Annual Evaluation Standards and Procedures for Tenure-Earning/Tenured Faculty and Instructors/Lecturers

Department of Health Sciences
College of Health Professions and Sciences
University of Central Florida

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The purpose of this document is to provide standards and procedures to evaluate the annual performance of **tenure-earning** and **tenured faculty** and **instructors** and **lecturers** – hereon referred to as *'faculty'* – in the Department of Health Sciences. For further information on the evaluation process, please refer to the most current BOT-UFF Collective Bargaining Agreement.

Assistant and associate professors must be aware that the criteria for Promotion and Tenure (P&T) are separate and distinct from the criteria in this Annual Evaluation Standards and Procedures (AESP) document. Tenure-earning and tenured faculty must ensure that they are well-versed in the criteria used to make Promotion and Tenure (P&T) decisions at the department, college, and university levels.

Instructors/Lecturers must be aware that the criteria for promotion are separate and distinct from the criteria in this AESP document. Instructors and lecturers must ensure that they are well-versed in the criteria used to make Promotion decisions at the department, college, and university levels.

For all faculty, further information on P&T (i.e., tenure-earning and tenured faculty) and promotion (i.e., instructors, lecturers, and clinical assistant and associate professors) can be found through Faculty Excellence and university regulations 3.015, 3.0175, and 3.0176.

General Guidelines
Faculty, as academic and clinical professionals, are expected to contribute to the orderly and effective functioning of the University of Central Florida (UCF), the College of Health Professions and Sciences, and the Department of Health Sciences. For satisfactory performance, all faculty are expected to maintain currency in, and contribute to, their appropriate discipline. Performance of these professional responsibilities, as well as the specific duties and responsibilities included in written annual assignments from the chair of the Department of Health Sciences, will be considered in evaluating faculty.

Evaluation Categories
Faculty are evaluated by examining impact, quality of contributions, competence, and scholarship in three main categories: "Instructional Activities", "Research & Creative Activities", and "Service" (including Governance). An additional category of "Other Assigned Duties" may be used to assign responsibilities that do not fit the three main categories. All relevant areas are evaluated with consideration of the faculty member's rank and assignment.

Evaluation Ratings

Faculty will receive an evaluation rating of Outstanding, Above Satisfactory, Satisfactory, Conditional, or Not Satisfactory for "Instructional Activities", "Research & Creative Activities", "Service" (including Governance), and when assigned, "Other Assigned Duties." **Faculty are encouraged to review the definitions of each evaluation rating in the "Category and Overall Evaluation Scale" table on page 4.**

Procedures

All faculty shall have measurable goals for accomplishment in all designated evaluation categories <u>unless</u> 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 and will reflect the teaching assignment of the individual. Each faculty will submit an Annual Report to the chair. **This report will include 1) separate summary statements for instructional activities, research and creative activities, service activities, and when assigned, "other assigned duties" (one page maximum for each area), and 2) supporting documentation following the procedures and timelines described in the most current Collective Bargaining Agreement.** In addition to the Annual Report, faculty need to provide an up-to-date Curriculum Vitae (CV) to retain on file.

The Annual Report should accurately delineate **evidence of the quality and impact** of their accomplishments in each category. The chair may use this Annual Report, as well as other relevant information, to fairly evaluate the faculty member's performance during the academic year being evaluated.

Assessment of Performance

Each faculty member will be given an overall performance assessment based on the ratings in the categories outlined above. A point value will be given based on the rating in each category (see Table 1. *Category and Overall Evaluation Scale*). The overall rating will be determined using a weighted formula that accounts for the rating and full-time equivalent (FTE) assigned in each category (see the College of Health Professions and Sciences (CHPS) Workload Guidelines for typical assignments). Examples of calculations for typical tenure-earning and tenured faculty (T/TE), and instructor and lecturer (I/L) assignments in the Department of Health Sciences are shown in the table below.

Table 1. Category and Overall Evaluation Scale

Evaluation	Evaluation Definition	Evaluation Points	Overall Rating
Exceeds Expectations (Outstanding)	Receiving a rating of '**Exceeds Expectations'** is recognition that the quality and impact of the faculty member's performance in their assigned role(s) is outstanding.	**4.0**	**3.5 – 4.0**
Above Expectations (Above Satisfactory)	Receiving a rating of '**Above Expectations (Above Satisfactory')** is recognition that the quality and impact of the faculty member's performance in their assigned role(s) is above satisfactory.	**3.0**	**3.0 – 3.49**
Meets Expectations (Satisfactory)	Receiving a rating of '**Meets Expectations**' is recognition that the quality and impact of the faculty member's performance in their assigned role(s) is satisfactory.	**2.0**	**2.0 – 2.99**
Below Expectations (Conditional)	Receiving a rating of '**Below Expectations'** is recognition that the faculty member's performance in their assigned role(s) is conditional.	**1.0**	**1.0 – 1.99**
Unsatisfactory	Receiving a rating of '**Unsatisfactory'** is recognition that the faculty member is **<u>consistently not meeting expectations</u>** in their assigned role(s).	**0**	**0 - 0.99**

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

Example 1: Dr. Denton Fender, a **tenure-earning or tenured faculty** member with <u>a research assignment of 0.4 FTE</u>, receives the following categorical ratings:

Category	Evaluation	Points	FTE	Overall Rating (Points x FTE)
Instructional Activities	Exceeds Expectations (Outstanding)	4.0	0.50	2.0
Research & Creative Activities	Meets Expectations (Satisfactory)	2.0	0.40	0.80
Service (Including Governance)	Above Expectations (Above Satisfactory)	3.0	0.10	0.30
				3.1 Above Expectations (Above Satisfactory)

Example 2: Dr. Beau Aurcacy, a **tenure-earning or tenured faculty** member with <u>a research assignment of 0.3 FTE,</u> receives the following categorical ratings:

Category	Evaluation	Points	FTE	Overall Rating (Points x FTE)
Instructional Activities	Above Expectations (Above Satisfactory)	3.0	0.65	1.95
Research & Creative Activities	Meets Expectations (Satisfactory)	2.0	0.30	0.60
Service (Including Governance)	Above Expectations (Above Satisfactory)	3.0	0.05	0.15
				2.70 Meets Expectations (Satisfactory)

Example 3: Dr. Sonya Mind, **an instructor or lecturer <u>with a research assignment of 0.2</u>**, receives the following categorical ratings:

Category	Evaluation	Points	FTE	Overall Rating (Points x FTE)
Instructional Activities	Exceeds Expectations (Outstanding)	4.0	.75	3.0
Research & Creative Activities	Meets Expectations (Satisfactory)	2.0	.20	0.4
Service (Including Governance)	Above Expectations (Above Satisfactory)	3.0	.05	0.15
				3.55 Exceeds Expectations (Outstanding)

Example 4: Dr. Sam Manilla, **an instructor or lecturer <u>with no research assignment</u>**, receives the following categorical ratings:

Category	Evaluation	Points	FTE	Overall Rating (Points x FTE)
Instructional Activities	Meets Expectations (Satisfactory)	2.0	.95	1.9

Research & Creative Activities	N/A	0	0	0
Service (Including Governance)	Above Expectations (Above Satisfactory)	3.0	.05	.15
				2.05 Meets Expectations (Satisfactory)

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 (Including Governance)" during the fall and spring semesters, but only receives an "Instructional Activities" assignment during the summer semester, the FTE for each category will be **averaged across all three semesters to calculate a weighted FTE and weighted rating (see below).**

	Instructional Activities	Research & Creative Activities	Service (including Governance)	FTE
Summer	0.5	0	0	0.5
Fall	0.46	0.46	0.08	1.0
Spring	0.46	0.46	0.08	1.0
SUM	1.42	0.92	0.16	2.5
Weighted FTE	0.568	0.368	0.064	1.0
Evaluation Points	3.0	4.0	4.0	**Overall Rating**
Weighted Rating	1.704	1.472	0.256	**3.43**

Above Satisfactory

For faculty who did not receive any assignment during the summer semester, the FTE for each category will be averaged across only the fall and spring semesters.

All faculty are **required to receive a minimum rating of Meets Expectations (Satisfactory)** in each area of assignment with an assignment effort of five percent (5%) or more to receive an overall rating of Meets Expectations (Satisfactory) or above.

INSTRUCTIONAL ACTIVITIES QUALITY AND IMPACT

Evaluation in the category of "Instructional Activities" will include a review of the teaching activities, recognitions received, impact and contributions that the faculty member has made to the Department of Health Sciences, the college, the university, and individual professional organizations/programs.

Evidence
Evidence for "Instructional Activities" quality and impact is provided through student evaluations, peer and chair evaluations (refer to the Collective Bargaining Agreement for definition for "peer evaluations"), and the annual report (i.e., one page summary of instructional activities with supporting documentation) provided by the faculty member.

- Student evaluations: Ratings on standardized university forms or other evaluation forms.
  Chair evaluations: Evaluation of course syllabi, including relevance of content and objectives; alignment of assignments and projects with learning objectives; timeliness and constructiveness of feedback; study materials and resources; learning experiences, including level of engagement and interactivity; lectures; bibliographies; audiovisual materials; clinical and classroom teaching using departmental/school forms.

The following set of Universal Faculty Expectations align with the current Collective Bargaining Agreement and are required by all faculty for a rating of satisfactory or greater. Faculty are advised to provide appropriate documentation/examples to support how they are meeting these expectations.

Universal Faculty Expectations:
- Faculty will meet class/clinical assignments for the scheduled number of sessions as published in 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 department chair in advance;
- Each course/clinical assignment assigned to the faculty member must include and follow a syllabus that adheres to current university guidelines. Each faculty member must also provide an electronic version of the syllabus to the appropriate staff member in the department;
- Faculty will post and attend their required office hours according to current university, college, and departmental guidelines and use this time to advise/mentor students seeking guidance;
- Faculty will provide evidence of maintenance of current knowledge and expertise in assigned areas of teaching;
- Faculty will ensure that course content, assignments, activities, materials, textbooks, readings, etc. are appropriate for the course, reflect current knowledge, and are evidence-based;
- Faculty will ensure that the approach to teaching fosters student learning, retention, and engagement;
- Faculty will integrate appropriate technology in course presentations (e. g., class e-mail, online course enhancement, videos, computer assisted instruction, simulations, virtual reality, artificial intelligence, etc.);

- Faculty will evaluate student performance in a fair, equitable, and timely manner;
- Faculty will use appropriate instructional techniques and evaluation and reporting formats;
- Faculty will collaborate to support implementation and enhancement of the curriculum.

INSTRUCTIONAL ACTIVITIES

Unsatisfactory

- The faculty member will receive an **UNSATISFACTORY** rating for "Instructional Activities" upon their second consecutive **BELOW EXPECTATIONS/CONDITIONAL** rating and/or if poor performance in this area resulted in discipline or counseling.

Below Expectations (Conditional)

- An evaluation rating of **BELOW EXPECTATIONS/CONDITIONAL** in "Instructional Activities" will be assigned if the faculty fails to achieve a rating of Meets Expectations/Satisfactory. Failure to meet the universal expectations for "Instructional Activities" is sufficient cause for a rating of below expectations (conditional).

Meets Expectations (Satisfactory)

In addition to meeting the universal expectations, faculty must meet <u>all</u> the following criteria:

- For each semester of teaching, mean overall effectiveness of instructor ratings for the "Very Good" and "Excellent" categories combined is at least 70% for all courses evaluated using the Student Perception of Instruction (SPI) report.
- Submit documentation of attendance at a professional development course to enhance teaching (e.g., continuing education, formal coursework, or Faculty Center for Teaching and Learning programs).

Above Expectations (Above Satisfactory)

To qualify for a rating of above expectations, there is no specific number of criteria that must be met. Instead, the faculty member's accomplishments should demonstrate a level of <u>quality</u> and <u>impact</u> that is sufficiently <u>beyond the criteria used for 'meets expectations'</u>.

In addition to meeting the universal expectations, faculty <u>evidence</u> of <u>quality</u> and <u>impact</u> will be <u>evaluated against criteria such as:</u>

- For each semester of teaching, mean overall effectiveness of instructor ratings for the "Very Good" and "Excellent" categories combined is at least 80% for all courses evaluated using the Student Perception of Instruction (SPI) report.

- Obtain High Impact Practice (HIP) designation, Quality badge, and/or meet National Association of Colleges and Employees (NACE) competencies for a new or existing course AND/OR complete a successful 5-year review for an existing Quality course.

- Make major revisions (e.g., adoption of a new textbook, creation of new assignments and activities, etc.) to an existing course the faculty member is assigned to teach, based on department need and approval by the chair. Summarize revisions and provide examples demonstrating the extent and quality of the work and expected outcomes.

- Serve as an assigned (by Department Chair) mentor/course leader for a faculty member(s) (full-time and/or adjunct faculty) and/or for a designated Health Sciences course to foster teaching success. Document contributions and outcomes achieved as the assigned mentor/course leader.

- Undergo formal evaluation of course instruction and materials conducted by Faculty Center for Teaching and Learning (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.

- Serve as a committee member on a student undergraduate thesis, graduate thesis or dissertation, capstone project, or other research project completed during the evaluation period (I/L only).

- Serve as a committee member on a graduate thesis or dissertation **completed during the evaluation period.** Include the name of the student; committee chair and department; title of thesis, dissertation, or project; date completed (T/TE Only).

- Chair the Honors Undergraduate Thesis (HUT), Research and Mentoring Program (RAMP), or Focused Inquiry and Research Experience (FIRE) committee of one or more students who successfully **complete their thesis/capstone project** during the evaluation period (T/TE only).

- Mentor one or more students in the research process that produces a research-related outcome (e.g., accepted abstract, poster presentation at a professional conference, manuscript submission/publication, or an internal/external grant proposal submitted for competitive funding).

- 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).

- Disseminate content related to curriculum or teaching through a first-author or co-author publication in a peer-reviewed journal.

- Author/co-author an accepted/in press/published peer-reviewed textbook chapter, including development of ancillary materials for 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 name of conference organization/organizer, date, location, title of presentation, type of presentation (i.e., poster, panel discussion, oral presentation, keynote, etc.), name of presenter (if not you), approximate size of audience, etc. Indicate if the submission was peer-reviewed or invited.

- Submit a grant or other funding that advances the department's teaching mission (e.g., technology fee grant; external teaching-related grant). Note: This does not include monies received by faculty for professional development (e.g., IDL6543 – Teach Online; Essentials of Online Teaching - EOT; etc.) or from the Office of Undergraduate Research (OUR) (e.g., HIP coaches), etc. Provide a copy of proposal.

- Achieve a **new certification** related to teaching or teaching discipline and use it to advance course offerings (e.g., Certified Healthcare Simulation Educator, Advanced Practice RDN or Specialization, Certified Health and Wellness Coach, Certified Health Education Specialist, Master Certified Health Education Specialist, Diplomate of the American College of Lifestyle Medicine, etc.). Copy of certificate, examples of what was done to enhance the course with examples and expectations of the impact on course instruction and delivery.

- 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 will be considered with submission of criteria and other relevant information and a copy of the thesis abstract).

- Other examples of faculty accomplishments that reflect quality and impact in instructional activities.

Exceeds Expectations (Outstanding)

To qualify for a rating of exceeds expectations, there is no specific number of criteria that must be met. Instead, the faculty member's accomplishments should demonstrate a level of impact and significance that distinctly sets them apart from their peers, rising to the very top in performing their instructional assignment.

In addition to meeting the universal expectations, faculty <u>evidence</u> of <u>quality</u> and <u>impact</u> will be evaluated against criteria such as:

- For each semester of teaching, mean overall effectiveness of instructor ratings for the "Very Good" and "Excellent" categories combined is at least 90% for all courses evaluated using the Student Perception of Instruction (SPI) report

- 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 chair or as assigned by the department chair. Faculty member 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.

- 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/capstone project during the evaluation period. Submit the details as part of your annual report (I/L only).

- Develop and offer a discipline-related enrichment/engagement course, workshop, or similar "product." Provide a detailed description, date(s) delivered, type and size of audience, and evidence of quality, impact, and outcome.

- Disseminate content related to curriculum or teaching through a first-author publication in a Q1 or Q2 peer-reviewed journal.

- Recipient of a UCF Teaching Award:

    o Excellence in Undergraduate Teaching
    o Excellence in Graduate Teaching
    o University-wide recipient of excellence award for teaching = automatically meets "exceeds" for teaching
    o Teaching Incentive Program (TIP) Award
    o Dzuiban Award
    o Barbara Truman Award
    o Scholarship of Teaching and Learning (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.

- Receive a grant or other funding that advances the department's teaching mission (e.g., technology fee grant; external grant). (Note: This does not include monies received by faculty for professional development (e.g., IDL6543 – Teach Online; EOT; etc.); OUR (e.g., HIP coaches); or other sources such as RAMP, FIRE, or other funds related to mentoring students).

- Mentor a graduate student who receives the UCF Outstanding Master's Thesis Award. Submit a copy of the award letter/email/certificate and the mentor's nomination letter (if required). (Thesis awards or scholarships awarded by external entities will be considered with submission of criteria and other relevant information and a copy of the thesis abstract.)

- Author/co-author an accepted/in press/published first edition of a peer-reviewed textbook.

- Other examples of faculty accomplishments that reflect quality and impact in instructional activities.

RESEARCH & CREATIVE ACTIVITIES QUALITY AND IMPACT

Evaluation in the category of "Research & Creative Activities" will include a review of the quality and impact of scholarly activities, sponsored research, recognition, and contributions the faculty member has undertaken during the evaluation period.

Evidence

Evidence for "Research & Creative Activities" quality and impact is provided through a review of faculty documentation of research and creative activity, including, but not limited to such evidence as letters of acceptance for manuscripts, record of grant submission and grant funding received, abstracts/papers accepted for presentation or presented at professional conferences, documentation of research awards received, invitations to serve on an external grant review panel or study section, invitations to serve on editorial boards for peer-reviewed journals, etc.

Papers, book chapters, books and presentations should be reported in the year they occur with full and complete citations so that they may be considered and cited in the department annual report for the college and for possible publicity. However, notice of acceptance may be reported and documented for credit towards evaluation. Each item may only be counted once (i.e., either when accepted or published, but not both).

Universal Expectations for Tenure-earning and Tenured Faculty*

Assistant/Associate/Professors
Evidence of pursuing a focused, well-defined, research agenda; adherence to ethical principles in the development, conduct, and dissemination of research; and demonstration of effort toward publishing, presenting, and securing grants.

*Tenure-earning and tenured faculty must be aware that the criteria for Promotion and Tenure (P&T) are separate and distinct from the criteria in this AESP document. Tenure-earning and tenured faculty must make themselves aware of the department, college, and university criteria for P&T. Further information on P&T can be found through the office of Faculty Excellence.

Expectations for Instructors and Lecturers
The Department of Health Sciences has several faculty members who do not fit the typical assignments commonly seen across the university. The Department of Health Sciences includes instructors and lecturers who may choose to be involved in research and creative activities due to accreditation expectations within their programs or to achieve personal and professional goals. Under certain conditions, these faculty may be assigned course release time with a reduction in their teaching FTE and a corresponding addition to their research FTE.

Unsatisfactory

- The faculty member will receive an **UNSATISFACTORY** rating for "Research and Creative Activities" upon their second consecutive **BELOW EXPECTATIONS/CONDITIONAL** rating and/or if poor performance in this area resulted in discipline or counseling.

Below Expectations (Conditional)

- An evaluation rating of **BELOW EXPECTATIONS/CONDITIONAL** in "Research and Creative Activities" will be assigned if the faculty fails to achieve a rating of **MEETS EXPECTATIONS/SATISFACTORY**. Failure to meet the universal expectations for "Research and Creative Activities" is sufficient cause for a rating of below expectations (conditional).

Meets Expectations (Satisfactory)

In addition to the universal expectations, faculty must meet <u>all</u> the following criteria:

- Submit at least one external research grant proposal as Principal Investigator (PI) or Co-PI.

- Submit at least one <u>additional</u> external research grant proposal as PI, Co-PI, or Co-Investigator (Co-I).

- Present at least one peer-reviewed presentation at any level (state, regional, etc.).

- Publish at least two peer-reviewed journal articles as first-author, co-author, or corresponding author.

- Mentor at least one graduate or undergraduate student that produces a research-related outcome at a student-oriented or professional venue during the evaluation period. (*First year tenure-earning faculty exempt.*)

Above Expectations (Above Satisfactory)

To qualify for a rating of above expectations, there is no specific number of criteria that must be met. Instead, the faculty member's accomplishments should demonstrate a level of <u>quality, impact, and significance</u> that is sufficiently <u>beyond the criteria used for 'meets expectations'</u>.

In addition to meeting the universal expectations, faculty <u>evidence</u> of <u>quality</u> and <u>impact</u> will be evaluated against criteria such as:

- Publish at least two peer-reviewed journal articles as first or corresponding author in Q1 or Q2 journals.

- Publish at least one <u>additional</u> peer-reviewed journal article in Q1 or Q2 journal as first, corresponding, or co-author.

- Receive total cumulative external grant funding under $150,000 (indirect costs included) *or* an administrative stipend for existing grant of <$100,000 *or* an existing grant providing 10-25% of salary for the year (including fringe).

- Submit at least one external grant proposal as PI or Co-PI.

- Mentor at least three graduate/undergraduate students with notable research outcomes.

- Present at least two papers at peer-reviewed national/international conferences.

- Serve as an assistant, associate or member of an editorial board for a peer-reviewed journal.

- Serve as a co-I or consultant on an externally funded research project.

- Serve on a grant review panel or study section for state or foundation funding agency.

- Other examples of faculty accomplishments that reflect quality and impact in research and creative activities.

Exceeds Expectations (Outstanding)

To qualify for a rating of exceeds expectations, there is no specific number of criteria that must be met. Instead, the faculty member's accomplishments should demonstrate a level of <u>quality</u>, <u>impact,</u> and <u>significance</u> that distinctly sets them apart from their peers, rising to the very top in their field.

In addition to the universal expectations, faculty <u>evidence</u> of <u>quality</u> and <u>impact</u> will be evaluated against criteria such as:

- Publish at least two peer-reviewed journal articles as first or corresponding author in Q1 journals.

- Publish at least two <u>additional</u> peer-reviewed journal articles in Q1 or Q2 journals.

- Receive total cumulative external grant funding of at least $150,000 *or* an administrative stipend for an existing grant of $100,000 or more *or* has an existing grant providing at least 25% of salary for the year (including fringe).

- Mentor at least three graduate/undergraduate students with significant research outcomes.

- Present at least two papers at peer-reviewed national/international conferences.

- Receive a research award – UCF or external.

- Receive an award for best conference presentation or best journal article from a scholarly organization for a premier journal.

- Receive and accept an invitation to serve as the keynote speaker at a national/international conference.

- Serve as the editor of a high impact journal (i.e., Q1 or Q2).

- Serve as the guest editor for special edition published during the academic year.

- Publish an additional first author article(s) in a Q1 or Q2 journal.

- Receive additional external grant funding as PI, Co-PI or Co-I.

- Serve on an NIH review panel or study section.

- Mentor a graduate student who is recognized with a UCF award for research or a research award from an external professional organization.

- Other examples of faculty accomplishments that reflect quality and impact in research and creative activities.

SERVICE (INCLUDING GOVERNANCE) ACTIVITIES QUALITY AND IMPACT

Evaluation in the category of "Service" (including Governance) will include a review of the service activities, recognitions received, and contributions that the faculty member made to the university, college, department, profession, and local, state, regional, national, and international communities. Per the Collective Bargaining Agreement, service for United Faculty of Florida (UFF) activities is not considered university service and will not be evaluated.

Please note, an administrative assignment in the Department of Health Sciences, college or university is not viewed as a part of the service responsibility. Such assignments will be evaluated under the category of "Other Assigned Duties".

Evidence:
- Evidence for quality and impact of "Service" is provided through faculty documentation of service, professional development, and governance activities, including brochures or programs identifying presentations and workshops; a description of committee activity (e.g., name of committee, number of meetings attended, role and contributions to the committee, etc.); consultant reports or products; and a description of substantial contribution(s) to the effective functioning of service, professional development, and governance activities.
- Documentation describing both the roles and responsibilities related to the service as well as active participation (e.g., how often it meets, etc.) is required. Indicators that are associated with more than one item within the teaching, research, and/or service domains must reflect a distinct accomplishment separate from other categories.
- Typically, consultations or other activities for which the faculty member receives payment will not be counted toward productivity in this area. Moreover, such activities may require "Possible Conflict of Interest" reporting.

Universal Expectations:
- Attend and participate in all departmental faculty meetings, faculty committees (as appointed or elected), and faculty retreats unless the faculty member has an emergency or unavoidable scheduling conflict. Faculty members who are ill and cannot participate in scheduled meetings are required to take sick leave. Attendance at meetings and/or events (e.g., all CHPS meetings and similar) as requested by the chair or CHPS/UCF administration is expected, unless the faculty member has an emergency or unavoidable scheduling conflict.
- Attend a minimum of one UCF graduation ceremony per year. In circumstances where ceremonies for Health Sciences majors are held remotely, provide a 15 second (or less) video extending congratulatory remarks to Health Sciences graduates for at least one graduation ceremony per year.
- Prepare documents (as requested by the Department Chair; CV does not count) required for the departmental academic program review process or other documents requiring substantial effort.

The following schema provides specific criteria and quality indicators for Service, Professional Development and Governance for all faculty.

Unsatisfactory

- The faculty member will receive an **UNSATISFACTORY** rating for "Service" upon their second consecutive **BELOW EXPECTATION/CONDITIONAL** rating and/or if poor performance in this area resulted in discipline or counseling.

Below Expectations (Conditional)

- An evaluation rating of **BELOW EXPECTATION/CONDITIONAL** in "Service" will be assigned if the faculty fails to achieve a rating of **MEETS EXPECTATIONS/SATISFACTORY**. Failure to meet the universal expectations is sufficient cause for a rating of below expectations (conditional).

Meets Expectations (Satisfactory)

In addition to the universal expectations, faculty must meet all the following criteria:

- Serve as a member on **at least two** (*at least one for first year faculty*) committees, task forces or initiatives at the department, college, or university level. (Documentation: Name of committee/task force/initiative; position held (i.e., member, chair, secretary, etc.); dates of meetings attended; evidence of your level of engagement/contributions you made leading to tangible outcomes; time and effort dedicated; other relevant information.)

- Review at least one peer-reviewed journal manuscript. (Documentation: Name of journal(s); manuscript title(s); email/letter acknowledging your review) (**T/TE only**).

Above Expectations (Above Satisfactory)

To qualify for a rating of above expectations, there is no specific number of criteria that must be met. Instead, the faculty member's accomplishments should demonstrate a level of <u>quality</u> and <u>impact that sufficiently</u> <u>beyond the criteria used for 'meets expectations'</u>.

In addition to meeting the universal expectations, faculty <u>evidence</u> of <u>quality</u> and <u>impact</u> will be evaluated against criteria such as:

- Assist with a college, university and/or community activity/event that impacts students, alumni, faculty, staff, and/or the community. (Documentation: Description of event/activity; number of participants/other outcomes; specific roles and responsibilities you fulfilled; examples of products, flyers, brochures, promotional materials, handouts, etc. that you developed or for which you contributed to the development; impact of the activity/event; etc.)
- Give a professional presentation(s) to UCF organizations, public schools, healthcare or higher education agencies, and/or other local, regional, or state groups/organizations in your field of expertise. (Documentation: Letter/email of invitation to speak and/or thank you note; title and brief description or outline of presentation; name of school/agency and group to whom you presented; significance of presentation; audience size and age group; etc.)
- Participate in planning a professional conference, workshop or seminar event at the local, state, or regional level. (Documentation: Brochure (can be electronic) or other information advertising the conference/workshop/seminar; level (e.g., local, state, regional, etc.); your specific roles and responsibilities; audience composition and size; outcomes (e.g., evaluation results); other relevant information.
- Review abstracts for a local, state, or regional conference. (Documentation: Name of organization; level; number reviewed; copy of email/letter acknowledging your review; other relevant information.)
- Review at least one peer-reviewed journal manuscript. (Documentation: Name of journal(s); manuscript title(s); email/letter acknowledging your review.) **(I/L only)**
- Serve as a reviewer for textbook **chapter(s).** (Documentation: Name of textbook and book chapters reviewed; publisher; email/letter acknowledging your review.)
- Serve as track/session chair/coordinator at a local, state, or regional professional conference. (Documentation: Name of organization and conference; conference date(s) and location; level; name of session/track coordinated by you; your roles and responsibilities including number of speakers, and other relevant aspects of the track/session; size of audience; outcome(s); letter/email from organizer acknowledging your contribution/service; etc.).
- Participate in external (outside of UCF) reviews for faculty promotion and/or tenure. (Documentation: Name of the candidate's university and department/school; email/letter confirming your participation; rank candidate is pursuing; other relevant information.)
- Receive an honor/award for professional service or accomplishment from a local professional organization. (Documentation: Name of the award; name of organization and level of award; description of award and criteria; competitiveness of award; award letter; date awarded; and other relevant information.)

- Other examples of faculty accomplishments that reflect quality and impact in service activities.

Exceeds Expectations (Outstanding)

To qualify for a rating of exceeds expectations, there is no specific number of criteria that must be met. Instead, the faculty member's accomplishments should demonstrate a level of quality, <u>impact,</u> and <u>significance</u> that distinctly sets them apart from their peers, rising to the very top in their field.

In addition to the universal expectations, faculty <u>evidence</u> of <u>quality</u> and <u>impact</u> will be evaluated against criteria such as:

- Lead a college, university and/or community activity/event that impacts students, alumni, faculty, staff, and/or the community. (Documentation: Description of event/activity; number of participants/other outcomes; specific roles and responsibilities you fulfilled; examples of products, flyers, brochures, promotional materials, handouts, etc. that you developed or for which you contributed to the development; impact of the activity/event; etc.)
- Give a professional presentation(s) to UCF organizations, public schools, healthcare or higher education agencies, and/or other national/international groups/organizations in your field of expertise. (Documentation: Letter/email of invitation to speak and/or thank you note; title and brief description or outline of presentation; name of school/agency and group to whom you presented; significance of presentation; audience size and age group; etc.)
- Participate in planning a professional conference, workshop or seminar event at the national or international level. (Documentation: Brochure (can be electronic) or other information advertising the conference/workshop/seminar); level; your specific roles and responsibilities; audience composition and size; outcomes (e.g., evaluation results or other); other relevant information.
- Serve as a reviewer for a textbook. (Documentation: Name of textbook and book chapters reviewed; publisher; email/letter acknowledging your review).
- Serve as track/session chair/coordinator at a national or international professional conference. (Documentation: Name of organization and conference; conference date(s) and location; level; name of session/track coordinated by you; your roles and responsibilities including number of speakers, and other relevant aspects of the track/session; size of audience; outcome(s); letter/email from organizer acknowledging your contribution/service; etc.
- Participate in external (outside of UCF) reviews for faculty promotion and/or tenure. (Documentation: Name of the candidate's university and department/school; email/letter confirming your participation; rank candidate is pursuing; other relevant information.)
- Receive an honor/award for professional service or accomplishment from a state, national, or international professional organization. (Documentation: Name of the award; name of organization and level of award; description of award and criteria; competitiveness of award; award letter; date awarded; and other relevant information).
- Conduct an external accreditation or academic program review(s) (uncompensated). (Documentation: Name of accrediting body; name of program and institution reviewed; date(s) of review; email/letter acknowledging your contributions; other relevant information).

- Other examples of faculty accomplishments that reflect quality and impact in research and creative activities.

OTHER ASSIGNED DUTIES

Assignment of any of the following titles (i.e., Program Director, Program Coordinator, Director of Clinical Education, and Clinical Education Coordinator) and their corresponding responsibilities will be evaluated to be consistent with the reporting of this activity in the Faculty Activity Report. Faculty will be provided with a description of the position and the course load reduction that usually accompanies such an assignment when the annual assignment is made.

The following schema provides specific criteria* for Other Assigned Duties for all faculty:

Rating	Criteria
Exceeds Expectations (Outstanding)	To achieve an evaluation of **OUTSTANDING**, the faculty member must: ▪ demonstrate strong leadership skills and excellence in judgment, decision-making, and initiative in completing assignments outlined by the department chair. ▪ achieve outcomes that consistently demonstrate attention to detail and a commitment to ensuring that assignments are complete, accurate, of high quality, impactful, and congruent with the standards of the university and other parties as appropriate. ▪ consistently conduct themselves in a professional manner and provide evidence of working collaboratively and cooperatively with all stakeholders. ▪ keep the department chair apprised of the status of projects/assignments. ▪ demonstrate vision in recognizing opportunities, obstacles, and solutions. ▪ perform responsibilities with minimal to no intervention by the department chair.
Above Expectations (Above Satisfactory)	To achieve an evaluation of **ABOVE SATISFACTORY**, the faculty member must: ▪ demonstrate emerging leadership skills and good judgement, decision-making, and initiative in completing assignments outlined by the department chair at least 75% of the time. ▪ complete assignments that show evidence of above average attention to detail, accuracy, and completeness. ▪ maintain standards consistent with the university and other parties as appropriate. ▪ conduct themselves in a professional manner and provide evidence of working collaboratively and cooperatively with all stakeholders. ▪ keep the department chair apprised of the status of projects/assignments. ▪ complete assignments/projects without department chair intervention at least 75% of the time.

Meets Expectations (Satisfactory)	To achieve an evaluation of **SATISFACTORY**, the faculty member must: ▪ adequately complete the assignments in the position description during the period of evaluation in a manner that does not place the program in jeopardy with the university or other parties or require substantial intervention by the department chair in the administration of the program.
Below Expectations (Conditional)	An evaluation rating of **CONDITIONAL** is assigned if the faculty fails to meet the standards of a **SATISFACTORY** rating and places the program or students at academic risk.
Unsatisfactory	A rating of **UNSATISFACTORY** will be assigned upon the second **CONDITIONAL** rating and/or if poor performance in this area has resulted in discipline or counseling.

*Note: Additional criteria may be outlined in advance between the faculty member and the department chair or submitted by the faculty member for evaluation that demonstrates quality and impact.

In those cases where "Other Assigned Duties" (other than described above) are a significant part of evaluating a faculty member's performance, the faculty member in consultation with the chair, will outline goals and expectations before the assignment is given.