching strategies, online pedagogy through professional development activities.	Take an online class, audit a class, LinkedIn Learning, etc.
11. Engage in continued self-development to increase knowledge of the instructional design profession.	Engage in professional conversations via Twitter
12. Apply knowledge gained from courses/conferences/workshops/webinars to influence departmental projects and/or activities.	Attend a webinar about Zoom facilitation and then share what you've learned with colleagues
13. Identify and/or develop selected area of specialization.	Author a page on the CDL site, engaging in a book club, etc.

Exemplary Indicators

Indicator	Examples
Recognition from two or more UCF colleagues which explicitly: 1) acknowledges the faculty's role; 2) describes the contribution that led to a positive change to the UCF online teaching and learning community	Solicited/unsolicited emails from teacher, librarian, etc., that document your role and significant contribution to a project
Exceeds goals and expectations for professional growth as defined by the unit and stated on the annual assignment (or	Documented growth beyond annual assignment

alternate goals negotiated with the supervisor)	
One or more letter(s) of recognition from a colleague/organization outside of UCF appropriate to position and field that identifies the faculty's role in a significant contribution to the field.	Solicited/unsolicited appreciative email from the lead of a state workgroup in which you are a significant contributor
Documenting active and ongoing involvement in a project that exhibits a strategic impact on local community and beyond.	Document involvement on the Faculty Development Ecosystem Taskforce (FDET) project which will have a strategic impact on professional development at UCF
Awarded a grant which supports the pursuit of professional responsibilities	Receiving a grant from the state of Florida to support faculty to build open textbooks
Award from division, university, or professional community that recognizes individual achievement in instructional design and is relevant to professional responsibilities and/or professional development	Including, but not limited to, Excellence in Instructional Design, Quality Impact award

Ratings for Performance of Professional Responsibilities and Professional Development

Rating	Standards
Unsatisfactory	Failure to meet the minimum conditions for Satisfactory rating during current evaluation period in relation to a prior "Conditional" evaluation in which written instructions for improvement was provided by the evaluator after the previous annual evaluation.
Conditional	Failure to meet minimum conditions for Satisfactory rating during current evaluation period. Written instructions for improvement will be provided by the evaluator after the annual evaluation.
Satisfactory	<i>To achieve Satisfactory the faculty must</i> Document a minimum of nine (9) of the thirteen (13) bulleted items from the standard indicators list.
Above Satisfactory	<i>To achieve Above Satisfactory the faculty must</i> Document a minimum of eleven (11) of the thirteen (13) bulleted items from the standard indicators list. +

	Document at least one (1) item from the exemplary indicators list.
Outstanding	<p style="text-align: center;"><i>To achieve Outstanding the faculty must</i></p> <p>Document a minimum of eleven (11) of the thirteen (13) bulleted items from the standard indicators list.</p> <p style="text-align: center;">+</p> <p>Document at least two (2) items from the exemplary indicators list.</p> <p style="text-align: center;">OR</p> <p>Document a minimum of eleven (11) of the thirteen (13) bulleted items from the standard indicators list.</p> <p style="text-align: center;">+</p> <p>Earn an award from division, university, or professional community that recognizes individual achievement in instructional design and is relevant to professional responsibilities and/or professional development.</p>

Second Category: Scholarship

Scholarship includes contributions to the discovery of new knowledge in instructional design, online teaching and learning, development of new educational techniques, and other forms of creative activity in higher education.

Rating	Indicator
Satisfactory	<ol style="list-style-type: none"> 1. Submit a proposal for a local or state conference 2. Submit a proposal for a non-peer reviewed publication (examples include, but not limited to, an article, book chapter, conference proceedings, book review, blog). 3. Present for university audience (e.g., CDL, DDL, FCTL events). 4. Contribute to resources for university audience (e.g., Faculty Focus, CDL website).
Above Satisfactory	<ol style="list-style-type: none"> 1. Submit a proposal for a national or international conference or professional event that has peer-reviewed acceptance criteria (if citing two instances of this item, the proposals must reflect distinct presentations). 2. Proposal was accepted for local or state conference or professional event. 3. Present at local or state conference or professional event. 4. Submit a manuscript for a non-peer-reviewed publication for review (examples include, but not limited to, article, book chapter, conference proceedings, book review, blog).

	<ol style="list-style-type: none"> 5. Accepted in a non-peer-reviewed article, book chapter, blog, conference proceedings, book review, etc. 6. Receive a group/collaborative award at division, university, or external in which individual contribution can be articulated. 7. Participate actively in an in-progress research project that is relevant to professional responsibilities and/or professional development (collecting and/or analyzing data, IRB submitted). 8. Participate actively in an in-progress grant and/or other sponsored activities that is relevant to professional responsibilities and/or professional development.
Outstanding	<ol style="list-style-type: none"> 1. Receive an individual scholarship award at division, university, or external (Best in Track at a conference, Research Incentive Award, etc.). 2. Proposal accepted for a national or international conference or professional event which has peer-reviewed acceptance criteria. 3. Present at a national or international conference or professional event which has peer-reviewed acceptance criteria. 4. Accepted in a non-peer-reviewed publication (article, book chapter, blog, etc.) that has extensive audience (EDUCAUSE, etc.). 5. Submit a manuscript for a peer-reviewed publication for review (article, book chapter, TOPR). 6. Manuscript accepted or published in peer-reviewed publication. 7. Complete an awarded grant and/or other sponsored activity. 8. Complete a research project.

Ratings for Scholarship

Rating	Standards	Examples
Unsatisfactory	Failure to meet the minimum conditions for Satisfactory rating during current annual evaluation period in relation to a prior “Conditional” evaluation in which written instructions for improvement was provided by the evaluator after the previous annual evaluation.	N/A
Conditional	Failure to meet minimum conditions for Satisfactory rating during current annual evaluation period. Written instructions for improvement will be provided by the evaluator after the annual evaluation.	N/A
Satisfactory	<i>To achieve “Satisfactory” the faculty must...</i> Document at least two (2) of the satisfactory activities.	Submit a proposal to the FDLA state Conference +

		Co-present a session for a FCTL Teaching and Learning Day
Above Satisfactory	<p><i>To achieve "Above Satisfactory" the faculty must...</i></p> <p>Document at least one (1) of the satisfactory activities. + Document at least two (2) above satisfactory activities.</p> <p>OR</p> <p>Document at least one (1) of the satisfactory activities. + Document at least one (1) above satisfactory activity + Document at least one (1) outstanding activity</p>	<p>Submit a proposal to the Florida Distance Learning Association Conference + Submit a proposal to the OLC Innovate conference + Co-author a book chapter</p>
Outstanding	<p><i>To achieve "Outstanding" the faculty must...</i></p> <p>Document at least one (1) of the satisfactory activities. + Document at least two (2) of the above satisfactory activities. + Document at least two (2) outstanding activities.</p> <p>OR</p> <p>Document at least one (1) of the satisfactory activities. + Document at least two (2) of the above satisfactory activities. + Receive a scholarship award at division, university, or external level that recognizes individual contribution (lead presenter for a</p>	<p>Submit a proposal to the Florida Distance Learning Association Conference + Submit a proposal to the OLC Innovate conference + Co-author a book chapter + Best-in-Track designation at the OLC Innovate conference + Co-publish a non-peer-reviewed article that was featured in <i>EDUCAUSE Review</i></p>

	Best in Track conference session, individual Research Incentive Award, etc.).	
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Third Category: Professional Service to CDL, University, Community, and Profession

Service extends professional or discipline-related contributions to CDL, University, and local, state, national, and international communities.

Sub-Categories	Indicators
<i>(3a) Service</i>	<ol style="list-style-type: none"> 1. Participate in recognized academic and professional organizations (elected office, committee chair, committee member, editorial board, conference proposal reviewer, journal peer reviewer, etc.). 2. Plan, organize and conduct workshops, institutes, seminars, conference programs, or other continuing education projects (external to in-unit professional development and grant funded division projects). 3. Make professional contributions to community groups, courses or lectures given at educational institutions (such as work with other teams, another school, TOPR, TOPkit website). 4. Mentor other CDL faculty and/or colleagues.
<i>(3b) Consulting or other special service to the University through participation in the governance processes of the University and CDL</i>	<ol style="list-style-type: none"> 1. Serve on university committees (e.g., Faculty Excellence, Faculty Senate). 2. Serve on division committees (e.g., DDL Awards Committee). 3. Serve on CDL committees (e.g., CDL Social Committee, AESP committee, promotion committee, search committees, etc.). This does not include working with DDL teams on professional development projects. That is under Criterion 1: Performance of Professional Responsibilities and Professional Development. 4. Serve in campus organizations.

Ratings for Professional Service

Rating	Standards	Examples
Unsatisfactory	Failure to meet the minimum conditions for Satisfactory rating during current annual evaluation period in relation to a prior “Conditional” evaluation in which written instructions for improvement was provided by the evaluator after the previous annual evaluation	N/A

Conditional	Failure to meet minimum conditions for Satisfactory rating during current annual evaluation period. Written instructions for improvement will be provided by the evaluator after the annual evaluation.	N/A
Satisfactory	<i>To achieve "Satisfactory" the faculty must</i> Document one (1) activity from 3a. + Document one (1) activity from 3b.	Serve as a reviewer for one conference + Serve on a search committee for an instructional designer
Above Satisfactory	<i>To achieve "Above Satisfactory" the faculty must</i> Document one (1) instance of an activity from 3a. + Document one (1) instance of an activity from 3b. + Document at least one (1) additional activity from either (3a) or (3b).	Serve as a peer reviewer for two different conferences + Serve on the UCF Library Advisory Group
Outstanding	<i>To achieve "Outstanding" the faculty must</i> Document one (1) instance of an activity from 3a. + Document one (1) instance of an activity from 3b. + Document at least three (3) additional activities from either (3a) or (3b).	Serve as a peer reviewer for 2 different conferences + Serve on the UCF Library Advisory group + Mentor a CDL intern + Serve as co-editor for TOPR

Other Assignments

By their nature, "other" assignments are individual and cannot be evaluated by a single set of criteria. To aid in the definition and evaluations of these assignments, a job description and annual assignment outcomes will be prepared for each assignment specifying both regular duties (those that recur each semester or year) and special initiatives (which might be internal to the unit or external). For those with "other" assignments outside of the department, the evaluator will arrange for feedback from another UCF organization to evaluate that portion of the faculty member's percentage.

Distinguishing "Other" Activities from Performance of Professional Responsibilities and Professional Development, Scholarship, and Professional Service Activities

"Other" assignments may include activities that are similar to those usually counted for performance of professional responsibilities, scholarship, or service assignments, but with special circumstances related to scope or scale that merit separate consideration. Pedagogical activities related to the duties

described in the job description for the “other” assignment will be reported and counted as part of the “other” assignment. The same principle applies for service activities.

Evaluation Standards

Because of the individual nature of “other” assignment, no single set of specific criteria can be developed.