



Annual Evaluation Standards and Procedures for Tenure Track and Tenured Faculty

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The purpose of this document is to provide standards and procedures to evaluate the annual performance of the tenure track and tenured faculty in the School of Kinesiology and Physical Therapy (SKPT). For further information on the evaluation process, please refer to the BOT-UFF Collective Bargaining Agreement (CBA).

The criteria for Promotion and Tenure (P&T) are separate and distinct from the criteria in this Annual Evaluation Standards and Procedures document. Further information on P&T can be found through Faculty Excellence and university regulation 3.015.

General Guidelines

Faculty, as academic and clinical professionals, are expected to contribute to the orderly and effective functioning of the University of Central Florida, the College of Health Professions and Sciences (CHPS) and the SKPT. Performance of these professional responsibilities, as well as the specific duties and responsibilities included in written annual assignments from the director of the SKPT, will be considered in evaluating faculty. While instructional activities, office hours, and other duties are responsibilities that require performance at a specific time and place, other non-scheduled activities may be appropriately performed in a manner and place determined by the faculty member, with the agreement of the director of the SKPT.

Evaluation Categories

Faculty are evaluated by examining contributions, competence, and scholarship in three main categories: “Instructional Activities,” “Research & Creative Activities,” and “Service.” 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.

Procedures

At the beginning of each evaluation period, the faculty and director will negotiate the percentage of their workload assigned to each of the categories outlined above. Also, all faculty members shall have measurable goals for accomplishment as negotiated with the director in all designated evaluation categories **unless** their contractual annual assignment does not include an FTE within a given 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. At the close of the spring semester, and per UCF and/or CHPS policy, each faculty will submit a faculty annual report and any supporting documentation required to the director. The faculty annual report should accurately delineate their accomplishments in each category. The director will use the faculty annual report, supporting documentation, and other information relevant to the AESP criteria in order to evaluate the faculty member. Any deviation from the established criteria must be outlined in advance and in writing between the faculty member and school director (and on file with the faculty activity assignment of duties).

Assessment of Performance

The following recommendations are made to establish faculty productivity and effectiveness in their annual evaluations as required under the CBA as well as University regulations. 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 Category and Overall Evaluation Scale table below).

The overall rating will be determined using a weighted formula that accounts for the rating and FTE assigned in each category and with consideration of assigned duties each semester (including summer when applicable).

An employee is required to receive a minimum rating of satisfactory in each area of assignment (>5% FTE), to receive an overall rating of satisfactory or above.

Category and Overall Evaluation Scale

Evaluation	Category Rating	Overall Rating
Outstanding	4.0	3.5 – 4.0
Above Satisfactory	3.0	3.0 – 3.49
Satisfactory	2.0	2.0 – 2.99
Conditional	1.0	1.0 – 1.99
Unsatisfactory	0	0 - .99

Overall Rating Calculation:

Double-Click to open in excel. Once open, then input FTE (yellow boxes) for each semester and the evaluation rating for each category (Blue Boxes). Overall Annual Rating will be calculated and placed in the Orange box.

	Instructional	Research & Creative	Service	Other	FTE		
SUMMER	0.33	0	0	0.2	0.53		
FALL	0.75	0	0.05	0.2	1		
SPRING	0.75	0	0.05	0.2	1		
Sum	1.83	0	0.1	0.6	2.53		
Weighted FTE	0.72	0	0.04	0.24	1		
Evaluation	4	0	3	4			
Weighted Rating	2.89	0	0.12	0.95	3.96	Overall Rating	

How Rating is Calculated in Excel:

1. FTE Total = [\sum Inst. + \sum Res&Cre + \sum Serv. + \sum Other]
2. Weighted FTE = \sum category \div FTE Total
3. Weighted Rating = Category Evaluation X Weighted FTE
4. Overall Rating = Weighted Rating for Inst. + Res. + Serv. + Other

Example above:

1. FTE Total = Inst(0.33 + 0.75 + 0.75) + Serv(0.05 + 0.05) + Other(0.2 + 0.2 + 0.2)
2. Weighted FTE= Inst (1.83 \div 2.53=0.72); Serv(0.1 \div 2.53=0.04); Other(0.6 \div 2.53=0.24)
3. Weighted Rating: Inst (4 X 0.72 = 2.89); Serv(3 X 0.04 = 0.119); Other (4 X 0.24 = 0.95)
4. Overall Rating: 2.89 + 0.119 + 0.95 = 3.96

For example: Dr. Denton Fender (a tenured faculty member with a lower research assignment) receives the following categorical ratings.

	Instructional	Research & Creative	Service	Other	FTE		
SUMMER	0	0	0	0	0		
FALL	0.75	0.2	0.05	0	1		
SPRING	0.75	0.2	0.05	0	1		
Sum	1.5	0.4	0.1	0	2		
Weighted FTE	0.75	0.2	0.05	0	1		
Evaluation	4	3	3	0			
Weighted Rating	3	0.6	0.15	0	3.75	Overall Rating	

For example: Dr. Beau Aurcacy (a tenured faculty member with a higher research assignment) receives the following categorical ratings.

	Instructional	Research & Creative	Service	Other	FTE		
SUMMER	0.38	0	0	0	0.38		
FALL	9	0.05	0.05	0	9.1		
SPRING	9	0.05	0.05	0	9.1		
Sum	18.38	0.1	0.1	0	18.58		
Weighted FTE	0.99	0.01	0.01	0.00	1		
Evaluation	4	3	3	0			
Weighted Rating	3.96	0.02	0.02	0.00	3.99	Overall Rating	

INSTRUCTIONAL ACTIVITIES EFFECTIVENESS

Evaluation in the category of “Instructional Activities” will include a review of the instructional activities that the faculty member has contributed to the university, the college, SKPT, and individual professional programs.

Faculty may request special consideration should they experience an extenuating circumstance. Extenuating circumstances may include, but are not limited to: a) first-time course delivery, b) multiple course preparations, c) last-minute course assignment, d) health condition, e) catastrophic occurrences, and/or f) substitution for other faculty.

Evidence

Evidence for “Instructional Activities” effectiveness is outlined below in minimal and universal expectations as well as specific criteria.

Minimum Expectations:

- Faculty will set class/clinical assignments/activities for the entire semester as published in the university calendar, including the final examination period, unless the school director has approved a request to cancel a meeting during the final examination period 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 school;
- Faculty will post and attend their required office hours according to current university, college, and school guidelines;
- Faculty will use appropriate instructional materials such as textbooks, readings, assessment tools, and intervention programs;
- Faculty will cover appropriate course topics and reflect current knowledge in course presentations and clinical management in assigned areas;
- Faculty will demonstrate the infusion of evidence-based practices into course materials and clinical experiences where appropriate;
- Faculty will use appropriate instructional techniques and evaluation and reporting formats;
- Faculty will evaluate student performance in a fair, equitable, and timely manner;
- Faculty will demonstrate current knowledge and expertise in assigned areas of teaching;
- Faculty will collaborate to support the implementation of the curriculum;
- Faculty will integrate appropriate technology in course presentation (e. g., online course enhancement).

Universal Expectations according to rank and consistent with time in rank

Assistant Professor	Associate Professor	Professor
<ul style="list-style-type: none"> • Serves as chair, member, or mentor for student projects, capstone projects, and/or thesis/dissertations. 	<ul style="list-style-type: none"> • Serves as chair, member, or mentor for student projects, capstone projects, and/or thesis/dissertations. • Mentors colleagues and students in their professional role development and/or teaching. 	<ul style="list-style-type: none"> • Serves as chair, member, or mentor for student projects, capstone projects, and/or thesis/dissertations. • Mentors colleagues and students in their professional role development and/or teaching. • Provides leadership in curriculum development.

Annual Evaluation Standards and Procedures for the School of Kinesiology and Physical Therapy

The following schema provides specific criteria for the evaluation of all faculty in the area of “Instructional Activities.”

Rating	Criteria	Instructional Activities, Mentoring, Awards
Outstanding	To achieve an OUTSTANDING evaluation in “Instructional Activities,” faculty must meet all minimum expectations and universal expectations according to rank and must complete at least 5 instructional activities from the list. <i>*At least 2, but no more than 3, are required from Category 1.</i>	<p>Category 1. Instruction Activity</p> <ul style="list-style-type: none"> • Achieve “Good” to “Excellent” instructor evaluation ratings (SPI’s) from at least 75% of students who completed an evaluation in all of the courses taught annually. • Development of one new course • Make major revisions in an existing course • Leading or Co-Leading the development of a new program or make curricular revisions in an existing program • Contribute to the development of a study abroad or service-learning course • Develop and integrate innovative teaching strategies or technologies that enhance curriculum and/or instruction • Seek feedback on teaching effectiveness (e.g., FCTL or other peer evaluation) that demonstrates excellence • Obtain High Impact Practices course College of Undergraduate Studies (Integrative Experience Courses; Research Intensive Courses; Service Learning). • Obtain Quality and High-Quality designation by CDL Mixed Mode and Online Courses. <p>Category 2. Mentoring</p> <ul style="list-style-type: none"> • Member of a student thesis/capstone committee or dissertation committee (may be counted in successive years for the same student) • Chair a student thesis/capstone committee or dissertation committee (may be counted in successive years for the same student; may be counted more than once for different students in the same year) • Serve on a student project (e.g., FIRE, Lead Scholars, directed independent study, independent research course) • Mentorship of a student project that results in a publication or conference presentation (can be counted when accepted or published/presented, but may not count in more than more annual reporting cycle) • Produce a manual, guide, newsletter article or other materials for faculty members regarding the curriculum or instructional methods • Lead or provide significant contributions towards and extracurricular student activity (e.g., interprofessional education, study abroad) <p>Category 3. Other</p> <ul style="list-style-type: none"> • Produce a textbook related to the faculty member’s area of teaching (Note: publication of an entire textbook will count as two Instructional Activities and cannot be counted again under Research & Creative Activities) • Produce a publication (e.g., journal article, book chapter) related to the faculty member’s area of teaching (Note: if a publication is counted here, it will not count again under Research & Creative Activities) • Received a grant or other funding that advances the teaching mission of the program and/or School • Receive a teaching award from the college, university, or professional organization (e.g., Teaching Incentive Program or Scholarship of Teaching and Learning Award) • Earn a certification in a content area (enhances the ability to teach) • Documented attendance at FCTL OR CDL programming activities. • Serve as a guest speaker for another faculty member’s course to provide expertise/enhance student learning
Above Satisfactory	To achieve an ABOVE SATISFACTORY evaluation in “Instructional Activities” faculty must meet all minimum expectations and universal expectations according to rank and must complete at least 4 instructional activities from the list <i>*At least 1 required from Category 1</i>	
Satisfactory	To achieve a SATISFACTORY evaluation in “Instructional Activities” faculty must meet all minimum expectations and universal expectations according to rank and must complete at least 3 instructional activities from the list <i>*3 from any Category is required</i>	
Conditional	An evaluation of CONDITIONAL in “Instructional Activities” will be assigned if s/he fails to achieve satisfactory.	
Unsatisfactory	The faculty member will receive an UNSATISFACTORY rating upon their second consecutive CONDITIONAL rating and/or if poor performance in this area has resulted in discipline or counseling.	

RESEARCH & CREATIVE ACTIVITIES EFFECTIVENESS

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

Evidence

Evidence for “Research & Creative Activities” effectiveness 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 journal articles, manuscripts, grant applications, and papers accepted for presentation or presented at professional conferences.

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

Submission of an external grant may take the place of a publication in a given year.

Universal Expectations according to rank and consistent with time in rank

Assistant Professor	Associate Professor	Professor
<ul style="list-style-type: none"> • Emerging area of relevant expertise. • At least two of the following three: <ol style="list-style-type: none"> 1. Submission of at least one scholarly product for publication as the first or corresponding author. 2. At least one presentation at a national and/or international meeting. 3. Submission of an external grant 	<ul style="list-style-type: none"> • Identified area of relevant expertise. • At least two of the following three: <ol style="list-style-type: none"> 1. Submission of at least one scholarly product for publication. 2. At least one presentation at a local, regional or national meeting. 3. Submission of an external grant 	<ul style="list-style-type: none"> • Established area of relevant expertise. • At least two of the following three: <ol style="list-style-type: none"> 1. Submission of at least one scholarly product for publication. 2. At least one presentation at a local, regional or national meeting. 3. Submission of an external grant

The criteria for Promotion and Tenure (P&T) are separate and distinct from the criteria in this Annual Evaluation Standards and Procedures (AESP) document.

Annual Evaluation Standards and Procedures for the School of Kinesiology and Physical Therapy

The following schema provides specific criteria for the evaluation of all faculty in the area of “Research & Creative Activities.”

Rating	Criteria	Research and Creative Activities
Outstanding	To achieve an OUTSTANDING evaluation in “Research & Creative Activities,” faculty must publish TWO articles in a peer-reviewed journal as first or corresponding author & have one first or corresponding author on a peer-reviewed or invited presentation at national or international level; and complete at least TWO research and creative activities from the list.	<p>Note: Faculty may use an activity more than once (e.g., two peer-reviewed publications)</p> <ul style="list-style-type: none"> • Accepted peer-reviewed or invited presentation/poster at a conference • Manuscript accepted in a peer-reviewed publication (in addition to criteria) (first, or corresponding author) (unlimited) • Co-author manuscript accepted in a peer-reviewed publication • Author textbook chapter • Author textbook (may be counted as two activities if it is a 1st edition original textbook) • Published revision of a textbook (e.g., 2nd edition) • Writes a grant proposal for research or clinical project • Receives grant funding for research or clinical project • Receives awards for research (internal or external) • Authors monograph or editorial • State, local or regional peer-reviewed or invited presentation. (primary or co-author with student or partnership with external institutions) • National or international peer-reviewed or invited presentation (primary or co-author with student in which the faculty member has direct supervision)
Above Satisfactory	To achieve an ABOVE SATISFACTORY evaluation in “Research & Creative Activities,” faculty must publish ONE article in a peer-reviewed journal as first or corresponding author & invited presentation at a state, regional or local level; and complete at least TWO research and creative activities from the list.	
Satisfactory	To achieve a SATISFACTORY evaluation in “Research & Creative Activities,” faculty must provide documented <u>effort toward</u> (e.g., IRB proposal, a publication under review) at least TWO research and creative activities from the list.	
Conditional	A faculty member will receive a CONDITIONAL evaluation in “Research & Creative Activities” if s/he fails to achieve satisfactory.	
Unsatisfactory	The faculty member will receive an UNSATISFACTORY rating upon their second consecutive CONDITIONAL rating and/or if poor performance in this area has resulted in discipline or counseling.	

- Note about first, vs. corresponding authorship – The School recognizes the incredible amount of effort it takes to mentor students on manuscripts for publication. While the student will be listed as the first author, the faculty member should list themselves as the corresponding author or second author. As the designated corresponding or second author on the publication, the faculty member will be given the same credit as they would for a first author publication.

EFFECTIVENESS IN SERVICE

Evaluation in the category of “Service” will include a review of the service activities, recognition, and contributions that the faculty member made to the university, college, school, profession, and local, state, regional, national, and international communities.

An administrative assignment in the SKPT, 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 “Service” effectiveness 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 the committee, number of meetings attended, role on and contribution to the committee); consultant reports or products; and a description of a substantial contribution to the effective functioning of a degree program.

Typically, consultations or other activities for which the faculty member receives payment will not normally be counted toward productivity in this area. Moreover, such activities require “Possible Conflict of Interest” reporting.

Universal Expectations:

- Attend program/division and SKPT meetings regularly;
- Attend any meetings or events (eg. All College Meeting) as mandated by their program director, school director or CHIPS/UCF administration, unless permission is obtained in advance;
- Actively participate on at least one college-level or university-level committee;
- attendance at least one graduation ceremony per year is expected

Universal Expectations according to rank and consistent with time in rank.

Assistant Professor	Associate Professor	Professor
<ul style="list-style-type: none"> • Committee or task participation at the program, school, college, university, or professional level. 	<ul style="list-style-type: none"> • Committee or task leadership at the program, school, college, university, or professional level. • The faculty member has a consistent record of excellence in assigned duties. • Mentors colleagues and students in their professional role development. 	<ul style="list-style-type: none"> • Committee or task leadership at the school, college, university, or professional (regional/national) level. • The faculty member has a consistent record of excellence in assigned duties. • Mentors colleagues and students in their professional role development.

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The following schema provides specific criteria for the evaluation of all faculty in the area of “Service.”

Rating	Criteria	Service Activities
Outstanding	To achieve an OUTSTANDING evaluation in the area of “Service,” faculty meet all minimum expectations; and readily respond to the service needs of the university, the profession, and the community by engaging in at least THREE service activities on the list.	<p>Note: Faculty may use an activity more than once (e.g., chair of two committees)</p> <ul style="list-style-type: none"> • Serve as a member on program, school, college, or university committee/task force (attendance and active participation) • Chair a committee or task force at the program, school, college and/or university levels
Above Satisfactory	To achieve an ABOVE SATISFACTORY in the area of “Service,” faculty must meet all minimum expectations; and readily respond to the service needs of the university, the profession, and the community by engaging in at least TWO service activities on the list.	<ul style="list-style-type: none"> • Provide leadership to a university and/or community activity that impacts students, faculty, staff, and/or clients • Participate in external reviews for faculty promotion and tenure • Participate on accreditation site visit teams or review boards • Hold a leadership position in a professional organization at the state, regional or national level • Provide professionally related talks or speeches to local, regional, or national/international groups or organizations
Satisfactory	To achieve a SATISFACTORY in the area of “Service,” faculty must meet all minimum expectations; and readily respond to the service needs of the university, the profession, and the community by engaging in at least ONE service activity on the list.	<ul style="list-style-type: none"> • Provide presentation(s) and/or service to public schools, healthcare agencies, and or other higher education agencies • Participate in conference planning and presentations • Assume leadership role in professional and/or community organizations impacting the professions and/or the community • Review abstracts for a conference
Conditional	A CONDITIONAL evaluation in the area of “Service” is assigned if s/he fails to achieve satisfactory.	<ul style="list-style-type: none"> • Review for a journal • Member of an editorial board • Serve as track/session chair for a conference
Unsatisfactory	The faculty member will receive an UNSATISFACTORY rating upon their second consecutive CONDITIONAL rating and/or if poor performance in this area has resulted in discipline or counseling.	<ul style="list-style-type: none"> • Editor of a journal or guest editor of a journal issue • Editor of a textbook • Review grant proposals • Faculty advisor for a UCF registered student organization (RSO)

OTHER ASSIGNED DUTIES

Assignment as a Program Director, Program Coordinator, Director of Clinical Education, and Clinical Education Coordinator will be evaluated to be consistent with the reporting of this activity in the Faculty Activity Reports and the usual practice of course reduction that accompanies such an assignment. Faculty will be provided with a description of the position when the annual assignment is made.

The following schema provides specific criteria for the evaluation of all faculty in the area of “Other Assigned Duties.”

Rating	Criteria	Other Assigned Duties Activities
Outstanding	To achieve an evaluation of OUTSTANDING , the faculty member must complete the assigned duties following the standards of the university and accrediting agency (if applicable). The assigned duties are carried out in a manner that requires almost no intervention by the school director and with evidence of excellence.	Examples include: <ul style="list-style-type: none"> • Program Director or Program Coordinator • Director of Clinical Education or Clinical Education Coordinator • Laboratory Director • Director of Wellness Research Center • Coordination of a continuing education or training event • Coordination of IPE, simulation, or similar academic endeavor • Coordination of diversity, international, or global activity QUALITY INDICATORS Residency program examples: <ul style="list-style-type: none"> • Complete and submit an annual continuous improvement report to the professional organization’s residency and fellowship board • Renews accreditation of the residency or fellowship program • Involve residency or fellowship program in the development of professional organization’s knowledge translation task force or committees • Develop a new residency or fellowship program or curriculum Outreach program examples: <ul style="list-style-type: none"> • Develop a new outreach program in the community • Maintain fiscally sound practices for the outreach program • Coordinates or maintains an active involvement in an outreach program throughout the school year. • Integrates program activities with unit objectives/mission Clinical education examples: <ul style="list-style-type: none"> • Maintains affiliation with clinical sites, healthcare organizations, and hospital systems for student placements and ensure their effectiveness as clinical instructors/sites
Above Satisfactory	To achieve an evaluation of ABOVE SATISFACTORY , the faculty member must complete the assigned duties following the standards of the university and accrediting agency (if applicable). The assigned duties are carried out in a manner that requires little intervention by the school director and with evidence of high-quality.	
Satisfactory	To achieve an evaluation of SATISFACTORY , the faculty member must adequately complete the assigned duties following the standards of the university and accrediting agency (if applicable). The assigned duties are carried out in a manner that requires intervention by the school director.	
Conditional	A faculty member who fails to meet the standards of a SATISFACTORY rating and places the program, students, or project at risk will be given a CONDITIONAL rating.	
Unsatisfactory	A faculty member who fails to earn CONDITIONAL or above for two consecutive evaluation periods and/or if poor performance in this area has resulted in discipline or counseling will receive an evaluation of UNSATISFACTORY and may have their responsibilities (e.g., for program direction) removed.	

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 director, will outline goals and expectations before the assignment is given.