

ANNUAL FACULTY EVALUATION STANDARDS AND PROCEDURES

This document is intended as a guide for in-unit faculty in the annual evaluation process. Annual reviews serve to create a record of accomplishment of the faculty member for the academic calendar year, to generate constructive feedback, and to provide guidance in the promotion and tenure process where applicable. The promotion and tenure process is separate from the annual evaluation process. It is the responsibility of all participants in the evaluation process to review this document together with the University of Central Florida's Board of Trustees United Faculty of Florida's Collective Bargaining Agreement. As it pertains to the percentage allocations of duties for tenured, tenure-earning, and non-tenure earning faculty regarding teaching, research, and service, the Department of Educational Leadership and Higher Education (ELHE) will adhere to the guidelines established by the College of Community Innovation and Education. As part of this evaluation process, every in-unit faculty member is expected to complete and submit the eFAR to the Department Chair. This report may be accompanied by evidence such as student evaluations, copies of publications and manuscripts, paper presentations, and other appropriate documentation of faculty productivity and accomplishments (which may be provided in electronic form). The College and University mission statements and other relevant materials from UCF Faculty Excellence were considered in the preparation of this document.

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NOTES/DEFINITIONS

The exemplars in this document are *possible activities* that could be used to demonstrate that the standards have been met. It is not expected that all faculty members will do all activities listed, but activities should be appropriate for each faculty member's rank. **Please note: Exemplars used to support standards may be drawn from a higher rank (i.e. Assistant Professor uses Associate Professor's exemplars), but they may only be counted once.**

Visiting faculty members will be assigned a set of expectations corresponding to a rank level commensurate with the hiring expectations as agreed between the Department Chair and visiting faculty member.

Note: Faculty in Instructor positions generally do not have an earned doctorate degree and are responsible for teaching only undergraduate courses. Faculty in Lecturer positions generally *do* have an earned doctoral degree in a relevant area of study and may teach students in undergraduate, graduate, or advanced graduate courses.

OVERALL EVALUATION SCHEMA

Based on departmental guidelines and exemplars for the evaluation of teaching, research, and service, as outlined in this document, the "Overall Evaluation Assessment" in the *Chairperson's Evaluation Summary* will be determined by the weighted categories as stated in the faculty member's (Tenured/Tenure-Earning/Non-Tenure-Earning) in-unit faculty assignment. For example, all faculty will be given a rating for the areas of teaching research, and service. An average of those individual ratings will result in an overall rating (i.e. Faculty A receives 4 for teaching, 3 for research, and 2 for service which results in an overall rating of 3 which is Above Satisfactory).

TENURED, TENURE-EARNING, AND NON-TENURE-EARNING FACULTY

Rating	Numeric	Overall Range
Outstanding	(O) = 4	3.30-4.0
Above Satisfactory	(AS) = 3	2.40-3.29
Satisfactory	(S) = 2	2.00-2.39
Conditional	(C) = 1	1.00-1.99
Unsatisfactory	(U) = 0	<.09

TEACHING EFFECTIVENESS

Teaching takes place in both academic courses and advisement. Effective teachers demonstrate expert knowledge in an appropriate area related to their academic discipline. They generate enthusiasm for learning, critical thinking, intellectual inquiry, and academic achievement and incorporate student feedback for programmatic improvements.

Evaluation of Teaching will include a review of the teaching activities, recognition, and contributions (see *Teaching Effectiveness Exemplars*) that the faculty member has made to the University, the College and the Department of Educational Leadership and Higher Education. It is the expectation that each faculty member will meet class assignments for the scheduled number of sessions as published in the university calendar and that the Department Chair has approved this semester schedule. In addition, for each course assignment all faculty must provide and follow a syllabus that adheres to current university and college guidelines as well as provide an electronic version of the syllabus to the appropriate staff member in the department. It is expected that faculty will also a) include creativity or innovation in their course delivery; b) infuse evidence-based practices into course materials; c) include multicultural/culturally responsive objectives; and d) advise students.

Faculty may request special considerations should one experience an extenuating condition. Extenuating circumstances may include, but are not limited to:

- a) First time course delivery,
- b) Multiple course preparations, Teaching on multiple campuses,
- c) Large major professor dissertation advising assignments (greater than 6)
- d) Developing online or mixed-mode courses
- e) Teaching large sections (sections that exceed the average class size in the college),
- f) Last-minute course assignment,
- g) Faculty or family diseases/illnesses
- h) Catastrophic occurrences,
- i) Substitution for other faculty, and/or
- j) The number of students responding to the Student Perception of Instruction is too few to be reliable (95% Confidence Level, Confidence Interval = + or - 10). For example, in a class of 30, if fewer than 23 students respond, there is an extenuating condition. Easy calculations can be made using online calculators such as: <http://www.surveysystem.com/sscalc.htm#one>.

In extenuating conditions, faculty are encouraged to submit alternate evidence of teaching effectiveness. Faculty may submit alternate evidence of teaching effectiveness for consideration in the teaching effectiveness category—e.g., formative student evaluations, peer observations, evidence of student success (e.g., student learning gains),

The following evaluation schema provides more specific direction for evaluation of faculty in the area of Teaching. Refer to “Teaching Effectiveness Exemplars” for specific examples by rank.

Evaluation Schema

TENURED, TENURE-EARNING, AND NON-TENURE-EARNING FACULTY

I. OUTSTANDING

To achieve an evaluation of **OUTSTANDING** in Teaching, faculty must demonstrate -competence in teaching by achieving “Good” to “Excellent” course/instructor evaluation ratings from a cumulative average of at least 70% of students across all courses in the category of “Overall Assessment of Instruction” on the Student Perception of Instruction Reports. In addition, faculty must complete at least three (3) of the teaching effectiveness exemplars. Faculty may request peer review/accommodations should he/she experience an extenuating condition.

II. ABOVE SATISFACTORY

To achieve an evaluation of **ABOVE SATISFACTORY** in Teaching, faculty must demonstrate competence in teaching by achieving “Good” to “Excellent” course/instructor evaluation ratings from a cumulative average of at least 60% of students across all courses in the category of “Overall Assessment of Instruction” on the Student Perception of Instruction Reports. In addition, faculty must complete at least two (2) of the teaching effectiveness exemplars.

III. SATISFACTORY

To achieve an evaluation of **SATISFACTORY** in Teaching, faculty must demonstrate competence in teaching by achieving “Good” to “Excellent” course/instructor evaluation ratings from an average of at least 51% of students in each course in the category of “Overall Assessment of Instruction” on the Student Perception of Instruction Reports. In addition, faculty must complete at least two (2) teaching effectiveness exemplars.

IV. CONDITIONAL

An evaluation of **CONDITIONAL** in Teaching will be assigned if a faculty member receives “Poor” to “Fair” course/instructor evaluations from a cumulative average of more than 50% of students across all courses taught in the category of “Overall Assessment of Instruction” on the Student Perception of Instruction Reports and demonstrates poor performance of teaching assignments. Evidence of poor performance on teaching assignments such as failure to meet classes in a responsible manner, failure to return papers and/or other assignments or tests on a timely basis, failure to communicate with students, and failure to serve as a responsible advisor to students. A rating of conditional requires a remediation plan per the CBA. A second year at the Conditional level will result in an “Unsatisfactory” rating.

V. UNSATISFACTORY

A faculty member who fails to perform, or chronically demonstrates poor performance, will receive an evaluation of **UNSATISFACTORY**. Poor performance includes consistent “Poor” to “Fair” course evaluation ratings from an average of more than 50% of students in each academic course taught in the category of “Overall Assessment of Instruction” on the Student Perception of Instruction Reports, failure to meet classes in a responsible manner, failure to return papers and other assignments or tests on a timely basis, failure to communicate with students, and failure to serve as a responsible advisor to students. A rating of unsatisfactory requires a remediation plan per the CBA. A second year at the Conditional level will result in an “Unsatisfactory” rating.

TEACHING EFFECTIVENESS EXEMPLARS

Examples may include the following evidence:

- a. Support for student research, dissertations, publication, etc.
- b. Course/program revisions and/or development.
- c. Mentoring of students or college faculty.
- d. Course observation evaluation
- e. Improving and/or using innovative teaching practices (supported by pedagogical/andragogical/instructional technology citations).
- f. Use of assessment feedback to improve practice.
- g. Use of current, proven, and promising teaching practices.
- h. Culturally diverse curriculum (supported by diversity citations).
- i. Teaching awards.
- j. Supervision of Internships, Practicums, Field Experiences, etc.

TEACHING EFFECTIVENESS EXEMPLARS MATRIX

EXEMPLARS	Instructor	Lecturer	Assistant Professor	Associate Professor	Professor
Support for student research, theses, and/or dissertations	<ul style="list-style-type: none"> • Assists students with individual class connected assignments 	<ul style="list-style-type: none"> • Assist students with individual in-class or class-connected assignments • Actively participates in theses, and or dissertation committees 	<ul style="list-style-type: none"> • Actively participates in student research projects, theses, and/or dissertation committees 	<ul style="list-style-type: none"> • Actively participates in and/or chairs/co-chairs student research projects, theses, and/or dissertation committees 	<ul style="list-style-type: none"> • Actively participates in and/or chairs/co-chairs student research projects, theses, and/or dissertation committees; demonstrates leadership

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Course/program revisions and/or development	<ul style="list-style-type: none"> • Contributes to revisions of existing courses 	<ul style="list-style-type: none"> • Contributes to the development of new courses and/or revisions of existing courses 	<ul style="list-style-type: none"> • Contributes to development of a new course(s), revisions of an existing course(s), and/or programmatic curriculum design 	<ul style="list-style-type: none"> • Develops a new course(s), revises an existing course(s), and/or programmatic curriculum design • Contributes to the subsequent performance and professional development of graduates 	<ul style="list-style-type: none"> • Provides leadership in the development and evaluation of a new course(s), major revision of an existing course(s), and/or programmatic curriculum design • Develops a new course(s), revises an existing course(s), and/or programmatic curriculum design • Contributes to the subsequent performance and professional development of graduates
Mentoring of Students or College Faculty			<ul style="list-style-type: none"> • Mentors teaching assistants and/or adjuncts 	<ul style="list-style-type: none"> • Mentors teaching assistants, adjuncts, and/or new faculty 	<ul style="list-style-type: none"> • Mentors teaching assistants, adjuncts, and/or new faculty • Mentors create opportunities for students to present and publish
				<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

<p>Improving and/or using innovative teaching practices</p>	<ul style="list-style-type: none"> • Uses innovative teaching strategies including distributive and/or service learning strategies 	<ul style="list-style-type: none"> • Seeks to improve teaching through the Faculty Center for Teaching and Learning and/or other professional development programs • Uses innovative teaching strategies including distributive and/or service learning 	<ul style="list-style-type: none"> • Seeks to improve teaching through the Faculty Center for Teaching and Learning and/or other professional development programs • Uses innovative teaching strategies including distributive and/or service learning strategies 	<ul style="list-style-type: none"> • Seeks to improve teaching through the Faculty Center for Teaching and Learning and/or other professional development programs • Uses innovative teaching strategies including distributive and/or service learning strategies 	<ul style="list-style-type: none"> • Seeks to improve teaching through the Faculty Center for Teaching and Learning and/or other professional development programs • Uses innovative teaching strategies including distributive and/or service learning strategies • Provides leadership in development and evaluation of innovative teaching strategies
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		Strategies			
Use of assessment feedback to improve practice	<ul style="list-style-type: none"> • Requests review by the evaluator, evaluator's designee, or peer to formally observe and provide feedback of teaching and/or to review course syllabi, study materials, learning experiences, lectures, bibliographies, and digital materials • Submission of a clearly articulated teaching philosophy based upon by the formative classroom assessment and discipline best practices 	<ul style="list-style-type: none"> • Requests review by the evaluator, evaluator's designee, or peer to formally observe and provide feedback of teaching and/or to review course syllabi, study materials, learning experiences, lectures, bibliographies, and digital materials • Submission of a clearly articulated teaching philosophy based upon by the formative classroom assessment and discipline best practices 	<ul style="list-style-type: none"> • Requests review by the evaluator, evaluator's designee, or peer to formally observe and provide feedback of teaching and/or to review course syllabi, study materials, learning experiences, lectures, bibliographies, and digital materials • Submission of a clearly articulated teaching philosophy based upon by the formative classroom assessment and discipline best practices 	<ul style="list-style-type: none"> • Requests review by the evaluator, evaluator's designee, or peer to formally observe and provide feedback of teaching and/or to review course syllabi, study materials, learning experiences, lectures, bibliographies, and audiovisual materials • Provides evidence of the use of a formative classroom assessment tool to make changes to teaching and learning strategies • Submission of a clearly articulated teaching philosophy based upon by the formative classroom assessment and discipline best practices 	<ul style="list-style-type: none"> • Requests review by the evaluator, evaluator's designee, or peer to formally observe and provide feedback of teaching and/or to review course syllabi, study materials, learning experiences, lectures, bibliographies, and digital materials • Provides evidence of the use of a formative classroom assessment tool to make changes to teaching and learning strategies • Submission of a clearly articulated teaching philosophy based upon by the formative classroom assessment and discipline best practices

Use of current, proven, and promising teaching practices	<ul style="list-style-type: none"> • Uses expertise to enrich student's understanding of course content • Maintains current level of expertise to inform and enhance teaching 	<ul style="list-style-type: none"> • Uses expertise to enrich student's understanding of course content • Maintains current level of expertise to inform and enhance teaching 	<ul style="list-style-type: none"> • Uses expertise to develop relevant curriculum and prepare graduates who can function in an educational setting 	<ul style="list-style-type: none"> • Uses expertise to develop relevant curriculum and prepare graduates who can function in an educational setting • Maintains current level of expertise to inform and enhance teaching 	<ul style="list-style-type: none"> • Uses expertise to develop curriculum addressing future trends in practice • Maintains current level of expertise to inform and enhance teaching • Provides leadership in professional development conferences/ workshops that reflect current teaching
Culturally diverse student body and curriculum	<ul style="list-style-type: none"> • Participates in the development and academic achievement 	<ul style="list-style-type: none"> • Participates in the development and academic achievement 	<ul style="list-style-type: none"> • Promotes the development and academic achievement of a diverse student 	<ul style="list-style-type: none"> • Actively participates in activities which promote the development and academic achievement of a diverse student body 	<ul style="list-style-type: none"> • Leads activities which promote the development and academic achievement of a diverse student body

	<p>of a diverse student body</p> <ul style="list-style-type: none"> • Creates a classroom atmosphere that is culturally sensitive to diversity • Provides culturally and linguistically relevant course content 	<p>of a diverse student body</p> <ul style="list-style-type: none"> • Creates a classroom atmosphere that is culturally sensitive to diversity • Provides culturally and linguistically relevant course content 	<p>Creates a classroom atmosphere that is culturally sensitive to diversity with respectful sharing of diverse philosophical positions on issues</p> <ul style="list-style-type: none"> • Provides course content that reflects cultural diversity 	<p>Promotes a classroom atmosphere that is culturally sensitive to diversity with respectful sharing of diverse philosophical positions on issues</p> <ul style="list-style-type: none"> • Develops course content that reflects cultural diversity 	<ul style="list-style-type: none"> • Promotes a classroom atmosphere that is culturally sensitive to diversity with respectful sharing of diverse philosophical positions on issues • Provides consultation on the development of course content that reflects cultural diversity related to students and the profession
Teaching awards	<ul style="list-style-type: none"> • Receives a teaching/mentoring award 	<ul style="list-style-type: none"> • Receives a UCF or community teaching/mentoring award 	<ul style="list-style-type: none"> • Receives UCF, community, state, regional, national or international teaching/mentoring award 	<ul style="list-style-type: none"> • Receives UCF, community, state, regional, national or international teaching/mentoring award 	<ul style="list-style-type: none"> • Receives UCF, community, state, regional, national or international teaching/mentoring award
Supervision of Internships, Practicums, Field Experiences, etc.	<ul style="list-style-type: none"> • Effectively supervises students in internship, practicum, field experiences, or other related supervised experiences 	<ul style="list-style-type: none"> • Effectively supervises students in internship, practicum, field experiences, or other related supervised experiences 	<ul style="list-style-type: none"> • Effectively supervises students in internship, practicum, field experiences, or other related supervised experiences 	<ul style="list-style-type: none"> • Effectively supervises students in internship, practicum, field experiences, or other related supervised experiences 	<ul style="list-style-type: none"> • Effectively supervises students in internship, practicum, field experiences, or other related supervised experiences

RESEARCH EFFECTIVENESS

Research includes traditional research inquiry, field-based inquiry, historical and policy analyses, and other systematic reviews of knowledge. It encompasses research, scholarship, and creative activity.

Evaluation in Research (and Scholarship and Creative Activity) will include a review of the scholarly activities, sponsored research, recognition, and contributions (see research exemplars) that the faculty member has undertaken during the evaluation period. A scholarly activity may only be counted once. However, it is acceptable for creative activities to carry over for two evaluation periods. Faculty with higher than average research assignments through reassignment of duties or other agreements. Submission of external funding may take the place of a refereed publication in a given year at the Department Chair's discretion.

The following evaluation schema provides more specific direction for evaluation of faculty in Research. Refer to "Research Effectiveness Exemplars" for specific examples by rank for those positions in which Research is an expected/required responsibility of the position.

EVALUATION SCHEMA

TENURED OR TENURE-EARNING FACULTY

I. OUTSTANDING

To achieve an **OUTSTANDING** evaluation in Research, a faculty member must have at least one article accepted, in-press, or published in a scholarly blind refereed journal; published a book or textbook (not self-published book, nor a custom published work); or an externally funded grant. The faculty member must have at least three (3) research effectiveness exemplars.

II. ABOVE SATISFACTORY

To achieve an **ABOVE SATISFACTORY** evaluation in Research, a faculty member must have a clear program of research and an article, under review, accepted (in press) or published in a refereed journal or book, excluding custom or self-published work at the level required for a particular rank. The faculty member must have at least two (2) research effectiveness exemplars.

III. SATISFACTORY

To achieve a **SATISFACTORY** evaluation in Research, a faculty member must have a preliminary research agenda and have at least one (1) article per year in progress, which is new or substantially revised (submitted but not yet accepted or in-press). Based upon the status of the article under consideration, determination of whether or not the article will be counted will be made in consultation with the chair. The faculty member must have at least one (1) research effectiveness exemplar.

IV. CONDITIONAL*

A faculty member will receive a **CONDITIONAL** evaluation in Research and Creative Activities if there is no research agenda but has at least two (2) of the following:

1. An article in progress
2. Substantial work completed on a grant application
3. A presentation under review at a national/international conference
4. A book chapter in progress
5. Served as evaluator for a local community partner
6. Served as a reviewer for a journal

V. UNSATISFACTORY*

A faculty member who does not complete activities necessary for a **CONDITIONAL** evaluation will receive an **UNSATISFACTORY** evaluation in Research and Creative Activities.

**Faculty who receive a rating below SATISFACTORY for more than one year will be provided a mediation plan or reassignment of duties under the chair's discretion.*

NON-TENURE-EARNING FACULTY (If there is a research assignment)**I. OUTSTANDING**

To achieve an **OUTSTANDING** evaluation in Research, Instructors, Lecturers, or Visiting faculty members must remain current in their field as demonstrated by at least three (3) research effectiveness exemplars.

II. ABOVE SATISFACTORY

To achieve an **ABOVE SATISFACTORY** evaluation in Research, Instructors, Lecturers, or Visiting faculty members must remain current in their field as demonstrated by at least two (2) research effectiveness exemplars.

III. SATISFACTORY

To achieve a **SATISFACTORY** evaluation in Research, Instructors, Lecturers, or Visiting faculty members must remain current in their field as demonstrated by at least one (1) research effectiveness exemplar.

IV. CONDITIONAL

To achieve a **CONDITIONAL** evaluation in Research, Instructors, Lecturers, or Visiting faculty members must remain current in their field by at least demonstrating active membership in a scholarly organization.

V. UNSATISFACTORY

A faculty member who does not complete activities necessary for a **CONDITIONAL** evaluation will receive an **UNSATISFACTORY** evaluation in Research and Creative Activities. Additionally, research misconduct will result in a rating of US.

RESEARCH EFFECTIVENESS EXEMPLARS

Examples may include evidence of the following:

- a. Refereed journal articles, published, in press, or under review
- b. Book chapters, published or in press (Note: stating if the book chapters are peer-reviewed will assist in the evaluation)
- c. Book published or in press (excluding custom or self-published work; may count for more than one exemplar depending on the contribution to the text) (Note: stating if the book has been peer-reviewed during the publication process will assist in the evaluation)
- d. Dissemination of research at scholarly conferences (refereed or invited)
- e. Grant proposal/funding (may count for more than one exemplar depending upon size and competitiveness of grants)
- f. Editorial work
- g. Research activities and creative works
- h. Research awards
- i. SOTL activities
- j. Assessment of the impact of innovative teaching strategies based on data collection and analysis.
- k. Other activities discussed with Chair in advance (e.g., develop partnership that leads to future research endeavors)

Note: Faculty are to respond with the listed evidence from the categories as it relates to their particular rank (i.e. Instructor, Lecturer, Assistant, Associate, Professor). If desired, faculty may respond with evidence from a higher rank, but not with evidence from a lower rank.

RESEARCH EFFECTIVENESS EXEMPLARS MATRIX

EXEMPLARS	Instructor	Lecturer	Assistant Professor	Associate Professor	Professor
Refereed journal articles, published or in press			<ul style="list-style-type: none"> • One article published in regional, national, and/or international blind-refereed, scholarly journal. • Evidence of progress toward publication of at least one article in regional, national, and/or international blind-refereed, scholarly 	<ul style="list-style-type: none"> • One article published in regional, national, and/or international blind-refereed, scholarly journal. • Evidence of progress toward publication of at least one article in regional, national, and/or international blind-refereed, scholarly journal. 	<ul style="list-style-type: none"> • One article published in regional, national, and/or international blind-refereed, scholarly journal • Evidence of progress toward publication of at least one article in regional, national, and/or international blind-refereed, scholarly journal.

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			journal.		
Book chapters, published or in press				<ul style="list-style-type: none"> • Publication of book chapter in regional, national, and/or international peer-reviewed, scholarly press. • Evidence of progress toward publication of at least one book chapter in regional, national, and/or international peer-reviewed, scholarly press. 	<ul style="list-style-type: none"> • Publication of one book chapter in regional, national, and/or international peer-reviewed, scholarly press. • Evidence of progress toward publication of at least one book chapter in regional, national, and/or international peer-reviewed scholarly press.
Book published or in press			<ul style="list-style-type: none"> • First-authored or single-authored book/textbook at an academic or high-visibility press (i.e., no custom or self-published work) 	<ul style="list-style-type: none"> • First-authored or single-authored book/textbook at an academic or high-visibility press (i.e., no custom or self-published work) 	<ul style="list-style-type: none"> • Authorship or editorship of scholarly book/textbook at an academic or high-visibility press (i.e., no custom or self-published work)
Dissemination at scholarly conferences (refereed or invited)	<ul style="list-style-type: none"> • Attends professional conferences 	<ul style="list-style-type: none"> • Attends conferences with research-related sessions 	<ul style="list-style-type: none"> • Disseminates research findings through presentations at national, regional and/or state meetings 	<ul style="list-style-type: none"> • Disseminates findings from systematic inquiry through presentations at state, regional, national and/or international conferences • Presents with students at state, regional, national or international conferences 	<ul style="list-style-type: none"> • Disseminates findings from systematic inquiry through presentations at state, regional, national and/or international conferences • Presents with students and other colleagues at state, regional, national or international conferences
Grant proposal / funding		<ul style="list-style-type: none"> • Actively participates with others in pursuing funding for systematic inquiry 	<ul style="list-style-type: none"> • Pursues or receives funding for systematic inquiry 	<ul style="list-style-type: none"> • Submits an internal (i.e. University) or local grant proposal as the Principal Investigator (PI), co-PI, or key personnel • Receives internal funding for research 	<ul style="list-style-type: none"> • Submits an internal and/or external grant proposal as the Principal Investigator (PI), co-PI, or key personnel • Receives internal and/or external funding for research
Editorial work			<ul style="list-style-type: none"> • Serves as a reviewer or member of an editorial board for one or more scholarly journals 	<ul style="list-style-type: none"> • Serves as a guest editor or editor of a scholarly journal • Serves as a reviewer or member of an editorial board for one or more 	<ul style="list-style-type: none"> • Serves as a guest editor or as an editor of a scholarly journal or book

				scholarly journals	<ul style="list-style-type: none"> • Serves as a reviewer or member of an editorial board for one or more scholarly journals
Research Activities and creative works	<ul style="list-style-type: none"> • Uses research and educational innovations to enhance curriculum and teaching 	<ul style="list-style-type: none"> • Uses research and educational innovations to enhance curriculum and teaching • Actively participates in research-related activities • 	<ul style="list-style-type: none"> • Develop “products” and/or other media, such as websites, audio and video recordings to advance research in education • Uses research and educational innovations to enhance curriculum and teaching 	<ul style="list-style-type: none"> • Evaluates research findings for application in curriculum or teaching through publication • Develop “products” and/or other media, such as websites, audio and video recordings to advance research in education • Uses research and educational innovations to enhance curriculum and teaching 	<ul style="list-style-type: none"> • Mentors the professional development of colleagues and students in the scholarship of teaching and learning • Evaluates research findings for application in curriculum or teaching through publication • Develop “products” and/or other media, such as websites, audio and video recordings to advance research in education • Uses research and educational innovations to enhance curriculum and teaching
Research awards			<ul style="list-style-type: none"> • Receive UCF, state, regional, national or international research award 	<ul style="list-style-type: none"> • Receive UCF, state, regional, national or international research award 	<ul style="list-style-type: none"> • Receive UCF, state, regional, national or international research award
Other	<ul style="list-style-type: none"> • Other research activities that are on the annual performance goals and approved by the chair or as (re)negotiated with chair 	<ul style="list-style-type: none"> • Other research activities that are on the annual performance goals and approved by the chair or as (re)negotiated with chair 	<ul style="list-style-type: none"> • Other research activities that are on the annual performance goals and approved by the chair or as (re)negotiated with chair 	<ul style="list-style-type: none"> • Other research activities that are on the annual performance goals and approved by the chair or as (re)negotiated with chair 	<ul style="list-style-type: none"> • Other research activities that are on the annual performance goals and approved by the chair or as (re)negotiated with chair

PROFESSIONAL AND COMMUNITY SERVICE EFFECTIVENESS

Professional and community service includes service to the University, the College, and the Department of Educational Leadership and Higher Education, as well as service to professional organizations, and to the community at the local, state, national, and international levels.

Evaluation in Professional and Community Service will include a review of the service activities, recognition, and contributions that the faculty member makes to the university, college, department, profession, and local, state, regional, national, and international communities. Typically, paid consultations or other activities for which the faculty member receives payment should not be counted toward productivity in this area.

The following evaluation schema provides specific direction for the evaluation of faculty in Professional and Community Service. Refer to “Professional and Community Exemplars” for specific examples by rank for those positions in which Service was an expected/required responsibility of the position.

EVALUATION SCHEMA

TENURED AND TENURE-EARNING FACULTY

I. OUTSTANDING

To achieve an **OUTSTANDING** in Professional and Community Service, faculty must meet the standards to be considered **SATISFACTORY** during the evaluation period, and readily respond to the service needs of the University, the profession, and the community by engaging in at least three (3) of the service exemplars according to rank.

II. ABOVE SATISFACTORY

To achieve an **ABOVE SATISFACTORY** in Professional and Community Service, faculty must meet the standards to be considered **SATISFACTORY** during the evaluation period, and readily respond to the service needs of the University, the profession, and the community by engaging in at least two (2) of the service exemplars according to rank.

III. SATISFACTORY

To achieve a **SATISFACTORY** in Professional and Community Service, faculty must adequately meet the following standards during the evaluation period: (the following is repeated in the new category placed within the *In-Unit Faculty Assignment of Duties* form)

- Attend regular college and departmental meetings and retreats.
- Attend college and departmental functions (e.g., Recognition Breakfast and/or the College Graduation Ceremony) at least once a year, and
- Serve on a search committee (if requested)

In addition, faculty must readily respond to the service needs of the university, the profession, and the community by engaging in at least one (1) service exemplar according to rank.

IV. CONDITIONAL

To achieve a **CONDITIONAL** in Professional and Community Service, faculty fail to meet the standards necessary to achieve a rating of **SATISFACTORY** during the evaluation period and do not respond to the needs of the university, the profession, and the community by engaging in service activities.

V. UNSATISFACTORY

To achieve an **UNSATISFACTORY** in Professional and Community Service, faculty fail to meet the standards necessary to achieve a rating of **SATISFACTORY** across two or more evaluation periods, and do not respond to the needs of the university, the profession, and the community by engaging in service activities.

NON-TENURE-EARNING FACULTY

I. OUTSTANDING

To achieve an **OUTSTANDING** in Professional and Community Service faculty must meet the standards to be considered **SATISFACTORY** during the evaluation period, and readily respond to the service needs of the University, the profession, and the community by engaging in at least two (2) service exemplars according to rank.

II. ABOVE SATISFACTORY

To achieve an **ABOVE SATISFACTORY** in Professional and Community Service, faculty must meet the standards to be considered **SATISFACTORY** during the evaluation period, and readily respond to the service needs of the University, the profession, and the community by engaging in at least one (1) service exemplar according to rank.

- Attend regularly college and departmental meetings and retreats.
- Attend college and departmental functions (e.g., Recognition Breakfast and/or the College Graduation Ceremony) at least once a year, and
- Serve on search committee (if requested)

III. SATISFACTORY

To achieve a **SATISFACTORY** in Professional and Community Service, faculty must adequately meet one (1) of the following standards during the evaluation period:

- Attend regularly college and departmental meetings and retreats. OR
- Attend college and departmental functions (e.g., Recognition Breakfast and/or the College Graduation Ceremony) at least once a year, OR
- Serve on search committee (if requested)

IV. CONDITIONAL

To achieve a **CONDITIONAL** in Professional and Community Service, faculty fail to meet the standards necessary to achieve a rating of **SATISFACTORY**, but have responded to the needs of the university, the profession, and the community by engaging in service activities during the evaluation period.

V. UNSATISFACTORY

To achieve an **UNSATISFACTORY** in Professional and Community Service, faculty fail to meet the standards necessary to achieve a rating of **SATISFACTORY** during the evaluation period, and do not respond to the needs of the university, the profession, and the community by engaging in service activities.

PROFESSIONAL AND COMMUNITY SERVICE EFFECTIVENESS EXEMPLARS

Examples may include, but are not limited to, evidence of the following:

a. Service to University/College/Department

The AESP has been modified from feedback from ELHE Department Chair and tenured faculty on July 21, 2020. The revised draft is being forwarded to Faculty Excellence. The ELHE-AESP full vote with the inclusion of course observation evaluation as a teaching exemplar was taken on May 6, 2020 and approved on May 8, 2020. ELHE-AESP full vote taken by faculty on December 9, 2019; ELHE AESP-December 5, 2019 vote taken by committee; This document is revised based upon feedback from the Office of the Dean on October 29, 2019; The previous AESP was approved by ELHE Faculty.

- b. Service to Professional Organizations: State, National, and International
- c. Service to Community: School, Institution or Agency
- d. Other service activities discussed with Chair in advance

The evaluation process will include review of faculty documentation of Professional and Community service, including such evidence as brochures or programs identifying presentations and workshops; a description of committee activity (e.g., name of committee, number of meetings attended, role on and contribution to the committee); consultant reports or products; and a description of substantial contribution to the effective functioning of a degree program.

PROFESSIONAL AND COMMUNITY SERVICE EFFECTIVENESS EXEMPLARS MATRIX

Exemplar	Instructor	Lecturer	Assistant Professor	Associate Professor	Professor
Service to University/ College/ Department	<ul style="list-style-type: none"> • Active involvement with at least one departmental committee or taskforce. • Fosters diversity within the university environment 	<ul style="list-style-type: none"> • Active involvement with one or more departmental committees and/or taskforces • Fosters diversity within the university environment 	<ul style="list-style-type: none"> • Actively participates in program, department, college, and/or university committees and/or taskforces • Actively participates in one or more activities that promote the professional development of students, staff, and other faculty • Fosters diversity within the university environment 	<ul style="list-style-type: none"> • Actively involved in department, college, and/or university committees and/or taskforces • Coordinator of or participant in the program area's Institutional Effectiveness plan • Actively participates in activities that promote the professional development of students, staff, and other faculty • Fosters diversity within the university environment • Attracts outstanding graduate students to program related to expertise • Serves as member of one or more review committees 	<ul style="list-style-type: none"> • Actively involved in governance department, college, and/or university committees and/or taskforces • Coordinator of or participant in the program area's Institutional Effectiveness plan • Works to enhance national reputation and visibility of the institution • Actively participates in activities that promote the professional development of students, staff, and/or other faculty • Assumes chair and/or serves on one or more special review groups, task forces and/or policy making bodies • Fosters diversity within the university environment • Attracts outstanding graduate students to program related to expertise • Demonstrates leadership in recruitment and mentoring the professional development of students and/or faculty • Serves as a mentor for the professional development

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Service to Professional Organizations: State, National, and International	<ul style="list-style-type: none"> • Member of professional/ service organizations 	<ul style="list-style-type: none"> • Member of professional / service organizations 	<ul style="list-style-type: none"> • Serves on one or more committees and/or participates in one or more activities of professional organizations • Presents scholarly works at conferences or programs for professional organizations • Actively participates in activities of professional organizations • Improves the program area through attending workshops or conferences 	<ul style="list-style-type: none"> • Demonstrates leadership in one or more professional and service activities • Serves on one or more committees of professional organizations at the state, regional, national, and/or international levels • Presents scholarly works at conferences or programs for professional organizations • Organizes one or more workshops/continuing education programs for professional growth • Serves on one or more committees of professional organizations at the state, regional and national levels • Provides keynote address at professional local, state, regional or national conferences or meetings 	of students and/or faculty <ul style="list-style-type: none"> • Evaluates materials of persons from other universities for purposes of promotion/tenure • Demonstrates leadership in professional and service activities • Contributes expertise to professional groups and/or peers through consultation, mentoring and/or practice • Demonstrates leadership in one or more professional and service activities • Serves on one or more committees of professional organizations at the state, regional, national, and/or international levels • Presents scholarly works at conferences or programs for professional organizations • Organizes one or more workshops/continuing education programs for professional growth • Serves on one or more committees of professional organizations at the state, regional and national levels • Provides keynote address at professional local, state, regional, national, or international conferences or meetings
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Service to Community: School, Institution or Agency	<ul style="list-style-type: none"> • Complies with State Department of Education rule on Recency of Experience 	<ul style="list-style-type: none"> • Participates in one or more local professional and community activities • Actively participates in one or more workshops/continuing education programs for professional/ 	<ul style="list-style-type: none"> • Presents at and/or organizes one or more workshops/continuing education programs for community groups • Contributes professional expertise or consultation in appropriate settings • Complies with State Department of Education rule on Recency of Experience 	<ul style="list-style-type: none"> • Serves on one or more local agency, community or organization boards, commissions, and committees • Presents at and/or organizes one or more workshops/continuing education programs for community groups • Collaborates with community in the development of programs 	<ul style="list-style-type: none"> • Assumes leadership role on one or more committees/boards of community agencies, organization or commissions • Serves on one or more local agency, community or organization boards, commissions, and committees • Presents at and/or organizes one or more workshops/continuing education programs for community groups • Assists in the evaluation of one or
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		<p>groups</p> <ul style="list-style-type: none"> • Provides in-service training in schools, and/or school or community organizations • Complies with State Department of Education rule on Recency of Experience 		<p>and/or services</p> <ul style="list-style-type: none"> • Contributes professional expertise or consultation in appropriate settings • Complies with State Department of Education rule on Recency of Experience 	<p>more community projects/programs</p> <ul style="list-style-type: none"> • Collaborates with community in the development of programs and/or services • Contributes professional expertise or consultation in appropriate settings • Complies with State Department of Education rule on Recency of Experience
Other	<ul style="list-style-type: none"> • Other service activities that are on the annual performance goals and approved by the chair or as (re)negotiated with chair as new projects emerge 	<ul style="list-style-type: none"> • Other service activities that are on the annual performance goals and approved by the chair or as (re)negotiated with chair as new projects emerge 	<ul style="list-style-type: none"> • Other service activities that are on the annual performance goals and approved by the chair or as (re)negotiated with chair as new projects emerge 	<ul style="list-style-type: none"> • Other service activities that are on the annual performance goals and approved by the chair or as (re)negotiated with chair as new projects emerge 	<ul style="list-style-type: none"> • Other service activities that are on the annual performance goals and approved by the chair or as (re)negotiated with chair as new projects emerge