Annual Evaluation Standards and Procedures for CECE Tenured/Tenure Track and Non-Tenure Track Faculty

Civil, Environmental, and Construction Engineering (CECE) Department

It is imperative to establish clear guidelines to our tenured/tenure track and non-tenure track faculty at the start of the evaluation year. The basic philosophy of evaluation is to enhance our tenured/tenure track faculty's performance in all areas of teaching, research, service; and our non-tenure track faculty's performance in the areas of teaching or research. A successful evaluation will reward our productive faculty on a year by year basis, but also reward faculty who made significant contributions to the department and its programs over the years. Evaluation is also critical for our department's junior faculty, and must provide them useful feedback on a continuous basis throughout their career. The final outcome should be <u>an evaluation that works in the best interest of our department faculty as a whole and can advance the department's goals and objectives</u>.

The following are guidelines for the tenured/tenure-track faculty evaluation in a specific academic year (e.g., 2012-2013) in each of the three areas: Teaching, Research, and Service, and for the non-tenure track faculty in the area of teaching or research:

1) In general, the evaluation of a tenured/tenure-track faculty member will include his/her productivity in teaching, research, and service. Faculty members who exhibit outstanding productivity in the above areas will be considered outstanding, and will be rewarded with an evaluation of Outstanding. The specific productivity criteria in each of the three areas are:

   a. Teaching: The faculty members attaining outstanding performance in teaching shall meet "mission critical" and "mission relevant" items as outlined by the attached rubric for teaching. The specific definitions/details of these are included in the attached teaching rubric and guidelines that follow it.

   b. Research: The faculty members attaining outstanding performance in research shall meet "mission critical" and "mission relevant" items as outlined by the attached rubric for research. The specific definitions/details of these are included in the attached research rubric and guidelines that follow it.

   c. Service: The faculty members attaining outstanding performance in service shall meet six of a list of ten items (two of which must be from the first three items in the list) as shown in the attached service rubric and guidelines that follow it.

2) Non-tenure track faculty: A non-tenure track faculty will be evaluated either based on teaching or research. Teaching and research rubrics for non-tenure track faculty are attached.

3) Weight factors breakdown between teaching, research, and service for tenured/tenure track faculty:

The tenured/tenure track faculty and department chair together will come up with the faculty assignment and (FTEs) in teaching, research, and service that will be used to assess the faculty member's performance in the evaluation period. This agreement should be done at the beginning of the evaluation period per the BOT-UFF Collective Bargaining Agreement, and must be documented in AA46 form (see details in FTE guidelines below). FTEs should be consistent with the College of Engineering and Computer Science (CECS) published workload policy. Furthermore, it should reflect precisely course work load and other activities of the tenured/tenure track faculty. This includes accounting for graduate student supervision, writing research proposals, research release and buy outs, and service. The FTE weights or percentages will be used in conjunction with evaluation ratings in each area of teaching, research, and service to come up with an overall weighting score as a guide to assess the evaluation of the tenured/tenure track faculty member's overall category (Outstanding, Above Satisfactory, Satisfactory, Conditional, and Unsatisfactory). The scale to be used is consistent with Article 10 Supplement to the BOT-UFF Collective Bargaining Agreement namely: *Value of 4 is assigned for Outstanding, 3 is assigned for Above Satisfactory, 2 is assigned for Satisfactory, 1 is assigned for Conditional, and 0 is assigned for Unsatisfactory. A value below 1.5 shall be considered below Satisfactory*, (page 11 of 12, Article 10).

Guidelines for Assigning FTE for Tenured/Tenure Track and Non-tenure Track Faculty

The following are more detailed guidelines for FTE distribution between the three areas: teaching, research, and service:

- *Teaching FTE for Tenured/Tenure Track Faculty*. The CECS published workload policy states that "During each of the Fall and Spring semesters, a faculty member will normally teach the equivalent of two courses…This is to be considered (50%) of the normal workload for that semester." One course release is equivalent to 0.25 FTE or 25% of faculty salary per semester, therefore for each class faculty is assigned to teach per semester, he/she will be assigned 25% teaching load. Two courses per semester means 50% teaching load.
- *Service FTE for Tenured/Tenure Track Faculty*. Service assignment should be set at 25% based on the CECS published workload policy. As described in this policy, this is equivalent to 3 classroom contact hours per week and should be "distributed between university support functions such as serving on university, college, and/or department committees; undergraduate and graduate student advising and mentoring, career guidance; and professional activities designed to enhance the professions of engineering and computer science."
- *Research FTE for Tenured/Tenure Track Faculty*. Based on the published CECS workload policy, "Twenty-five percent (25%) of the faculty member's workload,

equivalent to 3 classroom contact hours per week, should be devoted to research and creative activities. This includes the execution of research, writing of papers, preparation of proposals, and the individual instruction of students in the execution of dissertations and theses as well as the participation in technical conferences."

- *Signing the AA46 Form at the Beginning of the Evaluation Period*. Based on the above FTE guidelines, and the CECS published workload policy for teaching, research, and service, each tenured/tenure track faculty and department chair together will come up with the faculty's FTE breakdown in teaching, research, and service that will be used to assess the faculty member's performance in the evaluation period. Then, each tenured/tenure track faculty member must fill out and sign form AA46 at the beginning of each evaluation period. The percentages in this form will be used as the basis for calculating the evaluation score at the end of the evaluation period.
- *Special Cases*. Tenured/tenure track faculty members who serve as department administrators (e.g., Associate Chair, Graduate Program Coordinator, or Steering Committee for Senate) are considered special cases and the percentages for the above assignments will be determined based on discussion with the department chair.
- *Non-Tenure Track Teaching Faculty*. The FTE for non-tenure track teaching faculty is 100% teaching since they will be teaching four courses every semester. This also needs to be documented in a signed AA46 form at the beginning of each evaluation period.
- Non-Tenure Track Research Faculty (or Full Time Research Associates). The FTE for non-tenure track research faculty (or full-time research associates) is 100% research since they will be conducting full time research every semester. This also needs to be documented in a signed AA46 form at the beginning of each evaluation period.

4) Non-Tenure track teaching faculty will be evaluated according to the teaching rubric for non-tenure track teaching faculty (attached to this document) which best describes their function while at UCF.
5) Non-Tenure track research faculty will be evaluated according to the research rubric for non-tenure track research faculty (attached to this document) which best describes their function while at UCF.

Calculation of Overall Rating for Tenured/Tenure Track and Non-Tenure Track Faculty Members

To be consistent with Article 10 Supplement to the BOT-UFF Collective Bargaining Agreement, a score from 0 to 4 will be assigned to each of the four categories as follows:

- A score of zero (0) is assigned for *U* category.
- A score of (1) is assigned for *C* category
- A score of (2) is assigned for *S* category.
- A score of (3) is assigned for *AS* category.
- A score of (4) is assigned for *O* category.

The following pages contain rubric for tenured/tenure track faculty's three areas of responsibility: Teaching, research, and service; followed by rubric for non-tenure track faculty's main area of responsibility: Teaching or research. The rubric is used to come up with a category classification of (*O*, *AS*, *S*, *C*, and *U*) for each area of responsibility. Detailed guidelines under each rubric are provided.

Please note that the narrative under teaching rubric of tenured/tenure track faculty provides enough details to cover both tenured/tenure track and non-tenure track faculty members in the area of teaching.

Next, the percent weights (or FTEs) of (teaching, research, and service) as explained under item 3 above will be used to calculate an **overall score**. To be consistent with Article 10 Supplement to the BOT-UFF Collective Bargaining Agreement, the overall score must be a number between 0 and 4.

The **overall score** out of 4 determines the overall rating of the tenured/tenure track faculty as follows:

If the calculated score < 1 then the overall rating is Unsatisfactory (*U*).
If $1 \leq$ calculated score < 1.50 then the overall rating is Conditional (*C*)
If $1.5 \leq$ calculated score ≤ 2, then the overall rating is Satisfactory (*S*).
If $2 <$ calculated score ≤ 3 then the overall rating is Above Satisfactory (*AS*).
If the calculated score is > 3 then the overall rating is Outstanding (*O*).

A spreadsheet is used to simplify calculation of the overall score. The last page of this document contains a spreadsheet demonstrating several example cases for faculty evaluation. These cases cover tenured/tenure track faculty, as well as teaching or research non-tenure track faculty.

Sabbatical Leaves and Unpaid Leaves

A tenured/tenure track faculty who is on sabbatical leave or unpaid leave will be evaluated using a different method.

	1)Tenured/Tenure Track Faculty Area of Responsibility: Teaching					
#	U	C	S	AS	O	#
	If three or more of the following apply	*If two of the following apply*	*Has achieved a 50% or more of student perception ratings of "Good" or higher + Must meet all of the following*	*Must meet S+ Achieves 70% "Good" or higher ratings on student perception ratings + 1 Mission Critical (*) + 2 Mission Relevant (R)*	*Must meet S + Achieves 80% "Good" or higher ratings on student perception ratings + 2 Mission Critical (*) + 3 Mission Relevant (R)*	
1	Not a member or a chair in any theses/dissertation committee (3 year total)	Not a member or a chair in any theses/dissertation committee (3 year total)	Member or a chair in at least one theses/dissertation committee (3 year total)	* Chair of 2 MS theses in-progress	* Chair of 2 MS theses in-progress	C1
2	More than 50% of student perception ratings are fair or lower	More than 50% of student perception ratings are fair or lower	Meets classes as scheduled and gives final exams during scheduled period	* Chair of 2 PhD dissertations in-progress	* Chair of 2 PhD dissertations in-progress	C2
3	Does not provide and follow a syllabus that follows current university guidelines and does not hold reasonable amount of office hours	Does not provide and follow a syllabus that follows current university guidelines and does not hold reasonable amount of office hours	Provides and follows a syllabus that follows current university guidelines and holds reasonable amount of office hours	* Advisor of 2/3 MS theses/year (or 10/3 non-thesis/year) to completion (3-year average)	* Advisor of 2/3 MS theses/year (or 10/3 non-thesis/year) to completion (3-year average)	C3
				*Advisor of 0.2 PhD/year to completion (5-year average)	*Advisor of 0.2 PhD/year to completion (5-year average)	C4
				* Curriculum or course development	* Curriculum or course development	C5
				* Educational book publishing	* Educational book publishing	C6
4	Does not meet classes as scheduled and/or does not give final exams during scheduled period	Does not meet classes as scheduled and/or does not give final exams during scheduled period		R-Award for excellence in teaching	R-Award for excellence in teaching	R1
				R-Annual assessment & ABET	R-Annual assessment & ABET	R2
				R-Industry and/or educational partnerships	R-Industry and/or educational partnerships	R3
				R-Faculty advisor of student organizations	R-Faculty advisor of student organizations	R4
				R-Conduct/Attend workshops, professional development	R-Conduct/Attend workshops, professional development	R5
				R- Maintain active PE	R- Maintain active PE	R6

1) Note that student perception ratings are the average of the overall instructor score over all courses during evaluation period.
2) If a course has multiple sections (e.g., graduate courses), use weighted average score for the course based on no. of students/section --Similar to TIP portfolio preparation.

Tenured/Tenure Track Faculty Teaching Rubric Guidelines

The following are guidelines for implementing teaching rubric:

- The student perception ratings are based on the average of the "overall instructor score" averaged over all courses taught during the evaluation period.
- If a course has multiple sections, such as distance learning graduate courses, then a weighted average over all sections that takes into account enrollment size in each section is needed to come up with the overall instructor score for this course.
- The *AS* and *O* categories have six (6) "mission critical" and six (6) "mission relevant" items. The "mission critical" items are numbered C1 through C6, while the "mission relevant" items are numbered R1 through R6. The terms "mission critical" and "mission relevant" are self-explanatory. This numbering system is reflected on the right side of the teaching table. Numbering on the left side of the table is for the other three categories: *U*, *C*, and *S*.
- *PhD and MS productivity tradeoff*. Since one of the main objectives in this department is to graduate more PhDs, it should be possible to use higher productivity in PhDs as a substitute for lower productivity in MSs. For example, even though the "mission critical" states 2 MS thesis, if a tenured/tenure track faculty chairs 3 PhDs and only 1 MS thesis with a total of 4 graduate students, he or she should get credit for both "mission critical" items under *AS* or *O* (just like being Chair of 2 MS and 2 PhDs, which results in the same total of 4 graduate students). Also, the same applies to PhD completion. For example, if a tenured/tenure track faculty graduates 0.6 PhD/yr instead of 0.2/yr but only graduates 1 MS in three years then the excess PhD graduation should substitute (or make up for) the lack of MS graduation (but this could not be applied otherwise, i.e., lack of PhD productivity cannot be substituted with higher MS productivity).
- *Tradeoffs between "mission critical" and "mission relevant" items in the lists for AS and O*. If more of the "mission critical" items are met, they can be traded off for lack of "mission relevant" items, but not the other way around.
- *Educational book publishing*. Educational book publishing should count for the last three years after it is published. Educational book publishing includes reference books, manuals, encyclopedia, etc.
- *Curriculum or course development*. This includes developing and introducing a totally new course, teaching a course for the first time even if course is being offered by the department on a regular basis, introducing major revisions to an existing course…etc.
- *Annual assessment and ABET*. Note that teaching PE and FE review courses is considered part of the involvement in annual assessment and ABET activities.

- *Industry and educational partnership*. Examples of this partnership include lab development, support for equipment and software, obtaining scholarships for students supported by the industry, and/or other relevant activities.
- *Conduct/Attend Workshops, professional development*. Examples of professional development include FCTL, ASCE EXCEED, educational proposals, and so on.
- *"Mission critical" and "mission relevant" items for tenured/tenure track faculty (rubric on page 5) and for non-tenure track faculty (rubric on page 13)*. Common teaching rubric items between both rubric for tenured/tenure track faculty and rubric for non-tenure track faculty have the same interpretation as explained in the above bullets for teaching rubric guidelines.

2) Tenured/Tenure Track Faculty Area of Responsibility: Research

#	U	C	S	AS	O	#
	All three of the following apply	*Two of the following apply*	*Must meet three of the following*	*At least 1 journal paper published/yr (3 yr avg) + Must meet S + 2 Mission Critical (*) + 2 Mission Relevant (R)*	*No of journal publications > dept. avg. (3 yr avg) + Must meet S + 4 Mission Critical (*) + 3 Mission Relevant (R)*	
1	Zero journal/conference submission	Zero journal/conference submission	Journal/conference paper submission	* Five year average of funding level or research expenditures > or = 50K/yr as single PI or % credit as Co-PI (from ORC online records)	* Five year average of funding level or research expenditures as single PI or % credit as Co-PI (from ORC records) is > dept. avg.	C1
2	Zero research funding or research expenditures (average 5-yr cycle)	Zero research funding or research expenditures (average 5-yr cycle)	Must have research funding or research expenditures (average 5-yr cycle)	* At least 1 paper in proceedings or 1 presentation at national/international conferences	* At least 3 papers in proceedings or 3 presentations at national/international conferences	C2
3	Zero proposal submission	Zero proposal submission	Proposal submission	* At least 2 proposals submitted during evaluation year	* At least 4 proposals submitted during evaluation year	C3
4			Involvement in research partnership and research teams going after federal, regional, state, or private funding	* Support 1 GRA	* Support at least 2 GRAs	C4
				* Submitted 2 refereed journal papers	* Submitted 4 refereed journal papers	C5
				*National/International recognition (keynote speaker, journal editorship/conference chair, field medal, fellow)	*National/International recognition (keynote speaker, journal editorship/conference chair, field medal, fellow)	C6
				* Patent approved	* Patent approved	C7
				R-Research or paper award	R-Research or paper award	R1
				R-Involvement in research partnership and research teams going after federal, regional, state, or private funding	R-Faculty has leadership role in research partnership and research teams going after funding	R2
				R-Undergraduate involvement in research	R-Undergraduate involvement in research	R3
				R-Copyright/Trademark (IP)	R-FTE of 0.25 or greater research release for Fall or Spring	R4
					R-Copyright/Trademark (IP)	R5

Note that refereed publications include refereed journal papers and book chapters, although book chapters may weigh more heavily than journal papers.

Tenured/Tenure Track Faculty Research Rubric Guidelines

The following are guidelines for implementing research rubric:

- Refereed publications should include refereed journal papers and book chapters. Book chapters may weigh more heavily than journal papers.
- Number of journals published is a three-year average. This three-year average is calculated as follows: (1/3) times the total number of (Journal papers published in the three years + Journal papers accepted in the current year). Journal papers accepted in the first two years before current year cannot be counted in this average, this is necessary to prevent duplication in counting papers. If a paper is accepted, a tenured/tenure track faculty needs to show in his/her updated CV and/or faculty annual report the DOI for accepted papers only if this number is available (this is a number assigned to accepted papers before they actually show in print). But if this number is not available, then upon request, a faculty should be able to provide evidence of acceptance such as letter or e-mail correspondence with the journal.
- To be counted in the three-year average, journal papers must be published in a discipline related journal. Publications in interdisciplinary journals are also accepted if they are relevant to the faculty specialty.
- *Outliers in journal publications*. Under the *Outstanding* category, and with respect to the criterion of number of journal publications, the department chair will identify outliers in the department faculty and eliminate them before calculating the average of journal publications.
- Although minimum funding level is ≥ $50K for *AS* category, special consideration should be given to federal funding from competitive sources such as NSF. In this, and other cases with competitive federal funding, smaller amounts than $50K will be considered sufficient to qualify for *AS* category.
- *Outliers in research funding level or research expenditures*. Under the *Outstanding* category, and with respect to the criterion of research funding level or research expenditures, the department chair will identify outliers in the department faculty and eliminate them before calculating the 5-year average of research funding level or research expenditures.
- *Refereed journal papers and papers published in conference proceeding/ conference presentations productivity tradeoff*. In light of budget cuts and tight travel budgets, which can prevent attending conferences, it should be possible to use higher productivity in journal publications as a substitute for lower productivity in papers published in conference proceedings/papers presented at national/international conferences. For example, even though the "mission critical" states 1 paper published in proceedings or 1 presentation at national/international conferences under *AS* category, if a tenured/tenure track faculty publishes 2 journal papers, this should substitute (or make up for) the lack of this one paper in proceedings or one presentation

at a national/international conference (but this could not be applied otherwise, i.e., lack of journal publications cannot be substituted with higher conference proceedings and/or presentations).

- *Tradeoffs between "mission critical" and "mission relevant" items in the lists for AS and O.* As the case with Teaching Rubric, tradeoff is possible between "mission critical" and "mission relevant" items in the following manner. If more of the "mission critical" items are met, they can be traded off for lack of "mission relevant" items, but not the other way around.
- *National/international recognition.* This includes but is not limited to the following: Keynote speaker at national/international/regional conferences, journal editorship including editor-in-chief or associate editor, national/international/regional conference chair, fellow in key organizations such as ASCE, field medal, and so on…
- *IP.* The term IP (in the last item under *O* and *AS* categories) stands for Intellectual Property.

	3) Tenured/Tenure Track Faculty Area of Responsibility: Service					
#	**U**	**C**	**S**	**AS**	**O**	#
	All three of the following apply	*Two of the following apply*	*Must meet two of the first three items*	*Must meet two of the first three items+two of the rest of 8 items*	*Must meet two of the first three items+four of the rest of 8 items*	
1	No activity in professional organizations	No activity in professional organizations	Membership in at least one professional organization	Membership in at least one professional organization	Membership in at least one professional organization	1
2	No involvement in Department service	No involvement in Department service	Participates in at least one Department committee	Participates in at least one Department committee	Participates in at least one Department committee with position of responsibility (Chair)	2
3	No involvement in College, University, or Statewide service	No involvement in College, University, or Statewide service	Serves in at least one College, University, Statewide committee, or activity	Serves in at least one College, University, Statewide committee, or activity	Serves in at least one College, University, Statewide committee, or activity	3
				Serves in a position of responsibility in at least one professional organization	Serves in a position of responsibility in at least one professional organization	4
				Has peer-reviewed at least four articles for national or international journals or conferences or proposals	Has peer-reviewed at least six proposals or technical journals or conference papers	5
				Participates in open house	Participates in open house	6
				Other significant involvement (e.g., referee of tenure/promotion cases for other universities)	Other significant involvement (e.g., referee of tenure/promotion cases for other universities)	7
				K-12 Community Service	K-12 Community Service	8
				Serves in at least one national/international, state, or regional professional board	Serves in at least one national/international, state, or regional professional board	9
				Recognition (service award/certificate,…)	Recognition (service award/certificate,…)	10

Note that service must be discipline related.

Tenured/Tenure Track Faculty Service Rubric Guidelines

The following are guidelines for implementing service rubric:

- Items 1 and 3 for the three categories *S*, *AS*, and *O* are identical. All items for the two categories *AS* and *O* are identical except for item#2 (Chair of a department committee for *O* category) and item#5 (number of refereed reviews per year is different for each of the two categories: *AS* and *O*). Expectations are higher for department committee leadership role for *O* category, and number of reviews per year increases from 4 to 6 for *AS* and *O* categories respectively.
- Items 1 through 10 in the two categories (*AS* and *O*) have equal weights in terms of their importance (i.e., unlike teaching and research rubrics, there are no mission critical or mission relevant classifications under service area).
- A tenured/tenure track faculty must meet two out of the first 3 items (i.e., must meet any two out of items 1, 2, and 3) to qualify for *S* category; must meet two out of the first 3 items plus two out of the rest of 8 items to qualify for *AS* category, and must meet two out of the first 3 items plus four out of the rest of 8 items to qualify for *O* category. This structure is necessary to prevent conflicts between *U* or *C* categories and *S*, *AS*, and *O* categories which are potential outcomes of evaluation for the service area.
- The *U* and *C* categories are self-explanatory.
- *Tradeoffs between items within the S, AS and O categories*. Tradeoffs should be possible between items under these three categories. For example, a tenured/tenure track faculty who is heavily involved in several department committees should be entitled to use this to compensate for the lack of involvement in college or university committees, and so on.
- *Recognition*. This includes service award or certificate among other examples of service recognition.

	4) Non-Tenure Track Faculty Main Area of Responsibility: Teaching					
#	U	C	S	AS	O	#
	All three of the following apply	*Two of the following apply*	*Has achieved a 50% or more of student perception ratings of "Good" or higher + Must meet two of the following*	*Must meet S+ Achieves 70% "Good" or higher ratings on student perception ratings + 1 Mission Critical (*) + 1 Mission Relevant (R)*	*Meet S + Achieves 80% "Good" or higher ratings on student perception ratings + 1 Mission Critical (*) + 2 Mission Relevant (R)*	
1	More than 50% of student perception ratings are fair or lower	More than 50% of student perception ratings are fair or lower	Member in at least one theses/dissertation committee (3 year average)	* Curriculum or course development	* Curriculum or course development	C1
2	Does not provide and follow a syllabus that follows current university guidelines and does not hold reasonable amount of office hours	Does not provide and follow a syllabus that follows current university guidelines and does not hold reasonable amount of office hours	Meets classes as scheduled and gives final exams during scheduled period	* Professional development (FCTL, ASCE EXCEED, educational proposals…etc)	* Professional development (FCTL, ASCE EXCEED, educational proposals…etc)	C2
3	Does not meet classes as scheduled and/or does not give final exams during scheduled period	Does not meet classes as scheduled and/or does not give final exams during scheduled period	Provides and follows a syllabus that follows current university guidelines and holds reasonable amount of office hours	R-Member in at least one theses/dissertation committee (3 year average)	R-Member in at least one theses/dissertation committee (3 year average)	R1
				R-Award for Excellence in Teaching	R-Award for Excellence in Teaching	R2
				R-Annual assessment & ABET	R-Annual assessment & ABET	R3
				R-Industry and/or educational partnerships	R-Industry and/or educational partnerships	R4
				R-Educational book/journal publishing	R-Educational book/journal publishing	R5
				R-Conduct/Attend workshops	R-Conduct/Attend workshops	R6
				R- Maintain active PE	R- Maintain active PE	R7

1) Note that student perception ratings are the average of the overall instructor score over all courses during evaluation period.
2) If a course has multiple sections (e.g., graduate courses), use weighted average score for the course based on no. of students/section --Similar to TIP portfolio preparation.

5)   Non-Tenure Track Faculty Main Area of Responsibility: Research

Non-tenure track faculty members who have research as their main area of responsibility include full-time "Research Associates" funded through fellowships, in the form of research grants (doctoral and post-master researchers), fixed-term fellowships (postdoctoral researchers), or open-ended fellowships (experienced researchers). Also, some research associates maybe assigned teaching responsibilities in their letters of appointment. Therefore, evaluation of this type of non-tenure track faculty depends on the responsibilities identified in their letters of appointment.

The following rubric describes guidelines for important areas used to evaluate the above type of non-tenure track faculty. Specifically, their letters of appointment may mention one or more of the following areas listed below, and specify the level of emphasis in each of these areas:

- Authors/co-authors research reports.
- Authors/co-authors book chapters or participates in a collective book as an author/co-author of the section.
- Authors/co-authors manuscripts/professional articles and submits them to peer-reviewed journals or equivalent category (to be justified) in the relevant field with supervisor.
- Carries out oral and/or poster presentations of research work during academic conferences/workshops.
- Generates patents filed through the UCF's Office of Research & Commercialization (ORC).
- Writes research proposals and/or assists supervisor in writing research proposals.
- Maintains and manages the experimental and/or computer laboratory as stated in the letters of appointment.
- Completes other relevant administrative and/or service work as stated in the letter of appointment.
- Teaches classes and achieves "Satisfactory" or better rating according to teaching rubric in the previous page if teaching is part of the assigned responsibilities per letters of appointment.

Supervisors of non-tenure track research type faculty will evaluate them based on the above guidelines, and responsibilities identified in their letters of appointment, with the final outcome being either "Satisfactory" or "Unsatisfactory."

Matrix showing examples of different faculty with varying workload

Faculty Type (1)	T/R/S	Total % of "Good" or Higher	# Mission Critical	# Mission Relevant	# criteria met (2)	Certain Conditions Apply (3)	Teaching Score	Publications> Dept. Avg (4)	# Mission Critical	# Mission Relevant	Meet Certain Criteria (5)	Research Score	Service Items No.	Conditions Apply (6)	Service Item Score	Overall Score (7)	Final Ratings
(T/TT) Faculty A	50/25/25	85	3	4			4	Y	4	3		4	6		4	4	O
(T/TT) Faculty B	50/25/25	65	2	2			3	Y	4	3		4	6		4	3.5	O
(T/TT) Faculty C	50/25/25	50			2		2	Y	5	4		4	4		3	2.75	AS
(T/TT) Faculty D	50/25/25	45				2	1	N			3	2	2		2	1.5	S
(T/TT) Faculty E	50/25/25	45				3	0	N			2	1		2	1	0.5	U
(T/TT) Faculty F	75/0/25	85	3	4			4	Y	4	3		4	4		3	3.75	O
(T/TT) Faculty G	75/0/25	80	1	2			4	N			2	1	2		2	3.5	O
(T/TT) Faculty H	75/0/25	65	2	2			3	N			2	1	2		2	2.75	AS
(T/TT) Faculty I	75/0/25	50			2		2	N			ALL 3	0	2		2	2	S
(T/TT) Faculty J	25/50/25	85	3	4			4	Y	4	3		4	4		3	3.75	O
(T/TT) Faculty K	25/50/25	65	2	2			3	Y	3	2		3	4		3	3	AS
(T/TT) Faculty L	25/50/25	50			2		2	Y	3	2		3	4		3	2.75	AS
(T/TT) Faculty M	25/50/25	50			2		2	N			2	1	2		2	1.5	S
(T/TT) Faculty N	25/50/25	50			2		2	N			2	1		2	1	1.25	C
(T/TT) Faculty O	50/25/25	50			2		2	N			3	2	2		2	2	S
(NTT) Faculty A	100/0/0	85	2	3			4									4	O
(NTT) Faculty B	100/0/0	70	1	1			3									3	AS
(NTT) Faculty C	0/100/0										4	0				0	U

Notes:

(1) T/TT refers to Tenured/Tenure Track and NTT refers to Non-Tenure Track.

(2) This column kicks in whenever (Total % of "Good" or higher = 50%), with an S outcome in teaching or teaching score = 2 as per teaching rubric.

(3) This column kicks in whenever (Total % of "Good" or higher < 50%), the outcome is either C for 2 conditions or U for 3 conditions as per teaching rubric.

(4) A "No" answer (or "N" entry) in this column diqualifies the faculty from getting an "O" in research as per research rubric.

(5) This column applies to research categories S (score of 3), C (score of 2), or U (ALL 3 or score of 0) as per research rubric, except for the research associates who have special rubric.

(6) This column applies to service category C (score of 1) as per service rubric.

(7) This column shows overall faculty score (0 to 4) based on rubric for all three areas of performance: Teaching, Research, and Service (T, R, and S).