

Annual Evaluation Standards & Procedures
*UCF Global
Intensive English Program
University of Central Florida*

Introduction

The Intensive English Program (IEP) Annual Evaluation Standards and Procedures (AESP) is an evaluation system designed for faculty performance appraisal within the IEP. The supervisor is responsible for utilizing their judgment to provide a written assessment of the quality, quantity, and impact of an employee's performance of assigned duties.

PART I – EVALUATION OVERVIEW

Evaluation of Performance Overview

Each year, the supervisor will assess each faculty member's professional performance of assigned duties, generally expected to largely be comprised of teaching and service activities. The supervisor will use success in achieving criteria in each category as a guideline on evaluating the overall performance for the review period. Overall evaluations will be determined by the supervisor as they review and assess the quality, quantity, and impact of the faculty member's performance in all areas of assignment.

Evaluation of "Other" University Duties

In cases of atypical assignments, the supervisor can adapt an employee's performance assessment to reflect performance in that assignment. Other university duties may be assigned to faculty to perform special activities such as administrative duties or other special projects. Since the nature of these assignments is variable, the supervisor will use their judgement to evaluate performance in this category.

Assessment of Overall Performance

Table 1, below, offers a guideline for providing an overall evaluation rating. The overall evaluation rating and the rating of each area of professional activity (generally, teaching and service). An employee must receive a minimum rating of Satisfactory in each area of assignment with an assignment of effort of five percent or more to receive an overall rating of Satisfactory or above.

For example, a faculty member with a typical FTE distribution of 0.90 teaching and 0.10 service would be evaluated as follows: Teaching, "Above Satisfactory" (3); Service, "Outstanding" (4). The calculated overall performance would then result in $(.90 \times 3) + (.10 \times 4) = 3.10$, which equates to "Above Satisfactory." With the same normal FTE distribution, a faculty member with

an “Outstanding” rating in Teaching and an “Above Satisfactory” rating in Service would be $(.90 \times 4) + (.10 \times 3) = 3.9$, or an “Outstanding” rating overall.

Table 1
Evaluation Scale

Evaluation	Rating Score for Individual Dimensions of Assignment	Range Values to Guide Overall Rating
Outstanding	4.00	3.9 – 4.0
Above Satisfactory	3.00	3.0 – 3.8
Satisfactory	2.00	2.0 – 2.9
Conditional	1.00	1.1 – 1.9
Unsatisfactory	0.00	0.0 – 1.0

PART II – EVALUATION OF TEACHING AND SERVICE

EVALUATION OF TEACHING PERFORMANCE

The criteria that follow provide guidance to the supervisor for evaluating the quality, quantity, and impact of teaching performance. These criteria assist in clarifying an employee’s contributions to the program’s teaching mission.

The supervisor will rate each faculty member’s performance using the evaluation scale shown in Table 1. If the supervisor determines that the quality, quantity, and impact of their performance is below Satisfactory, it may result in written instructions for improvement from the supervisor.

Unsatisfactory

Failure to meet the minimum conditions for satisfactory performance for two or more consecutive evaluations will automatically result in a specific and overall evaluation of Unsatisfactory. Additionally, if an employee has not responded appropriately to written performance improvement feedback from the supervisor during the evaluation period, this may result in a rating of Unsatisfactory.

Conditional

Failure to meet the minimum conditions for satisfactory performance in at least one metric.

Satisfactory

A faculty member must adequately satisfy all of the following criteria to receive a rating of Satisfactory in Teaching. Missing one of these items in the list would result in a less than Satisfactory evaluation. Note that any absence from a scheduled activity without advance permission, including not staying for the duration of a scheduled activity, is also a cause for a less than Satisfactory rating. Naturally, special circumstances (i.e., a documented reason: a death

in the family, emergency, illness, etc.) would be taken into account. The supervisor will also assess the quality of a faculty member's effectiveness in fulfilling each of the items, which could affect the rating.

1. Convenes all classes as scheduled (unless there is prior approval) and holds class for the duration of the scheduled time. All classes must be taught in the modality that they were scheduled.
2. Submits and displays updated, comprehensive syllabi to students on the course LMS the first day of course instruction. Syllabi provided as required by university and program policy.
3. Accurately records student attendance on a weekly basis in the UCF Global operations management system.
4. Maintains a regular, active online presence, being present and responsive online at least once every day (email and within the learning management system) for an appropriate duration of time.
5. Holds all scheduled office hours in the appropriate modality, duration, and location. Faculty members will provide reasonable opportunities for student appointments outside of office hours pursuant to program, college, and university policy. Faculty members absent for scheduled office hours must have communicated their intent to be absent to the supervisor in advance of their absence for appropriate action.
6. Makes relevant replies to student inquiries within 2 business days (except when students have been notified through class announcements).
7. Completes and submits appropriate biweekly instructional plans by the due date.
8. Teaches and assesses courses according to the program SLOs.
9. Provides meaningful, timely, evaluative feedback on student performance in homework assignments, main instructional unit assignments, and final exams.
10. Complies with state, university, and program policies and deadlines pertaining to teaching, including syllabus policies and final grade submission deadlines.
11. Maintains accurate and up-to-date grades on the course LMS, which reflect the grade the student is receiving in the class and makes those grades visible and available to students.
12. Holds meaningful final examinations in compliance with program and university regulations and policies.
13. Submits curriculum suggestions at the end of each academic year by the due date.

14. Appropriately supervises and evaluates class assistants (graduate or undergraduate) assigned to help with instruction.

The supervisor must utilize their judgment and available documentation to evaluate a faculty member's performance of the above criteria. For a faculty member to earn any rating above Satisfactory in Teaching, each of the above criteria must, in the supervisor's judgment, be successfully met.

Above Satisfactory and Outstanding

To reach an Above Satisfactory or Outstanding rating, the supervisor will review all available information to assess the quality, quantity, and impact of an employee's achievements. This includes any other documentation provided by the faculty member that may provide additional evidence of success for these categories outside of these standards.

Above Satisfactory

1. Attends and actively participates in at least two professional, meaningful, non-mandatory workshops per year (e.g., FCTL, CDL, Faculty Excellence or equivalent etc.) and provides a summation and/or presentation of information received at that workshop.
2. Successfully completes a comprehensive and relevant pedagogical professional development certificate program or course
3. Performs a peer instructor evaluation and provides relevant and thorough constructive feedback (e.g., IEP / OEP/ or Global Classroom / Teaching Squares project through FCTL)
4. Shows consistent, documented evidence of positive student learning gains on pre- and post-assessments for courses taught
5. Implements innovative and successful teaching approaches that positively impact student learning as evidenced through at least two examples of appropriate documentation (e.g., unsolicited feedback, a standalone survey, in-class observations, or SPI comments, etc.)
6. With advance permission from the supervisor, collaborates with other units across the UCF campus to enhance mutual student learning opportunities, with documentation of successful, positive outcomes.
7. Implements innovative teaching strategies or materials that the department adopts as part of the standardized curriculum, documentation required (e.g. capstone project, etc.).
8. Conducts an educational workshop for UCF Global students
9. Presents at a local professional conference in TESOL or a related field on a pedagogical topic (e.g., Central Florida TESOL conference or Modern Languages Symposium)
10. Presents at a state professional conference in TESOL or a related field on a pedagogical topic
11. Presents at a regional professional conference in TESOL or a related field on a pedagogical topic
12. Uses an innovative resource or technology tool to enhance student engagement (Documentation required)
13. Receives consistent scores of "Good to Excellent" in the Student Perception of Instruction ratings from at least 75% of the evaluations completed in each course taught
14. Documents successfully teaching a new or an existing course with significant modifications for the first time.
15. Receives a rating of Above Satisfactory on the instructor evaluation form from the supervisor for both observations conducted that academic year.
16. Prepares a proposal for a new course, program (short or long term), program track, etc.
17. Actively participates in a UCF FCTL interdisciplinary cohort that demonstrably helps innovate or refine teaching techniques and learning activities

18. Submits a Teaching Portfolio to the supervisor that documents the faculty member's professional growth, his/her quality of instruction, and performance impact on the program.

Outstanding

1. Actively attends at least three professional, meaningful, non-mandatory workshops per year (e.g., FCTL, CDL, Faculty Excellence, or equivalent etc.)
2. Receives consistent scores of "Excellent" on the Student Perception of Instruction ratings from at least 80% of the student evaluations submitted in each course taught during the yearly evaluation period
3. Receives an Outstanding rating on the instructor evaluation form from the supervisor for both observations conducted that academic year.
4. Presents at a national/international professional conference in TESOL or a related field on a pedagogical topic
5. Wins a relevant teaching award from UCF, a regional, national, or international organization in the faculty member's discipline
6. Conducts a workshop outside the department for a university or national organization. (e.g., FCTL, ACTFL, TESOL, MA TESOL, Modern Languages and Literature, etc.) and provides a summation and/or presentation of information received at that workshop.
7. Acquires a relevant program grant or other funding which advances the teaching mission
8. Secures funding for acquisition of equipment or software that enhances student learning
9. Makes a significant, germane contribution to the development of a new course, program, program track, etc.
10. Receives compensation or funding through a university grant awarded for developing relevant teaching materials (e.g., from FCTL) and demonstrates development of those teaching materials.
11. Successfully completes a UCF semester-long interdisciplinary cohort designed to help innovate or refine teaching techniques and learning activities and provides a summation and/or presentation of information received and advances made to teaching.
12. Engages in some other noteworthy impactful activity that is not included in the above items. Faculty must submit documentation of such professional activity and its impact to the supervisor together with their self-evaluation by the due date.

EVALUATION OF SERVICE PERFORMANCE

All faculty are expected to provide service to the program. Service will be assigned in accordance with the Assignment of Duties form, and all service must be documented to be considered.

Unsatisfactory

Failure to meet the minimum conditions for satisfactory performance for two or more consecutive evaluations or in relation to written instructions for improvement from the supervisor.

Conditional

Failure to meet the minimum conditions for satisfactory performance, which results in written instructions for improvement from the supervisor.

Satisfactory

All faculty are expected to:

1. attend faculty meetings on a regular basis unless granted advance permission to be absent by the supervisor
2. attend at least two Program activities per semester.
3. attend a portion of the academic program orientation (e.g., Meet and Greet, Get to Know Your Instructors, etc.) unless granted advance permission to be absent by the supervisor
4. attend the program completion ceremony at the end of each semester unless granted advance permission to be absent by the supervisor

Not satisfying the above four (4) expectations automatically results in an unsatisfactory rating; satisfying only one (1) category above automatically results in a conditional rating. The supervisor retains the ability to assign duties and make determinations.

Above Satisfactory and Outstanding

To reach an Above Satisfactory or Outstanding rating, the supervisor will review all available information to assess the quality, quantity, and impact of an employee's achievements. This includes any other documentation provided by the faculty member that may provide additional evidence of success for these categories outside of these standards.

Above Satisfactory

1. Serves on an IEP / UCF Global committee
2. Serves on a search committee
3. Serves on a UCF committee

7. Attends two or more IEP / Global social or educational events that take place outside of normal teaching hours
8. Attends a local, regional, state, national, or international professional conference in TESOL or a related field
9. Presents at a local professional conference in TESOL or a related field on a non-pedagogical topic
10. Presents at a regional professional conference in TESOL or a related field on a non-pedagogical topic
11. Presents at a state professional conference in TESOL or a related field on a non-pedagogical topic
Gives a public lecture in their field to a local or regional group or organization on a non-pedagogical topic
12. Completes assessment training and participates in the assessment / placement for any of UCF Global short term or community English programs (e.g., EPIC, etc.)
13. Reviews a manuscript for a professional journal or a book for publication
14. Publishes a book review in a field-related journal
15. Serves as a faculty mentor to adjunct instructors, Teaching Assistants, and trainees
16. Provides an interview or article submission on a subject related to his/her profession to a local or national media outlet (e.g., Faculty Focus)
17. Organizes a public lecture by a distinguished scholar in his/her field from outside UCF at UCF
18. Organizes a professional conference, seminar, or workshop
19. Shares information related to curriculum/teaching through presentations (e.g., workshops, brown bags, faculty meetings etc.)
20. Provides some other noteworthy, impactful service that is not included in the above items. Faculty must submit documentation of such service and its impact to the supervisor together with their self-evaluation by the due date.

Outstanding

1. Chairs an IEP / Global or UCF committee
2. Leads an IEP / Global organization or club
3. Presents at a national/international professional conference in TESOL or a related field on a non-pedagogical topic
4. Serves as an officer or a board member for a local, regional, state, national, or international professional organization relating to the field (e.g., CF TESOL, TESOL International, etc.)
5. Publishes a journal article related to the field
6. Publishes an ELT textbook or research study related to the field
7. Engages in a student recruitment initiative/project that increases the student enrollment in the program
8. Completes a professional development certificate program or course that benefits the IEP and/or UCF Global
9. Wins a service award/recognition from UCF, a regional, national, or international organization
10. Serves in an administrative support role defined by the IEP Director (e.g., Historian, Level Coordinator, Skill Coordinator, etc.)
11. Provides some other noteworthy impactful service that is not included in the above items.
Faculty must submit documentation of such service and its impact to the supervisor together with their self-evaluation by the due date.