Purpose:
The Annual Evaluation Standards and Procedures (AESP) is an evaluation system designed for the College of Nursing faculty evaluations, and was developed in accordance with the current UCF Collective Bargaining Agreement (CBA).

Criteria:
AESP criteria were developed by a committee of tenured faculty. The criteria recognize progression through ranks within instructor/lecturer, clinical and tenure-earning/tenured faculty lines.

Assessment of Performance:
Each faculty member will earn a performance assessment score based on the ratings in teaching, research and service for clinical and tenure-earning/tenured faculty; and teaching and service for instructor/lecturer faculty. The number of activities required for a Satisfactory rating are indicated for achievements for each rank and type of position. Publications will be counted as they appear "in press" or on-line ahead of published copy and presentation will be counted on the date the podium or poster presentation was made. The requirement for acceptance of peer-reviewed publications will be on a 3-year rolling average.

Once the faculty member has accomplished a satisfactory rating based on the standard expectations in an area of teaching, service or research/scholarship, if appropriate, points will be assigned for further achievements in each area of review, which can lead to ratings of above satisfactory and outstanding. Activities are categorized as high (2 points), moderate (1 point) impact to reflect both work involved, and alignment with CON and UCF goals. Any combination of achievements may be used to earn the above satisfactory or outstanding rating. The list of additional activities in each category is not considered exhaustive; the faculty member may document other achievements that support college and university strategic plans and goals. These may be counted toward evaluation in discussion with the department chair.

Evaluation ratings will be weighted to be consistent with each faculty member's workload assignment (see rating sheet).

Modifications to the AESP:
Procedures to be used to modify AESP process and standards are described in the CBA.

Evaluation of Teaching
Expectations for Tenure Earning Assistant Professor, Tenured Associate Professor, and Tenured Full Professor

Faculty: _____

Workload Assigned to Teaching: _____

Ratings for Satisfactory Performance:	Ratings for Above Satisfactory and Outstanding Performance:
Assistant, Associate and Full: • 0-5 criteria, Unsatisfactory • 6-7 criteria, Conditional • 8-9 criteria, Satisfactory	***Tenure Earning Assistant:*** • 3 points, Above Satisfactory • 4 or more points, Outstanding ***Tenured Associate Professor:*** • 4 Points, Above Satisfactory • 5 or more points, Outstanding ***Tenured Full Professor:*** • 5 points, Above Satisfactory • 6 or more points, Outstanding
Criteria for Satisfactory Performance Ratings: • Follows university/college/department guidelines for syllabi, objectives, and evaluations • Uses appropriate teaching/learning methods, technological tools, and course materials to facilitate communication and active learning • Receives "Good" or better Student Perception of Instruction ratings from at least 50% of the evaluations completed in each course taught, and generally positive comments in the open-ended portion of the student comments • Is available for student advisement according to university and college policies • Effectively uses resources to advise students and assist with resolving students' academic problems • Participates in teaching, planning, revising, and evaluating courses • Applies or tests evidence-based educational innovations to curriculum and teaching • Facilitates professional development of students	**Examples for Demonstration of Additional Achievement*:** **High impact and significance: (2 points)** • Submits and/or acquires program grants/funding which advances the teaching mission • Obtains national educator or other national certification (e.g., CNE, FNP, CNS) • Mentors graduate students in teaching effectiveness (e.g., Nurse Educator track internship, graduate teaching assistants) • Develops a new course outside of assigned workload • Substantially assists with accreditation and/or program review activities • Serves as chair/mentor of an additional student's project, thesis or dissertation • Implements research projects to evaluate teaching innovation • Receives regional or national recognition for teaching • Serves as a consultant to other institutions to promote the scholarship of teaching

• Participates/chairs student project, thesis, and/or dissertation committees (Expectation of Full, Assistant and Associate Roles and within reasonable time period since hire)	• Provides expertise beyond the College, such as visiting professor or invited scholar **Moderate impact and significance: (1 point)** • Mentors students in the research process through independent study-outside of regular assignment • Demonstrates leadership in CON curriculum process • Participates as a member on an additional student project, thesis or dissertation committee • Serves on exam/test development committees for national examinations, such as NCLEX, specialty certification, or specialty subject review courses • Renews national educator certification or national specialty certification according to certification guidelines • Develops innovative teaching strategies • Receives local recognition for teaching • Acts as course lead • Makes significant course revisions based on student feedback and other data • Participates in interdisciplinary educational activities • Serves as member of a student's project, thesis or dissertation (above expectation of role) • Collaborates/contributes to new course development • Actively participates in CON curriculum process • Mentors colleagues in teaching effectiveness • Conducts peer and/or external reviews of teaching quality • Renews national certification in area of expertise to inform and enhance teaching • Serves as an item writer for national examinations, such as NCLEX, specialty certification, or specialty subject review courses • Pursues professional development to enhance teaching (e.g., continuing education, formal coursework, or Faculty Center for Teaching & Learning programs) • Incorporates innovative teaching strategies into classroom/online • Attends teaching/learning activities outside of the semester assignments (e.g., on campus laboratory and simulation or guest lecture opportunities)

UNIVERSITY OF CENTRAL FLORIDA
COLLEGE OF NURSING

Evaluation of Research/Scholarship
Expectations for Tenure Earning Assistant Professor, Tenured Associate Professor and
Tenured Full Professor

Faculty: _____

Workload Assigned to Research/Scholarship: _____

Ratings for Satisfactory Performance:	Ratings for Above Satisfactory and Outstanding Performance:
Assistant, Associate and Full: • 0-1 criteria, Unsatisfactory • 2-3 criteria, Conditional • 4 criteria, Satisfactory	***Assistant:*** • 3 points, Above Satisfactory • 4 or more points, Outstanding ***Associate:*** • 4 points, Above Satisfactory • 5 or more points, Outstanding ***Full:*** • 5 points, Above Satisfactory • 6 or more points, Outstanding
Criteria for Satisfactory Performance Ratings: (***Tenure Earning Assistant***) • Actively engaged in conducting research • Progress on at least one intramural or extramural research grant • At least one presentation at a local, regional or national meeting • Acceptance of at least one peer-reviewed manuscript, preferably data-based (***Tenured Associate***) • Established program of research • Submission of external funding proposals commensurate with assigned workload for research/scholarship (10-19% assignment – 1 proposal over a 3-year period; 20-29% assignment – 2 proposals over a 3-year period; 30% or greater assignment – 3 proposals over	**Examples for Demonstration of Additional Achievement*:** **High impact and significance: (2 points)** • Submits federal grant • Receives substantial external grant funding • Receives or applies for patent • Additional peer-reviewed data-based publication • Leadership or co-leadership of a research team • Authors/edits textbook • Submits substantial grant proposal for research funding from national professional organization • Serves as consultant to promote research/scholarship • Submission of additional research grant • Presentations (invited or peer-reviewed) at clinical/research conference, includes symposia • Additional peer-reviewed scholarly publication **Moderate impact and significance: (1 point)**

a 3-year period) OR continuation of a currently funded project • At least one peer-reviewed or invited presentation at a regional, national or international meeting • Acceptance of at least one peer-reviewed manuscript for publication (including at least one data-based publication every 3 years) *(**Tenured Full Professor**)* • Established program of research; national; or international reputation • Submission of external funding proposals commensurate with assigned workload for research/scholarship (10-19% assignment – 1 proposal over a 3-year period; 20-29% assignment – 2 proposals over a 3-year period; 30% or greater assignment – 3 proposals over a 3-year period) OR continuation of a currently funded project • Acceptance of at least one peer-reviewed manuscript for publication (including at least two data-based publications every 3 years) • At least one peer-reviewed or invited presentation at a SNRS, national or international meeting	• Funded project demonstrates substantial and appropriate progress • Editor for special issue of refereed journal • Editor of monograph or other publication • Publication required for satisfactory rating is in high impact journal • Monograph or white paper • Editorial • Textbook chapter • Textbook ancillary resources (e.g., study guide, instructor manual) • Online resources/publications • Presents work (invited or peer-reviewed) at additional clinical/research conference including symposium • Receives awards for research or (RIA, College/University Excellence in Research, awards from external groups) could be higher based on scope

Evaluation of Service
Expectations for Tenure Earning Assistant, Tenured Associate and Tenured Full Professor

Faculty: _____

Workload Assigned to Service: _____

Ratings for Satisfactory Performance:	Ratings for Above Satisfactory and Outstanding Performance:
Assistant, Associate and Full: • 0-3 criteria, Unsatisfactory • 4-5 criteria, Conditional • 6 criteria, Satisfactory	***Assistant:*** • 3 points, Above Satisfactory • 4 or more points, Outstanding ***Associate:*** • 4 points, Above Satisfactory • 5 points, Outstanding ***Full:*** • 5 points, Above Satisfactory • 6 or more points, Outstanding
Criteria for Satisfactory Performance Ratings: • Active membership in at least one college committee • Attends one commencement ceremony each year • Attends one recognition ceremony each year • Active membership in at least one professional nursing organization • Participates in University-level committees or activities • Active engagement in a professional organization • Leadership in College of Nursing appropriate	**Examples for Demonstration of Additional Achievement*:** **High impact and significance: (2 points)** • Serves as liaison to student organization(s) • Review grant proposal(s) national/international professional organization(s) • Chairs university committee(s) • Serves on peer reviewed journal editorial board(s) • Serves as editor/associate editor of peer reviewed professional journal • Assumes leadership role in national level professional organization(s)

to rank	- Participates in national level professional organization activities (e.g. conference planning, nominating committee, task force) - Receives national award for service - Serves as external reviewer for promotion and tenure for other schools/colleges - Serves as expert consultant internal and external to the University **Moderate impact and significance: (1 point)** - Reviews grant proposal(s) for University - Reviews grant proposal(s) for regional/ state professional organizations - Reviews abstracts for conference(s) - Assumes significant role in college and/or university partnership activities (e.g. CNC day, alumni events, service-learning activity(ies) undergraduate or graduate research activity(ies), FCTL events - Reviews article(s) for peer reviewed journals - Reviews textbook(s) - Reviews other scholarly work (e.g., conference presentations, achievement award(s), etc.) - Assumes leadership role in community organizations - Participates in planning for local conference(s) or other outreach activities - Receives local or regional award/recognition for service activities - Reviews grant proposal(s) for local professional organizations - Reviews textbook chapter(s) - Volunteers for community-related events

UNIVERSITY OF CENTRAL FLORIDA
COLLEGE OF NURSING

Evaluation of Teaching
Expectations for Assistant Clinical, Associate Clinical, Full Clinical

Faculty: _____

Workload Assigned to Teaching: _____

Ratings for Satisfactory Performance:	Ratings for Above Satisfactory and Outstanding Performance:
Assistant, Associate and Full: • 0-5 criteria, Unsatisfactory • 6-7 criteria, Conditional • 8-9 criteria, Satisfactory	**Assistant:** • 3 points, Above Satisfactory • 4 or more points, Outstanding **Associate:** • 4 points, Above Satisfactory • 5 or more points, Outstanding **Full:** • 5 points, Above Satisfactory • 6 or more points, Outstanding
Criteria for Satisfactory Performance Ratings: • Follows university/college/department guidelines for syllabi, objectives, and evaluations • Uses appropriate teaching/learning methods, technological tools, and course materials to facilitate communication and active learning	**Examples for Demonstration of Additional Achievement:** **High impact and significance: (2 points)** • Submits and/or acquires program grants/funding which advances the teaching mission • Obtains national educator certification (e.g., CNE or national specialty certification)

• Receives "Good" or better Student Perception of Instruction ratings from at least 50% of the evaluations completed in each course taught, and generally positive comments in the open-ended portion of the student comment • Is available for student advisement according to university and college policies • Effectively uses resources to advise students and assist with resolving students' academic problems • Participates in teaching, planning, revising, and evaluating courses • Applies or tests evidence-based research and educational innovations to curriculum and teaching • Facilitates professional development of students • Participates/chairs student project, thesis, and/or dissertation committees (Expectation of Full, Assistant and Associate Roles and within reasonable time period since hire)	• Mentors graduate students in teaching effectiveness (e.g., Nurse Educator track internship, graduate teaching assistants) • Develops new course outside of assigned workload • Substantially assists with accreditation and/or program review activities • Serves as chair/mentor of an additional student's project, thesis or dissertation • Implements research projects to evaluate teaching innovation • Receives regional or national recognition for teaching • Serves as a consultant to other institutions to promote the scholarship of teaching • Provides expertise beyond the College, such as visiting professor or invited scholar **Medium impact and significance: (1 point)** • Mentors students through independent study- outside of regular assignment. • Demonstrates leadership in CON curriculum process • Participates as member on an additional student's project, thesis or dissertation (above expectation of role) • Serves on exam/test development committees for national examinations, such as NCLEX, specialty certification, or specialty subject review courses • Renews CNE or national specialty certification according to certification guidelines • Obtains national certification in area of expertise to inform and enhance teaching • Develops innovative teaching strategies • Receives local or regional, recognition for teaching • Acts as course lead • Makes significant course revisions based on student feedback and other data • Participates in interdisciplinary educational activities • Collaborates/contributes to new course development • Makes significant courses revisions based on student feedback and other data • Actively participates in CON curriculum process • Mentors colleagues in teaching effectiveness • Conducts peer and/or external reviews of teaching quality

	• Renews national certification in area of expertise to inform and enhance teaching
	• Serves as an item writer for national examinations, such as NCLEX, specialty certification, or specialty subject review courses
	• Pursues professional development to enhance teaching (e.g., continuing education, formal coursework, or Faculty Center for Teaching & Learning programs)
	• Incorporates innovative teaching strategies into classroom/online
	• Attends teaching/learning activities outside of the semester assignments (e.g., on campus laboratory and simulation or guest lecture opportunities)

Evaluation of Research/Scholarship
Expectations for Assistant Clinical, Associate Clinical and Full Clinical Professor

Faculty: _____

Workload Assigned to Research/Scholarship: _____

Ratings for Satisfactory Performance:	**Ratings for Above Satisfactory and Outstanding Performance:**
Assistant, Associate and Full: • 0-1 criteria, Unsatisfactory • 2-3 criteria, Conditional • 4 criteria, Satisfactory	***Assistant:*** • 3 points, Above Satisfactory • 4 or more points, Outstanding ***Associate:*** • 4 points, Above Satisfactory • 5 or more points, Outstanding ***Full:*** • 5 points, Above Satisfactory • 6 or more points, Outstanding

Criteria for Satisfactory Performance Ratings:	Examples for Demonstration of Additional Achievement:
Assistant • Actively engaged in scholarship of clinical practice • Participates in independent or team based scholarly project • Acceptance of one scholarly product for publication (can be SOTL or clinical) • At least one presentation at local, regional, or national meeting **Associate** • Established area of scholarship of clinical scholarship • Initiates scholarly project independently or as part of a team • Acceptance of at least one peer reviewed manuscript for publication • At least one presentation at a national or international meeting **Full** • Leadership in an area of clinical practice scholarship; national or international reputation • Leadership of a scholarly project independently or as leader of a team • Acceptance of at least one peer reviewed manuscript for publication and one other scholarly work; or one peer-reviewed data-based publication • At least one presentation at a national or international meeting	**High impact and significance: (2 points)** • Submission of federal grant (i.e., CDC or HRSA) • Receives substantial grant funding for clinical scholarship project, training or traineeship • Submits grant proposal to national professional organization for clinical project • Received or applied for patent • Receipt of regional or national award for clinical scholarship or practice • Authored book • Additional presentations (invited or peer-reviewed) at clinical or scholarly conference • Additional peer-reviewed publication **Medium impact and significance: (1 point)** • Funded project demonstrates substantial and appropriate progress • Editor for special issue of refereed journal • Editor of monograph or other publication • Writes additional grant proposal for research or clinical project • Publication presented for satisfactory rating in high impact journal • Monograph or white paper • Editorial • Textbook chapter • Textbook ancillary resources (e.g., study guide, instructor manual) • Online resources/publications. • Serves as consultant to promote research/scholarship • Receives awards for research/scholarship (RIA, College/University Excellence in Research

UNIVERSITY OF CENTRAL FLORIDA
COLLEGE OF NURSING

Evaluation of Service
Expectations for Assistant, Associate Clinical, Full Clinical Professor

Faculty: _____

Workload Assigned to Service: _____

Ratings for Satisfactory Performance:	Ratings for Above Satisfactory and Outstanding Performance:
Assistant, Associate and Full: • 0-3 criteria, Unsatisfactory • 4-5 criteria, Conditional • 6 criteria, Satisfactory	***Assistant:*** • 3 points, Above Satisfactory • 4 or more points, Outstanding ***Associate:*** • 4 points, Above Satisfactory • 5 or more points, Outstanding

	Full: • 5 points, Above Satisfactory • 6 or more points, Outstanding
Criteria for Satisfactory Performance Ratings: • Active membership in at least one college committee • Attends one commencement ceremony each year • Attends one recognition ceremony each year. • Active membership in at least one professional nursing organization • Participates in University-level committees or activities • Active engagement in local/state/regional professional organizations • Leadership in CON	**Examples for Demonstration of Additional Achievement:** **High impact and significance: (2 points)** • Serves as liaison to student organization(s) • Review grant proposal(s) national/international professional organization(s) • Chair university committee(s) • Serves on peer reviewed journal editorial board(s) • Serves as editor/associate editor of peer reviewed professional journal • Assumes leadership role in national level professional organization(s) • Participates in national level professional organization activities (e.g. conference planning, nominating committee, task force) • Receives national award for service • Serves as expert consultant internal and external to the University **Medium impact and significance: (1 point)** • Review grant proposal(s) for University • Review grant proposal(s) for regional/state professional organization • Review abstracts for conference(s) • Chair college committee(s) • Assumes significant role in college and/or university partnership activities (e.g. CNC day, alumni events, service-learning activity(ies), undergraduate or graduate research activity(ies), FCTL event • Reviews article(s) for peer reviewed journals • Reviews textbook(s) • Reviews other scholarly work (e.g., conference presentations, achievement award(s), etc.) • Assumes leadership role in community organizations • Participates in planning for conference(s) or other outreach activities • Receives local or regional award/recognition for service activities • Reviews grant proposal(s) for CON • Reviews grant proposal(s) for local professional organizations • Reviews textbook chapter(s)

	• Volunteers for community-related events

Evaluation of Teaching
Expectations for Lecturer/Instructor, Associate Lecturer/Instructor, Senior Lecturer/Instructor

Faculty: _____

Workload Assigned to Teaching: _____

Ratings for Satisfactory Performance:	Ratings for Above Satisfactory and Outstanding Performance:
Instructor/Lecturer, Associate and Senior Instructor/Lecturer:	*Instructor/Lecturer:*

• 0-5 criteria, Unsatisfactory • 6-7 criteria, Conditional • 8 criteria, Satisfactory	• 3 points, Above Satisfactory • 4 or more points, Outstanding *Associate Instructor/Lecturer:* • 4 points, Above Satisfactory • 5 or more points, Outstanding *Senior Instructor/Lecturer* • 5 points, Above Satisfactory • 6 or more points, Outstanding
Criteria for Satisfactory Performance Ratings: • Follows university/college/department guidelines for syllabi, objectives, and evaluations • Uses appropriate teaching/learning methods, technological tools, and course materials to facilitate communication and active learning • Receives "Good" or better Student Perception of Instruction ratings from at least 50% of the evaluations completed in each course taught, and generally positive comments in the open-ended portion of the student comments • Is available for student advisement according to university and college policies • Effectively uses resources to advise students and assist with resolving students' academic problem • Participates in teaching, planning, revising, and evaluating courses • Applies or tests evidence-based educational innovations to curriculum and teaching • Facilitates professional development of students	**Examples for Demonstration of Additional Achievement:** **High impact and significance: (2 points)** • Submits and/or acquires program grants/funding which advances the teaching mission • Funded ongoing project • Leads a scholarship of teaching and learning project • Obtains national educator or other national certification (e.g., CNE, FNP,CNS) • Mentors graduate students in teaching effectiveness (e.g., Nurse Educator track internship, graduate teaching assistants) • Authors textbook • Lead author on peer-reviewed data-based or scholarly publication • Develops a new course outside of assigned workload • Substantially assists with accreditation and/or program review activities • Serves as chair/mentor of a student's project, thesis or dissertation • Participates in research projects to evaluate teaching innovation • Receives regional or national recognition for teaching • Serves as consultant to other institutions to promote teaching excellence **Medium impact and significance: (1 point)** • Mentors students through independent study-outside of regular assignment • Demonstrates leadership in CON curriculum process • Serves on exam/test development committees for national examinations, such as NCLEX, specialty certification, or specialty subject review courses • Serves as a consultant to other institutions to promote the scholarship of teaching

	• Renews national educator or national specialty certification according to certification guidelines
	• Receives local recognition for teaching
	• Acts as course lead
	• Participates in interdisciplinary educational activities
	• Serves as member of a student's project, thesis or dissertation (above expectation of role)
	• Collaborates/contribute to new course development
	• Makes significant courses revisions based on student feedback and other data
	• Actively participates in CON curriculum process
	• Mentors colleagues in teaching effectiveness
	• Conducts peer and/or external reviews of teaching quality
	• Serves as an item writer for national examinations, such as NCLEX, specialty certification, or specialty subject review courses
	• Pursues professional development to enhance teaching (e.g., continuing education, formal coursework, or Faculty Center for Teaching & Learning programs)
	• Incorporates innovative teaching strategies into classroom/online
	• Attends teaching/learning activities outside of the semester assignments (e.g., on campus laboratory and simulation or guest lecture opportunities)
	• Monograph or white paper
	• Textbook chapter
	• Textbook ancillary resources (e.g. test bank, instructor manual)
	• Online resources/publications

Evaluation of Service
Expectations for Lecturer/Instructor, Associate Lecturer/Instructor, Senior Lecturer/Instructor

Faculty: _____

Workload Assigned to Service: _____

Ratings for Satisfactory Performance:	Ratings for Above Satisfactory and Outstanding Performance:
Instructor/Lecturer and Associate Instructor/Lecturer: • 0 criteria, Unsatisfactory • 1 criteria, Conditional • 2 criteria, Satisfactory *Senior Instructor/Lecturer:* • 0 criteria, Unsatisfactory • 1-2 criteria, Conditional • 3 criteria, Satisfactory	*Instructor/Lecturer:* • 2 points, Above Satisfactory • 3 or more points, Outstanding *Associate Instructor/Lecturer:* • 3 points, Above Satisfactory • 4 or more points, Outstanding *Senior Instructor/Lecturer:* • 4 points, Above Satisfactory • 5 or more points, Outstanding
Criteria for Satisfactory Performance Ratings: • Active membership in at least one college committee • Attends one commencement ceremony each year • Attends one recognition ceremony each year • Active engagement in at least one professional organization • Participates in University-level committees or activities • Leadership in College of Nursing as appropriate to rank	**Examples for Demonstration of Additional Achievement:** **High impact and significance: (3 points)** • Serves as liaison to student organization(s) • Reviews grant proposal(s) national/international professional organization(s) • Chairs university committee(s) • Serves on peer reviewed journal editorial board(s) • Serves as editor/associate editor of peer reviewed professional journal • Assumes leadership role in professional organization(s) • Participates in national level professional organization activities (e.g. conference planning, nominating committee, task force) • Serves as expert consultant internal and external to the University **Medium impact and significance: (1 point)** • Reviews grant proposal(s) for University • Reviews grant proposal(s) for regional/ state professional organizations • Reviews abstracts for conference(s) • Chairs college committee(s) or task forces • Assumes significant role in college and/or university partnership activities (e.g. CNC day, alumni events, service-learning activity(ies). undergraduate or graduate research activity(ies), FCTL events • Reviews article(s) for peer reviewed journals • Reviews textbook(s) • Reviews other scholarly work (e.g., conference presentations, achievement award(s), etc.) • Assumes leadership role in community

	organizations
	• Participates in planning for conference(s) or other outreach activities
	• Receives award/recognition for service activities
	• Review grant proposal(s) for CON
	• Review grant proposal(s) for local professional organizations
	• Reviews textbook chapter(s)
	• Volunteers for community-related events