



ANNUAL EVALUATION STANDARDS & PROCEDURES
for
TENURE-EARNING/TENURED FACULTY
INSTRUCTORS/LECTURERS
NON-TENURE EARNING RESEARCH FACULTY

Available for first use academic year 2025-26

The purpose of this document is to provide standards and procedures for evaluating the annual performance of **tenure-earning** and **tenured faculty, instructors and lecturers**, and **non-tenure earning research faculty** – hereafter referred to as “**faculty**” – in the School of Communication Sciences and Disorders. The procedures described in this document are separate and distinct from the criteria for Promotion and Tenure (P&T). For further information on the annual evaluation process, please refer to the most current BOT-UFF Collective Bargaining Agreement, and for P&T guidelines, please refer to Faculty Excellence resources and university regulations 3.015, 3.0175, and 3.0176.

The basis for the annual performance evaluation will include information obtained from the Faculty Annual Report, Student Perception of Instruction forms, annual assignment of duties forms, student success data, and other pertinent information available to the School Director. Faculty will be evaluated on instructional activities, research activities, service, and other university duties proportional to their assigned FTE. The diverse multidisciplinary interests and activities within CSD require that the performance standards be flexible and general. As such, the annual evaluation of faculty will be a matter of individual assessment by the School Director, in consultation with relevant supervisors (e.g., Clinical or Grant-funded project supervisors), and will be based on the general guidelines and specific circumstances pertaining to each person.

General Guidelines

All faculty members are expected to contribute to the orderly and effective functioning of the University of Central Florida, the College of Health Professions and Sciences and the School of Communication Sciences and Disorders. Professional responsibilities include but are not limited to engaging in high-quality teaching, pursuing scholarly research and creative activities, participating in service to the university and the broader community, adhering to university policies and procedures, and maintaining professional ethics and standards. Faculty evaluations

will consider these professional responsibilities, along with specific duties included in written annual assignments from the School Director (in conjunction with other relevant supervisors).

Evaluation Categories

Faculty are evaluated by examining ***quality and impact*** of contributions, competence, and scholarship in three main categories: "Instructional Activities," "Research & Creative Activities," and "Service." An additional "Other Assigned Duties" category may be used to assign responsibilities that do not fit the three main categories. Examples of "Other Assigned Duties" include administrative roles such as serving as a Program Director, Clinic Director, Grant Manager, Internship Coordinator, or Special Projects Leader. These duties will be evaluated based on the successful completion of assigned tasks, leadership effectiveness, impact on the School, program or project, and other relevant performance indicators. All relevant areas are evaluated considering the faculty member's rank and assignment.

Evaluation Process and Procedures

Assignment of Duties

At the beginning of each evaluation period, the faculty will review the percentage of their workload assigned by the School Director to each of the categories outlined above. All faculty 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.

Faculty Annual Report

At the end of Spring semester, each faculty will submit a Faculty Annual Report that will include separate summary statements (one page maximum for each category included in the workload assignment) and any supporting documentation required by the School Director for the following categories: instructional activities, research and creative activities, service activities, and other assigned duties. The annual report should accurately delineate evidence of the ***quality and impact*** of their accomplishments in each category as outlined below. The Director will use the faculty annual report, supporting documentation, and other information relevant to the AESP criteria to fairly evaluate the faculty member.

Assessment of Performance

The School Director will review the faculty annual report and use the established criteria to assess each category, considering the quantitative, qualitative, and impactful aspects of the contributions. Each faculty member will be given an overall performance assessment based on the ratings in each category for which effort was assigned. The overall rating will be determined using a **weighted formula** that accounts for the **rating in each category** and the **percentage of full-time equivalent (FTE)** effort assigned to that category.

FTE for each category will be **averaged across the total number of semesters** in which a faculty member received an assignment. For example, if a faculty member receives an assignment in "Instructional Activities", "Research & Creative Activities", and "Service" during the fall and spring, and no assignment in summer (as is often the case for 9-mo T/TE faculty), their FTE for

each category will be averaged across only the fall and spring semesters. If faculty receive assignments across summer, fall, and spring, the FTE for each category will be averaged across all three semesters to calculate a **weighted FTE and weighted rating**.

CATEGORY and OVERALL EVALUATION SCALE:

Evaluation	Evaluation Definition	Evaluation Points	Overall Rating
Outstanding	Receiving an evaluation of ‘ Outstanding ’ is recognition that the faculty member is <u>excelling</u> in their assigned role(s).	5.0	4.5 – 5.0
Above Satisfactory	Receiving an evaluation of ‘ Above Satisfactory ’ is recognition that the faculty member is <u>performing above expectations</u> in their assigned role(s).	4.0	3.5 – 4.49
Satisfactory	Receiving an evaluation of ‘ Satisfactory ’ is recognition that the faculty member is <u>meeting expectations</u> in their assigned role(s).	3.0	2.5 – 3.49
Conditional	Receiving an evaluation of ‘ Conditional ’ is recognition that the faculty member is <u>not meeting expectations</u> in their assigned role(s).	2.0	1.5 – 2.49
Unsatisfactory	Receiving a performance evaluation of ‘ Unsatisfactory ’ is recognition that the faculty member is <u>consistently not meeting expectations</u> in their assigned role(s).	1.0	0 - 1.49

Calculation of Category and Overall Ratings:

- Each category rating will be multiplied by the percentage of FTE assigned to that category
- The sum of these weighted scores will determine the overall rating.

The examples below illustrate how the evaluation scale will be used for tenure-earning and tenured faculty, instructors and lecturers, and non-tenure earning research faculty who may have different assignments.

Example 1: A tenure-earning or tenured faculty member with the following assignments and categorical ratings for teaching 0.44 FTE, research 0.46 FTE, and service 0.10 FTE.

Category	Evaluation	Points	FTE	Overall Rating (Points x FTE)
Instructional Activities	Satisfactory	3.0	0.44	1.32
Research & Creative Activities	Above Satisfactory	4.0	0.46	1.84
Service	Above Satisfactory	4.0	0.10	0.40
				3.56 (Above Satisfactory)

Example 2: An instructor with the following assignments and categorical ratings for teaching 0.90 FTE, research 0.0 FTE, and service 0.10 FTE.

Category	Evaluation	Points	FTE	Overall Rating (Points x FTE)
Instructional Activities	Above Satisfactory	4.0	0.90	3.60
Research & Creative Activities	N/A	0	0	0
Service	Above Satisfactory	4.0	0.10	0.40
				4.00 (Above Satisfactory)

Example 3: A non-tenure earning research faculty with the following assignments and categorical ratings for teaching 0.0 FTE, research 0.95 FTE, and service 0.05 FTE.

Category	Evaluation	Points	FTE	Overall Rating (Points x FTE)
Instructional Activities	N/A	0	0	0
Research & Creative Activities	Above Satisfactory	4.0	0.95	3.80
Service	Above Satisfactory	4.0	0.05	0.40
				4.20 (Above Satisfactory)

All faculty must achieve at least a '**Satisfactory**' rating in each area of assignment where the FTE is greater than or equal to 0.05 or 5%.

Feedback and Professional Development

The final rating will be accompanied by qualitative feedback, highlighting strengths and areas for improvement. This feedback is intended to guide professional development and future goal setting.

Annual Review Meeting

The school director will be available to meet with all faculty members individually. During this optional meeting, they can discuss the evaluation, address concerns, and develop goals for the upcoming year.

INSTRUCTIONAL ACTIVITIES EFFECTIVENESS

A faculty member's primary goal in teaching should be to foster student learning and success. All assigned courses, including those in the Summer semesters, are subject to evaluation.

To help with this evaluation, a faculty member can provide a variety of evidence demonstrating their effectiveness in promoting student learning. Below is a list of the types and examples of evidence that would be useful. Faculty are not required to submit all of these materials.

Likewise, they may submit other materials not included in the list below that would be useful in the evaluation.

- **Course and/or Clinical Materials:** Course syllabi, examples of textbooks, readings, and other resources used.
- **Assessment Tools:** Samples of exams, quizzes, assignments, and rubrics.
- **Evidence of diverse teaching methods:** lecture notes, multimedia presentations, technology integration, active learning activities.
- **Class Enrollments and Clinical Caseload equivalents** (Clinical faculty, Internship Coordinators)
- **Feedback Samples:** Examples of feedback provided on student work, demonstrating timeliness and constructiveness.
- **Grade Distributions:** Data on grade distributions, highlighting improvements or trends over time.
- **Pre- and Post-Test Results:** Evidence of learning gains through comparative analysis of pre-course and post-course assessments.
- **Student Work:** Exemplary samples of student projects, papers, or presentations demonstrating achievement of learning objectives.
- **Student Evaluations:** Summary of student evaluation scores and comments, with emphasis on teaching effectiveness and learning experience
 - **Including** Clinical/Calipso student evaluations.
- **Engagement Metrics:** Data on student participation in class activities, such as attendance records, discussion board activity, or engagement in group work.
- **Professional Development Activities:** List of workshops, seminars, or courses attended focused on teaching and learning with certificates of completion or evidence of participation. Documentation of changes made to teaching practices based on student feedback, self-reflection or professional development, such as revised syllabi, new teaching methods, or updated course materials.
- **Self-reflection statement that explains the impact of the teaching activities on student learning outcomes.**

EVALUATION CRITERIA

The impact and quality of faculty instructional activities will be evaluated on a five-point scale based on the quality and impact of contributions and performance across the following areas:

INSTRUCTION EVALUATION AREAS

- Classroom Instruction (including all modalities - P, V, M, etc.)
- Clinical Instruction (per assignment of duties)
- Student Mentoring
- Faculty/Professional Mentoring
- Professional Development & Dissemination
- Professional Service-related Instruction

Faculty

5 - OUTSTANDING (Exceeds Expectations) –Instructional activities that exceed the criteria for Satisfactory through exceptional excellence and impactful contributions in four or more areas of instruction. Documentation of evidence with a clear and compelling demonstration of impact and quality should be consistent with UCF rank (assistant, associate, full professor; instructor/lecturer, associate instructor/lecturer, senior instructor/lecturer; research assistant professor, research associate professor, research professor) and assignment (academic, clinical, research)

4 - ABOVE SATISFACTORY (Above Expectations)– Instructional activities that exceed the criteria for Satisfactory through exceptional excellence and impactful contributions in three or more areas of instruction. Documentation of evidence with a clear and compelling demonstration of impact and quality should be consistent with UCF rank (assistant, associate, full professor; instructor/lecturer, associate instructor/lecturer, senior instructor/lecturer; research assistant professor, research associate professor, research professor) and assignment (academic, clinical, research)

3 - SATISFACTORY (Meets Expectations) – Instructional activities include all basic expectations listed below with impactful contributions in one or more areas of instruction. Documentation of evidence with a clear and compelling demonstration of impact and quality should be consistent with UCF rank (assistant, associate, full professor; instructor/lecturer, associate instructor/lecturer, senior instructor/lecturer; research assistant professor, research associate professor, research professor) and assignment (academic, clinical, research)

2 - CONDITIONAL – Instructional activities that fail to meet the criteria for Satisfactory in two or fewer areas of instructional activity.

1 - UNSATISFACTORY – Instructional activities that fail to meet the criteria for Satisfactory in more than two areas of instructional activity.

Basic Expectations for all Faculty with Instructional assignments

The following basic expectations are required for all faculty and need to be met to receive a rating above Conditional.

- Ensures that the teaching methods and assessments align with course learning objectives and strives to help students achieve those outcomes.
- Convenes face-to-face and mixed mode classes as scheduled (unless there is prior approval) and teaches all classes in the modality they were scheduled.
 - For Clinical faculty - convenes clinical appointments and student supervision meetings, as scheduled.
- Maintains a regular online presence, being present online at least once every day (email and within the learning management system) when teaching online courses.
- Holds all scheduled office hours in the appropriate modality and location and provides opportunities for student appointments outside of office hours pursuant to school policy.
- Evaluate student's performance in a fair, equitable, and timely manner.
- Replies to student inquiries within 2 business days (except when students have been notified through class announcements).

- Submits book orders and syllabi on time as required by university and school policy.
- Meet class/clinic assignments for the scheduled number of sessions as published, in the appropriate modality and according to 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 School Director. Provides timely feedback for written documentation throughout the semester.
- Provide formative and summative assessment of student clinical competency by completing midterm and final student performance evaluations and reviewing these evaluations with the student, unless special circumstances apply (e.g. client discontinuation of therapy).
- Complies with state, university, and school policies and deadlines pertaining to teaching, including syllabus policies and final grade submission deadlines.
- Holds final examinations in compliance with university regulations and policies.
- Appropriately supervises any TAs and other assistants (graduate or undergraduate) assigned to help with instruction.
- Upholds a high level of professionalism when communicating with students in and out of the classroom and clinical assignments.

EVIDENCE

Beyond the Basic Expectations above, instructional quality and impact will be evaluated based on evidence provided by the faculty member in one or more of the following areas:

Classroom Instruction

- Student evaluations indicated high satisfaction (e.g., >80% rated as Very Good or Excellent) with the instructor's teaching and the learning experience. *In no case will adverse performance determinations be reached based on SPIs if fewer than 33% of students enrolled in each course at the end of the semester completed the evaluation.*
- Update and revise course content, assignments, activities, etc. to ensure course content is current and instructional approach fosters student learning, retention, and engagement. Summarize revisions and provide examples demonstrating the extent and quality of the work and expected outcomes.
- Obtain HIP designation, Quality badge, and/or meet NACE competencies for a new or existing course AND/OR complete a successful 5-year review for an existing High Impact Practice or Quality course.
- Undergo formal evaluation of course instruction and materials conducted by FCTL or other formally established, unbiased peer evaluation process. Submit the evaluator's assessment and provide a description and examples of how you are addressing/addressed the feedback.
- Develop a new course or create a new version of an existing course (e.g., study abroad course, online course, or other modality) based on department need and approval by the school director or as assigned by the chair. Faculty members need to provide specific examples/exhibits of items/content developed and explain the significance/rationale.
- Obtain High-Quality badge, and/or meet NACE competencies for a new or existing course AND/OR complete a successful 5-year review for an existing High-Quality course.

Clinical Instruction (based on assignment of duties)

- Student evaluations indicated high satisfaction (e.g., >80% rated as Very Good or Superior) with the instructor's teaching and the learning experience.
- Cover appropriate course topics based on current knowledge in course presentations and clinical management in assigned areas.
- Integrate information on evidence-based practices into clinical instruction.
- Creation and implementation of fidelity checklists for clinical protocols, treatment manuals, assessment procedures to ensure validity and reliability of evidence-based practice.
- Demonstrate current knowledge and expertise in assigned areas of clinical teaching and/or supervision.
- Launch/lead a new clinical service/activity/initiative to enhance student learning and/or client outcomes
- Supervise student clinicians for clock hours outside of a regular course assignment.
- Mentor clinical adjuncts, internship supervisors, graduate students and other colleagues in clinical teaching effectiveness, providing documentation of such mentoring activities.
- Produce a publication such as a textbook, journal article, book chapter, assessment tools, clinical manuals, protocols, and procedures. etc.
- Collaborate with academic faculty to coordinate/deliver clinical application of related content within courses (e.g. Simucase, simulation, etc.)
- Conduct student training for extracurricular activities, such as inter-professional educational events.
- Develop a new clinical service line to enhance student clinical experiences.
- Develop and integrate new teaching strategies, service-learning, curriculum or innovative technologies to enhance clinical instruction and/or course content.

Student Mentoring

- Mentor students as part of our outside of regular course or clinic activities through career counseling, considerations for graduate school, instruction-adjacent topics, professional practice, certification/licensure, connections in the community, and referral to UCF resources to support student success and retention within the field.
- Serve as a chair, co-chair, or committee member on a student undergraduate thesis, graduate thesis or dissertation, capstone project, clinical project or other research project completed during the evaluation period. Provide a description of your role on the committee, name of the student, committee chair and department, title of thesis, dissertation, or project, date completed.
- Mentor students engaged in clinical service and educational initiatives, such as those associated with community events, awareness campaigns, and clinically related training.
- Mentor one or more students in the research process with successful completion of an independent study or directed research course.
- Mentor one or more students in the research process that produces a deliverable research outcome (e.g., accepted abstract, poster presentation at a professional conference,

manuscript submission/publication, or an internal/external grant proposal submitted for competitive funding).

- Mentor students as part of ongoing clinical research or clinical service where outcomes may include clinical protocol development and implementation, data collection and analysis, or a new clinical process.
- Mentor student(s) resulting in the students' publication or conference presentation on a clinically related topic
- Mentor a thesis student who receives a CHPS HUT Scholarship. Include the name of the student, date received, and a copy of the research abstract. Thesis awards or scholarships awarded by external entities should include selection criteria and other relevant information and a copy of the thesis abstract.
- Chair or co-chair the HUT, RAMP, or FIRE committee of one or more students who produces a research-related outcome (e.g., accepted abstract, poster presentation for an external peer-reviewed student or professional conference) or successfully completes their thesis during the evaluation period. Submit the details as part of your annual report.
- Mentor a graduate student who receives the CHPS and/or UCF Outstanding Master's Thesis Award. Submit a copy of the award and the mentor's nomination letter.
- Serve as Advisor or co-Advisor to student organizations.

Faculty Mentoring

- Serve as a mentor for a designated CSD course/faculty member(s) (full-time and/or adjunct faculty) to foster teaching success. Document contributions and outcomes achieved as the assigned mentor.
- Mentor clinical or academic adjuncts, internship supervisors, and other colleagues in clinical and/or academic teaching effectiveness, publications/presentations, etc. as related to area of teaching.
- Mentor clinical or academic faculty or adjuncts on use of university systems (e.g., webcourses, Workday, Peoplesoft, available trainings, resources, etc.).

Professional Development and Dissemination

- Submit documentation of attendance at a professional development course designed to enhance academic and clinical instruction (e.g., continuing education, formal coursework, or Faculty Center for Teaching and Learning programs).
- Disseminate content related to curriculum or teaching through a first-author or co-author publication in a peer-reviewed journal.
- Produce a manual, guide, newsletter article or other materials for faculty members regarding the curriculum or instructional methods (e.g., guidelines or procedures for academic or clinical instruction, additions to the CSD Faculty Webcourse portal).
- Author/co-author an accepted/in press/ published peer-reviewed articles or textbook chapters linked to curriculum or teaching, including development of ancillary materials for articles/textbook chapters.
- Disseminate content related to curriculum or teaching at a peer-reviewed state, regional, national, or international conference/professional development program. Provide details such as email or letter documenting the acceptance of your presentation or invitation to

present; program agenda with conference organizer, date, location, title of presentation, type of presentation (i.e., poster, panel discussion, oral presentation, keynote, etc.), name of presenter (if not you), etc. Indicate if the submission was peer-reviewed or invited.

- *Submit a grant* or other funding that advances the teaching/clinical mission of the School of CSD's teaching mission (e.g., technology fee grant; external grant, not including monies received for professional development (e.g., IDL6543 – Teach Online; Essentials of Online Teaching (EOT); etc.) or from the Office of Undergraduate Research (OUR) (e.g., High Impact Practice (HIP) coaches), etc.
- *Receive a grant* or other funding that advances the teaching/clinical mission of the School of CSD, (e.g., technology fee grant; external grant, not including monies received for professional development (e.g., IDL6543 – Teach Online; Essentials of Online Teaching (EOT); etc.) or from the Office of Undergraduate Research (OUR) (e.g., High Impact Practice (HIP) coaches), etc.
- Recipient of a UCF Teaching Award:
 - Excellence in UG Teaching
 - Excellence in Grad Teaching
 - University-wide recipient of excellence award = automatic exceeds for teaching
 - TIP Award
 - Dzuiban Award
 - Barbara Truman Award
 - SoTL Award
- Recipient of an external teaching/SoTL award (see Faculty Award Opportunities – External Honorific Awards (ucf.edu) for examples). Provide the name of the award, date received a description and significance of the recognition, and membership size of organization giving the award.

Professional Instruction-related Service (will not also be included in Service)

- Conduct professional development education/training for community partners.
- Serve as a guest speaker for another faculty member's class session to provide expertise that enhances student learning.
- Serve as a consultant to other educational institutions to promote the scholarship of teaching and learning. Provide an invitation letter, outline of work completed, time frame, and other relevant information to support your work. (Restricted to consultations in which there is no financial benefit beyond the host paying for ordinary travel costs).
- Develop and offer a discipline-related enrichment/engagement course, workshop, or similar "product." Provide a detailed description and evidence of quality, impact, and outcome.

RESEARCH & CREATIVE ACTIVITIES EFFECTIVENESS

The Research and Creative Activity component of Faculty Activity Reports will be evaluated for faculty who have an assignment in this area. Evaluation in Research and Creative Activity will include a review of the scholarly activities, sponsored research, recognition, and contributions that the faculty member has undertaken during the evaluation period. The evaluation process will include review of faculty documentation of research and creative activity, including such

evidence as letters of acceptance for journal articles, manuscripts, grant applications, and papers presented at professional conferences.

The critical standard for research at the ranks of Assistant, Associate, and Full Professor is the peer-reviewed, scholarly journal article. Submission of a large external grant may supersede publication of scholarly journal articles. For non-tenured or tenure earning faculty, standards may be different, but the same types of evidence can be used to demonstrate impact and quality. Faculty FTE for research during the evaluation period will also be taken into consideration (as outlined in the initial table in this document).

EVALUATION CRITERIA

The impact and quality of faculty research and creative activities will be evaluated on a five-point scale based on contributions and performance across the areas outlined below. Faculty are not required to submit materials in all of these areas. Likewise, they may submit other materials not included in the lists below that would be useful in the evaluation.

RESEARCH EVALUATION AREAS:

- Research Development
- Research Conduct
- Research Dissemination
- Research Honors & Awards
- Other Research Activities

5 - OUTSTANDING (Exceeds Expectations) – Research program that exceeds the criteria for Satisfactory with evidence of impact and quality of research activities in four or more of the following areas: development, conduct, dissemination, honors and awards, or other research activities. Clear and compelling demonstration of impact and quality should be consistent with UCF rank (assistant, associate, full professor; instructor/lecturer, associate instructor/lecturer, senior instructor/lecturer; research assistant professor, research associate professor, research professor) and assignment (academic, clinical, research).

4 - ABOVE SATISFACTORY (Above Expectations)– Research program that exceeds the criteria for Satisfactory with evidence of impact and quality of research activities in three or more of the following areas: development, conduct, dissemination, honors and awards, or other research activities. Clear and compelling demonstration of impact and quality should be consistent with UCF rank (assistant, associate, full professor; instructor/lecturer, associate instructor/lecturer, senior instructor/lecturer; research assistant professor, research associate professor, research professor) and assignment (academic, clinical, research).

3 - SATISFACTORY (Meets Expectations) – Research program that includes a coherent and sustained research agenda and adheres to ethical principles in the development, conduct and dissemination of research. Evidence of impact and quality of research activities should be provided for two or more of the following areas: development, conduct, dissemination, honors and awards, or other research activities. Clear and compelling demonstration of impact and quality should be consistent with UCF rank (assistant, associate, full professor; instructor/lecturer, associate instructor/lecturer, senior instructor/lecturer; research assistant

professor, research associate professor, research professor) and assignment (academic, clinical, research)

2 - CONDITIONAL – Research program that fails to meet the criteria for Satisfactory in research activities but demonstrates substantial active research in progress. Faculty who receive less than a Satisfactory rating in Research and Creative Activities over a one-year evaluation cycle may have their research assignment reduced if they are unable to improve their rating during the next evaluation period.

1 - UNSATISFACTORY – Research program that fails to meet the criteria for Satisfactory in research activity with minimal active or impactful research progress. Faculty who receive less than a Satisfactory rating in Research and Creative Activities over a one-year evaluation cycle may have their research assignment reduced if they are unable to improve their rating during the next evaluation period.

Basic Research Expectations

- **Tenure-earning, Tenured and Research Faculty***

Evidence of pursuing a focused research agenda; adherence to ethical principles in the development, conduct, and dissemination of research; and demonstration of effort toward publishing, presenting, and securing grants.

- **Instructors and Lecturers**

Instructors and Lecturers in the School of CSD who are involved in research and creative activities, due to personal and professional goals, will be evaluated based on their specific roles in research activities (e.g., data collection, project management, research assistant supervision, etc.), their rank, and their research FTE.

EVIDENCE

The major areas of research and creative activities and examples of the types of activities within each area are outlined below. The burden for demonstrating **impact and quality** is on the faculty member, through narrative, tables, figures, and appendices with supporting evidence.

- *Quality ratings* may be demonstrated by frequency of peer-reviewed publication, originality and innovation, rigor, size of internal or external funding, number or size of studies in progress, significance of awards and honors, etc.
- *Impact ratings* may be demonstrated by journal impact factor, citation counts, influence on policy, contributions to practice, collaborations with industry or other institutions, etc.
- In the case of collaborative research, evidence put forward to indicate impact and quality should also indicate the *role of the faculty member* within the larger team. This applies to grants and contracts, abstract and publication submissions and acceptance, and other scholarly works. It is incumbent upon the faculty member to indicate their role in the activity in the context of the work and relative to the larger team.
- Publication of journal articles can be important indicators of impact and quality. In addition to the impact and quality of the work itself, date of acceptance and author role are considered. Because the time between formal acceptance of a journal article submission can vary widely relative to the date of publication, acceptance during the reporting year is the primary metric for the Faculty Annual Report. For other cumulative

evaluations, such as those supporting promotion and tenure, date of publication may be the primary metric.

Research Development

- Submission of an internal grant application
- Submission of an external grant or contract
- Major revision of an internal grant application
- Major revision of external grant or contract
- Development of infrastructure needed to carry out new (to UCF) research projects (e.g., hiring and training staff)
- Other documented research development activity (e.g., foundation proposal for research infrastructure)

Research Conduct

- Specific deliverable targets
- Oversee or participate in developing or finalizing a research protocol
- Develop and submit an IRB proposal (or continuing review submission)
- Supervise or manage day-to-day activities of research team members
- Maintenance of infrastructure needed to carry out active research projects (e.g., database management, software revisions)
- Conduct data collection/analysis for a specific project.
- Possession of an active internal grant
- Possession of an active external grant or contract
- Submission of articles or equivalent to a peer-reviewed journal

Research Dissemination

- Contributed presentation of research at other colleges, universities, or institutes.
- Invited presentation of research at other colleges, universities, or institutes.
- Contributed presentation of research at a state/national/international conference
- Invited presentation of research at a state/national/international conference
- Research related report required by a sponsor, agency, or institution
- Publication of a contributed peer-reviewed abstract or equivalent for meeting or conference
- Publication of an invited peer-reviewed abstract or equivalent for meeting or conference
- Acceptance¹ of a peer-reviewed journal article or equivalent
- Publish a research related book
- Edit a research-related book
- Publish, license, or otherwise formally disseminate research-related works such as test instruments, software, or other creative product
- Contributed presentation of research through invited podcasts or other forms of CEUs such as those offered through ASHA, Medbridge, and other CEU providers

- Invited presentation of research through podcasts or other forms of CEUs, such as those offered through ASHA, Medbridge, and other CEU providers

Research Honors and Awards

- Receive recognition within the university or professional communities for excellence in research
- Receipt of an external grant or contract
- Receipt of a U.S. Patent or License of original work

Other Research Activities

- Serve on or chair a national grant review panel
- Edit conference proceedings
- Edit a special issue of a refereed journal
- Chair or serve on a student thesis committee or dissertation committee completed during the evaluation period
- Mentor students and faculty colleagues in the design, implementation, and/or interpretation of research projects and grant writing activities
- Other

¹ Because the time between formal acceptance of a journal article submission can vary widely relative to the date of publication, **acceptance during the reporting year is the primary metric for the annual Faculty Activity Report.** For other cumulative evaluations, such as those supporting promotion and tenure, date of publication may be the primary metric.

SERVICE ACTIVITIES EFFECTIVENESS

Service will be evaluated based on the assigned FTE (compared to the FTE assigned – 0.05 FTE is equivalent to 2 hours of service per week) and the quality and impact of the service in which the service involvement contributes to the desired goals of the activity.

EVALUATION CRITERIA

The impact and quality of faculty service activities will be evaluated on a five-point scale based on contributions and performance across the areas outlined below. Faculty are not required to submit materials in all of these areas. Likewise, they may submit other materials not included in the lists below that would be useful in the evaluation.

SERVICE EVALUATION AREAS

- Service to the School
- Service to the College or University
- Service to the Profession
- Professional service to the Community

5 - OUTSTANDING (Exceeds Expectations) –Service activities that exceed the criteria for Satisfactory through Exceptional excellence with contributions in three or more areas of Service

Activity. Documentation of evidence with a clear and compelling demonstration of impact and quality should be consistent with UCF rank, position, and FTE.

4 - ABOVE SATISFACTORY (Above Expectations)– Service activities that exceed the criteria for Satisfactory through exceptional excellence with contributions two or more areas of Service Activity. Documentation of evidence with a clear and compelling demonstration of impact and quality should be consistent with UCF rank, position, and FTE.

3 - SATISFACTORY (Meets Expectations) – Service activities include all basic expectations listed below with additional contributions in one or more areas of Service. Documentation of evidence with a clear and compelling demonstration of impact and quality should be consistent with UCF rank, position, and FTE.

2 - CONDITIONAL – Service activities that fail to meet the criteria for Satisfactory in one or more areas of Service activity.

1 - UNSATISFACTORY – Service activities that fail to meet the criteria for Satisfactory in multiple areas of Service activity.

Basic Expectations for all Faculty

The following basic expectations are required for all faculty and need to be met to receive a rating of Satisfactory.

- Regular attendance at School and College meetings and Fall Kick-off Meeting/Retreat.
- Attendance at College Graduation Ceremony or other student-oriented event per year (e.g., graduate fair, NSSLHA or student led event, all graduate or undergraduate meeting).
- Service as a member of one or more School, College, University committees or task forces.

EVIDENCE

In addition to the *Basic Expectations* above, service quality and impact will be evaluated based on evidence reported in one or more of the following areas:

Service to the School

- Active participation on a high intensity School committee (e.g., Admissions, Scholarship, Search)
- Chair a School committee or task force
- Chair a search committee for a new faculty
- Organize a school and/or community activity that impacts students, faculty, staff, and/or clients.

Service to the College or University

- Active participation on a high intensity College or University committee (e.g., Undergraduate, Graduate, Research, Faculty Council, Program, IT, Faculty Senate, College/University Search committee)
- Chair a College or University committee or task force
- Chair a College or University search committee (or service for another unit)

- Organize a College and/or University-side activity that impacts students, faculty, staff, and/or clients.

Service to the profession

- Active participation on a professional organization committee or task force
- Journal manuscript reviewer
- Provide professionally related talks to local, regional, or national/international groups or organizations.
- Organize local or regional conferences or workshops.
- Editorial board member for a professional journal
- Grant review panel
- Assume leadership role in a professional organization impacting the professions
- Participate on accreditation site visit teams or review boards
- Participate in national/international conference planning and presentations
- Participate in external reviews for faculty promotion and tenure at other institutions

Professional service to the community

- Service to public schools, healthcare agencies, and other higher education agencies.
- Participate in and/or organize philanthropy events.
- Assume leadership role in a community organization impacting the professions and/or the people whom we serve.

OTHER ACTIVITIES

Most faculty will not be evaluated in this category. Faculty with a substantial administrative assignment such as graduate or undergraduate program director, clinic director, or internship coordinators may be evaluated in this category. The Director, in conjunction with direct supervisor if applicable, will meet with the faculty member at the beginning of the evaluation period and agree in writing on the criteria that will be used for the evaluation.