



UNIVERSITY OF CENTRAL FLORIDA

College of Nursing

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Orlando, FL 32827

**ANNUAL EVALUATION STANDARDS &
PROCEDURES (AESP)**

**College of Nursing
Department of Nursing Practice
For Implementation in 2026-2027 Academic Year**

SECTION 1: INTRODUCTION

The purpose of annual evaluations is to facilitate and assess faculty success in (a) teaching activities; (b) research and scholarship activities; (c) service activities; (d) other assigned activities (if applicable). Institutional excellence is dependent upon the individual performance of each faculty member as well as the collective performance of the faculty. The success and reputation of the University of Central Florida (UCF) are dependent upon the talents that exist among the faculty and how those talents are harnessed and blended to achieve UCF's mission.

The work of faculty is not easily measured, and the Annual Evaluation Standards and Procedures (AESPs) exist to protect academic freedom and improve accuracy, fairness, and equity in the evaluation of faculty members. The evaluation process of faculty members' performance may have an element of subjectivity in the determination of annual evaluation ratings. However, criteria should be detailed enough that a reasonable employee should not be uncertain or confused about what performance or accomplishment is sufficient in teaching, research/scholarship/creative activity, professional duties commonly assigned in the department or unit, and quality of service output needed to earn each performance evaluation rating.

Evaluators are expected to operate with trust and respect. When assigned by administrative supervisors (usually department chairs), annual evaluation ratings shall be evidence-based and informed by faculty for activity reporting and other forms of documented evidence. Evidence of faculty members' performance shall be evaluated for quality and impact toward the achievement of UCF's mission.

The annual performance evaluation is determined through the Faculty Annual Report. Faculty can upload supplemental information such as (a) course syllabi (b) SPIs (c) annual assignment forms, (d) narratives, and (e) other information. Faculty members may choose to

meet with their supervisor at the start of the evaluation period to clarify differentiated faculty workloads and assignments.

This document is applicable to all faculty and is based on the academic year (i.e., summer, fall, and spring semesters). The evaluation of instructional, research/scholarship, service, and other assigned activities correspond to individual faculty members' assignment of duties (FTE), which may differ from other faculty based on such factors as rank, teaching load, or other work-related opportunities. Faculty members may have other major assignments that do not constitute research, teaching, or service (i.e. Program Director). In this event, a fourth category of "other assigned activity" is added to what is described below, and the weight assigned to this category is negotiated with the chair.

The sections that follow present how the AESP of the Department of Nursing Practice hereafter, referred to as the Department, within the College of Nursing (CON) addresses evidence, criteria, and rating standards for (a) teaching activities; (b) research and scholarship; (c) service activities; and (d) other assigned activities (if applicable). The performance criteria in each area of assigned activities are used to arrive at an overall evaluation rating.

The possible performance ratings in each area of assigned activities are:

Outstanding (4): The faculty member significantly exceeded the baseline expectations or success level expected by the Department AESPs.

Above Satisfactory (3): The faculty member exceeded the baseline expectation or success level expected by the Department AESPs.

Satisfactory (2): –Satisfactory meets baseline expectation, and the faculty member has met the baseline level of activity.

Conditional (1): The faculty member was deficient in achieving a minimum level of activity to be rated Satisfactory.

Unsatisfactory (0): Two or more consecutive years worthy of conditional evaluations.

FACULTY SELF-RATING: Faculty will rate themselves in each of the relevant categories. A self-rating of Satisfactory will not require an additional impact statement.

OVERALL EVALUATION

The overall evaluation of each faculty member is based on differentiated faculty loads, noting teaching, research, and service, and possibly 'other' assigned duties.

NB: Collective Bargaining Agreement (2024-2027): "An employee must receive a minimum rating of Satisfactory in each area with assigned effort of five percent (5%) or more in order to receive an overall rating of Satisfactory or above." – page 36 (2024-2027 Full Book.pdf)

SECTION 2: INSTRUCTIONAL ACTIVITIES

All assigned courses are subject to evaluation. Faculty members' primary goal in teaching should be to foster student learning and success. To evaluate faculty members' teaching activities, faculty members can provide a variety of evidence demonstrating their effectiveness in promoting student learning and success. To reach a SATISFACTORY rating, faculty must meet baseline expectations. Below are types of evidence that faculty may provide as evidence for Teaching Activities to support the evaluation process.

Faculty members report and provide specific information through the Annual Evaluation Form. Other evidence can include syllabi, course readings and resources, various teaching methods and learning activities, engagement metrics, student assignments, Student Perception of Instruction (SPI) evaluations, peer teaching, peer course evaluation, professional development activities, or any other supportive evidence related to teaching.

TEACHING EVALUATION CRITERIA FOR ALL RANKS

The following SATISFACTORY (or Baseline) Teaching Activity Expectations are required for all faculty members (**commensurate with rank**). This should be substantiated in the CON Annual Report form document.

1. Follows university/college/department guidelines for course syllabi and objectives. (Teaching Resources - Faculty Center (ucf.edu))
2. Incorporates teaching/learning methods, technology, and course materials
3. Receives "Good" (score of 3/5) or better Student Perception of Instruction (SPI's) 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 based on feedback
7. Integrates evidence-based educational innovations to curriculum and teaching
8. Facilitates professional development of students
9. Participates as committee member/chair **as assigned**, for at least one student project, thesis, and/or dissertation committee

Teaching Self-Rating

Self-rating options for teaching: Outstanding (4), Above Satisfactory (3), Satisfactory (2), Conditional (1), Unsatisfactory (0)	Faculty self-rating: _____
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OPTIONAL IMPACT STATEMENT - TEACHING

Faculty seeking an above satisfactory or outstanding rating may include a written narrative (maximum 300 words) that highlights the quality and impact of their teaching activities.

Place narrative here (box will expand):

Below are examples of activities that may be used to support an **Outstanding or Above Satisfactory** rating in the written narrative that reflects the quality and impact of teaching.

Note: This is not an exhaustive list and other activities may be included in the statement

Outstanding

- Submits and/or acquires program grants/funding which advances teaching ability or excellence
- Obtains national certification that advances teaching credentials (e.g., CNE or national specialty certification) –eligible year of certification and renewal
- Leads a scholarship of teaching and learning (SOTL) project
- Mentors graduate students in teaching effectiveness (e.g., Nurse Educator track internship, graduate teaching assistants)
- Creates products and national presentations that promote excellence in teaching (e.g., texts, reports, training grants, multimedia, FCTL or other presentations)
- Author on peer-reviewed, scholarly publication related to teaching process or content
- Develops a new course outside of assigned workload
- Substantially assists with accreditation and/or program review activities
- Serves as chair/member of a student’s project, thesis, or dissertation committee
- Participates in research projects to evaluate teaching or learning
- Receives regional or national recognition for teaching/mentorship
- Develops and incorporates innovative teaching strategy into course(s)
- Made a presentation on a faculty innovative teaching strategy or method regionally, nationally, or internationally
- Consultant/expert to promote the scholarship of teaching
- Center for Distributed Learning (CDL) / state course designation [course designation = 5 years]; Qualifies in year of recognition or renewal
- Conducts teaching/learning activities in an academic setting outside of the semester assignments (e.g., on campus laboratory and simulation, or guest lectures) Contributes to position papers or policies related to education.
- Publications with students, national or international, in peer reviewed journals focused on teaching
- Collaborated and maintained relationships with community partners to boost faculty learning opportunities and course content
- Receives university recognition for teaching or advising

Above Satisfactory

- Participates as committee member for a student project, thesis, or dissertation outside of workload
- Demonstrates leadership in CON curriculum process

<ul style="list-style-type: none"> • Receives local/regional recognition for teaching, mentoring, or advising • Conducts peer and/or external reviews of teaching quality of fellow faculty member(s) for the classroom, online, or clinical • Taught or developed study abroad program Made a presentation on a faculty innovative teaching strategy or method at CON faculty development, UCF, or local conference level • Receives CON or local-regional recognition for teaching or advising • Serves on exam/test development committees for national examinations, such as NCLEX, specialty certification, or specialty subject review courses • Acts as course lead outside of workload • Mentor's colleagues in teaching • Lead teaching/learning activities outside of the semester assignments (e.g., on campus laboratory, simulation, or guest lecture opportunities) • Makes significant course revisions based on student feedback and other data • Integrates professional development activities to enhance teaching • Participates in interdisciplinary/interprofessional educational activities
<p>Satisfactory</p> <ul style="list-style-type: none"> • Faculty member demonstrates the Departments SATISFACTORY teaching expectations
<p>Conditional</p> <ul style="list-style-type: none"> • Faculty member <i>did not</i> demonstrate the Departments' SATISFACTORY teaching expectations
<p>Unsatisfactory</p> <ul style="list-style-type: none"> • Faculty member has two or more consecutive years worthy of CONDITIONAL ratings.

SECTION 3: SERVICE ACTIVITIES

Service is evaluated based on the quantity and the quality of the service (across levels of the Department, CON, university, the profession, and the community, considering both internal and external service opportunities) realizing that the faculty member's appointment to a committee is based on the need for representation. Service Activities are rated based on the quality of service as follows.

SERVICE EVALUATION CRITERIA FOR ALL RANKS

The following SATISFACTORY Service Expectations are required for all faculty members (commensurate with rank). This should be substantiated in the CON Annual Report form document.

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

<ul style="list-style-type: none"> • Participates in planning for local conference(s) or other outreach activities • Receives local or regional award/recognition for service activities • Volunteers for community-related events
Satisfactory <ul style="list-style-type: none"> • Faculty member demonstrates the Departments SATISFACTORY teaching expectations
Conditional <ul style="list-style-type: none"> • Faculty member <i>did not</i> demonstrate the Departments' SATISFACTORY teaching expectations
Unsatisfactory <ul style="list-style-type: none"> • Faculty member has two or more consecutive years worthy of CONDITIONAL ratings.

SECTION 4: RESEARCH & SCHOLARLY ACTIVITY

The CON acknowledges that research and scholarship include a wide range of activities with varying levels of impact on scientific knowledge and creative endeavors. The Chair will adjust expectations for research activity for newly hired faculty. Additionally, exceptions may be made for faculty who are returning to the department from an administrative appointment, who had no previous expectations for research, and those who have taken extended leave. Faculty without at least 5% (0.05 FTE) assigned FTE for research and scholarship will not be evaluated in this category.

In evaluating faculty research, the Department Chair looks at the quality and quantity of research and scholarly products. Documentation of research productivity will be provided on the Faculty Activity Report in the form of a list of contracts/grants, studies/clinical trials, peer-reviewed publications, and other research/scholarship activities. Since the impact of a faculty member's work may be unclear to the CON Chair, individual faculty have the responsibility of providing evidence that will allow assessment of the quality and impact of research and scholarly activities.

RESEARCH & SCHOLARSHIP EVALUATION CRITERIA

Expectations for Tenure-Earning Assistant Professor, Tenured Associate Professor or Tenured Professor.

PLEASE NOTE: The CPE requirements are more stringent. Tenure-earning faculty are highly encouraged to review the CPE document.

The Department's SATISFACTORY Research Expectations. This should be substantiated in the CON Annual Report form document.

Tenure Earning Assistant Professor

1. Actively engaged in conducting research in a defined area
2. Submission of at least one new/revised intramural or extramural research application as Principal Investigator or (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 regional, national, or international meeting as primary presenter

Below are examples of activities that may be used to support an **Outstanding** or **Above Satisfactory** rating in the written narrative that reflects the quality and impact of research. This is not an exhaustive list, and other activities may be included in the statement.

<p>Outstanding</p> <ul style="list-style-type: none"> • Submits an additional research application for funding from state, federal or national professional organization or foundation. • Receives external research funding from state, federal or national professional organization or foundation • Applies or receives a patent as an individual or team (co-inventor) • Has an additional peer-reviewed publication(s) • PI or MPI for a research team • Authors, edits, or coauthors textbook or chapter(s) • Serves as consultant to promote research/scholarship (NIH review panel, national organization research grant review panel) • Presents (invited or peer-reviewed) at clinical/research conference, includes symposia • Receives a university, professional organization, national or international research award
<p>Above Satisfactory</p> <ul style="list-style-type: none"> • Guest editor for special issue of a peer-reviewed scholarly, refereed journal • Editor of monograph or other scholarly publication. • Publishes evidence-based monograph, abstract, evidence-based clinical practice brief, policy brief, literature review, editorial, or white paper. • Publishes evidenced-based textbook ancillary resources or other evidence-based resources/publications • Presents work (invited or peer-reviewed) at additional clinical/ professional /research conference including symposium • Includes students and/or junior colleagues in research, peer-reviewed publications, and/or scholarly projects • Receives award(s) for research from CON/local/regional organization
<p>Satisfactory</p> <ul style="list-style-type: none"> • Faculty member demonstrates the Departments SATISFACTORY teaching expectations
<p>Conditional</p> <ul style="list-style-type: none"> • Faculty member <i>did not</i> demonstrate the Departments' SATISFACTORY teaching expectations
<p>Unsatisfactory</p> <ul style="list-style-type: none"> • Faculty member has two or more consecutive years worthy of CONDITIONAL ratings.

Expectations for Clinical Assistant Professor, Clinical Associate Professor, or Clinical Professor Research/ Scholarship

The Department’s SATISFACTORY Scholarship Expectations. This should be substantiated in the CON Annual Report form document.

Clinical Assistant Professor

1. Actively engaged in scholarship

<ul style="list-style-type: none"> • Submission of industry or federal grant proposal (e.g., Centers for Disease Control [CDC] or Health Resources and Services Association [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 textbook • Additional presentations (invited or peer-reviewed) at clinical or scholarly conferences • Additional peer-reviewed publication
<p>Above Satisfactory</p> <ul style="list-style-type: none"> • 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 • Authors monograph or white paper • Authors editorial • Authors textbook chapter • Authors textbook ancillary resources (e.g., study guide, instructor manual) • Creates other online resources or publications • Serves as consultant to promote research/scholarship (must provide self-report examples) • Receives awards for research/scholarship (e.g., Research Incentive Award, RIA/CON/university excellence awards)
<p>Satisfactory</p> <ul style="list-style-type: none"> • Faculty member demonstrates the Departments SATISFACTORY (or baseline) teaching expectations
<p>Conditional</p> <ul style="list-style-type: none"> • Faculty member <i>did not</i> demonstrate the Departments' <i>SATISFACTORY</i> (or baseline) teaching expectations
<p>Unsatisfactory</p> <ul style="list-style-type: none"> • Faculty member has two or more consecutive years worthy of <i>CONDITIONAL</i> ratings.

SECTION 5: OTHER ACTIVITIES

Most faculty will not be evaluated in the Other Activities category. Faculty with an administrative assignment (> 5%) are also evaluated in Other Activities category.

The Department Chair and the faculty member will meet in the beginning of the evaluation period and agree in writing on the criteria to be used to evaluate the faculty member's Other Activities in the assignment of duties.

Other Activity Self-Rating

Self-rating options for Other Activities: Outstanding (4), Above Satisfactory (3), Satisfactory (2), Conditional (1), Unsatisfactory (0)	Faculty self-rating: _____
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IMPACT STATEMENT

Faculty should highlight and substantiate their quality and impact within the “Other Activities” category (maximum 300 words).

Place narrative here:

SECTION 6: OVERALL EVALUATION

To earn an Overall Evaluation rating of Satisfactory or above, the faculty member must meet the baseline expectations of each area. (Overload teaching is not included.)

*Note, per the CBA, the faculty member must have at least a Satisfactory in each category to use this evaluation calculation.*CBA (2024-2027): “An employee must receive a minimum rating of Satisfactory in each area with assigned effort of five percent (5%) or more in order to receive an overall rating of Satisfactory or above.” – page 36 (2024-2027 Full Book.pdf)

The following point system, applied to each area, is to be used to calculate the Overall Evaluation:

- Outstanding** = 4 (*Final weighted evaluation of 3.7 to 4 is Outstanding)
- Above**
- Satisfactory** = 3 (*Final weighted evaluation of 3 to 3.69 is Above Satisfactory)
- Satisfactory** = 2 (*Final weighted evaluation of 2 to 2.99)
- Conditional** = 1 (*Final weighted evaluation of <1.99)
- Unsatisfactory** = 0 (*Final weighted evaluation of <1.00)

Example 1:

Category	Evaluation Rating	Value	FTE	Overall Rating (Points * FTE)
Instruction	Above Satisfactory	3	.50	1.5

Research	Satisfactory	2	.45	0.9
Service	Outstanding	4	.05	0.2
Other	N/A			
Total	Satisfactory		2.6	2.6

Example 2

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

For Reference:

UCF-UFF CBA 2024-2027 Art. 10.11(h): The effective date for AESPs or revisions thereto shall be the start of the annual evaluation period that begins after the date the AESPs or revisions are approved by the university's representative, and the employees of the department or unit are so informed in writing. Therefore, an employee will be evaluated on the AESP that was approved and in effect beginning May 8. If an AESP is approved on or after May 9, the employee would not be subject to or evaluated using the terms of the new AESP until the following May 8th.