

**Purpose:**

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

**Criteria:**

The criteria recognize progression through the ranks within instructor/lecturer, clinical and tenure-earning/tenured faculty lines.

Tenure and promotion CPE standards and requirements may differ from the benchmarks described in this document. It is the responsibility of all participants in the evaluation process to review this document together with the CPE and the current CBA. Faculty members are responsible for addressing any variance from the criteria listed below.

**Assessment of Performance:**

Each faculty member will earn a performance assessment score based on the ratings in teaching, research, and service for tenure-earning/tenured and clinical faculty; and teaching and service for instructor/lecturer faculty. Evaluations will also include other assigned activities commensurate to workload assignment. The number of activities required for a *satisfactory* rating is specified for achievements for each rank/position.

Publications will be counted if they appear “in press in a peer-reviewed publication” or online ahead of published copy (predatory journals are not considered). Presentation will be counted based on the date the podium or poster presentation was made, and it must be at a non-predatory conference.

Once the faculty member meets minimum criteria for a satisfactory rating for teaching, service, and/or research/scholarship (if applicable), 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) or moderate (1 point) impact and significance 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, which 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. Department Chairs will complete ratings and then send them to individual faculty members for review before the chair and faculty member meet formally to finalize the evaluation.

Each faculty member will be given an overall performance assessment based on the ratings earned in teaching research, and service activities. A point value will be given for the rating in each category (Evaluation Scale). The overall rating will be determined using a weighted formula that accounts for the rating and the FTE assigned to each category (Examples 1, 2 & 4).

A satisfactory or better is required in all categories with at least .05 FTE in order to receive an overall rating of satisfactory or above. See Example 1, 2 & 4.

A conditional rating in any category with at least .05 FTE will result in an overall rating of conditional, regardless of total score. (See example 3.)

**Modifications to the AESP:**

Procedures to be used to modify the AESP are described in the CBA.

University of Central Florida College of Nursing  
Annual Evaluation Standards and Procedures (AESP)

**Evaluation Scale**

<b>Evaluation</b>	<b>Rating</b>	<b>Overall Rating</b>
Outstanding	4.00	3.50 – 4.00
Above Satisfactory	3.00	2.50 – 3.49
Satisfactory	2.00	1.50 – 2.49
Conditional	1.00	0.50 – 1.49
Unsatisfactory	0.00	0.00 – 0.49

**Examples**

**Example 1:**

<b>Category</b>	<b>Evaluation</b>	<b>Points</b>	<b>FTE</b>	<b>Overall Rating (Points * FTE)</b>
Teaching	Outstanding	4	.75	3.0
Research	Above Satisfactory	3	.15	0.45
Service	Above Satisfactory	3	.10	0.3
<b>Total</b>	<b>Outstanding</b>			<b>3.75</b>

**Example 2:**

<b>Category</b>	<b>Evaluation</b>	<b>Points</b>	<b>FTE</b>	<b>Overall Rating (Points * FTE)</b>
Teaching	Above Satisfactory	3	.90	2.7
Research				
Service	Outstanding	4	.10	0.4
<b>Total</b>	<b>Above Satisfactory</b>			<b>3.1</b>

**Example 3:**

<b>Category</b>	<b>Evaluation</b>	<b>Points</b>	<b>FTE</b>	<b>Overall Rating (Points * FTE)</b>
Teaching	Outstanding	4	.70	2.8
Research	Conditional	1	.20	0.2
Service	Outstanding	4	.10	0.4
<b>Total</b>	<b>Conditional</b>			<b>3.4</b>

**Example 4:**

<b>Category</b>	<b>Evaluation</b>	<b>Points</b>	<b>FTE</b>	<b>Overall Rating (Points * FTE)</b>
Teaching	Above Satisfactory	3	.70	2.1
Research	Satisfactory	2	.20	0.4
Service	Outstanding	4	.10	0.4
<b>Total</b>	<b>Above Satisfactory</b>			<b>2.9</b>

### Evaluation of Teaching

#### Expectations for Tenure Earning Assistant Professor, Tenured Associate Professor or Tenured Professor

##### Points for Ratings of Satisfactory Performance and Below:

- 0-4 points, Unsatisfactory
- 5-6 points, Conditional
- $\geq 7$  points, Satisfactory

##### Criteria for Satisfactory Performance Ratings: (1 point per criterion)

1. Follows university/college/department guidelines for course syllabi and objectives. ([Teaching Resources - Faculty Center \(ucf.edu\)](http://teachingresources.facultycenter.ucf.edu))
2. Incorporates teaching/learning methods, technology, and course materials
3. 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
4. Is available for student advisement according to university and college policies
5. Monitors students’ academic progress and advises students as needed
6. Participates in teaching, planning, revising, and evaluating courses
7. Integrates evidence-based educational innovations to curriculum and teaching
8. Facilitates professional development of students
9. Participates as committee member/chair for at least one student project, thesis, and/or dissertation committee (expectations vary by rank)

##### Additional Points for Above Satisfactory and Outstanding Performance Ratings:

- 4 points, Above Satisfactory
- 5 or more points, Outstanding

##### *Examples for Demonstration of Additional Achievement:*

##### High impact and significance: (2 points per occurrence of any of the examples below except where an upper limit is explicated)

1. Submits and/or acquires program or educational grants for funding, which advances the teaching mission
2. Obtains national educator or other national certification (e.g., Certified Nurse Educator [CNE], Family Nurse Practitioner Certified [FNP-C], Clinical Nurse Specialist [CNS]) – upon year of certification)
3. Mentors graduate students in teaching effectiveness (e.g., Nurse Educator track internship, graduate teaching assistants)
4. Develops a new course outside of assigned workload
5. Substantially assists with accreditation and/or program review activities
6. Receives regional, national, or international recognition for teaching or advising
7. Serves as a consultant to other institutions to promote the scholarship of teaching and learning
8. Participates as committee chair for additional student projects (HUT) or dissertation
9. Provides expertise beyond the CON, such as visiting professor or invited scholar to another college or university, in area of expertise
10. Assumes leadership in developing collaborative external relationships to promote student learning opportunities

##### Moderate impact and significance: (1 point per occurrence of any of the examples below except where an upper limit is explicated)

University of Central Florida College of Nursing  
Annual Evaluation Standards and Procedures (AESP)

1. Mentors students in the research process through independent study outside of regular assignment (e.g., dissertation, DNP project, HUT)
2. Participates as committee chair for additional student projects (DNP)
3. Participates as committee member for additional student projects, thesis, or dissertation (PhD/DNP/HUT)
4. Demonstrates leadership in CON curriculum process
5. Serves on exam/test development committees or item writer for national examinations (e.g., National Council Licensure Examination for Registered Nurses [NCLEX], CNE, specialty certification, or specialty subject review courses)
6. Earns CEUs towards national educator certification or national specialty certification according to certification guidelines to inform and enhance teaching
7. Receives local/regional recognition for teaching or advising
8. Serves as course lead (maximum 2 total points)
9. Makes significant course revisions based on student feedback and other data
10. Participates in interdisciplinary/interprofessional educational activities
11. Collaborates/contributes to new course development
12. Actively participates in CON curriculum process (e.g., participates on subcommittees, engages in continuous curricula improvement)
13. Mentors colleagues in teaching effectiveness
14. Conducts peer and/or external reviews of teaching quality of fellow faculty member(s) for the classroom, online, or clinical
15. Conducts external reviews of faculty from other schools seeking promotion and/or tenure
16. Pursues professional development to enhance teaching (e.g., continuing education, formal coursework, or Faculty Center for Teaching & Learning [FCTL] programs)
17. Develops and incorporates innovative teaching strategies into courses
18. Conducts teaching/learning activities in an academic setting outside of the semester assignments (e.g., on campus laboratory and simulation, or guest lectures; maximum 2 total points)
19. Contributes to position papers or policies related to education.
20. Publishes and/or presents with students, local or regional (non-data-based)
21. Creates other products that promote excellence in teaching (e.g., texts, reports, training grants, multimedia, FCTL or other presentations)

### **Evaluation of Research/Scholarship**

#### **Expectations for Tenure-Earning Assistant Professor, Tenured Associate Professor or Tenured Professor**

##### **Points for Ratings of Satisfactory Performance and Below:**

- 0-1 points, Unsatisfactory
- 2-3 points, Conditional
- 4 points, Satisfactory

##### **Criteria for Satisfactory Performance Ratings: (1 points per criterion)**

###### **Tenure Earning Assistant**

1. Actively engaged in conducting research in a defined area
2. Submission of at least one new/revised intramural or extramural research application or Principal Investigator (PI), Multiple Principal Investigator (MPI), or Co-Investigator (Co-I) on a currently funded project (excluding year 1)
3. At least one presentation at a local, regional, or national meeting
4. One peer-reviewed manuscript accepted for publication

###### **Tenured Associate Professor**

1. Actively engaged in established program of scholarship/research in a focused area (e.g., PI or Co-I on current project)
2. Submission of one new external funding proposal or resubmission
3. At least one peer-reviewed or invited presentation at a regional, national, or international meeting
4. One peer-reviewed manuscript accepted for publication and a second manuscript under peer-review

###### **Tenured Professor**

1. Actively engaged in established program of scholarship/research in a focused area (e.g., PI or Co-I on current project)
2. Submission of one new external funding proposal or resubmission
3. At least one peer-reviewed or invited presentation at a national or international meeting
4. Two peer-reviewed manuscripts accepted for publication

##### **Additional Points for Above Satisfactory and Outstanding Performance Ratings:**

- 4 points, Above Satisfactory
- 5 or more points, Outstanding

##### ***Examples for Demonstration of Additional Achievement:***

##### **High impact and significance: (2 points per occurrence of any of the examples below except where an upper limit is explicated)**

1. Submits an additional research application for funding from federal or national professional organization.
2. Receives external research funding from federal or national professional organization
3. Applies or receives a patent as an individual or team (co-inventor)
4. Has an additional peer-reviewed publication(s)
5. PI or MPI for a research team
6. Authors, edits, or coauthors textbook
7. Serves as consultant to promote research/scholarship
8. Presents (invited or peer-reviewed) at clinical/research conference, includes symposia
9. Receives a national or international research award

**Moderate impact and significance: (1 point per occurrence of any of the examples below except where an upper limit is explicated)**

1. Demonstrates progress on funded project using self-reported productivity data
2. Serves as editor for special issue of refereed journal
3. Serves as editor of monograph or other publication
4. Publishes monograph, non-peer-reviewed article, evidence-based clinical practice brief, or white paper.
5. Publishes editorial (maximum 2 outside of journal editorial role)
6. Authors/coauthors textbook chapter
7. Publishes textbook ancillary resources for research/scholarship textbook (e.g., study guide, instructor manual)
8. Publishes online resources/publications
9. Presents work (invited or peer-reviewed) at additional clinical/research conference including symposium
10. Includes students and/or junior colleagues in research, peer-reviewed publications, and/or scholarly projects
11. Receives award(s) for research from CON/university/local/regional organization

**Evaluation of Service  
Expectations for Tenure-Earning Assistant Professor, Tenured Associate Professor or Tenured Professor**

**Points for Ratings of Satisfactory Performance and Below:**

- 0-1 points, Unsatisfactory
- 2-3 points, Conditional
- 4 points, Satisfactory

**Criteria for Satisfactory Performance Ratings: (1 point per criterion)**

1. Active membership in at least one college committee
2. Attend one commencement ceremony
3. Attends one recognition or white coat ceremony
4. Participates in university-level committees or activities (if assigned)
5. Active membership/ engagement in a professional organization
6. Leadership in CON (using self-reported examples)

**Additional Points for Above Satisfactory and Outstanding Performance Ratings:**

- 4 points, Above Satisfactory
- 5 or more points, Outstanding

***Examples for Demonstration of Additional Achievement:***

**High impact and significance: (2 points per occurrence of any of the examples below except where an upper limit is explicated)**

1. Serves as liaison to student organization(s)
2. Review grant proposal(s) national/international professional organization(s)
3. Chairs university-level committee(s)
4. Serves as editor/associate editor of peer-reviewed professional journal.
5. Assumes leadership role in national/ international professional organization(s)
6. Participates in national/international professional organization activities (e.g., conference planning, nominating committee, task force)
7. Receives national/international award for service
8. Serves as external reviewer for promotion and tenure for other schools/colleges
9. Serves as expert consultant internal and external to the university
10. Serves on national/international review panel or federal study section member

**Moderate impact and significance: (1 point per occurrence of any of the examples below except where an upper limit is explicated)**

1. Serves on peer-reviewed journal editorial board(s)
2. Reviews research proposal(s) for university
3. Reviews research proposal(s) for regional/state professional organizations
4. Reviews abstracts for conference(s)
5. Assumes significant role in college and/or university partnership activities (e.g., Community Nursing Coalition [CNC] day, alumni events, service-learning activity(ies) undergraduate or graduate research activity(ies), FCTL events)
6. Reviews article(s) for peer-reviewed journals (1 point per journal)
7. Reviews textbook(s) or textbook chapter(s) as content expert for edits prior to publication
8. Reviews other scholarly work (e.g., conference presentations, achievement award[s])
9. Assumes leadership role in civic/community/organizations related to health and wellness
10. Participates in planning for local conference(s) or other outreach activities



University of Central Florida College of Nursing  
Annual Evaluation Standards and Procedures (AESP)

11. Receives local or regional award/recognition for service activities
12. Reviews research proposal(s) for local professional organizations
13. Serves at community-related activity(ies) related to health and wellness (1 point per event)

### **Evaluation of Teaching**

#### **Expectations for Clinical Assistant Professor, Clinical Associate Professor, or Clinical Professor**

##### **Points for Ratings of Satisfactory Performance and Below:**

- 0-5 points, Unsatisfactory
- 6-7 points, Conditional
- 8-9 points, Satisfactory

##### **Criteria for Satisfactory Performance Ratings: (1 point per criterion)**

1. Follows university/college/department guidelines for syllabi, objectives, and knowledge assessment
2. Uses appropriate teaching/learning methods, technological tools, and course materials to facilitate communication and active learning
3. 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
4. Is available for student advisement according to university and college policies
5. Effectively uses resources to advise students and assist with resolving students’ academic problems
6. Participates in teaching, planning, revising, and evaluating courses
7. Applies or tests evidence-based research and educational innovations
8. Facilitates professional development of students
9. Participates/chairs student project, thesis, and/or dissertation committees (expectation of all ranks within reasonable time period since hire)

##### **Additional Points for Above Satisfactory and Outstanding Performance Ratings:**

- 4 points, Above Satisfactory
- 5 or more points, Outstanding

##### ***Examples for Demonstration of Additional Achievement:***

##### **High impact and significance: (2 points per occurrence of any of the examples below except where an upper limit is explicated)**

1. Submits and/or acquires program grants/funding which advances the teaching mission
2. Obtains national educator certification (e.g., CNE or national specialty certification) –upon year of certification
3. Mentors graduate students in teaching effectiveness (e.g., Nurse Educator track internship, graduate teaching assistants)
4. Develops new course outside of assigned workload
5. Substantially assists with accreditation and/or program review activities
6. Serves as chair/mentor of an additional student’s project, thesis, or dissertation
7. Implements research projects to evaluate teaching innovation
8. Receives national or international award for teaching
9. Serves as a consultant to other institutions to promote the scholarship of teaching
10. Provides expertise beyond the CON, such as visiting professor or invited scholar

##### **Medium impact and significance: (1 point per occurrence of any of the examples below except where an upper limit is explicated)**

1. Mentors students through independent study outside of regular assignment.
2. Demonstrates leadership in CON curriculum process
3. Participates as member on an additional student's project, thesis, or dissertation (above expectation of role)

University of Central Florida College of Nursing  
Annual Evaluation Standards and Procedures (AESP)

4. Serves on exam/test development committees for national examinations, such as NCLEX, specialty certification, or specialty subject review courses
5. Renews CNE or national specialty certification according to certification guidelines
6. Obtains national certification in area of expertise to inform and enhance teaching
7. Develops innovative teaching strategies
8. Receives local or regional award for teaching
9. Acts as course lead
10. Makes significant course revisions based on student feedback and other data
11. Participates in interdisciplinary educational activities
12. Collaborates/contributes to new course development
13. Makes significant course revisions based on student feedback and other data
14. Actively participates in CON curriculum process
15. Mentors colleagues in teaching effectiveness
16. Conducts peer and/or external reviews of teaching quality
17. Renews national certification in area of expertise to inform and enhance teaching (upon renewal year)
18. Serves as an item writer for national examinations (e.g., NCLEX, specialty certification, or specialty subject review courses)
19. Pursues professional development to enhance teaching (e.g., continuing education, formal coursework, or FCTL programs)
20. Incorporates innovative teaching strategies into classroom/online
21. Participates in teaching/learning activities outside of the semester assignments (e.g., on campus laboratory, simulation, or guest lecture opportunities)

**Evaluation of Research/Scholarship  
Expectations for Clinical Assistant Professor, Clinical Associate Professor, or Clinical Professor**

**Points for Ratings of Satisfactory Performance and Below:**

- 0-1 points, Unsatisfactory
- 2-3 points, Conditional
- 4 points, Satisfactory

**Criteria for Satisfactory Performance Ratings: (1 point per criterion)**

**Clinical Assistant Professor**

1. Actively engaged in scholarship of clinical practice
2. Participates in independent or team based scholarly projects or research
3. One scholarly product accepted for publication (can be Scholarship of Teaching and Learning [SOTL], clinical, or research)
4. One presentation at a local, regional, or national meeting

**Clinical Associate Professor**

1. Established area of research or clinical scholarship
2. Initiates scholarly project independently or as part of a team
3. One peer-reviewed manuscript accepted for publication, and an additional under review
4. One presentation at a national or international meeting

**Clinical Professor**

1. Leadership in an area of clinical practice scholarship; national or international reputation
2. Leadership of a scholarly project independently or as leader of a team
3. One peer-reviewed manuscript accepted for publication and one other scholarly work; or one peer-reviewed data-based publication
4. One presentation at a national or international meeting

**Additional Points for Above Satisfactory and Outstanding Performance Ratings:**

- 4 points, Above Satisfactory
- 5 or more points, Outstanding

***Examples for Demonstration of Additional Achievement:***

**High impact and significance: (2 points per occurrence of any of the examples below except where an upper limit is explicated)**

1. Submission of federal grant proposal (e.g., Centers for Disease Control [CDC] or Health Resources and Services Association [HRSA])
2. Receives substantial grant funding for clinical scholarship project, training, or traineeship
3. Submits grant proposal to national professional organization for clinical project
4. Received or applied for patent
5. Receipt of regional or national award for clinical scholarship or practice
6. Authored textbook
7. Additional presentations (invited or peer-reviewed) at clinical or scholarly conferences
8. Additional peer-reviewed publication

**Medium impact and significance: (1 point per occurrence of any of the examples below except where an upper limit is explicated)**

1. Funded project demonstrates substantial and appropriate progress

University of Central Florida College of Nursing  
Annual Evaluation Standards and Procedures (AESP)

2. Editor for special issue of refereed journal
3. Editor of monograph or other publication
4. Writes additional grant proposal for research or clinical project
5. Authors monograph or white paper
6. Authors editorial
7. Authors textbook chapter
8. Authors textbook ancillary resources (e.g., study guide, instructor manual)
9. Creates other online resources or publications
10. Serves as consultant to promote research/scholarship (must provide self-report examples)
11. Receives awards for research/scholarship (e.g., Research Incentive Award [RIA], CON/university excellence awards)

**Evaluation of Service**  
**Expectations for Clinical Assistant Professor, Clinical Associate Professor, and Clinical Professor**

**Points for Ratings of Satisfactory Performance and Below:**

- 0-3 points, Unsatisfactory
- 4-5 points, Conditional
- 6 points, Satisfactory

**Criteria for Satisfactory Performance Ratings: (1 point per criterion)**

1. Active membership in at least one college committee
2. Attends one commencement ceremony
3. Attends one recognition ceremony
4. Active membership in at least one professional nursing organization
5. Participates in university-level committees or activities
6. Active engagement in local/state/regional professional organizations
7. Leadership in CON

**Additional Points for Above Satisfactory and Outstanding Performance Ratings:**

- 4 points, Above Satisfactory
- 5 or more points, Outstanding

***Examples for Demonstration of Additional Achievement:***

**High impact and significance: (2 points per occurrence of any of the examples below except where an upper limit is explicated)**

1. Serves as liaison to student organization(s)
2. Review grant proposal(s) national/international professional organization(s)
3. Chair university committee(s)
4. Serves on peer-reviewed journal editorial board(s)
5. Serves as editor/associate editor of peer-reviewed professional journal
6. Assumes leadership role professional organization(s) on a national level
7. Leadership in national level professional organization activities (e.g., committee, task force)
8. Receives national award for service
9. Serves as expert consultant internal and external to the university

**Medium impact and significance: (1 point per occurrence of any of the examples below except where an upper limit is explicated)**

1. Review grant proposal(s) for university
2. Review grant proposal(s) for regional/state professional organization
3. Review abstracts for conference(s)
4. Chair college committee(s)
5. 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)
6. Reviews article(s) for peer-reviewed journals (1 point per journal)
7. Reviews textbook(s)
8. Reviews other scholarly works (e.g., conference presentations, achievement award(s))
9. Assumes leadership role in community organizations
10. Participates in planning for conference(s) or other outreach activities
11. Receives local or regional award/recognition for service activities
12. Reviews grant proposal(s) for CON
13. Reviews grant proposal(s) for local professional organizations
14. Reviews textbook chapter(s)

University of Central Florida College of Nursing  
Annual Evaluation Standards and Procedures (AESP)

15. Volunteers for community-related events (1 point per event)

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

**Points for Ratings of Satisfactory Performance and Below:**

- 0-5 points, Unsatisfactory
- 6-7 points, Conditional
- 8-9 points Satisfactory

**Criteria for Satisfactory Performance Ratings: (1 point per criterion)**

1. Follows university/college/department guidelines for syllabi, objectives, and knowledge assessment
2. Uses appropriate teaching/learning methods, technological tools, and course materials to facilitate communication and active learning
3. Receives “Good” or better university 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
4. Receives generally positive written comments and majority of ratings in “agree” areas of Likert scales on CON of Nursing course evaluations as housed in LEAP\*RN
5. Is available for student advisement according to university and college policies
6. Effectively uses resources to advise students and assist with resolving students’ academic issues
7. Participates in teaching, planning, revising, and evaluating courses
8. Applies or tests evidence-based educational innovations to curriculum and teaching
9. Facilitates professional development of students as evidenced by participation in extracurricular activities (e.g., Student Nurses Association [SNA], Honors Undergraduate Thesis [HUT], Undergraduate Research Showcase, and other student activities)
10. Attends/participates in professional development endeavors outside of annual assignment
11. Participates in formal evaluations of teaching (e.g., peer review, instructional designer review)

**Additional Points for Above Satisfactory and Outstanding Performance Ratings:**

- 4 points, Above Satisfactory
- 5 or more points, Outstanding

***Examples for Demonstration of Additional Achievement:***

**High impact and significance: (2 points per occurrence of any of the examples below except where an upper limit is explicated)**

1. Submits and/or acquires program grants/funding which advances the teaching mission
2. Obtains/renews national educator or national specialty certification according to certification guidelines
3. Funded ongoing project
4. Leads a scholarship of teaching and learning (SOTL) project
5. Obtains national educator or other national certification (e.g., CNE, FNP, CNS)
6. Mentors graduate students in teaching effectiveness (e.g., Nurse Educator track internship, graduate teaching assistants)
7. Authors textbook
8. Lead author on peer-reviewed data-based or scholarly publication
9. Develops a new course outside of assigned workload
10. Substantially assists with accreditation and/or program review activities
11. Serves as chair/mentor of a student’s project, thesis, or dissertation
12. Participates in research projects to evaluate teaching innovation
13. Receives regional or national recognition for teaching
14. Serves as consultant to other institutions to promote teaching excellence
15. Demonstrates leadership in CON curriculum process



16. Acts as course lead

**Medium impact and significance: (1 point per occurrence of any of the examples below except where an upper limit is explicated)**

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1. Mentors students through independent study outside of regular assignment
2. Serves on exam/test development or item writer committees for national examinations (e.g., NCLEX, specialty certification, or specialty subject review courses)
3. Serves as a consultant to other institutions to promote the scholarship of teaching and learning
4. Earns CEUs towards national educator certification or national specialty certification according to certification guidelines to inform and enhance teaching
5. Receives local recognition for teaching
6. Participates in interdisciplinary educational activities
7. Serves as member of a student's project, thesis, or dissertation committee
8. Collaborates/contributes to new course development
9. Makes significant course revisions based on student feedback and other data
10. Actively participates in CON curriculum process
11. Mentors colleagues in teaching effectiveness
12. Conducts external reviews of teaching quality
13. Pursues professional development to enhance teaching (e.g., continuing education, formal coursework, or FCTL programs; maximum of two points)
14. Incorporates innovative teaching strategies into classroom/online
15. Attends teaching/learning activities outside of the semester assignments (e.g., on campus laboratory, simulation, guest lecture opportunities, or consultant)
16. Author or co-author of a monograph or white paper
17. Author or contributor of a textbook chapter
18. Author or contributor of textbook ancillary resources (e.g., test bank questions, instructor manual, multimedia)
19. Authors online resources or publications

**Evaluation of Service**

**Expectations for Lecturer/Instructor, Associate Lecturer/Instructor, Senior Lecturer/Instructor**

**Points for Ratings of Satisfactory Performance and Below:**

**Instructor/Lecturer and Associate Instructor/Lecturer:**

- 0 points, Unsatisfactory
- 1 points, Conditional
- 2 points, Satisfactory

**Senior Instructor/Lecturer:**

- 0 points, Unsatisfactory
- 1-2 points, Conditional
- 3 points, Satisfactory

**Criteria for Satisfactory Performance Ratings: (1 point per criterion)**

1. Active membership in at least one college committee
2. Attends one commencement ceremony
3. Attends one recognition ceremony
4. Active engagement in at least one professional organization
5. Participates in university-level committees or activities
6. Leadership in CON as appropriate to rank

**Additional Points for Above Satisfactory and Outstanding Performance Ratings:**

- 3 points, Above Satisfactory
- 4 or more points, Outstanding

***Examples for Demonstration of Additional Achievement:***

**High impact and significance: (3 points per occurrence of any of the examples below except where an upper limit is explicated)**

1. Serves as liaison to student organization(s)
2. Reviews grant proposal(s) national/international professional organization(s)
3. Chairs university committee(s)
4. Serves on peer-reviewed journal editorial board(s)
5. Serves as editor/associate editor of peer-reviewed professional journal
6. Assumes leadership role in professional organization(s)
7. Participates in national level professional organization activities (e.g., conference planning, nominating committee, task force)
8. Serves as expert consultant internal and external to the university

**Medium impact and significance: (1 point per occurrence of any of the examples below except where an upper limit is explicated)**

1. Reviews grant proposal(s) for the university
2. Reviews grant proposal(s) for regional/ state professional organizations
3. Reviews abstracts for conference(s)
4. Chairs college committee(s), task forces, or work group(s)
5. 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)
6. Reviews article(s) for peer-reviewed journals
7. Reviews textbook(s)
8. Reviews other scholarly work (e.g., conference presentations, achievement award(s))

University of Central Florida College of Nursing  
Annual Evaluation Standards and Procedures (AESP)

9. Assumes leadership role in community organizations
10. Participates in planning for conference(s) or other outreach activities (1 point per instance)
11. Receives award/recognition for service activities
12. Review grant proposal(s) for CON
13. Review grant proposal(s) for local professional organizations
14. Reviews textbook chapter(s)
15. Serves at community-related activity/ies (1 point per event)