

Annual Evaluation Standards and Procedures (AESPs) Department of Nursing Systems College of Nursing, University of Central Florida

Approved by the Department of Nursing Systems on [ADD DATE, Month, day, 2026]

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Alignment of AESPs with Faculty Promotion and Department, College, and University Priorities

Promotion is a significant milestone that recognizes faculty growth, contribution, and professional achievement. While promotion benefits departments, colleges, and the university, its primary purpose is to acknowledge the faculty member’s development, accomplishments, and readiness to contribute at a higher level of responsibility and impact.

Advancement in rank reflects a commitment to translating individual expertise into meaningful institutional impact. Pursuing promotion affirms the College’s mission to develop learners who practice, lead, and generate knowledge grounded in **Excellence, Innovation, Integrity, and Compassion**, while aligning faculty goals with departmental, college, and university priorities.

Progress toward promotion aligns directly with the Annual Evaluation Standards and Procedures (AESPs), which provide a structured framework for evaluating faculty performance in teaching, research, service, and other assigned university duties. Activities that support promotion—such as instructional innovation, sustained scholarship, leadership, mentoring, and professional or community engagement—also serve as core evidence in annual evaluations. Intentional alignment between promotion efforts and AESPs allows faculty to document growth, impact, and readiness for advancement in a consistent and efficient manner.

While annual evaluations provide evidence that may inform promotion and tenure decisions, the Annual Evaluation Standards and Procedures (AESPs) are designed to support year-to-year developmental feedback. AESPs do not, on their own, determine promotion or tenure outcomes.

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Annual Evaluation Standards and Procedures (AESPs)

Department of Nursing Systems

The Annual Evaluation Standards and Procedures (AESPs) outlined below establish the structure, criteria, and processes used to support consistent and equitable annual faculty evaluations within the Department of Nursing Systems.

The Department of Nursing Systems Annual Evaluation Standards and Procedures (AESPs) establish a fair, consistent, and strategic process for evaluating employee performance and alignment with the College of Nursing's strategic pillars in the key areas. The AESPs are in accordance with the 2024-2027 Collective Bargaining Agreement (CBA) Article 10, Employee Performance Evaluations. <https://www.collectivebargaining.ucf.edu/CBA/2024-2027%20Full%20Book.pdf>

Terminology Consistency

For clarity and consistency throughout this Annual Evaluation Standards and Procedures (AESPs) document, the terms “employee” and “evaluator” are used in alignment with Article 10 of the Collective Bargaining Agreement (CBA). In this context, “employee” refers specifically to the faculty member undergoing evaluation, while “evaluator” designates the department chair, unit head, or other appropriate administrator responsible for conducting the evaluation process. This standardized terminology ensures consistency with the CBA and clarity in the evaluation process.

Annual Evaluation Period and Submission Requirements

The annual evaluation period shall begin on May 8 and conclude on May 7 of the following year. Each employee's performance shall be evaluated in writing by an appropriate administrator at least annually.

Every year, each employee shall submit to the relevant department chair or unit head (or “evaluator”) a current CV and a completed self-evaluation (of the employee's performance in each area of assignment) using the Faculty Self-Evaluation document. The current CV and self-evaluation shall be due to the evaluator by **May 7** of each year. The evaluator may, upon the employee's written request, grant an extension of up to twenty-one days to submit the current CV and self-evaluation.

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Evaluation Categories and Alignment with the College of Nursing Strategic Pillars

Employee performance will be evaluated in the following categories (in any categories with assigned workload at 5% [0.05 FTE] or greater):

1. **Teaching Effectiveness (Instruction and Advisement)**
2. **Research and Scholarship (if applicable)**
3. **Service and Performance of Assigned Professional Duties**
4. **Other Assigned University Duties (if applicable)**

Employee performance should align with the core pillars of the UCF College of Nursing (CON) Strategic Map, as applicable to each category. <https://nursing.ucf.edu/wp-content/uploads/2024/08/CON-Strategic-Map-23-27.pdf>

CON Core Pillars

1. Align Curriculum with the Emerging Healthcare and Academic Landscape
2. Facilitate Student, Staff, and Faculty Success
3. Grow the Research and Scholarship Enterprise
4. Expand and Optimize Strategic Partnerships
5. Promote a Culture of Wellbeing
6. Foster a Culture of Innovation and Effective Use of Technology

Performance Rating Scale

The performance rating scale provides a consistent method for evaluating faculty performance across assigned workload. Ratings reflect the quality, scope, and impact of performance within the context of assigned workload and role expectations. Faculty performance is evaluated using the following five-level rating scale:

- **Outstanding - 4**
- **Above Satisfactory - 3**
- **Satisfactory - 2**
- **Conditional - 1**
- **Unsatisfactory - 0**

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The overall annual evaluation rating is calculated based on the faculty member's assigned workload. Faculty are evaluated only in areas where effort is assigned, and ratings are applied in accordance with assigned workload percentages.

Minimum rating requirements, workload weighting, and the calculation of the overall evaluation rating are applied as described in the **Overall Rating Calculation and Scoring Methodology** section.

Roles and Responsibilities in the Evaluation Process

Employee Responsibilities

1. Submit a current CV that accurately reflects activities completed through the end of the evaluation period.
2. Complete a self-evaluation. See Appendix B: Faculty Self-Evaluation. The self-evaluation will include:
 - a. Self-scoring for each criterion in the rubric aligned with the core pillars and Teaching, Research and Scholarship, Service, and Other Assigned University Duties workloads.
 - b. Written justifications for each criterion self-rated as Above Satisfactory or Outstanding. [No written justifications are required for self-ratings as Satisfactory.] See Appendix A: 2026 AESP Sample Activities by Rank.
 - c. Goals
 - i. A review of goals and outcomes from the evaluation period.
 - ii. Goals for the next evaluation period that address personal and professional growth opportunities.

Evaluator Responsibilities

1. Review the employee's self-evaluation/rating and narrative justification(s).
2. Assign ratings in each category (Teaching, Research & Scholarship, Service, and Other Assigned University Duties).
3. If the evaluator's ratings do not align with the employee's self-rating, the evaluator will provide a written justification for the rating variance.
4. Apply workload percentage weights to calculate the **overall rating**.
5. Provide feedback summarizing strengths, areas for development, and alignment with CON core pillars.
6. Review the employee's personal and professional goals.

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Issuance of Evaluation and Employee Response

The evaluator will share their written evaluation with the employee by **August 8** of each year. The employee shall be offered the opportunity to meet with and discuss the evaluation with the evaluator prior to its being finalized. The written evaluation shall be signed and dated by the evaluator; the employee must acknowledge receipt of it. The employee may attach a concise comment to the evaluation within thirty days of receipt. A copy of the complete, finalized evaluation shall be provided to the employee.

Overall Rating and Calculation and Scoring Methodology

The overall annual evaluation rating is calculated by applying workload-based weighting to the ratings assigned in each area of effort. Each performance rating is converted to a numeric value, weighted according to the faculty member's assigned workload, and summed to determine the overall annual evaluation rating.

Minimum rating requirements must be met to receive an overall rating of **Satisfactory** or higher. The point system, rating thresholds, and a worked example illustrating the calculation of the overall rating are provided below.

Workload weighting and minimum rating requirements ensure that overall evaluation outcomes reflect assigned effort and baseline performance expectations. Ratings are applied only to areas in which workload is assigned, and workload-based weighting is used to calculate the overall annual evaluation rating. To receive an overall rating of **Satisfactory** or higher, faculty must meet the minimum rating requirements across assigned workload.

The point system and rating thresholds described below translate performance ratings into weighted numeric values used to calculate the overall annual evaluation rating.

Outstanding	= 4	(*Final weighted evaluation of 3.7 to 4)
Above	= 3	(*Final weighted evaluation of 3 to 3.69)
Satisfactory		
Satisfactory	= 2	(*Final weighted evaluation of 2 to 2.99)
Conditional	= 1	(*Final weighted evaluation of 1 to 1.99)
Unsatisfactory	= 0	(*Final weighted evaluation of <1.0)

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Scoring Example

	Evaluation Rating	Value	FTE	Total
Teaching	Above Satisfactory	3	.60	1.8
Research	Satisfactory	2	.30	0.6
Service	Outstanding	4	.10	0.4
Other Duties	N/A			
Total	Satisfactory			2.8

Rating Definitions

A **Conditional** rating reflects performance that does not yet meet the criteria for Satisfactory and indicates the need for improvement.

An **Unsatisfactory** rating reflects persistent performance concerns and is generally characterized by two or more consecutive years of a Conditional rating.

2026 Annual Evaluation Standards and Procedures (AESPs) Evaluation Rubrics

Faculty Domain	Strategic Map Pillar	Unsatisfactory	Conditional	Satisfactory	Above Satisfactory	Outstanding
Teaching Effectiveness (Instruction and Advisement)	Align Curriculum with the Emerging Healthcare and Academic Landscape	The faculty member does not meet basic expectations for curriculum alignment, course quality, or teaching effectiveness. Courses are not aligned with current healthcare, program, or accreditation standards; delivery lacks clarity and organization; assessment practices are inadequate; and student feedback or learning data are not used to address concerns. Performance	The faculty member demonstrates inconsistent performance in maintaining curriculum alignment and effective teaching practices. Some course elements align with outcomes, but gaps remain in clarity, accessibility, assessment quality, or use of learning data. Student outcomes or feedback indicate areas of concern. A formal improvement plan with targeted support, clear expectations, and a defined timeline is required.	The faculty member meets curriculum and accreditation expectations by maintaining aligned, accessible courses; demonstrating effective online teaching practices; using multiple assessments with timely feedback; leveraging data and peer input for quality improvement; fulfilling assigned responsibilities; participating in curriculum mapping and development; and engaging in ongoing professional development.	The faculty member consistently exceeds expectations by maintaining current, well-aligned curriculum and effective teaching practices that support strong student outcomes. This individual proactively uses learning data and peer feedback to enhance course quality, contributes meaningfully to curriculum mapping and development, and responds effectively to emerging healthcare and academic trends.	The faculty member demonstrates exceptional leadership in aligning curriculum with emerging healthcare standards and workforce needs. This individual proactively shapes and advances curriculum beyond accreditation expectations; leads major course revisions or creates new content adopted across sections; mentors peers in alignment, accessibility, and assessment quality; and shares best practices internally or externally, contributing substantially to program excellence and national reputation.

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		raises significant risks to program quality and accreditation expectations.				
	Facilitate Student, Staff, and Faculty Success	The faculty member does not meet basic expectations for supporting student success, mentoring, communication, or professional engagement. Availability and responsiveness are inadequate; students are not appropriately advised or	The faculty member demonstrates inconsistent engagement in supporting student success and mentoring activities. Availability and communication are variable; advising or mentoring occurs primarily when prompted; documentation of	The faculty member fulfills expectations by supporting student success through regular availability and timely communication; advising students as assigned; providing actionable feedback; connecting students to appropriate	The faculty member enhances student success through proactive outreach, early identification of at-risk students, and structured advising or remediation with documented actions and outcomes. This individual shares effective practices, provides peer	The faculty member demonstrates exceptional leadership in advancing student success and program sustainability through outstanding mentoring, continuous professional excellence, and strategic initiatives. This individual leads scalable efforts that measurably improve student progression, retention, or time to degree; builds sustainable mentoring structures for

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		<p>referred to resources; collaboration with faculty or staff is minimal; and there is no meaningful participation in professional development or program sustainability. Performance raises significant concerns about commitment to the program mission.</p>	<p>guidance, referrals, or outcomes is limited; and participation in professional development or program initiatives is minimal. An improvement plan with targeted support, clear expectations, and a defined timeline is required.</p>	<p>resources; collaborating with faculty and staff to resolve concerns; participating in relevant professional development; and contributing appropriately to program planning, recognition, or sustainability activities.</p>	<p>feedback or observation, collaborates with staff to improve processes, participates in student-facing or professional organizations, and contributes meaningfully to accreditation preparation or program initiatives.</p>	<p>students or faculty; produces or shares resources adopted by colleagues; collaborates with staff to elevate processes and recognition; and helps cultivate future leaders within the program.</p>
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<p>Research and Scholarship</p>	<p>Grow the Research and Scholarship Enterprise</p>	<p>The faculty member does not meet basic expectations for engagement in research or scholarship and demonstrates no meaningful contribution to advancing the College's scholarly mission. There is little to no participation in scholarly activities, dissemination, collaboration, or funding efforts, raising significant concerns about commitment to institutional and disciplinary research priorities.</p>	<p>The faculty member demonstrates minimal and inconsistent engagement in research and scholarship activities. Contributions to dissemination, collaboration, or funding initiatives are limited, and progress within a scholarly productivity cycle is insufficient to meet expectations. An improvement plan with documented support, clear expectations, and a defined timeline is required to strengthen scholarly engagement and impact.</p>	<p>The faculty member consistently engages in research and scholarship aligned with institutional and disciplinary priorities, demonstrating sound research practices and ethical conduct. This individual contributes through regular dissemination, collaborative scholarship, and steady progress within a scholarly productivity cycle, including submissions or revisions consistent with assigned workload, and applies to funding opportunities (internal,</p>	<p>The faculty member demonstrates intentional growth and increasing impact in research and scholarship. This individual produces regular peer-reviewed dissemination; contributes substantively to funded or unfunded projects through lead or co-investigator roles, methodological expertise, or coordination of collaborative efforts; mentors students or colleagues in scholarly processes; builds research capacity within teams or programs; and applies to external</p>	<p>The faculty member provides exceptional leadership in research and scholarship by guiding initiatives, mentoring colleagues and students, and advancing collaborations that align with the College's strategic goals. This individual leads or shapes high-impact scholarly efforts; contributes significantly to externally funded or multi-institutional projects; strengthens the College's research profile; and applies to external (including federal) funding opportunities, demonstrating sustained influence on the scholarly mission.</p>
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		professional development and service responsibilities related to innovation, and does not support partnerships, thereby undermining the institution's mission, goals, and academic advancement.	or service goals, resulting in minimal impact on student learning, research priorities, or institutional objectives. An improvement plan with targeted support, clear expectations, and a defined timeline is required.	support learning and productivity, incorporates innovative practices that improve outcomes, and models forward-thinking behavior for colleagues and students.	encourages collaboration across disciplines, and demonstrates measurable impact on student success, research productivity, and institutional advancement.	development with global best practices; and creates lasting, high-impact contributions to teaching, research, service, and the institution's long-term success.
Service and Performance of Assigned Professional Duties	Expand and Optimize Strategic Partnerships	The faculty member does not meet basic expectations for service or institutional responsibility and demonstrates no meaningful engagement in expanding or optimizing strategic partnerships. Participation in committees,	The faculty member demonstrates limited, inconsistent, or narrowly focused engagement in service and partnership-related activities. Participation may be reactive, undocumented, or minimal, with insufficient contribution to committees,	The faculty member consistently fulfills service expectations by participating reliably in committee work, mentoring when requested, and supporting ongoing partnerships aligned with assigned workload and role expectations. This individual	The faculty member demonstrates expanded scope and impact in service and partnership activities by assuming increased responsibility, coordination, or leading initiatives. This individual provides purposeful mentoring with	The faculty member provides exceptional leadership in expanding and optimizing strategic partnerships through sustained, high-impact service and collaboration. This individual initiates and leads meaningful internal and external partnerships that advance the College's mission; mentors proactively with leadership and impact; strengthens institutional visibility and recognition; and builds sustainable

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		mentoring, accreditation, or partnership activities is absent or ineffective, undermining the College's mission, goals, and long-term sustainability.	accreditation preparation, professional service, or partnership initiatives. Greater consistency, follow-through, and scope are required. A development plan with guidance, expectations, and a defined timeline may be necessary.	contributes appropriately to departmental, college, university, or professional service; supports accreditation, regulatory, or partnership efforts as applicable; and helps sustain program functioning without assuming major leadership roles.	documented outcomes; contributes meaningfully to professional organizations, accreditation or regulatory efforts, or partnership development; and supports improvements to partnership processes, collaboration, or shared goals beyond routine expectations.	partnership frameworks that create lasting value for the College and its stakeholders.
Promote a Culture of Wellbeing	The faculty member does not demonstrate an expected commitment to	The faculty member demonstrates limited, inconsistent, or	The faculty member meets expectations by consistently supporting	The faculty member demonstrates proactive and intentional	The faculty member exemplifies exceptional leadership in promoting a culture of wellbeing through sustained,	

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		<p>promoting wellbeing within teaching, service, or collegial interactions. This individual fails to support established wellbeing practices and may contribute to environments that undermine psychological safety, respect, inclusion, or trust. Actions or inaction negatively impact students, colleagues, staff, or the broader academic culture and raise concerns about commitment to a healthy college environment.</p>	<p>minimal engagement in promoting wellbeing. Wellbeing practices may be applied sporadically, informally, or without documentation, and guidance may be needed to integrate wellbeing principles appropriately into professional roles. Greater consistency, intentionality, and awareness are required. An improvement plan with clear expectations, support, and a defined timeline may be necessary.</p>	<p>established wellbeing practices and contributing to a respectful, inclusive, and professional environment. This individual applies basic wellbeing principles within teaching, mentoring, service, and collegial interactions; responds appropriately to wellbeing concerns; and utilizes available resources or referral pathways when needed, without assuming formal leadership roles.</p>	<p>engagement in promoting wellbeing beyond routine expectations. This includes active participation in wellbeing initiatives or committees; supporting or coordinating programs that enhance physical, emotional, or social wellbeing; collaborating with colleagues or staff to address wellbeing needs; and documenting outcomes or improvements that visibly strengthen the academic environment and culture of resilience.</p>	<p>high-impact contributions. This individual designs, leads, or institutionalizes innovative wellbeing initiatives with documented outcomes; mentors colleagues in wellbeing-centered practices; influences policy or program culture; and contributes to college-, university-, or profession-level efforts that advance wellbeing through broader adoption or recognition, consistent with role and opportunity.</p>
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Other Assigned University Duties	N/A	Performance demonstrates significant and persistent deficiencies in fulfilling assigned duties. Responsibilities are unmet or completed inadequately, resulting in negative impact on unit operations, disruption to departmental or college functions, or the need for repeated corrective intervention.	Performance does not yet meet Satisfactory expectations. Completion, quality, or timeliness of assigned duties is inconsistent and requires closer oversight, clearer direction, or corrective feedback. Improvement is needed to ensure reliable fulfillment of responsibilities.	Performance consistently meets expectations by reliably completing assigned duties with appropriate quality, professionalism, and timeliness. Contributions support effective department, college, or university operations and align with role expectations.	Performance frequently exceeds expectations through high-quality, proactive contributions that enhance processes, outcomes, or effectiveness beyond the basic scope of assigned duties. This individual demonstrates initiative and adds measurable value to departmental, college, or university functions.	Performance reflects sustained excellence through exceptional leadership, initiative, or innovation in fulfilling other assigned duties. Contributions produce significant and enduring impact at the program, department, college, or university level and meaningfully advance institutional effectiveness.
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Appendix A: 2026 AESP Sample Activities by Rank

The rubric descriptors below are illustrative and are intended to guide consistent evaluation, not to serve as a checklist. Not all examples apply to every faculty member; performance is evaluated in the context of assigned workload, role, and opportunity. The examples align with the College of Nursing (CON) promotion criteria for Instructors and Lecturers and with Nursing Systems promotion and tenure guidance for tenure-earning and tenured faculty. Faculty may demonstrate excellence through different combinations of activities appropriate to their assigned workload.

Teaching

Align Curriculum with the Emerging Healthcare and Academic Landscape

Rank	Unsatisfactory	Conditional	Satisfactory	Above Satisfactory	Outstanding
Instructor Lecturer	<p>Syllabi not complete or posted on time, missing grading rubrics.</p> <p>Inconsistent or late grading and limited feedback.</p> <p>Uses required technologies only in a minimal or ad hoc manner without alignment to learning goals.</p> <p>Ignores or does not act on course evaluation data, peer input, or student learning data.</p> <p>No improvement plan is developed when concerns are identified.</p>	<p>Needs coaching to use common rubrics or outcome maps.</p> <p>Provides variable feedback, communication, and availability are inconsistent across the term.</p> <p>Uses select technologies only when required and without clear alignment to learning outcomes,</p> <p>No improvement plan is developed when concerns are identified.</p> <p>Participates in curriculum work only when assigned and</p>	<p>Maintains current curriculum that reflects accreditation expectations and course outcomes.</p> <p>Ensures outcomes are measurable, transparent, and communicated to students through syllabi, assignments, and grading rubrics.</p> <p>Implements evidence-based pedagogical approaches (e.g., active learning, case-based instruction, simulation, scaffolded assignments) appropriate to the discipline.</p>	<p>Designs course enhancement or revision and develops learning activities that improve outcomes.</p> <p>Aligns learning objectives, instructional activities, and assessments with program and university outcomes.</p> <p>Maps course outcomes to program-level outcomes to support curricular coherence and accreditation expectations.</p> <p>Evaluates and modifies teaching strategies to support diverse learners, such as</p>	<p>Creates new course content or significant revisions that improve outcomes.</p> <p>Aligns learning objectives with national standards, or professional nursing organization position statements and standards.</p> <p>Maps course outcomes to program-level outcomes to support scaffolding across the program, curricular coherence, and accreditation expectations.</p>

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	<p>Fails to participate in required curriculum work with colleagues such as mapping, blueprint maintenance, and maintaining accreditation standards.</p> <p>Student availability is irregular or unresponsive; does not connect students with appropriate academic or support resources when needed.</p>	<p>does not complete revisions to address gaps identified in learning data or peer feedback.</p>	<p>Utilizes teaching strategies to support diverse learners, such as inclusive teaching practices and Universal Design for Learning (UDL) principles.</p> <p>Analyzes course evaluations, peer feedback, and student learning data to identify strengths and areas for improvement.</p> <p>Makes intentional course revisions (e.g., revising assignments, adjusting content sequencing, improving clarity of expectations) based on assessment results.</p> <p>Integrates relevant technologies (e.g., Canvas tools, simulations, polling, discussion platforms) to enhance engagement and learning effectiveness.</p> <p>Utilizes multiple forms of assessment (formative and summative) to evaluate</p>	<p>Universal Design for Learning (UDL) principles and working with instructional designer to obtain quality badges.</p> <p>Incorporates new knowledge from workshops, certifications, or scholarly teaching activities into course delivery.</p> <p>Demonstrates leadership in teaching excellence through collaboration with colleagues, curriculum committees, or program initiatives.</p> <p>Earns recognition for teaching practices at the department, college, or university level.</p>	<p>Mentors' faculty to evaluate and modify teaching strategies to support diverse learners, such as Universal Design for Learning (UDL) principles and working with instructional designer to obtain quality/high-quality badges.</p> <p>Collaborates at the program level to incorporate feedback to identify areas for improvement. Disseminates knowledge on a college, university, regional, or national level on curricular or teaching practices.</p> <p>Earns recognition for teaching practices at local, regional, or national level.</p>
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			<p>student achievement of course outcomes.</p> <p>Develops and applies clear grading criteria and rubrics to ensure consistency and transparency.</p> <p>Utilizes course evaluations, peer feedback, and student learning data to identify strengths and areas for improvement.</p> <p>Provides timely, constructive feedback to support student learning and progression.</p> <p>Maintains regular student availability through office hours, virtual meetings, and responsive communication.</p> <p>Refers students to appropriate academic and support resources (e.g., tutoring, writing center, advising) as needed.</p> <p>Engages in ongoing professional</p>		
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			<p>development related to teaching effectiveness, assessment, curriculum design, or educational innovation.</p> <p>Collaborates with colleagues concerning teaching, course, and curriculum development.</p>		
Associate Instructor or Associate Lecturer	<p>Does not maintain currency in assigned courses or fails to incorporate accreditation changes.</p> <p>Syllabi and course materials are incomplete, inconsistent, or do not reflect program standards.</p> <p>Fails to participate in required curriculum development, enhancement, or revision activities.</p> <p>Does not contribute to peer mentoring or orientation of new/adjunct faculty regarding curriculum alignment.</p>	<p>Participates in curriculum work inconsistently or only when directly assigned.</p> <p>Limited evidence of course enhancement beyond minimal updates.</p> <p>Provides sporadic peer mentoring on curriculum matters without clear documentation.</p> <p>Attends professional development activities but does not apply learning to course improvements.</p> <p>Participates on curriculum committees with minimal</p>	<p>Contributes to curriculum or course development, enhancement, and/or revision as outlined in promotion criteria.</p> <p>Actively participates in curriculum mapping, blueprint maintenance, and maintaining accreditation standards.</p> <p>Demonstrates evidence of course enhancements such as quality badges, updated content aligned with AACN Essentials or other accreditation requirements.</p> <p>Contributes to peer mentoring including</p>	<p>Demonstrates leadership within curriculum development activities with documented impact on student outcomes.</p> <p>Leads or co-leads curriculum enhancement projects such as complete course revisions related to AACN Essentials or changes in course delivery.</p> <p>Serves as a preceptor for MSN Education students, modeling curriculum alignment practices.</p> <p>Develops and shares reusable curriculum resources (e.g.,</p>	<p>Provides sustained leadership in major curriculum initiatives that advance program goals and accreditation requirements.</p> <p>Designs and implements innovative curriculum models or frameworks adopted across multiple courses or programs.</p> <p>Leads faculty development initiatives on curriculum alignment, emerging competencies, or teaching innovation.</p> <p>Serves in academic leadership roles (e.g., program direction, campus coordination, course lead) with</p>

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	<p> Ignores course evaluation data and student learning outcomes when planning course improvements.</p> <p> Does not engage in professional development related to emerging healthcare or academic trends.</p> <p> Shows no evidence of leadership in curriculum or course development activities.</p>	<p> contribution to outcomes.</p> <p> Shows emerging but inconsistent efforts toward leadership in curriculum development.</p>	<p> orientation of new or adjunct faculty on curriculum expectations and course alignment.</p> <p> Provides evidence of active peer evaluation of courses and shares best practices.</p> <p> Participates on departmental, college, or university curriculum committees with documented contributions.</p> <p> Engages in professional development related to curriculum innovation and emerging healthcare trends.</p> <p> Implements evidence-based teaching strategies that align with current healthcare practice and academic standards.</p> <p> Analyzes student learning data and course evaluations to make systematic improvements to curriculum delivery and course content.</p>	<p> blueprint templates, mapping tools, assessment frameworks) adopted by peers.</p> <p> Chairs or co-chairs curriculum-related committees or work groups with measurable outcomes.</p> <p> Presents at college or university level on curriculum innovation, alignment strategies, or teaching effectiveness.</p> <p> Provides structured peer mentoring on curriculum development with documented improvements in course quality across multiple sections.</p> <p> Integrates emerging healthcare trends and competencies into curriculum through evidence-based revisions.</p> <p> Earns internal recognition (Excellence or TIP award) for</p>	<p> documented curriculum improvements.</p> <p> Presents or publishes on curriculum development, healthcare trends, or teaching innovation at regional or national venues.</p> <p> Mentors multiple faculty peers in curriculum development with evidence of widespread adoption of innovations.</p> <p> Earns external teaching awards or recognition for curriculum excellence.</p> <p> Establishes partnerships with healthcare organizations to ensure curriculum reflects current and emerging practice standards.</p>
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				curriculum innovation or teaching practices.	
Senior Instructor or Senior Lecturer	<p>Fails to provide expected leadership in curriculum development, enhancement, or revision.</p> <p>Does not chair or lead major curriculum initiatives despite rank expectations.</p> <p>Provides minimal mentoring to faculty peers on curriculum matters.</p> <p>Does not demonstrate leadership in maintaining alignment with accreditation standards or emerging healthcare trends.</p> <p>Syllabi and course materials do not reflect senior-level oversight or innovation.</p> <p>Does not contribute to departmental, college, or university curriculum strategic planning.</p>	<p>Provides sporadic leadership in curriculum activities without sustained impact.</p> <p>Chairs committees or initiatives with limited scope or unclear outcomes.</p> <p>Mentors faculty inconsistently on curriculum development practices.</p> <p>Limited evidence of innovation or forward-thinking curriculum design.</p> <p>Participates in professional development but does not lead initiatives based on emerging knowledge.</p> <p>Shows emerging leadership efforts but lacks documentation of measurable impact on curriculum quality.</p>	<p>Demonstrates leadership in curriculum or course development, enhancement, and/or revision as outlined in promotion criteria.</p> <p>Leads peer mentoring and peer evaluation of courses with documented impact on teaching quality.</p> <p>Chairs or provides contributing leadership to departmental, college, or university curriculum committees.</p> <p>Provides evidence of academic leadership such as program direction, campus coordination, lab coordination, simulation coordination, clinical coordination, and/or course lead.</p> <p>Mentors or provides leadership to faculty peers relative to new course development, enhancements such as</p>	<p>Provides transformative leadership in major curriculum initiatives with measurable improvements in student outcomes and program quality.</p> <p>Chairs significant curriculum revision or development projects that achieve accreditation excellence or address emerging healthcare needs.</p> <p>Establishes faculty development programs focused on curriculum innovation with evidence of widespread adoption.</p> <p>Leads cross-program or cross-departmental curriculum alignment initiatives.</p> <p>Serves in senior academic leadership roles with strategic responsibility for curriculum quality and innovation.</p>	<p>Establishes sustained, strategic leadership in curriculum transformation with documented multi-year impact on program quality and reputation.</p> <p>Serves as an invited curriculum consultant or leader for other institutions or national organizations.</p> <p>Leads the development of innovative curriculum models that are disseminated and adopted regionally or nationally.</p> <p>Publishes extensively on curriculum innovation, healthcare education trends, or teaching scholarship.</p> <p>Chairs or leads national committees, task forces, or initiatives focused on nursing education standards or curriculum development.</p>

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	Shows no evidence of dissemination of curriculum work beyond the local unit.		<p>quality badges, complete course revisions related to AACN Essentials or accreditation changes.</p> <p>Leads planning of conferences, intensives, or other curricular events pertinent to the mission of the department, college, or university.</p> <p>Conducts presentations on obtaining internal and external teaching awards and curriculum development excellence.</p> <p>Demonstrates sustained leadership in aligning curriculum with emerging healthcare competencies and academic standards.</p> <p>Chairs curriculum-related committees with documented outcomes that advance program goals.</p> <p>Develops and disseminates curriculum frameworks, tools, or resources</p>	<p>Presents at regional or national conferences on curriculum leadership, healthcare trends, or teaching scholarship.</p> <p>Publishes curriculum work or teaching scholarship in peer-reviewed venues.</p> <p>Mentors multiple faculty to achieve teaching excellence or curriculum development recognition.</p> <p>Develops partnerships with external organizations that enhance curriculum relevance and student learning opportunities.</p> <p>Earns regional recognition for curriculum innovation or teaching leadership.</p>	<p>Designs and implements faculty development programs that result in measurable improvements in teaching quality and curriculum alignment across the college.</p> <p>Establishes partnerships that position the program as a leader in emerging healthcare education areas.</p> <p>Receives national recognition or awards for curriculum leadership and teaching excellence.</p> <p>Mentors faculty who subsequently achieve senior-level positions or recognition for curriculum work.</p> <p>Produces widely adopted curriculum frameworks, assessment tools, or educational resources with documented impact across multiple institutions.</p>
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			used across the college or university.		Secures external funding or resources to support curriculum innovation and faculty development initiatives.
Assistant Professor	<p>Syllabi not complete or posted on time, missing grading rubrics.</p> <p>Inconsistent or late grading and limited feedback.</p> <p>Uses required technologies only in a minimal or ad hoc manner without alignment to learning goals.</p> <p>Ignores or does not act on course evaluation data, peer input, or student learning data.</p> <p>No improvement plan is developed when concerns are identified.</p> <p>Fails to participate in required curriculum work with colleagues such as mapping, blueprint maintenance, and maintaining accreditation standards.</p>	<p>Needs coaching to use common rubrics or outcome maps.</p> <p>Provides variable feedback, communication, and availability are inconsistent across the term.</p> <p>Uses select technologies only when required and without clear alignment to learning outcomes,</p> <p>No improvement plan is developed when concerns are identified.</p> <p>Participates in curriculum work only when assigned and does not complete revisions to address gaps identified in learning data or peer feedback.</p>	<p>Maintains current curriculum that reflects accreditation expectations and course outcomes.</p> <p>Analyzes course evaluations, peer feedback, and student learning data to identify strengths and areas for improvement.</p> <p>Makes intentional course revisions (e.g., revising assignments, adjusting content sequencing, improving clarity of expectations) based on assessment results.</p> <p>Ensures outcomes are measurable, transparent, and communicated to students through syllabi, assignments, and grading rubrics.</p> <p>Implements evidence-based</p>	<p>Designs course enhancement or revision and develops learning activities that improve outcomes.</p> <p>Aligns learning objectives, instructional activities, and assessments with program and university outcomes.</p> <p>Maps course outcomes to program-level outcomes to support curricular coherence and accreditation expectations.</p> <p>Evaluates and modifies teaching strategies to support diverse learners, such as Universal Design for Learning (UDL) principles and working with instructional designer to obtain quality badges.</p>	<p>Creates new course content or significant revisions that improve outcomes.</p> <p>Aligns learning objectives with national standards, or professional nursing organization position statements and standards.</p> <p>Maps course outcomes to program-level outcomes to support scaffolding across the program, curricular coherence, and accreditation expectations.</p> <p>Mentors' faculty to evaluate and modify teaching strategies to support diverse learners, such as Universal Design for Learning (UDL) principles and working with instructional designer to obtain</p>

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	<p>Student availability is irregular or unresponsive; does not connect students with appropriate academic or support resources when needed.</p>		<p>pedagogical approaches (e.g., active learning, case-based instruction, simulation, scaffolded assignments) appropriate to the discipline.</p> <p>Utilizes teaching strategies to support diverse learners, such as inclusive teaching practices and Universal Design for Learning (UDL) principles.</p> <p>Integrates relevant technologies (e.g., Canvas tools, simulations, polling, discussion platforms) to enhance engagement and learning effectiveness.</p> <p>Utilizes multiple forms of assessment (formative and summative) to evaluate student achievement of course outcomes.</p> <p>Develops and applies clear grading criteria and rubrics to ensure consistency and transparency.</p>	<p>Incorporates new knowledge from workshops, certifications, or scholarly teaching activities into course delivery.</p> <p>Demonstrates leadership in teaching excellence through collaboration with colleagues, curriculum committees, or program initiatives.</p> <p>Earns recognition for teaching practices at the department, college, or university level.</p>	<p>quality/high-quality badges.</p> <p>Collaborates at the program level to incorporate feedback to identify areas for improvement.</p> <p>Disseminates knowledge on a college, university, regional, or national level on curricular or teaching practices.</p> <p>Earns recognition for teaching practices at local, regional, or national level.</p>
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			<p>Utilizes course evaluations, peer feedback, and student learning data to identify strengths and areas for improvement.</p> <p>Provides timely, constructive feedback to support student learning and progression.</p> <p>Maintains regular student availability through office hours, virtual meetings, and responsive communication.</p> <p>Refers students to appropriate academic and support resources (e.g., tutoring, writing center, advising) as needed.</p> <p>Engages in ongoing professional development related to teaching effectiveness, assessment, curriculum design, or educational innovation.</p> <p>Collaborates with colleagues concerning</p>		
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			teaching, course, and curriculum development.		
Associate Professor	<p>Does not maintain currency in assigned courses or fails to incorporate accreditation changes.</p> <p>Syllabi and course materials are incomplete, inconsistent, or do not reflect program standards.</p> <p>Fails to participate in required curriculum development, enhancement, or revision activities.</p> <p>Does not contribute to peer mentoring or orientation of new/adjunct faculty regarding curriculum alignment.</p> <p>Ignores course evaluation data and student learning outcomes when planning course improvements.</p>	<p>Participates in curriculum work inconsistently or only when directly assigned.</p> <p>Limited evidence of course enhancement beyond minimal updates.</p> <p>Provides sporadic peer mentoring on curriculum matters without clear documentation.</p> <p>Attends professional development activities but does not apply learning to course improvements.</p> <p>Participates on curriculum committees with minimal contribution to outcomes.</p> <p>Shows emerging but inconsistent efforts toward leadership in curriculum development.</p>	<p>Contributes to curriculum or course development, enhancement, and/or revision as outlined in promotion criteria.</p> <p>Actively participates in curriculum mapping, blueprint maintenance, and maintaining accreditation standards.</p> <p>Demonstrates evidence of course enhancements such as quality badges, updated content aligned with AACN Essentials or other accreditation requirements.</p> <p>Contributes to peer mentoring including orientation of new or adjunct faculty on curriculum expectations and course alignment.</p> <p>Provides evidence of active peer evaluation</p>	<p>Demonstrates leadership within curriculum development activities with documented impact on student outcomes.</p> <p>Leads or co-leads curriculum enhancement projects such as complete course revisions related to AACN Essentials or changes in course delivery.</p> <p>Serves as a preceptor for MSN Education students, modeling curriculum alignment practices.</p> <p>Develops and shares reusable curriculum resources (e.g., blueprint templates, mapping tools, assessment frameworks) adopted by peers.</p> <p>Chairs or co-chairs curriculum-related</p>	<p>Provides sustained leadership in major curriculum initiatives that advance program goals and accreditation requirements.</p> <p>Designs and implements innovative curriculum models or frameworks adopted across multiple courses or programs.</p> <p>Leads faculty development initiatives on curriculum alignment, emerging competencies, or teaching innovation.</p> <p>Serves in academic leadership roles (e.g., program direction, campus coordination, course lead) with documented curriculum improvements.</p> <p>Presents or publishes on curriculum development, healthcare trends, or teaching innovation at</p>

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	<p>Does not engage in professional development related to emerging healthcare or academic trends.</p> <p>Shows no evidence of leadership in curriculum or course development activities.</p>		<p>of courses and shares best practices.</p> <p>Participates on departmental, college, or university curriculum committees with documented contributions.</p> <p>Engages in professional development related to curriculum innovation and emerging healthcare trends.</p> <p>Implements evidence-based teaching strategies that align with current healthcare practice and academic standards.</p> <p>Analyzes student learning data and course evaluations to make systematic improvements to curriculum delivery and course content.</p>	<p>committees or work groups with measurable outcomes.</p> <p>Presents at college or university level on curriculum innovation, alignment strategies, or teaching effectiveness.</p> <p>Provides structured peer mentoring on curriculum development with documented improvements in course quality across multiple sections.</p> <p>Integrates emerging healthcare trends and competencies into curriculum through evidence-based revisions.</p> <p>Earns internal recognition (Excellence or TIP award) for curriculum innovation or teaching practices.</p>	<p>regional or national venues.</p> <p>Mentors multiple faculty peers in curriculum development with evidence of widespread adoption of innovations.</p> <p>Earns external teaching awards or recognition for curriculum excellence.</p> <p>Establishes partnerships with healthcare organizations to ensure curriculum reflects current and emerging practice standards.</p>
Professor	<p>Fails to provide expected leadership in curriculum development, enhancement, or revision.</p>	<p>Provides sporadic leadership in curriculum activities without sustained impact.</p>	<p>Demonstrates leadership in curriculum or course development, enhancement, and/or</p>	<p>Provides transformative leadership in major curriculum initiatives with measurable improvements in</p>	<p>Establishes sustained, strategic leadership in curriculum transformation with documented multi-year</p>

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	<p>Does not chair or lead major curriculum initiatives despite rank expectations.</p> <p>Provides minimal mentoring to faculty peers on curriculum matters.</p> <p>Does not demonstrate leadership in maintaining alignment with accreditation standards or emerging healthcare trends.</p> <p>Syllabi and course materials do not reflect senior-level oversight or innovation.</p> <p>Does not contribute to departmental, college, or university curriculum strategic planning.</p> <p>Shows no evidence of dissemination of curriculum work beyond the local unit.</p>	<p>Chairs committees or initiatives with limited scope or unclear outcomes.</p> <p>Mentors faculty inconsistently on curriculum development practices.</p> <p>Limited evidence of innovation or forward-thinking curriculum design.</p> <p>Participates in professional development but does not lead initiatives based on emerging knowledge.</p> <p>Shows emerging leadership efforts but lacks documentation of measurable impact on curriculum quality.</p>	<p>revision as outlined in promotion criteria.</p> <p>Leads peer mentoring and peer evaluation of courses with documented impact on teaching quality.</p> <p>Chairs or provides contributing leadership to departmental, college, or university curriculum committees.</p> <p>Provides evidence of academic leadership such as program direction, campus coordination, lab coordination, simulation coordination, clinical coordination, and/or course lead.</p> <p>Mentors or provides leadership to faculty peers relative to new course development, enhancements such as quality badges, complete course revisions related to AACN Essentials or accreditation changes.</p> <p>Leads planning of conferences,</p>	<p>student outcomes and program quality.</p> <p>Chairs significant curriculum revision or development projects that achieve accreditation excellence or address emerging healthcare needs.</p> <p>Establishes faculty development programs focused on curriculum innovation with evidence of widespread adoption.</p> <p>Leads cross-program or cross-departmental curriculum alignment initiatives.</p> <p>Serves in senior academic leadership roles with strategic responsibility for curriculum quality and innovation.</p> <p>Presents at regional or national conferences on curriculum leadership, healthcare trends, or teaching scholarship.</p>	<p>impact on program quality and reputation.</p> <p>Serves as an invited curriculum consultant or leader for other institutions or national organizations.</p> <p>Leads the development of innovative curriculum models that are disseminated and adopted regionally or nationally.</p> <p>Publishes extensively on curriculum innovation, healthcare education trends, or teaching scholarship.</p> <p>Chairs or leads national committees, task forces, or initiatives focused on nursing education standards or curriculum development.</p> <p>Designs and implements faculty development programs that result in measurable improvements in teaching quality and</p>
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			<p>intensives, or other curricular events pertinent to the mission of the department, college, or university.</p> <p>Conducts presentations on obtaining internal and external teaching awards and curriculum development excellence.</p> <p>Demonstrates sustained leadership in aligning curriculum with emerging healthcare competencies and academic standards.</p> <p>Chairs curriculum-related committees with documented outcomes that advance program goals.</p> <p>Develops and disseminates curriculum frameworks, tools, or resources used across the college or university.</p> <p>Analyzes student learning data and course evaluations to make systematic improvements to</p>	<p>Publishes curriculum work or teaching scholarship in peer-reviewed venues.</p> <p>Mentors multiple faculty to achieve teaching excellence or curriculum development recognition.</p> <p>Develops partnerships with external organizations that enhance curriculum relevance and student learning opportunities.</p> <p>Earns regional recognition for curriculum innovation or teaching leadership.</p>	<p>curriculum alignment across the college.</p> <p>Establishes partnerships that position the program as a leader in emerging healthcare education areas.</p> <p>Receives national recognition or awards for curriculum leadership and teaching excellence.</p> <p>Mentors faculty who subsequently achieve senior-level positions or recognition for curriculum work.</p> <p>Produces widely adopted curriculum frameworks, assessment tools, or educational resources with documented impact across multiple institutions.</p> <p>Secures external funding or resources to support curriculum innovation and faculty development initiatives.</p>
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			curriculum delivery and course content.		
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Facilitate Student, Staff, and Faculty Success

Rank	Unsatisfactory	Conditional	Satisfactory	Above Satisfactory	Outstanding
Instructor or Lecturer	<p>Rarely available to students.</p> <p>Misses scheduled advising and fails to complete assigned committee or orientation duties.</p> <p>Does not provide timely responses to students.</p> <p>Fails to refer students to appropriate resources for support.</p> <p>Fails to assist fellow faculty members</p> <p>Does not participate in any professional development</p> <p>Ineffective or unprofessional working relationships with department and/or college staff.</p> <p>Demonstrates conduct or communication</p>	<p>Provides advising and mentoring only when prompted.</p> <p>Communicates inconsistently, and documents little evidence of guidance or referrals.</p> <p>Participates in student facing events but arrives unprepared or does not complete follow up tasks.</p> <p>Reluctant to share teaching practices</p> <p>Minimal participation in professional development</p> <p>Fails to sustain positive relationship(s) with department and/ or college staff</p> <p>Demonstrates a communication style that may be perceived as dismissive when</p>	<p>Maintains regular availability and timely communication.</p> <p>Advises students as assigned, and serves on project committees with clear expectations and actionable feedback.</p> <p>Connects students to university resources and collaborates with colleagues to resolve concerns.</p> <p>Shares teaching practices with fellow faculty members</p> <p>Participates in workshops, seminars, or institutes on teaching effectiveness</p> <p>Attends discipline specific conferences</p> <p>Develops collaborative relationship with</p>	<p>Organizes focused skill building sessions such as clinical documentation refreshers or preparation for high stakes assessments and shares materials for reuse.</p> <p>Partners with advising to conduct proactive outreach to students who are at risk and documents actions and outcomes.</p> <p>Advises a student organization</p> <p>Participates in accreditation preparation, reporting, or site visits</p> <p>Serves in a program leadership role</p> <p>Provides peer observation and feedback</p>	<p>Designs and leads a structured peer mentoring program for a cohort that improves retention or progression</p> <p>Leads faculty onboarding for adjunct instructors</p> <p>Receives recognition for advising.</p> <p>Mentors a student who achieves competitive recognition, enhancing program prestige</p> <p>Plays a key role in accreditation preparation, reporting, or site visits</p> <p>Designs faculty mentoring program</p> <p>Mentors faculty to assume leadership roles</p>

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	patterns that may interfere with effective department, college, or university operations	interacting with college staff.	department and college staff members.	Present at discipline specific conferences Partners with department and college staff members to improve processes.	Presents at discipline specific conferences Develops a high-quality online course that increases program visibility and enrollment Supports and encourages department and/ or college staff professional development Nominates department and/ or college staff for awards/ recognition
Associate Instructor or Associate Lecturer	Rarely available to students. Does not provide timely responses to students. Fails to refer students to appropriate resources for support. Fails to assist fellow faculty members. Does not engage in mentoring of faculty members.	Offers informal guidance without a plan or documentation. Communicates inconsistently, and documents little evidence of guidance or referrals. Shows limited evidence of impact on student outcomes. Provides advising and mentoring only when prompted.	Mentors new faculty members. Shares teaching practices with fellow faculty members. Serves on student committees and provides timely feedback that advances project milestones. Participates in accreditation preparation, reporting, or site visits	Serves as preceptor for education students Co-develops teaching modules for use in multiple sections. Co-leads a peer mentoring circle for faculty that addresses advising challenges Presents with students at a local venue. Plays a key role in accreditation preparation, reporting, or site visits	Leads an advisement or orientation program that results in measurable gains in progression or time to degree. Develops a student leadership academy or ambassador program that expands opportunities for engagement. Serves in a leadership role in accreditation preparation, reporting, or site visits

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	<p>Declines invitations to support student success initiatives.</p> <p>Does not participate in any professional development</p> <p>Poor or disrespectful relationship with department and/ or college staff</p> <p>Displays dismissive or discourteous conduct which interferes with department, college or university operations</p>	<p>Participates in student facing events but arrives unprepared or does not complete follow up tasks.</p> <p>Reluctant to share teaching practices</p> <p>Minimal participation in professional development</p> <p>Fails to sustain positive relationship(s) with department and/ or college staff</p> <p>Demonstrates a communication style that may be perceived as dismissive when interacting with college staff.</p>	<p>Serves in a program leadership role</p> <p>Provides peer observation and feedback</p> <p>Shares teaching practices with fellow faculty members</p> <p>Participates in workshops, seminars, or institutes on teaching effectiveness</p> <p>Attends discipline specific conferences</p> <p>Maintains collaborative relationship with department and college staff members.</p>	<p>Presents at discipline specific conferences</p> <p>Maintains a high-quality online course that increases program visibility and enrollment</p> <p>Partners with department and college staff members to improve processes.</p> <p>Supports and encourages department and/ or college staff professional development</p> <p>Nominates department and/ or college staff for awards/ recognition</p>	<p>Receives external invitations to present or consult on mentoring or advising programs</p> <p>Develops a high-quality online course that increases program visibility and enrollment</p> <p>Assists with faculty onboarding.</p> <p>Advocates for staff resources.</p> <p>Elevates staff concerns to leadership.</p>
Senior Instructor or Senior Lecturer	<p>Rarely available to students.</p> <p>Does not provide timely responses to students.</p> <p>Fails to refer students to appropriate resources for support.</p> <p>Fails to assist fellow faculty members.</p>	<p>Offers informal guidance without a plan or documentation.</p> <p>Communicates inconsistently, and documents little evidence of guidance or referrals.</p> <p>Shows limited evidence of impact on student outcomes.</p>	<p>Chairs student projects when appropriate.</p> <p>Mentors new faculty members.</p> <p>Serves as preceptor for education students</p> <p>Shares teaching practices with fellow faculty members.</p>	<p>Leads department and/ or college training.</p> <p>Co-develops teaching modules for use in multiple sections.</p> <p>Co-leads a peer mentoring circle for faculty that addresses advising challenges</p>	<p>Mentors faculty to earn teaching recognitions.</p> <p>Receives external invitations to present or consult on mentoring or advising programs.</p> <p>Leads an advisement or orientation program that results in measurable gains in</p>

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	<p>Does not engage in mentoring of faculty members.</p> <p>Declines invitations to support student success initiatives.</p> <p>Does not participate in any professional development</p> <p>Poor or disrespectful relationship with department and/ or college staff</p> <p>Displays dismissive or discourteous conduct which interferes with department, college or university operations</p>	<p>Provides advising and mentoring only when prompted.</p> <p>Participates in student facing events but arrives unprepared or does not complete follow up tasks.</p> <p>Reluctant to share teaching practices</p> <p>Minimal participation in professional development</p> <p>Fails to sustain positive relationship(s) with department and/ or college staff</p> <p>Demonstrates a communication style that may be perceived as dismissive when interacting with college staff.</p>	<p>Serves on student committees and provides timely feedback that advances project milestones.</p> <p>Plays a key role in accreditation preparation, reporting, or site visits</p> <p>Serves in a program leadership role</p> <p>Provides peer observation and feedback</p> <p>Shares teaching practices with fellow faculty members</p> <p>Participates in workshops, seminars, or institutes on teaching effectiveness</p> <p>Attends discipline specific conferences</p> <p>Maintains collaborative relationship with department and college staff members.</p> <p>Partners with department and college</p>	<p>Presents with students at a local venue.</p> <p>Serves in a leadership role in accreditation preparation, reporting, or site visits</p> <p>Presents at discipline specific conferences.</p> <p>Nominates department and/ or college staff for awards/ recognition</p>	<p>progression or time to degree.</p> <p>Develops a student leadership academy or ambassador program that expands opportunities for engagement.</p> <p>Serves in a leadership role in accreditation preparation, reporting, or site visits</p> <p>Receives external invitations to present or consult on mentoring or advising programs</p> <p>Develops a high-quality online course that increases program visibility and enrollment</p> <p>Serves in a leadership role with faculty onboarding.</p> <p>Advocates for staff resources.</p> <p>Elevates staff concerns to leadership.</p>
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			<p>staff members to improve processes.</p> <p>Supports and encourages department and/ or college staff professional development</p>		
Assistant Professor	<p>Rarely available to students.</p> <p>Misses scheduled advising and fails to complete assigned committee or orientation duties.</p> <p>Does not provide timely responses to students.</p> <p>Fails to refer students to appropriate resources for support.</p> <p>Fails to assist fellow faculty members</p> <p>Does not participate in any professional development</p> <p>Poor or disrespectful relationship with department and/ or college staff</p>	<p>Provides advising and mentoring only when prompted.</p> <p>Communicates inconsistently, and documents little evidence of guidance or referrals.</p> <p>Participates in student facing events but arrives unprepared or does not complete follow up tasks.</p> <p>Reluctant to share teaching practices</p> <p>Minimal participation in professional development</p> <p>Fails to sustain positive relationship(s) with department and/ or college staff</p>	<p>Maintains regular availability and timely communication.</p> <p>Advises students as assigned, and serves on project committees with clear expectations and actionable feedback.</p> <p>Connects students to university resources and collaborates with colleagues to resolve concerns.</p> <p>Shares teaching practices with fellow faculty members</p> <p>Participates in workshops, seminars, or institutes on teaching effectiveness</p> <p>Attends discipline specific conferences</p>	<p>Organizes focused skill building sessions such as clinical documentation refreshers or preparation for high stakes assessments and shares materials for reuse.</p> <p>Partners with advising to conduct proactive outreach to students who are at risk and documents actions and outcomes.</p> <p>Advises a student organization</p> <p>Participates in accreditation preparation, reporting, or site visits</p> <p>Serves in a program leadership role</p>	<p>Designs and leads a structured peer mentoring program for a cohort that improves retention or progression</p> <p>Leads faculty onboarding for adjunct instructors</p> <p>Receives recognition for advising.</p> <p>Mentors a student who achieves competitive recognition, enhancing program prestige</p> <p>Plays a key role in accreditation preparation, reporting, or site visits</p> <p>Designs faculty mentoring program</p>

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	Displays dismissive or discourteous conduct which interferes with department, college or university operations	Demonstrates a communication style that may be perceived as dismissive when interacting with college staff.	Develops collaborative relationship with department and college staff members.	Provides peer observation and feedback Present at discipline specific conferences Partners with department and college staff members to improve processes.	Mentors faculty to assume leadership roles Presents at discipline specific conferences Develops a high-quality online course that increases program visibility and enrollment Supports and encourages department and/ or college staff professional development Nominates department and/ or college staff for awards/ recognition
Associate Professor	Rarely available to students. Does not provide timely responses to students. Fails to refer students to appropriate resources for support. Does not chair committees as expected for rank	Offers informal guidance without a plan or documentation. Communicates inconsistently, and documents little evidence of guidance or referrals. Shows limited evidence of impact on student outcomes.	Mentors new faculty members. Chairs or co-chairs student committees. Shares teaching practices with fellow faculty members. Serves on student committees and provides timely feedback that	Serves as preceptor for education students Co-develops teaching modules for use in multiple sections. Co-leads a peer mentoring circle for faculty that addresses advising challenges Presents with students at a local venue.	Leads an advisement or orientation program that results in measurable gains in progression or time to degree. Develops a student leadership academy or ambassador program that expands opportunities for engagement.

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	<p>Fails to assist fellow faculty members.</p> <p>Does not engage in mentoring of faculty members.</p> <p>Declines invitations to support student success initiatives.</p> <p>Does not participate in any professional development</p> <p>Poor or disrespectful relationship with department and/ or college staff</p> <p>Displays dismissive or discourteous conduct which interferes with department, college or university operations</p>	<p>Provides advising and mentoring only when prompted.</p> <p>Participates in student facing events but arrives unprepared or does not complete follow up tasks.</p> <p>Reluctant to share teaching practices</p> <p>Minimal participation in professional development</p> <p>Fails to sustain positive relationship(s) with department and/ or college staff</p> <p>Demonstrates a communication style that may be perceived as dismissive when interacting with college staff.</p>	<p>advances project milestones.</p> <p>Participates in accreditation preparation, reporting, or site visits</p> <p>Serves in a program leadership role</p> <p>Provides peer observation and feedback</p> <p>Shares teaching practices with fellow faculty members</p> <p>Participates in workshops, seminars, or institutes on teaching effectiveness</p> <p>Attends discipline specific conferences</p> <p>Maintains collaborative relationship with department and college staff members.</p>	<p>Presents at discipline specific conferences</p> <p>Develops a high-quality online course that increases program visibility and enrollment</p> <p>Partners with department and college staff members to improve processes.</p> <p>Supports and encourages department and/ or college staff professional development</p> <p>Nominates department and/ or college staff for awards/ recognition</p>	<p>Receives external invitations to present or consult on mentoring or advising programs</p> <p>Assists with faculty onboarding.</p> <p>Advocates for staff resources.</p> <p>Elevates staff concerns to leadership.</p> <p>Mentors students which results in publications or presentations.</p>
Professor	<p>Does not model senior level mentoring or leadership in student success.</p> <p>Rarely available to students.</p>	<p>Offers informal guidance without a plan or documentation.</p> <p>Communicates inconsistently, and documents little</p>	<p>Chairs student projects.</p> <p>Mentors new faculty members.</p>	<p>Leads department and/ or college training.</p> <p>Co-develops teaching modules for use in multiple sections.</p>	<p>Mentors faculty to earn teaching recognitions.</p> <p>Receives external invitations to present or consult on mentoring or advising programs.</p>

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	<p>Does not provide timely responses to students.</p> <p>Fails to refer students to appropriate resources for support.</p> <p>Fails to assist fellow faculty members.</p> <p>Does not engage in mentoring of faculty members.</p> <p>Declines invitations to support student success initiatives.</p> <p>Does not contribute to strategic initiatives.</p> <p>Does not participate in any professional development</p> <p>Poor or disrespectful relationship with department and/ or college staff</p> <p>Displays dismissive or discourteous conduct which interferes with department, college or university operations</p>	<p>evidence of guidance or referrals.</p> <p>Shows limited evidence of impact on student outcomes.</p> <p>Provides advising and mentoring only when prompted.</p> <p>Participates in student facing events but arrives unprepared or does not complete follow up tasks.</p> <p>Reluctant to share teaching practices</p> <p>Minimal participation in professional development</p> <p>Fails to sustain positive relationship(s) with department and/ or college staff</p> <p>Demonstrates a communication style that may be perceived as dismissive when interacting with college staff.</p>	<p>Serves as preceptor for education students</p> <p>Shares teaching practices with fellow faculty members.</p> <p>Serves on student committees and provides timely feedback that advances project milestones.</p> <p>Plays a key role in accreditation preparation, reporting, or site visits</p> <p>Serves in a program leadership role</p> <p>Provides peer observation and feedback</p> <p>Shares teaching practices with fellow faculty members</p> <p>Participates in workshops, seminars, or institutes on teaching effectiveness</p> <p>Leads or contributes to national or international</p>	<p>Co-leads a peer mentoring circle for faculty that addresses advising challenges</p> <p>Presents with students at a local venue.</p> <p>Produces tools or frameworks that promote excellence in teaching and advising.</p> <p>Serves in a leadership role in accreditation preparation, reporting, or site visits</p> <p>Presents at discipline specific conferences.</p> <p>Leads collaborations that secure external opportunities for students including invited workshops or competitive fellowships.</p> <p>Nominates department and/ or college staff for awards/ recognition</p>	<p>Leads an advisement or orientation program that results in measurable gains in progression or time to degree.</p> <p>Develops a student leadership academy or ambassador program that expands opportunities for engagement.</p> <p>Serves in a leadership role in accreditation preparation, reporting, or site visits</p> <p>Receives external invitations to present or consult on mentoring or advising programs.</p> <p>Serves as an invited leader on national panels that shape mentoring practice and student development across institutions.</p> <p>Develops a high-quality online course that increases program visibility and enrollment</p>
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			<p>professional organizations.</p> <p>Attends discipline specific conferences</p> <p>Maintains collaborative relationship with department and college staff members.</p> <p>Partners with department and college staff members to improve processes.</p> <p>Supports and encourages department and/ or college staff professional development</p>		<p>Serves in a leadership role with faculty onboarding.</p> <p>Advocates for staff resources.</p> <p>Elevates staff concerns to leadership.</p>
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Research and Scholarship

Grow the Research and Scholarship Enterprise

Rank	Unsatisfactory	Conditional	Satisfactory	Above Satisfactory	Outstanding
Instructor or Lecturer	Not applicable unless research FTE is assigned.	Not applicable unless research FTE is assigned.	Not applicable unless research FTE is assigned.	Voluntarily contributes to entry-level scholarship beyond workload (e.g., assists on a project; contributes to a literature review or data collection; co-presents	Demonstrates notable voluntary scholarly achievement (e.g., co-author on a peer-reviewed publication; regional presentation; documented contribution to a funded project in a support role).

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				a poster at a local/regional venue)	
Associate Instructor or Associate Lecturer	Not applicable unless research FTE is assigned.	Not applicable unless research FTE is assigned.	Not applicable unless research FTE is assigned.	Voluntarily engages in intermediate scholarship (e.g. co-author on a peer-reviewed paper; presents at a regional or national conference; participates in grant preparation in a support role.	Demonstrates significant voluntary scholarship contribution (e.g., co-author or senior contributor on a peer-reviewed publication; national presentation; meaningful role on an externally funded project).
Senior Instructor or Senior Lecturer	Not applicable unless research FTE is assigned.	Not applicable unless research FTE is assigned.	Not applicable unless research FTE is assigned.	Voluntarily leads advanced scholarly activities (e.g., leads a practice or educational innovation with evaluation presents at national conference; coordinates multi-site scholarly project).	Exemplary optional scholarly leadership (e.g., lead/senior author on peer-reviewed publication; invited national presentation; substantial role on funded research; documented adoption/impact.
Assistant Professor	Does not meet research expectations for rank (e.g., limited/no progress toward submissions, dissemination, or other scholarly contributions).	Inconsistent progress toward research goals; limited submissions or dissemination; needs plan and mentoring.	Applies to at least two funded opportunities (intramural, foundation, NGO, NIH, etc.); maintains active line of inquiry with dissemination aligned to program goals.	Applies to at least one external Federal funding opportunity; increases dissemination (e.g., ≥ 2) peer-reviewed contributions.	Demonstrates sustained annual funding; leads a developing program of research with high-quality publications, regular presentations, and mentoring trainees/students.
Associate Professor	Does not meet research expectations for rank; limited dissemination and/or proposal activity.	Activity present but below expectations for a defined program. of science and extramural competitiveness. Does not submit competitive	Sustains an established program of scholarship with regular dissemination (e.g., ~ 2 peer-reviewed publications/year) and continued proposal activity (internal/external). Apply to at	Applies to at least one external Federal funding opportunity; produces ≥ 3 peer-reviewed publications /year when feasible; mentors' students/junior	Demonstrates sustained annual funding and provides leadership in collaborative research; produces high-impact publications; gains

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		external grant application or maintain activity toward external funding.	least two funding opportunities across the year.	colleagues; builds multidisciplinary collaborations.	national recognition within a defined area of science.
Professor	Does not meet senior-level expectations for leadership of a recognized research program.	Leadership and scholarly contribution are intermittent or below disciplinary norms for rank.	Maintains a nationally/internationally recognized program of research with regular high-quality publications (~2+/year) and ongoing proposal activity, including leadership roles; applies to at least two funding opportunities across the year.	Applies to at least one external federal funding opportunity and mentors faculty or project teams toward becoming competitive for funding; when appropriate, peer-reviewed publications ≥ 3 ; and leads collaborative projects that involve multiple locations or external partners.	Demonstrates sustained annual funding and leads an externally funded, widely recognized program or center; shapes research priorities at scale; garners national/international recognition and invitations.

Foster a Culture of Innovation and Effective Use of Technology

Rank	Unsatisfactory	Conditional	Satisfactory	Above Satisfactory	Outstanding
Instructor or Lecturer	Not applicable unless research FTE is assigned.	Not applicable unless research FTE is assigned.	Not applicable unless research FTE is assigned.	Adopts approved/validated tools in a way that measurably improves course/research workflows (e.g., consistent use of data dashboards, reference managers, REDCap/Qualtrics for quality improvement reports). Shares practices with peers. Earns a quality badge or develops blueprint content	Lead a small-scale innovation (e.g., pilots a simulation, creates reusable digital artifact, or implements analytics for continuous improvement) and disseminates outcomes locally/regionally. Leads adoption of new tools such as simulation or analytics with documented impact on outcomes

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				and shares effective practices with peers	
Associate Instructor or Associate Lecturer	Not applicable unless research FTE is assigned.	Not applicable unless research FTE is assigned.	Not applicable unless research FTE is assigned.	Completes a technology-enabled redesign of a learning or scholarly activity; mentors peers on tools or workflows; documents impact on outcomes. Completes a full technology enabled course redesign aligned to essentials and mentors others in the approach	Creates reusable digital resources or methods adopted across courses/programs; invited to share innovation at college/university venues.
Senior Instructor or Senior Lecturer	Not applicable unless research FTE is assigned.	Not applicable unless research FTE is assigned.	Not applicable unless research FTE is assigned.	Designs and leads faculty training on innovative tools/methods; coordinates cross-course adoption; documents measurable improvements.	Earns external recognition for technology-supported innovation; builds sustainable framework used by multiple programs/locations.
Assistant Professor	Sporadic or unsupported use of technology; little alignment to research aims or teaching/service outcomes.	Uses tools only when required; limited evidence of impact on quality, efficiency, or rigor.	Integrates appropriate tools/workflows (e.g., protocol registries, data capture, reproducible analysis, reporting checklists) that enhance quality and transparency.	Disseminates tech-enabled methods (e.g., open materials, toolkits, or SOPs); mentors' lab/team on adoption; documents measurable gains (quality, time, or reach). Creates products such as multimedia or toolkits	Participates or consults in transformative, scalable tech/innovation (e.g., multi-site data infrastructure, high-fidelity simulation research, or analytics pipeline) with external recognition and sustained use.
Associate Professor	Limited engagement with innovative/technology; no clear impact.	Adopts tools inconsistently, minimal evidence of outcome gains.	Leads collaborations that promote technology-supported research and teaching/learning opportunities; standardizes effective practices in the team.	Produces influential resources (e.g., shared datasets, validated instruments, software, simulation assets) and assumes leadership in technology-focused initiatives that strengthen infrastructure and support broader use.	Shapes external practice through invited leadership/policy roles on innovation; demonstrates measurable, sustained institutional or broader impact.

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Professor	Does not provide expected senior leadership in innovation and technology.	Leadership limited in scope and/or impact.	Leads college-wide innovation frameworks; aligns technology strategies with institutional goals; ensures reproducibility and scalability.	Chairs/ serves on national panels or editorial boards related to innovation/ technology; disseminates frameworks with evidence of adoption.	Establishes sustainable, externally recognized models adopted by other institutions; influences policy/standards for innovation and technology use.
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Service and Performance of Assigned Professional Duties

Expand and Optimize Strategic Partnerships

Rank	Unsatisfactory	Conditional	Satisfactory	Above Satisfactory	Outstanding
Instructor or Lecturer	Does not participate in departmental, college, or community service activities; misses meetings or fails to complete assigned responsibilities	Limited or inconsistent participation in committees or events; requires guidance or reminders	Participates as a contributing member on department or college or community committees and supports events such as orientations, career fairs, faculty and administrator interviews and presentations, commencement and graduation activities, and other celebratory or milestone events	Serves as faculty advisor or liaison to student organizations and helps plan partnership events	Leads a committee or work group that advances a partnership initiative with documented impact
Associate Instructor or Associate Lecturer	Does not engage in university committees or accreditation activities; minimal service contributions	Participates sporadically; inconsistent follow-through on service tasks	Actively contributes on university committees and accreditation preparation	Leads planning for college events and develops procedures that streamline partnership work	Holds an elected leadership role in college governance or a professional group related to partnerships
Senior Instructor or Senior Lecturer	Fails to contribute expected leadership or coordination; does not support accreditation or partner initiatives	Provides limited leadership; requires support to meet coordination expectations	Leads key college committees and accreditation activities that involve external partners	Coordinates multi site efforts such as initiatives to expand capacity	Guides transformational initiatives that strengthen networks and reputation

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Assistant Professor	Does not participate in committees, peer review, or program service	Service contributions are minimal or narrowly focused; needs mentoring	Participates in committees and peer review activities and contributes to program development that involves partners	Reviews grants or manuscripts and serves on organization committees that support collaboration	Leads a college or department committee and develops a program with measurable partner impact
Associate Professor	Does not meet expectations for leadership in college or university service	Leadership roles are limited in scope or effectiveness	Leads college or university committees and serves on editorial boards and professional organization committees	Creates or evaluates policies or programs that enhance partnerships and is elected to leadership positions	Chairs major committees or serves on national review panels with regional or national reach; add international
Professor	Fails to provide expected senior-level leadership or national service	Leadership roles are intermittent or limited in influence	Leads service activities and national or international professional organizations	Creates programs or policies with national impact and holds multiple leadership positions	Shapes policy or standards and leads transformational initiatives with international impact

Promote a Culture of Wellbeing

Rank	Unsatisfactory	Conditional	Satisfactory	Above Satisfactory	Outstanding
Instructor or Lecturer	Does not support wellbeing practices or maintain a respectful environment	Applies wellbeing expectations inconsistently; requires guidance	Supports established wellbeing practices and maintains a respectful environment for students and colleagues	Organizes or leads a wellness program for a course or cohort and collaborates with colleagues to integrate wellbeing concepts	Designs an innovative wellness initiative with measured gains in student or faculty wellness
Associate Instructor or Associate Lecturer	Does not model positive wellbeing practices for students or peers	Participates inconsistently in wellbeing efforts	Participates in wellness committees and models positive practices for peers and students	Leads a recurring event that fosters emotional or social health and documents outcomes	Establishes a mentoring pipeline that advances wellbeing practices across the program
Senior Instructor or Senior Lecturer	Does not integrate wellbeing into coordination or mentoring responsibilities	Integrates wellbeing inconsistently; needs support in mentoring others	Integrates wellbeing into coordination and mentoring activities	Leads college wide wellbeing workshops and shares artifacts others can use	Gains external recognition for leadership in wellbeing initiatives

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Assistant Professor	Does not promote wellbeing in teaching, lab, or clinical environments	Encourages wellbeing sporadically; requires mentoring	Encourages wellbeing practices in teaching and lab or clinical settings	Co leads a funded or recognized wellbeing project that supports students or staff	Leads a study or program on wellbeing with dissemination of results
Associate Professor	Does not support mentoring practices that promote a healthy environment	Provides limited or informal wellbeing leadership	Champions mentoring practices that promote a healthy academic environment	Leads policy or program development that embeds wellbeing in operations or curriculum	Serves as invited leader on wellbeing initiatives beyond the university
Professor	Does not model or lead wellbeing efforts appropriate to senior rank	Provides intermittent leadership with limited cultural impact	Models and leads sustained wellbeing contributions that influence culture and policy	Chairs or advises external groups on wellness strategies and evaluation	Shapes standards for wellbeing through national or international leadership and widely adopted frameworks

Other Assigned University Duties

Rank	Unsatisfactory	Conditional	Satisfactory	Above Satisfactory	Outstanding
All	<p>Fails to meet criteria developed with Department Chair to evaluate "Other Assigned University Duties"</p> <p>Fails to coordinate with community partners as appropriate to assigned duties</p> <p>Declines to collaborate with others as appropriate to assigned duties</p>	<p>Fulfills some, but not all agreed-upon criteria developed with Department Chair to evaluate "Other Assigned University Duties"</p> <p>Provides limited coordination with community partners as appropriate to assigned duties</p> <p>Limited availability for collaboration with others as appropriate to assigned duties</p>	<p>Meets criteria developed with Department Chair to evaluate "Other Assigned University Duties"</p> <p>Coordinates with community partners as appropriate to assigned duties to support program and department goals</p> <p>Collaborates with others as appropriate to assigned duties</p>	<p>Initiates improvements to agreed-upon criteria developed with Department Chair to evaluate "Other Assigned University Duties"</p> <p>When requested - reviews current processes and resources for ways to improve processes related to assigned duties</p> <p>Enhances partnerships with</p>	<p>Proactively identifies emerging needs and implements solutions as appropriate to assigned duties</p> <p>Proactively provides input on measures to improve program, department, college, and/ or university processes related to assigned duties</p> <p>Coordinates initiative(s) such as projects, student opportunities, or improved program</p>

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	<p>Repeatedly misses critical deadlines for tasks per assigned duties</p> <p>Fails to participate in program, department, college, and/ or university events as appropriate to assigned duties</p>	<p>Completes necessary tasks per assigned duties after deadlines or needing substantial revision</p> <p>Limited availability to participate in program, department, college, and/ or university events as appropriate to assigned duties</p>	<p>Completes necessary tasks in accordance with deadlines per assigned duties</p> <p>Participates in program, department, college and/ or university events as appropriate to assigned duties</p>	<p>innovative ideas and collaboration as appropriate to assigned duties to support program, department, college, and/ or university goals</p> <p>Actively seeks opportunities to collaborate with others within or across programs/ departments/ colleges as appropriate to assigned duties</p> <p>Completes necessary tasks ahead of time, allowing for review and revisions</p> <p>Helps with planning program, department, college, and/ or university events as appropriate to assigned duties</p> <p>Volunteers to assist in additional events not explicitly assigned but aligned with program as appropriate to assigned duties</p>	<p>metrics with community partners as appropriate to assigned duties to support program, department, college, and/ or university goals</p> <p>Provides leadership in collaborations as appropriate to assigned duties</p> <p>Mentors colleagues on processes related to assigned duties</p> <p>Develops system to assist program, department, college, and/ or university meet deadlines efficiently per assigned duties</p> <p>Creates or implements event-related initiatives such as new materials or innovative activities as related to assigned duties</p>
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Appendix B: Faculty Self-Evaluation

Name:	Tenure Status (if applicable):	Year of Tenure (if applicable):
Rank:	Years at Rank:	Date self-evaluation submitted:

Faculty Member's Responsibilities

1. Submit a current CV that accurately reflects activities completed through the end of the evaluation period.
2. Complete a self-evaluation that includes:
 - a. Self-scoring for each criterion in the rubric aligned with the core pillars and Teaching, Research and Scholarship, Service, and Other Assigned University Duties workloads.
 - b. Written justifications for each criterion self-rated as Above Satisfactory or Outstanding (no more than 250 words per category). [No written justifications are required for self-ratings as Satisfactory.]
 - c. Goals
 - i. Review of goals and outcomes from the previous evaluation period
 - ii. Write goals for the next evaluation period that address personal and professional growth opportunities.
 1. Faculty members who also have Other Assigned University Duties (e.g. program director/track coordinator) Review the employee's self-evaluation/rating and narrative justification(s).

Performance Rating Scale for Self-Evaluation:

Outstanding	= 4
Above Satisfactory	= 3
Satisfactory	= 2
Conditional	= 1
Unsatisfactory	= 0

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Evaluator's Responsibilities

1. Review the faculty member's self-evaluation/rating and narrative justification(s).
2. Assign ratings in each category (Teaching, Research & Scholarship, Service, and Other Assigned University Duties) and write narrative descriptions.
3. If the evaluator's ratings do not align with the faculty member's self-rating, the evaluator will include a written justification in the narrative description.
4. Apply workload percentage weights to calculate the **overall rating**.
5. Provide feedback summarizing strengths, areas for development, and alignment with CON core pillars.
6. Review the faculty member's professional goals.

Evaluators will use the required [UCF Annual Evaluation of Faculty Evaluation form](https://facultyexcellence.ucf.edu/document/in-unit-faculty-annual-evaluation-form/): <https://facultyexcellence.ucf.edu/document/in-unit-faculty-annual-evaluation-form/>

Self-Evaluation/Ratings

Faculty Domain	Strategic Map Pillars
<p data-bbox="107 764 770 797">Teaching Effectiveness (Instruction and Advisement)</p> <p data-bbox="107 898 432 930">Weight (Average % Effort)</p> <p data-bbox="107 967 159 1000">[]</p> <p data-bbox="107 1032 405 1065">Self-Evaluation Rating:</p>	<p data-bbox="791 764 1740 797">Align Curriculum with the Emerging Healthcare and Academic Landscape.</p> <p data-bbox="791 829 1356 862">Facilitate Student, Staff, and Faculty Success</p> <p data-bbox="791 898 1381 930">Justification for self-rating (250 words or less):</p>

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<p>Research and Scholarship</p> <p>Weight (Average % Effort)</p> <p>[]</p> <p>Self-Evaluation Rating:</p>	<p>Grow the Research and Scholarship Enterprise.</p> <p>Foster a Culture of Innovation and Effective Use of Technology.</p> <p>Justification for self-rating (250 words or less):</p>
<p>Service</p> <p>Weight (Average % Effort)</p> <p>[]</p> <p>Self-Evaluation Rating:</p>	<p>Expand and Optimize Strategic Partnerships</p> <p>Promote a Culture of Wellbeing</p> <p>Justification for self-rating (250 words or less):</p>

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<p>Other Assigned University Duties</p> <p>Weight (Average % Effort)</p> <p>[]</p> <p>Self-Evaluation Rating:</p>	<p>State related (one or more) CON core pillars</p> <p>Justification for self-rating (250 words or less):</p>

Goals

Previous Evaluation Period

Goals from Previous Evaluation Period (All Faculty; Teaching, Research and Scholarship, Service, and Other Assigned University Duties):

Goals	Outcomes
<i>List the goals you set during the last evaluation period.</i>	<i>Briefly describe how well you achieved each goal.</i>

Goals for Other Assigned University Duties from Last Evaluation Period (applicable to all faculty with assignments/workload allocation in Other Duties):

Goals	Outcomes
<i>List the goals you set for your other assigned university duties during the last evaluation period.</i>	<i>Briefly describe your progress and results for each goal.</i>

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Next Evaluation Period

Goals for Next Evaluation Period (All Faculty; Teaching, Research and Scholarship, Service):

Goals <i>List specific goals for the upcoming evaluation period. Each goal should have measurable outcomes that will help assess your accomplishments next year. Include goals related to teaching, research, practice (if applicable), and service.</i>	Planned Timeline

Goals for Next Evaluation Period for Faculty Members with Other Assigned University Duties (applicable to all faculty with assignments/workload allocation in Other Duties):

Goal <i>List specific goals for your other assigned university duties in the upcoming evaluation period. These should also have measurable outcomes for next year's review.</i>	Planned Timeline

Longer-Term Professional Goals

Please describe your **broader professional goals** for the next three years. Consider long-term career development, new skills you want to acquire, leadership aspirations, or other major initiatives.

Goal	Planned Timeline

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