

University Of Central Florida
Center for Distributed Learning

The Instructional Designers' Personnel Advisory Committee
ID Promotion Guidelines

Promotion guidelines revised August 2011

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Instructional Design Personnel Advisory Committee Guidelines

Mission and Goals

The Center for Distributed Learning (CDL) is a division within Information Technologies and Resources at the University of Central Florida (UCF). **The Center for Distributed Learning (CDL) serves as the central agent for online learning at UCF, providing leadership in distance learning policies, strategies, and practices.** Services are systematically provided through professional development programs, consultations, projects, production, technical support, research, development, and collaborative efforts. University of Central Florida instructional design personnel are twelve-month, in-unit faculty who provide and facilitate these services.

The Instructional Design Personnel Advisory Committee (IDPAC) was established in 2011 to support the documentation and processes of instructional designers applying for promotion in rank.

Composition and Selection

The initial IDPAC is composed of four members drawn from instructional design personnel, to three-year (staggered) terms. Initial IDPAC members must hold permanent, full-time positions at the university and have completed at least one year of continuous service in good standing (as defined by the BOT-UFF Collective Bargaining Agreement (BOT-UFF CBA, 2010-2012, Article 32). As ranked instructional design personnel are promoted, they will transition into the IDPAC. IDPAC could be composed of ranked instructional design personnel within two to three promotion cycles.

One new member is elected each fall for a three-year term to begin January 1, 2012. If a member resigns, a special election is held. Normally, the special election is held within two weeks. If any of the IDPAC members apply for promotion, they are temporarily recused. An IDPAC member completing a three-year term is not eligible for re-election the following year. Each year IDPAC selects from among its members a chairperson who will be responsible for convening and conducting all IDPAC meetings and maintaining IDPAC minutes and correspondence files. The chair serves for one year.

To facilitate the start of IDPAC and its processes, ranked librarian(s) and tenured faculty member(s) outside of CDL will serve as initial outside (of CDL) facilitators until sufficient instructional design personnel have earned promotional rank and can serve on the IDPAC (review). The initial committee will be composed of two members nominated by instructional design personnel and one member nominated by CDL Leadership.

Election

IDPAC vacancies and election announcements are prepared and organized by IDPAC. IDPAC creates the ballot and posts it on the CDL Intranet. The new IDPAC member(s) will be announced via e-mail to all instructional design personnel within one week. The vote count is made available by request.

Meetings with Instructional Designers

IDPAC meets at least once each academic year with instructional design personnel to discuss policies and procedures related to promotion criteria.

Other meetings with instructional design personnel may be called at the discretion of IDPAC or upon request of any instructional design personnel. Meetings involving elections or voting to change IDPAC policies or procedures are announced in writing at least one week (5 work days) in advance along with the proposed agenda.

Minutes and Files

The minutes of IDPAC will record the date and time of meeting, attendees, agenda items, a record of any votes, and final IDPAC action(s). IDPAC minutes of each meeting are maintained on the CDL blog under the IDPAC heading. IDPAC files contain copies of IDPAC correspondence and memoranda, a copy of each year's guidelines and procedures, a list of employees covered by the promotion plan and IDPAC members. The files are maintained by and kept on the CDL Intranet.

Recommendation of Initial Rank

During the initial interview process, IDPAC provides applicants with written procedures for promotion and recommendations of initial rank. At the request of the CDL Assistant Vice President, IDPAC makes recommendations for instructional design personnel candidates selected for permanent positions. In general, IDPAC will recommend rank only for the candidate(s) selected. IDPAC reviews the documentation provided by the CDL Assistant Vice President and recommends a rank by the end of the hiring process. IDPAC uses the basic requirements for academic rank(s) and the criteria for promotion as guidelines in recommending initial rank. The Assistant Vice President will consider the IDPAC recommendation of initial rank and make a final decision.

Annual Performance Evaluation Packet and Timetable

The Annual Performance Evaluation Packet consists of the instructional design annual evaluation form and curriculum vitae. The Annual Accomplishments Report and Cumulative Progress Evaluation may be included.

The timetable for the annual evaluation and the IDPAC promotion process are established each year by IDPAC and stored in the instructional design folder on a CDL Intranet. See Appendix M: IDPAC Promotion Timetable 2011.

The following table establishes the dates, rank and time in service for the instructional design promotion plan:

Rank and Experience	Instructional Specialist	Assistant in Instructional Design	Associate in Instructional Design
Experience	2 years (bachelor's) None (master's)	3 years (master's)	6 years (two master's/specialist degrees or one master's and two graduate certificates) 4 years (doctoral)
Required time in prior rank*	N/A	3 years	4 years
Required performance evaluations for promotion	N/A	Minimum of 2 consecutive "above satisfactory" or higher UCF annual evaluations	Minimum of 3 consecutive "above satisfactory" or higher UCF annual evaluations

*In rare exceptions, candidates who have made outstanding progress towards the fulfilling the requirements of the next rank may petition the Assistant Vice President of Distributed learning to apply for promotion early. New hires with the appropriate rank and extensive experience may be granted credit towards the required time in rank.

Promotion to Academic Rank

General Principles

The criteria and procedures for promotion for UCF instructional design personnel are based on the IDPAC Guidelines for performance of professional responsibilities detailed later in this document. These promotion criteria and procedures are consistent with the requirements of the Collective Bargaining Agreement between the University Board of Trustees and the United Faculty of Florida, the rules and regulations of the Board of Trustees, and UCF.

It is recognized that the established criteria serve as professional standards that provide for continuous assurance of professional integrity and quality of performance. They are intended to be minimum standards. Instructional design personnel will be promoted on the basis of their professional effectiveness and demonstrated record of achievement. Promotion is not a right guaranteed by length of service but rather a professional recognition to be earned.

The basic quality that must be evident for promotion in academic rank is the ability to perform at a high professional level in areas that contribute to the educational and research mission of the institution such as: scholarship, professional development, service to the profession, and public service. Evidence of this level of performance may be adduced from the judgments of colleagues, members of the academic community, or professional colleagues outside the academic institution. Additional evidence for promotion in rank will include: contributions to the educational goals of the university, contributions to the advancement of the profession, and activities related to inquiry and research.

IDPAC reviews these criteria and procedures annually and submits any recommendations for changes to instructional design personnel. Changes recommended by instructional design personnel are forwarded for approval to the Vice Provost through the Assistant Vice President of the Center for Distributed Learning (CDL). These guidelines have been established by and for the instructional design personnel at UCF. As these guidelines are revised, a copy of the current *IDPAC Guidelines* will be kept in the office of the Instructional Design Team at CDL. The first ratification of the IDPAC Guidelines (2011) serves as the starting point for all instructional design personnel under contract at CDL.

Guidelines for Assessing Previous Work Experience

Professional Instructional Design Experience in Educational Environments

One year of professional instructional design experience in another accredited institution or established foreign academic institution of higher education normally will substitute for one year of experience as instructional design personnel at UCF. A year of experience is defined as twelve months of full-time employment during a contract year. Part-time professional instructional design experience may be credited proportionately.

Professional Instructional Design Experience in Other Environments

Specific guidelines cannot be established. IDPAC will consider variables such as: type of institution including private sector employers, government, public and private schools, type of work performed by the candidate, and clients served.

Educational and Other Types of Annual Leave

A candidate may not receive credit for professional instructional design experience or time-in-rank when on educational leave.

Basic Requirements for Instructional Designers

The basic requirement for each level of instructional design personnel is based on information gathered from various higher education, government, and private sector employers. The basic requirements identify three instructional design ranks as shown in the Collective Bargaining Agreement, 2010-2012:

- 9178 - Instructional Specialist (p. 114)
- 9121 - Assistant in Instructional Design (p. 114)
- 9120 - Associate in Instructional Design (p. 114)

Basic Requirements for Instructional Specialist

This rank should be considered an initial, entry-level rank. Persons are expected to perform additional activities commensurate with seeking promotion.

Education

A master's degree in instructional design or an appropriate area of specialization from an accredited institution or a bachelor's degree in an appropriate area of specialization and two years of experience in curriculum development and instruction is required.

Experience

Experience in curriculum development and instructional delivery for adults, online instruction, technology skills, faculty development, consultation, and teamwork is preferred.

Qualifications

Official academic transcript(s) and letters of recommendation indicating a potential for successful performance as an instructional specialist in higher education are required.

Basic Requirements for Assistant in Instructional Design

Education

A master's degree in instructional design or an appropriate area of specialization from an accredited institution is required.

Experience

At least three years professional instructional design experience or equivalent after completing the master's degree is required. For promotion, three years of service in the prior rank and at least two consecutive "above satisfactory" or higher annual evaluations at UCF as an instructional specialist must be met or will have been met on or before submission of the promotion folder.

Qualifications

A documented record of effective job performance that shows increasing responsibility and continuing growth is required (i.e., performance of professional responsibilities). Achievements in online teaching and learning, research, or other professional endeavors, as well as documented contributions to the instructional design profession and to the institution are required as described in Appendix A: List of Criteria.

Basic Requirements of Associate in Instructional Design

Education

A doctoral degree in instructional design or an appropriate area of specialization from an accredited institution or completion of a second master's or graduate specialist degree in instructional design in an appropriate area of specialization from an accredited institution or completion of two graduate certificates (in addition to a master's degree) in appropriate areas of specialization from an accredited institution is required.

Experience

At least six years of professional, higher education instructional design experience or equivalent after completing the master's degree or four years of experience with a doctoral degree is required. For promotion, four years of service in the prior rank and at least three consecutive "above satisfactory" or higher annual evaluations at UCF as an assistant in instructional design must be met or will have been met on or before submission of the promotion folder.

Qualifications

A documented record of effective job performance that shows increasing responsibility and continuing growth is required (e.g., performance of professional responsibilities). Achievements in online teaching and learning, research, or other professional endeavors, as well as documented by contributions to the instructional design profession and to the institution are required as described in Appendix A: List of Criteria.

Assignment or promotion to a rank should be governed by the individual's qualifications, accomplishments, and merit within the context of Appendix A: List of Criteria. Promotion should not be restricted by quotas or numerical limitations on rank.

List of Criteria

All of the following criteria for promotion are considered. "Qualifications" (listed on pages 6-8) and "Performance of Professional Responsibilities" (below) are the most important. Appendix A provides expectations at each level and examples, as appropriate. Candidates for promotion to Assistant in Instructional Design and Associate in Instructional Design will be expected to satisfactorily address all three criteria below but not necessarily every item within the criteria.

General Criteria

- Documented record of effective performance that shows increasing responsibility and continuing growth

First Criterion: Performance of Professional Responsibilities

- Knowledge of professional responsibilities
- Mastery of one or more fields of specialization as related to job assignment
- Demonstrated knowledge of learning theories, teaching strategies, and online pedagogy
- Demonstrated ability to create and facilitate professional development
- Demonstrated understanding of departmental and institutional goals
- Demonstrated leadership, initiative, and maturity of judgment
- Demonstrated working relationships with unit personnel, the university community, and community outside the university
- Awareness of current developments in literature, online courses, and technology
- Performance of professional responsibilities as demonstrated by performance evaluation(s) and other evaluative materials
- Performance of general professional responsibilities as represented in letters, e-mails, and other documentation from faculty and colleagues

Second Criterion: Professional Development, Research, and Creative Work

- Scholarly publications
- Presentations
- Grants and contracts in support of scholarly activities
- Research, special projects, or studies completed or in progress
- Awards and honors
- Degrees earned
- Continuing education, certificates, courses
- Professional conferences, workshops, institutes, and seminars

Third Criterion: Service to CDL, University, Community, and Profession

- Leadership roles in professional organizations
- Planning, organizing and conducting workshops, institutes, visits, seminars, conference programs, or other continuing education projects
- Coaching and mentoring
- Consulting or other special services
- University or unit committees, campus involvement
- Courses, lectures, or presentations related to education

Appendix A

UCF CDL Instructional Designer

Professional Activities Appropriate To Rank

List of Criteria

Introduction

This document is intended as a guide to understanding both performance and promotion expectations. The chart demonstrates through selected examples that expectations increase with rank in the progression from Instructional Specialist to Assistant in Instructional Design to Associate in Instructional Design. As candidates achieve higher ranks, their professional activities should take place at increasingly broader venues and demonstrate a record of effective performance that shows increasing responsibility and continuing growth. As a candidate moves from Instructional Specialist to Assistant in Instructional Design to Associate in Instructional Design, the level of activities (whether in professional responsibilities, research, or service) should evolve from developmental to contributing to guiding. Service to unit, University, and community is expected to be ongoing.

General Information

This section identifies the venue(s) that applies to each position and recommended level of professional development. The Instructional Specialist column provides a baseline for comparison.

	Instructional Specialist	Assistant Instructional Designer	Associate Instructional Designer
Venue	Instructional Design, CDL, UCF	Instructional Design, CDL, UCF, local, regional, state	Instructional Design, CDL, UCF, local, regional state, and national or international
Professional Development and Engagement	Professional development includes building skills and engagement with unit	Engagement and leadership are valued more than professional development	Proven record of leadership, mentoring, and engagement

First Criterion: Professional Responsibilities

Professional responsibilities identify the activities completed in performance of position duties.

Criteria	Instructional Specialist	Assistant	Associate
<i>Performance of Professional Responsibilities</i>	Starts learning professional responsibilities and shows increasing levels of competence	Demonstrates knowledge of professional responsibilities and shows high level of competence	Demonstrates high level of competence and substantive achievements
<i>Mastery of one or more fields of specialization as related to job assignment</i>	Identifies field(s) of specialization	Shows progress toward mastery of specialization(s); recognized by peers for subject and professional expertise	Demonstrates leadership in field, professional expertise, and makes ongoing contributions
<i>Demonstrated knowledge of learning theories, teaching strategies and online pedagogy</i>	Demonstrates knowledge of online pedagogy, best practices, and application in the online environment	Builds upon previous skills by seeking to advance, improve and coordinate effective online pedagogy and introduce efficient and effective models	Continues to build upon previous skills by mentoring and advising others regarding improved and effective online pedagogy and models
<i>Demonstrated ability to create and facilitate professional development for faculty and staff</i>	Assists and supports professional development; mentors and trains with experienced ID to build skills	Develops and delivers college and departmental professional development opportunities	Identifies, develops and delivers appropriate college and departmental professional development opportunities
<i>Demonstrated understanding of departmental and institutional goals</i>	Understands and actively seeks to support goals; relates activities to goals	Coordinates and organizes activities and programs to support goals; models goals	Builds upon previous skills by mentoring colleagues to encourage ongoing activities in support of goals
<i>Demonstrated leadership, initiative, and maturity of</i>	Accepts project assignments and seeks assistance when needed;	Identifies and reviews existing services; assists in	Initiates and executes projects; mentors colleagues; displays leadership

<i>judgment</i>	volunteers for projects and services to further skill development	development of new projects and services	
<i>Demonstrated working relationship with unit personnel, the university community, and community outside the university</i>	Maintains positive working relationships with colleagues and faculty in the UCF community, through communication and timely support in an efficient and systematic manner	Identifies, creates, maintains and enhances relationships within UCF and throughout the state of Florida through collaboration on projects, papers, presentations, and other activities.	Identifies, creates, maintains and enhances relationships within UCF, throughout the state and US or international education communities through collaboration on projects, papers, presentations, and other activities.
<i>Awareness of current developments in literature, online courses, and technology</i>	Participates in discussions of relevant professional issues within the unit	Demonstrates ability to translate new ideas into professional practice	Consistently builds on previous practice; actively contributes to the literature and/or professional discourse regarding online courses and academic technology
<i>Performance of professional responsibilities as demonstrated by performance evaluation(s) and other evaluative materials</i>	Consistently achieves above satisfactory rating	Consistently achieves above satisfactory rating	Consistently achieves above satisfactory rating
<i>Performance of general professional responsibilities as represented in letters, e-mails, and other documentation from faculty and colleagues</i>		Documentation should be from two colleagues at UCF (excluding immediate supervisor); one letter of recommendation from a colleague outside UCF, i.e., ranked faculty, online experience.	Documentation should be from two UCF colleagues (excluding immediate supervisor); two letters of recommendation from colleagues outside UCF, i.e., ranked faculty, online experience.

Second Criterion: Scholarship and Professional Development

Scholarship contributes to the discovery or acquisition of new knowledge, development or revision of educational techniques, and other forms of creative activity to extend professional discourse.

Criteria	Instructional Specialist	Assistant	Associate
<i>Identify Area of Interest</i>	Demonstrates commitment to the profession and potential for making scholarly contributions by identification of areas of interest	Demonstrates evidence of a research agenda, including consideration of a candidate's research quality and productivity	Demonstrates a body of work recognized by institution, local, state, regional or national peers; ongoing contribution with multiple examples of quantity and quality such as teaching, writing, and presenting
<i>Scholarly Publications</i>	Writes and submits for publication on campus, state, and regional publications	Submitted articles currently under review or published, conference reports, articles in institutional and local publications, book reviews in appropriate journals, bibliographies, literature reviews	Written full-length articles that were published or accepted including: state, national or association publications; professional journals; papers published in conference proceedings; peer reviewed articles
<i>Presentations</i>	Presents at campus, local, state, or regional venues	Submits and is accepted for poster and session presentations at campus, local, or state venues	Papers presented at professional associations; presentations and workshops for external audiences at state or national venues; poster sessions, presentations, or panel discussions at state or national venues
<i>Grants and</i>		Contributes to	Accepted as team

<i>Contracts in support of scholarly activities</i>		proposal for internal or external funding	member on a grant; submissions of proposal for external funding
<i>Research, special projects, or studies completed or in progress</i>	Participates in research and unpublished reports	Participates in action research and published reports or involvement in special projects or studies	Participates in innovative, creative projects recognized inside or outside UCF; conducts research on improved models of teaching and learning
<i>Awards and honors</i>	Applies for award or honors and is finalist for institution or local venue	Receives award or honor – campus local or state venue	Receives awards or honors - institution, local, state, regional, or national venues
<i>Degrees earned</i>	Completion of a bachelor's degree plus experience, or completion of a master's degree	Completion of master's degree with required years of experience	Doctorate degree or completed second master's/specialist degree with required years of experience
<i>Continuing education, certificates, courses</i>	Completes course(s) or certificates	Completes course(s) or certificates	Completes course(s) or certificates
<i>Professional conferences, workshops, institutes, and seminar</i>	Attends professional meetings, conferences or training	Attends or coordinates professional meetings, conferences, or training	Attends, coordinates, or conducts professional meetings, conferences, or training

Third Criterion: Service to CDL, University, Community, and Profession

From BOT-UFF CBA 10.4 (a) 3 and 4, service extends to professional or discipline-related contributions and attracts other institutions for interaction. Community Service extends to campus and community.

Criteria	Instructional Specialist	Assistant	Associate
<i>Leadership roles in professional organizations</i>		Actively participates in professional organizations or committees at the state or regional level	Holds a leadership role in a professional organization(s) or committee(s) at the state, regional, national, or international level
<i>Planning, organizing and conducting workshops, institutes, visits, seminars, conference programs, or other continuing education projects</i>	Participates in internal and institution training	Participates in local, regional, or state workshops and conferences; presents or coordinates; convenes presentations; hosts visitors	Participates in local, state, regional, or national workshops and conferences; presents or coordinates sessions; moderates or convenes presentations; hosts visitors; arranges professional meetings
<i>Coaching and Mentoring</i>	Coaches or mentors student, colleague	Coaches or mentors student, colleague or intern	Continuous mentoring of intern(s), new employee(s), graduate student(s); serves on student(s) thesis or dissertation committees
<i>Consulting or other special services</i>	Consults or delivers special services on campus	Consults or delivers special services on campus, or local	Consults or delivers special services on campus, local, state, regional, or national; serve as expert at local or state level
<i>University or unit committees, campus</i>	Participates in unit committee(s) and	Participates or coordinates unit	Demonstrates record of continued

<i>involvement</i>	working group(s)	and campus committee(s) and working group(s)	involvement in unit, campus, committee(s) and working group(s)
<i>Courses, lectures, or presentations related to education</i>	Lecturer in class(es) or community event(s)	Lecturer in class(es) or community event(s)	Teach a credit bearing course(es)

Appendix B

Forms

Center for Distributed Learning Faculty Annual Performance Review Form

Name: _____ Employee ID # _____

Rank/Title

- Instructional Specialist
- Assistant Instructional Designer
- Associate Instructional Designer

Appraisal Period: From 1/1/____ To 12/31/____

Policy Statement:

The job performance of each faculty member is to be reviewed annually to ensure attainment of department goals and objectives, to enhance communication, and to facilitate and promote career growth and development.

Instructions:

All faculty members will have an opportunity to complete a self-appraisal. All the below sections should be completed by an Instructional Design Team Lead. If a box is not applicable, please enter N/A. The review should then be discussed with, and approved by, the Associate Department Head and Assistant Vice President who may suggest changes to the original content. Once the team lead and department head have signed the Overall Performance Evaluation section, the team lead should make arrangements to discuss the completed appraisal with the faculty member. Following this discussion, the faculty member may make appropriate written comments in the final section. Once the review has been signed by the faculty member, the team lead will provide a copy to the faculty and retain a copy for departmental files.

Appraisal Statement:

In processing the performance appraisal, read through each performance factor and check the most appropriate rating by using the following key words as a guideline.

- | | |
|--------------------------|---|
| Outstanding (O): | Highest standard of excellence, exemplary, visionary, exceptional, executing, innovative, or leadership. |
| Above satisfactory (AS): | Excels, consistent accuracy, implements, encourages, ambitious, cohesive, initiative, highly competent, secure, or highly committed. |
| Satisfactory (S): | Satisfies general requirements, accurate, reliable, effective, flexible, basic strengths, appropriate conclusions, or harmonious. |
| Conditional (C): | Inconsistent, unsure, minimal, inadequate, ineffective, unreliable, reluctant, occasional or neglectful. |
| Unsatisfactory (U): | Unacceptable, consistently lacking, below standards, avoids, unable, unwilling, uncooperative, cannot relate, negligent, uninterested or untrustworthy. |

Performance Factor	O	AS	S	C	U
Knowledge of Position: The demonstrated understanding of position and work assignments					
Planning: Plans, organizes, and completes tasks in the most efficient manner					
Quality of Work/Accuracy: The ability to produce work that is comprehensive in scope, complete in detail, and accurate in content					
Adaptability/Flexibility: The ability to successfully alter activities to cope with demands of new situations. The ability to listen attentively and openly to the ideas, problems, and suggestions of others in order to support the team/unit's goals.					
Judgment: The ability to distinguish the significant from the less significant, arrives at sound conclusions, makes appropriate choices					
Communication: The ability to effectively present information in writing and orally.					
Interpersonal Relationships: The extent to which the faculty member works harmoniously and effectively with others (Other teams, peers, superiors, faculty, staff).					
Initiative: The faculty member's resourcefulness, self-reliance, willingness to accept, and ability to carry out responsibilities.					
Leadership: The ability to guide, develop, mentor and motivate others.					
Problem Solving: Understands factors and develops sound, prompt, and practical solutions to problems and disputes.					
Recruitment & Mentoring: Effective implementation of personnel procedures involving hiring, search committees, and developing employees, while supporting Equal Opportunity and Affirmative Action goals					
Dependability: Demonstrates reliability and commitment in support of the departmental goals and objectives.					
Promotion of Cultural Diversity: Work performance that encourages students, staff, faculty, and community members to participate in the educational, employment, and cultural activities and programs of the University.					

Performance Factor Comments: (The following sections are provided for further explanation of performance rankings, along with a brief description of professional development activities. For detailed reporting of Scholarship and Service activities, please complete the Annual Accomplishments Report and attach to this evaluation.)

Professional Development: Presentations, publications, conferences/seminars/webinars attended both internal and external to UCF, professional certifications, professional licenses.

Strengths/Accomplishments: Briefly describe the staff member's most significant strengths and accomplishments during this rating period. It is important to support performance factors rated "Outstanding" by providing specific examples and justification.

Areas of Improvements: List areas in which the staff member should take special care to address or to prepare for professional advancement. It is important to support performance factors rated "Unsatisfactory" or "Conditional" by providing specific examples and justification.

Goals/Objectives: Provide a brief description of the major goals and objectives for the next rating period.

OVERALL PERFORMANCE EVALUATION

- Outstanding: Performance is at least satisfactory or above in all areas **and** outstanding in most areas.
 - Above Satisfactory: Performance is at least satisfactory or above in all areas **and** above satisfactory in most areas.
 - Satisfactory: Performance is at least satisfactory in all areas with the exception of **one** conditional.
 - Conditional: Performance is below the satisfactory level in **two** or more areas.
 - Unsatisfactory: Performance is below the satisfactory level in **most** areas.
-

**Immediate
Supervisor:**

_____, Instructional Design Lead **Date:** ___/___/___

Associate Department

Head: _____ **Date:** ___/___/___
Dr. Linda S. Futch, Associate Department Head, Instructional Design

Department

Head: _____ **Date:** ___/___/___
Dr. Thomas B. Cavanagh
Assistant Vice President and Director, Center for Distributed learning

Instructional Designer's Comments:

I certify this performance review has been discussed with me.

Signature: _____ **Date:** ___/___/___
Your Name, Instructional Specialist

Previous Performance Evaluations: Since date of hire or last promotion, up to a maximum of seven years.

2010	2009	2008	2007	2006	2005	2004

University of Central Florida
Instructional Design
Annual Accomplishments Report

Name: _____

Period of Evaluation: January 1, 20__ – December 31, 20__

Assignment:

% Professional Responsibilities
% Scholarship & Professional Development
% Service

I am requesting a cumulative progress toward promotion evaluation and expect to seek promotion in 20__

Performance of Professional Responsibilities

Brief highlights of accomplishments – Display as a bulleted list showing significant accomplishments, projects, examples, letters from faculty, current literature

Scholarship & Professional Development

Brief highlights of accomplishments – Display as a bulleted list showing significant presentations, scholarly publications, professional development (internal, external), research, degrees, conferences, workshops, etc.

Service

Brief highlights of accomplishments – Display as a bulleted list showing significant leadership roles, committees, mentoring, courses, lectures, etc.

Other

Progress on Last Year's Goals as represented in Performance Evaluation

Goals for Next Year

IDPAC

Cumulative Progress Evaluation

Candidate	Rank	Date
Center for Distributed Learning		
Department	Date(s) of Evaluation	

Instructional Designer Evaluation

(Individual evaluation by faculty at rank or above will be forwarded by IDPAC to the instructional designer being evaluated.) Narrative of Evaluation (**required** – additional pages may be added):

Performance of Professional Responsibilities:

Scholarship and Professional Development:

Service Activities:

Summary of Progress Evaluation (check appropriate status):

- Progress Above Expectation
- Progress At Expectation
- Progress Below Expectations

Signature (Optional)	Date
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Rev 4/7/2011

Present Process

The instructional designer requests a cumulative progress evaluation and provides electronic copies of his/her CV, the three most recent Annual Accomplishment Reports, and the most recent Annual Evaluation. These items are placed on the Intranet where only instructional designers at the rank sought and above have access to the documents. Each instructional designer at the rank sought and above reviews the above items on the Intranet, writes an evaluation form, and assesses the candidate's progress towards promotion. The forms are returned to IDPAC by a specific date and IDPAC then delivers all the returned evaluations to the instructional designer. The CDL Assistant Vice President and the Vice Provost also write evaluation forms. Once the CPE candidate has received all of his/her evaluations he/she will meet with IDPAC to discuss.

Proposed Process

The instructional designer completes a cumulative progress evaluation and provides electronic copies of his/her CV, the three most recent Annual Accomplishment Reports, and the most recent Annual Evaluation. These items are placed on the Intranet where only instructional designers at the rank sought and above have access to the documents. They will review the documents. On a specified date all the instructional designers at rank sought and above meet to discuss the candidate's qualifications. (Those who are unable to attend, but wish to comment on the candidate may submit a written evaluation.) One evaluation form will be generated from this discussion (using multiple note takers) and an anonymous vote will be taken measuring the candidate's promotion progress. The CPE candidate then meets with IDPAC to discuss the evaluation. The CDL Assistant Vice President and the Vice Provost of IT&R also write evaluation forms.

Verification of Publications, Scholarly Products, and Outside Review(s)

I certify that the publications, creative and scholarly products listed in this promotion dossier are cited correctly and represent the original contributions by:

(Applicant's Signature/Date)

I certify that information related to all scholarly products listed in this promotion dossier accurately reflect the role(s) played by:

(Applicant's Signature/Date)

The following are recommended colleagues to contact for letters of recommendation and inside/outside reviewers:

1. Name, contact information
2. Name, contact information
3. Name, contact information
4. Name, contact information

(Instructional Specialist to Assistant in Instructional Design: 3 names; 2 from UCF, 1 outside;
Assistant in Instructional Design to Associate in Instructional Design: 4 names; 2 from UCF, 2 outside)

(The following is to be completed by IDPAC prior to their review of the applicant's dossier)

We (IDPAC) had contact with _____ potential reviewers that led to the submission of _____
(Number) letters of review for this candidate. (Please attach names and contact information)

Department Name: Center for Distributed Learning

IDPAC Name (print): _____ **Date:** _____

IDPAC Signature: _____

Applicant Name (print): _____ **Date:** _____

Applicant Signature: _____

Instructional Design Promotion Folder

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Instructional Design Promotion

Candidate Information

Faculty name: _____
(Name used on official correspondence - print or type)

Application type: Promotion

Date hired at UCF: (Month/Year): _____

Current Rank: _____

Date Appointed to Current Rank: _____

Years in current rank at UCF: _____

Years in current rank held at another institution(s): _____

Years toward promotion at UCF: _____

Years credit toward promotion from another institution: _____

Current rank: _____ Applying to rank (if applicable): _____

Primary department: Center for Distributed Learning

Highest degree earned _____ Date: _____ Institution: _____

Please add other promotion, course and degree information, including relevant dates & rank(s).

This is to certify that I have read the Instructional Design Promotion Guidelines entirely and fully understand the requirements as they relate to my promotion application.

Candidate's signature: _____ Date: _____

Office address: _____

Office phone number: _____ Employee ID: _____

IDPAC EVALUATION REPORT

Candidate: _____

Present faculty rank: _____

Applying for Promotion to: _____

Vote of Committee: _____ number of votes FOR promotion

_____ number of votes AGAINST promotion

_____ abstain

Clearly indicate the committee's analysis of the candidate's qualifications and achievements in each of the following categories. Be concise, but provide sufficient commentary for further review. Use additional sheet(s), if needed.

Primary ID Assignment(s):

Research and Other Creative Activities: _____

Service and Professional Development:

Other: _____

This is to certify that the ID faculty members whose signatures appear below have read the University of Central Florida's criteria, procedures and policies relating to Instructional Design promotion.

Name Signature Date

Name Signature Date

Name Signature Date

Name Signature Date

I have reviewed the report of the faculty on my application for promotion.

Candidate Signature _____ Date _____

IDPAC and CDL VP Evaluation

Faculty Vote

Faculty Member: _____ Date: _____

Summary Ranking and recommendation:

A. Evaluation of ID assignment(s) effectiveness, if applicable:

- Outstanding
- Above Satisfactory
- Satisfactory
- Conditional
- Unsatisfactory

B. Evaluation of scholarly research and creative activity, if applicable:

- Outstanding
- Above Satisfactory
- Satisfactory
- Conditional
- Unsatisfactory

C. Evaluation of service activities, if applicable:

- Outstanding
- Above Satisfactory
- Satisfactory
- Conditional
- Unsatisfactory

D. Evaluation of other university duties, if applicable:

- Outstanding
- Above Satisfactory
- Satisfactory
- Conditional
- Unsatisfactory

E. Promotion recommendation: ___ FOR ___ AGAINST

Comments and recommendations:

Evaluated by

Signature: _____

Title: _____

Date: _____

I have reviewed all additions made to this file to date, including the above Summary Ranking and Recommendation, the vote of the faculty and the evaluator's comments.

Candidate's Signature

Date

Vice Provost Comments and Recommendations

ID Promotion

Candidate: _____

Date: _____

A. PROMOTION: Vice provost recommends (check one):

_____ FOR _____ AGAINST

B. The following statement details the basis on which the above recommendation is made:
(please attach additional sheets as necessary)

Vice Provost

Date

I have reviewed this recommendation(s):

Candidate

Date

Sample Letter to Reviewers

For ID Promotion

Date _____

Reviewer's Name _____
Address _____

Dear _____

I am writing to request your service as an outside reviewer for _____ (candidate) application for promotion in The Center for Distributed Learning (CDL) at the University of Central Florida (UCF).

Our university Instructional Design (ID) promotion process requires that reviewers from outside the university assess each candidate's research, scholarly, and creative activities as outlined in their curriculum vitae and other supporting documents supplied herein (Candidate Information, candidate vitae, candidate promotion package, IDPAC Promotion Guidelines). Applicable current Instructional Design promotion guidelines are enclosed to provide a context for your evaluation.

I know that this type of review can be time consuming. If you are unable to send your review to me by _____ (date), please let me know immediately so I can seek another reviewer.

Please note that under Florida law the candidate has the right to review your comments. Florida state law dictates that any and all documents in this process are available for review to anyone who submits a formal document request.

In advance, I want to thank you for your willingness to provide this valuable professional service. If I can be of assistance to you or if you need further supporting documents, please feel free to contact me at any time.

Respectfully,

Your Name _____
Title _____

Enc. Candidate's current curriculum vitae
UCF Instructional Design Promotion Guidelines (IDPAC)
Supporting documentation

AA-33-ID-2011 - Rev 3/30/11