



ANNUAL EVALUATION STANDARDS AND PROCEDURES (AESP) **Department of Educational Leadership and Higher Education**

Purpose of the Annual Evaluation Standards and Procedures

The purpose of the Annual Evaluation Standards and Procedures (AESP) for the Department of Educational Leadership and Higher Education (ELHE) in the College of Community Innovation and Education (CCIE) at the University of Central Florida (UCF) is to facilitate and assess faculty success in instructional, research/scholarship, service, and/or other assigned activities. Institutional excellence is dependent upon the individual performance of each faculty member as well as the collective performance of the faculty. The success and reputation of the UCF are highly dependent upon the talents that exist among the faculty and how effectively those talents are harnessed and blended to achieve the university's mission.

The AESP is applicable to all faculty and is based on the academic year (i.e., summer, fall, spring semesters). The evaluation of instructional, research/scholarship, service, and other assigned activities will correspond to individual faculty members' assignment of duties (FTE), which may differ from other faculty based on such factors as rank, teaching load, or other work-related opportunities. Faculty members may have other major assignments for the year that do not constitute research, teaching, or service (i.e. program coordinator). The annual evaluation process relies on both quantitative and qualitative analysis of data that is provided by the faculty member and is subject to the department chair's review. The department chair will evaluate all faculty in each individual area where there is an assigned effort (i.e. instructional, research, service, other). The overall evaluation of faculty will be determined based on the formula as included in this AESP.

To facilitate this process, the faculty must submit a Faculty Activity Report (Form A), which is a form that you will be directed to by the department and summarizes accomplishments related to instructional, research, service, and other activities. Faculty must also submit a current curriculum vitae (CV) and written narratives for each category of activity (i.e., instructional, research, service, other). The narrative will highlight the quality of the work, explain the impact of specific accomplishments that might not otherwise be known or concluded, and/or describe mitigating or exceptional circumstances involved with the implementation of the work.

Although not exhaustive, the AESP includes activities that a faculty member might participate in as part of their professional responsibilities. Faculty members whose activities are not specifically listed are encouraged to explain the activities' relevance and importance. In such situations, it is the responsibility of the faculty member to provide the documentation to make their case to the department chair prior to submitting the activities. Unassigned activities compensated by sources other than the University (except academic books or textbooks for which the author may receive royalties) generally will not be included in the annual evaluation.

Overview of the ELHE Department

The Department of Educational Leadership and Higher Education (ELHE) develops scholar practitioners to cultivate educational and professional excellence and achieve positive outcomes. The disciplines within the department are Educational Leadership, Higher Education Leadership, and Career and Workforce Education. The degrees offered in our programs provide practitioners with the leadership and teaching skills necessary to successfully navigate their respective educational environments utilize innovative measures to serve and influence modern educational and organizational settings. Subsequently, our approach to teaching, research, and service is practical in nature as described below.

Our teaching assumes a practical approach that promotes hands-on learning, real-world application, and problem solving. Such approach entails going beyond theoretical principles and immersing students in hands-on activities that allow them to actively participate in, investigate, and experience the subject matter. Our teaching is grounded in research and theories, but our teaching purpose is the promotion of application and action.

Our research is qualitative and quantitative in nature. Qualitatively, our research approach in the ELHE Department focuses on understanding phenomena through in-depth exploration and subjective analysis. Our qualitative research emphasizes the importance of meanings and interpretations of student, teacher, and/or leader experiences. Quantitatively, our research within the ELHE Department also utilizes descriptive and inferential approaches to offer explanations about those respective meanings, interpretations, and experiences. Our quantitative research embraces the importance of being able to share outcomes associated with existing trends or phenomena. In effect, the value of applied research for our ELHE Department is reflected in the use of qualitative and/or quantitative approaches to generate evidence-based, solution-oriented responses for educational leaders.

Our service is vital to our academic disciplines of higher education, educational leadership, and career and workforce education. Internal service to UCF, CCIE, and ELHE is important for our faculty to be engaged as well as external service to the broader community which consists of schools/districts, higher education institutions, and community colleges/technical centers. The practical nature of our service includes activities such as serving as board members, consultants, presenters of information, providing policy analysis to constituents, etc. Our service endeavors show the necessity of being engaged with both internal and external stakeholders given what we know and be able to do as scholar practitioners.

Overall Faculty Evaluation and the AESP

Using the AESP, the overall evaluation of each faculty member will be based on the weighted average of the four categories of evaluation weighted by the FTE assigned for each category for the regular academic year (summer or overload teaching will *not* affect the FTE used for teaching).

Following is the FTE differentiation based on Instruction, Research, and Service in accordance with the assignment. These may be adjusted by agreement with the chair and faculty member

as needed, for example, when an area is not assigned.

Instructional Load	4:4	3:3	2:2	1:1
Instruction	.90	.70	.45	.20
Research	0	.20	.45	.70
Service	.10	.10	.10	.10
Other	Other assignments can be discussed with the Department Chair and faculty member.			

The overall evaluation of each faculty member will be based on the weighted average of the four categories of evaluation weighted by the FTE assigned for each category for the regular academic year (summer or overload teaching will *not* affect the FTE used for teaching). An employee must receive a minimum rating of Satisfactory in each area with assigned effort of five percent (5%) or more in order to receive an overall rating of Satisfactory or above (See Collective Bargaining Agreement, p.38) ([2024-2027 Full Book.pdf](#))

Based upon the AESP guidelines for the evaluation of instruction, research, service, and other assigned duties (if assigned), the “Overall Evaluation Assessment” in the *Annual Evaluation of In-Unit Faculty Performance* will be determined by the weighted categories as stated in the faculty member’s in-unit faculty assignment.

Evaluative ratings will be assigned the following numerical values and multiplied by FTE in each category. Overall values are calculated from weighted scores for each area (instruction, research, service, other duties assigned) based on FTE % allocations.

RATING	VALUE	WEIGHTED AVERAGE
Outstanding	4	4.0-3.7
Above Satisfactory	3	3.69-3.0
Satisfactory	2	2.99-2.0
Conditional	1	1.99-1.0
Unsatisfactory	0	Less than 1.0

Note: If ratings and the annual assignment allocations were as follows, a sample calculation would result in the following: **Outstanding** (70%) for Teaching; **Satisfactory (20%)** for Research and Scholarship, and **Above Satisfactory** (5%) for Service. The Overall Range calculation would be $(4.0\text{-value} \times .70\text{-teaching load} = 2.8) + (2.0\text{-value} \times .20\text{-research load} = .4) + (3.0\text{-value} \times .10\text{-service load} = .3) = \text{Total} = 3.5$ (**Above Satisfactory**).

INSTRUCTIONAL ACTIVITIES

The customary (fall/spring) instructional load in the ELHE Department for tenured faculty is three (3) courses per semester and tenure-earning faculty is two (2) courses per semester while four (4) courses per semester for lecturers. When evaluating instructional activities, all assigned courses, including summer, are subject to evaluation. This section also includes work with

students that may occur outside of the classroom such as independent studies, directed reading or research, and student mentorship. Lastly, faculty work related to curriculum development and pedagogical quality improvement should also be included in this section.

Evaluation of Instructional Activities

- **Outstanding:** satisfies basic expectations and significantly exceeds performance expectations.
- **Above Satisfactory:** satisfies basic expectations and exceeds performance expectations.
- **Satisfactory:** satisfies basic expectations.
- **Conditional:** fails to satisfy basic expectations for one year.
- **Unsatisfactory:** fails to satisfy basic expectations for two consecutive years.

The following **baseline expectations** are required for all faculty and need to be met to receive a rating above conditional. In cases when a faculty member is not able to meet these expectations for a short period of time due to circumstances beyond their control, the faculty member should inform the department chair and obtain approval for alternate teaching expectations as soon as practicable.

Baseline Expectations

- Submits syllabi by required deadline with clear student learning objectives and appropriate accreditation standards, if applicable.
- Convenes all classes with regularly scheduled class meetings (such as face-to-face, mixed mode, and synchronous online) as scheduled (unless there is prior approval) and teaches all classes in the modality they were scheduled.
- For online courses, faculty maintain a regular online presence and being present online.
- Holds all scheduled office hours in the appropriate modality and location and provides opportunities for student appointments outside of office hours pursuant to academic unit, college, and university policy.
- Submits book orders on time as required by university and unit policy.
- Complies with state, university, and college policies and deadlines pertaining to teaching, including syllabus policies and final grade submission deadlines.
- Maintains accurate and up-to-date grades on Webcourses, which reflect the grade students are receiving in the class and makes those grades visible and available to students.
- Holds final examinations in compliance with university regulations and policies.
- Appropriately supervises and evaluates any graduate teaching associates/assistants (GTAs) 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.
- Provides timely feedback to students inquires, including two business days (except when students have been notified through class announcements) as well as feedback on assignments within two weeks when appropriate.

- Offer timely feedback on dissertation draft given agreed-upon discussions between dissertation chair and student.
- Assessment of students' performance is varied (formative and summative assessment methods) and multiple as well as clear grading procedures and policy (e.g., grading scale, plagiarism, and use of Artificial Intelligence)
- Course content is grounded in current research and best practices.

Faculty seeking an **above satisfactory** or **outstanding** rating may include a written narrative (approximately 300 words) that highlights the impact of their instructional activities based on the quality metrics and teaching activities that are outlined below. Because faculty responsibilities vary and quality or impact can be illustrated in multiple ways, it is not necessary to address each of the points below.

Instructional Quality Metrics

- Design and create a High Impact Practice designated class.
- Teach a High Impact Practice designation course.
- Obtain quality and high-quality course designation.
- Receive a teaching award at the college or university level or from a professional organization.
- Student Perception of Instruction (SPI) rating in "Overall Assessment of Instructor" category at 90% as "very good" (4) to "excellent" (5) average of all classes across all semesters (summer, fall, spring).
- Chairing a dissertation or honors in the major thesis to completion (only final semester).
- Lead a study abroad program.
- Present as an invited keynote or panelist on teaching and learning related workshops, presentations, and/or webinars.
- Agreed upon deliverable with the Department Chair prior to the semester start.

Instructional Activities

- Teach an independent study course (per course).
- Attend Faculty Center of Teaching and Learning (FCTL), Center for Distributed Learning (CDL), or Pegasus iLab workshop with reflection statement in annual report.
- Attend instructional professional development activity with reflection statement in the annual report.
- Complete an Interactive Distributed Learning (IDL) course.
- Mentor a student or post-doc scholar (e.g., dissertation committee, thesis committee, honor in the major committee, faculty advisor). One activity per student per semester.
- Participate in international student group visit.
- Develop a new course per academic unit agreement.
- Redesign a course per academic unit agreement.

- Serve as lead faculty for a course (one point per course per semester)
- Serve in a leadership role for a teaching related subgroup of a professional association (AERA, FAPEL, ASHE, NASPA, FACTE, ACTE, etc.) (can only be counted in either teaching or service).

RESEARCH, SCHOLARSHIP, AND CREATIVE ACTIVITIES

The ELHE Department acknowledges that research, scholarship, and creative activities include a wide range of activities that have varying levels of impact on scientific knowledge. For this section of the annual evaluation, faculty must include activities during the **past three academic years**. For example, when the AESP is submitted in May 2026 it should include the following three academic years: 2023-2024, 2024-2025, and 2025-2026.

The chair will adjust expectations for research activity for newly hired faculty as it would not be appropriate to evaluate their work prior to them joining UCF. Additionally, exceptions may be made for faculty who are returning to the department from an administrative appointment, that had no expectations for research, and those who have taken extended leave. Faculty without an assigned FTE for research will not be evaluated in this category.

In evaluating faculty research, the department looks at quality and quantity of research products. Although a certain frequency of peer-reviewed publications is generally necessary for establishing a research reputation, sheer number of publications is neither the only nor the most important index of productivity. The department also looks for evidence that research products are of high quality and have impacts in their relevant fields, on the broader discipline, and on policy and practice.

Documentation of research productivity will be provided on the Faculty Activity Report in the form of a list of contracts/grants, peer-reviewed publications, other research/scholarship activity, and work currently in progress. Since the impact of a faculty member's work may be unclear to the department chair, individual faculty have the responsibility of providing evidence that will allow assessment of quality and impact of research activities.

Evaluation of Research, Scholarship, and Creative Activities

- **Outstanding:** satisfies basic expectations and significantly exceeds performance expectations.
- **Above Satisfactory:** satisfies basic expectations and exceeds performance expectations.
- **Satisfactory:** satisfies basic expectations.
- **Conditional:** fails to satisfy basic expectations for one year.
- **Unsatisfactory:** fails to satisfy basic expectations for two consecutive years.

The following activities will be used to evaluate research, scholarship, and creative activities. Faculty are not expected to engage in all these research activities, but all faculty with a research assignment are expected to publish in peer-reviewed academic journals.

Research Quality Metrics

- Publish an article in a journal with an impact factor equal to or above .4 or in a top-quartile journal or an article in a journal with an acceptance rate of 25% or other demonstrated impact.
- Receive an internal or external grant award as a Principal Investigator, Co-PI, and/or other designated project roles as discussed with the Department Chair.
- Speak as an invited speaker at a National or International Conference.
- Publish an article in a peer-reviewed publication as the first, second, or corresponding author.
- Earn an internal or external research award.
- Serve on a grant/contract review panel (e.g. AHRQ, NIH).
- Publish a book or textbook as solo author (not editor).
- Serve as an editor for a peer-reviewed journal (international/national).
- Complete another deliverable agreed upon with the Department Chair.

Research Activities

- Publish a peer-reviewed article.
- Receive an internal or external grant award.
- Serve on an editorial board for a journal.
- Present a refereed presentation at a state, national, or international conference.
- Present a refereed poster presentation at a state, national, or international conference.
- Publish an article in conference proceedings.
- Publish a peer-reviewed article with a student.
- Submit grant and/or contract proposal to external funding organization.
- Serve as editor for a book/textbook.
- Publish a book chapter.
- Complete another deliverable agreed upon with the Chair.

The following are examples of research activity necessary to receive a rating of **outstanding** in research:

- **Example #1-** Six peer-reviewed publications with at least three publications appearing in a journal with an impact factor of at least .4 or acceptance rate of 25% or other demonstrated impact, three or more presentations at state, national, and/or international conferences, serve on an editorial board for a journal and publish a book chapter in the past three years.
- **Example #2-** Six peer-reviewed publications, with at least three publications appearing in a journal with an impact factor of at least .4 or acceptance rate of 25% or other demonstrated impact, receive an external grant award as Principal Investigator, four refereed presentations at a national conference, serve on one grant review panel, and one grant submission to an external funding agency in the past three years.

A faculty member who does not satisfy one of the *examples* in this section may be evaluated as *outstanding* based on the assessment of information included in the Faculty Activity Report and a written narrative that highlights the impact of their research activities.

The following are examples of research activity necessary to receive a rating of **above satisfactory** in research:

- **Example #1-** Six peer-reviewed publications with at least two publications appearing in a journal with an impact factor of at least .4 or acceptance rate of 25% or other demonstrated impact and three or more presentations at state, national, and/or international conferences in the past three years.
- **Example #2-** Six peer-reviewed publications, with at least one publication appearing in a journal with an impact factor of at least .4 or acceptance rate of 25% or other demonstrated impact, receive an external grant award as Principal Investigator, two refereed presentations at a national conference, and one grant submission to an external funding agency in the past three years.
- **Example #3-** Six peer-reviewed publications, with at least one publication appearing in a journal with an impact factor of at least .4 or acceptance rate of 25% or other demonstrated impact and appearing as first author for at least one publication, a refereed presentation at a state conference, serving on an editorial board of a journal, presenting a refereed poster presentation at a national conference in the past three years.

A faculty member who does not satisfy one of the examples in this section may be evaluated as *above satisfactory* based on the assessment of information included in the Faculty Activity Report and a written narrative that highlights the impact of their research activities.

The following are examples of research activity necessary to receive a rating of **satisfactory** in research. Additional combinations of scholarly activity may receive a rating of satisfactory based on demonstration of quality and impact provided by the faculty member in a written narrative regarding research, scholarship, and creative activities.

- **Example #1-** Six peer-reviewed publications and three presentations at state, national, or international conferences in the past three years.
- **Example #2-** Six peer-reviewed publications, one refereed presentation at a national conference, and one grant submission to an external funding agency in the past three years.
- **Example #3-** Six peer-reviewed publications, one refereed presentation at a state conference, serve on an editorial board of a journal, and present a refereed poster at a national conference in the past three years.

A faculty member who does not satisfy one of the examples in this section may be evaluated as *satisfactory* based on the assessment of information included in the Faculty Activity Report and a written narrative that highlights the impact of their research activities.

SERVICE ACTIVITIES

Faculty are expected to share in the functioning, governance, and necessary activities of the department. However, involvement in service activities differs according to rank. Tenured faculty have the highest expectation of service, while faculty who are tenure-earning, instructors, or lecturers are primarily expected to contribute service to the department. Service will be evaluated based on both quantity (compared to FTE) and quality (service must contribute to the desired goals of the activity). Faculty must complete a Faculty Activity Report to document all activities associated with service in the past academic year.

Evaluation of Service Activities

- Outstanding: satisfies basic expectations and significantly exceeds performance expectations.
- Above Satisfactory: satisfies basic expectations and exceeds performance expectations.
- Satisfactory: satisfies basic expectations.
- Conditional: fails to satisfy basic expectations for one year.
- Unsatisfactory: fails to satisfy basic expectations for two consecutive years.

The following baseline service activities must be completed to receive a rating above conditional in service.

Baseline Service Activities

- Serve on a minimum of one committee providing service to School, College, University, or Profession and attend meetings regularly
- Attend at least one UCF commencement ceremony or CCIE graduation celebration
- Attend faculty meetings (unless excused by the Chair)
- Attend at least one College meeting when available
- All faculty must answer emails, phone calls, and requests from staff, students, colleagues, and the department chair in a timely manner. Faculty must respond within 2 non-holiday weekdays (except when students have been notified through class announcements or due to circumstances such as illness or unforeseen emergency or when the university is closed).
- Regular involvement at department events/functions (e.g., job interviews, research showcase, graduate pro-seminar course, and other department-sponsored events) is expected.
- Faculty must show active involvement on assigned committees (e.g., regular attendance and meaningful contribution). This includes all standing and ad hoc committees, as well as grading for qualifying exams for doctoral students.

- Faculty must contribute meaningfully to assigned committees by being prepared for meetings, timely submitting all committee work, being responsive to other committee members, etc.
- Faculty who represent the department on external committees must inform the department of pertinent information discussed during these college/university committee meetings when permissible. For example, the department representative for the Faculty Senate should share meeting minutes/notes with the department.

Faculty seeking an **above satisfactory** or **outstanding** rating may include a written narrative (approximately 300 words) that highlights the impact of their service activities based on the quality metrics and service activities that are outlined below. Since faculty responsibilities vary and quality or impact can be illustrated in multiple ways, it is not necessary to address each of the points below.

Quality Service Metrics

- Chair a School, College, University, or Professional committee
- Receive a service award at college or university level or from a professional organization
- Serve as an external reviewer for promotion and tenure
- Chair site visit team for accreditation/certification agency
- Lead a student competition team
- Serve in a leadership position on a National/International Board
- Serve on a committee at the School, College, University, AND Professional level
- Serve on a Board of a National/International Organization related to the discipline
- Serve in a leadership position for a National/International Professional Organization
- Serve as a coordinator for Institutional Effectiveness
- Complete another deliverable agreed upon with the Department Chair

Service Activities

- Review manuscripts/abstracts for conference or journal
- Serve as a member of a site visit team for an accreditation/certification agency
- Serve as the faculty advisor for a student organization
- Serve on a community committee/board related to discipline and/or college initiative
- Serve on a School, College, University, or Professional committee
- Provide media interviews related to the discipline
- Give public lectures related to discipline in the community
- Serve as a reviewer for Institutional Effectiveness
- Complete another deliverable agreed upon with the Department Chair

OTHER ACTIVITIES

Consistent with the Collective Bargaining Agreement (CBA), faculty may assume (and be assigned) other duties, such as those consistent with Associate Chair, Graduate Director, and Undergraduate Director. While these may be internal titles, the assignment is reflected on the Assignment of Duties form and would be evaluated separately from Service or other categories.

It is recommended that the faculty member and the chair determine evaluation criteria for “other activities” before or at the start of the academic semester/year in which the duties will be evaluated. The faculty member should provide a written narrative to outline their accomplishments in relationship to the duties assigned to them.

Evaluation of Other Activities

- **Unsatisfactory:** fails to satisfy basic expectations for two consecutive years.
- **Conditional:** fails to satisfy basic expectations for one year.
- **Satisfactory:** satisfies basic expectations.
- **Above Satisfactory:** satisfies basic expectations and exceeds performance expectations.
- **Outstanding:** satisfies basic expectations and significantly exceeds performance expectations.

To that end, for the purposes of the AESP to describe the category of “Other,” the ELHE Department includes the duties of the Academic Program Coordinator and Program Faculty Contact as defined in the ELHE Department By-Laws.

Role of the Academic Program Coordinator

Academic Program Coordinators are appointed by the Chair to serve a renewable, two-year term. One Academic Program Coordinator is appointed per program. Tenured, tenure-earning, and non-tenured faculty may serve as program coordinators and are provided with a course release per semester.

Academic Program Coordinators may have responsibilities such as: representing the needs of the programs and faculty to the unit chair (including overall coordination of the program course schedule), cooperating with requests for data and brief reports, as well as advocating faculty and student needs to the Chair of the Department of Educational Leadership and Higher Education.

As approved by the College of Community Innovation and Education, a more exhaustive list of the responsibilities of the academic program coordinators include the following:

- Facilitate effective and consistent communication among all academic program faculty members;
- Lead academic program scheduled meetings and maintain meeting minute notes;
- Provide input to the academic unit leader relating to the academic

program scheduling, including the identification and verification of appropriate adjunct instructors in collaboration with the academic unit leader;

- Complete Institutional Effectiveness (IE) plan and result reports with input from program faculty members for all degrees within the academic program, including collecting and entering data, analysis of the results, and closing the loop in the assessment process within appropriate timeframe as specified by the College;
- Provide input on recruitment, retention, and admissions processes within the academic program as necessary;
- Update and maintain all academic program student handbooks;
- Lead information and orientation sessions for new students in collaboration with the academic unit leader;
- Lead orientation sessions for adjunct instructors in collaboration with the academic unit leader;
- Collaborate on continuous improvement initiatives for the academic programs' curriculum and procedures;
- Hold regularly scheduled office hours for a minimum of 5 hours per week and be available for an additional 5 hours per week to provide and/or coordinate advisement for students as well as potential students seeking admission into the program;
- Oversee and complete Graduate Enrollment Management (GEM) documents;
- Collaborate with academic unit leader in work with the CCIE Office of Accreditation, Assessment, and Data Management;
- Serve as liaison to the CCIE Offices of Undergraduate and Graduate Affairs and where appropriate serve as program representative on CCIE Undergraduate or Graduate Council committees;
- Collaborate with academic unit leader in program accreditation and reaccreditation process at the academic program level;
- Collaborate with academic unit leader on maintaining curriculum and competencies according to accrediting and approving bodies;
- Review catalog and provide suggested changes regarding degree program area;
- Participate in the development of new courses, minors, certificates, tracks, and degree programs as needed to support the functioning of the academic unit;
- Where applicable within the academic unit, the coordinator monitors and maintains course syllabi for academic program and current curriculum vitae for all degree program faculty members and adjunct instructors in collaboration with the academic unit leader;
- Where applicable within the academic unit, the coordinator monitors the completion of book orders each semester within academic program in collaboration with academic unit leader;
- Provide input to academic unit leader relating to adjunct instructors' performance;
- Collaborate with the academic unit leader on providing the academic program website updates in digital format to CCIE web developer;

- and
- Collaborate with the academic unit leader on the annual program Community Advisory Board meeting as applicable.
- Conduct course observation evaluations using the faculty approved rubric.

Role of the Faculty Contact

In addition to the Academic Program Coordinators, one Faculty Contact per program is also appointed by the Chair on a renewable two-year term. Faculty Contacts will receive one course release per academic year. Faculty Contacts may have unique responsibilities such as advising students, informing unit leaders of enrollments, establishing and updating course scheduling, cooperating with requests for data and brief reports for SACS and institutional assessment. Additionally, Faculty Contacts may request the advising to be conducted by the Academic Support Coordinator II.

Role of Special Projects

As dependent upon the needs of the ELHE Department, the Chair may ask respective faculty members to be engaged in special projects. The details involved with the special projects would be determined by the faculty member and the Chair. The faculty member would be assessed based upon the criteria set forth and agreed upon by the Chair and the faculty member.