

# School of Politics, Security, and International Affairs

## ANNUAL EVALUATION STANDARDS & PROCEDURES

### Guiding Principles

The purpose of annual evaluations is to facilitate and assess faculty performance in instructional activities; research, scholarship, and creative activities; service activities; other assigned activities; and overall performance. Institutional excellence is dependent upon the individual performance of each faculty member as well as the collective performance of the faculty as a whole. The success and reputation of the University of Central Florida are highly dependent upon the talents and skills that exist among the faculty and how effectively those talents and skills are harnessed and blended to achieve the university's overall mission.

The work of faculty is not easily described or measured, and the AESPs exist to protect academic freedom and improve accuracy, fairness, and equity in the evaluation of faculty. There will always be an element of professional subjectivity in the assignment of annual evaluation ratings. Evaluators are expected to operate with trust and respect, among other values that are key to the UCF canon. When assigned by administrative supervisors (usually department chairs or school directors), annual evaluation ratings shall be evidence-based and informed by faculty activity reporting and other forms of documented evidence. Evidence shall be evaluated for *quality* and *impact* toward the achievement of the university's mission consistent with the unit-specific criteria formulated periodically.

The basis of the annual performance evaluation will be information obtained through the Faculty Annual Report, student evaluation forms, annual assignment forms, student success data, and other reasonable information available to the supervisor and/or provided by the faculty member. Faculty members may choose to meet with the supervisor at the start of the evaluation period to clarify how certain unique activities they plan to undertake will be evaluated.

Additional information about AESPs is found in the current UCF BOT-UFF Collective Bargaining Agreement, primarily in Article 10.

In interpreting these criteria and evaluating a faculty member's performance in each of the categories to be reviewed annually, the Director will bear in mind that the Collective Bargaining Agreement states, in relevant part, that the discipline-specific criteria, "shall be rigorous and detailed enough that a reasonable employee should not be uncertain or confused about what performance or accomplishment is sufficient in teaching,

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research/scholarship/creative activity, professional duties commonly assigned in the department or unit, and quality of service output needed to earn each performance evaluation rating.” CBA 10.10(e). While the Director has bounded discretion as to how to interpret these criteria, UCF’s institutional values of equity, due process, transparency, and fairness should guide that interpretative process.

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## INSTRUCTIONAL ACTIVITIES

All assigned courses, including summer and overload courses, are subject to evaluation. A faculty member's primary goal in teaching should be to foster student learning and success. To aid in this evaluation, the faculty member may provide a variety of evidence demonstrating their effectiveness in promoting student learning and student's achieving learning outcomes. Below is a list of some specific types of evidence that might be useful. Faculty are not required to submit all of these materials, and they may submit other materials that might inform the supervisor's professional evaluation. The materials should be carefully curated to focus only on aspects that the faculty member believes are relevant. The supervisor may also require a faculty member to submit specific materials.

1. **Syllabi.**
2. **Course Materials:** Examples of textbooks, readings, and other resources used.
3. **Evidence of varied and appropriate teaching methods:** lecture notes, multimedia presentations, technology integration, active learning activities.
4. **Grade Distributions:** Data on grade distributions, highlighting improvements or trends over time, including data about how grade distributions are correlated with student attendance patterns.
5. **Pre- and Post-Test Results:** Evidence of learning gains through comparative analysis of pre-course and post-course assessments or similar types of assessment instruments.
6. **Student Evaluations:** Summary of student evaluation scores and comments, with emphasis on teaching effectiveness and learning experience. Faculty may bring to the supervisor's attention the proportion of such evaluations completed based on the total enrollment of the course at its end.
7. **Self-reflection statement that explains the impact of the teaching activities.**

## EVALUATION CRITERIA

**Section 1:** The following **basic expectations** are required for all faculty and need to be met to receive a rating above conditional. In cases when a faculty member is not able to meet these expectations for a short period of time due to circumstances beyond their control, the faculty member should inform the supervisor as soon as practicable. (For example, a faculty member is unable to log into Webcourses due to a technical issue that is expected to take three days to fix. They should inform the supervisor of the situation right away.)

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1. Convenes all classes with regularly scheduled class meetings (such as face-to-face, mixed mode, and synchronous online) as scheduled (unless there is prior approval) and teaches all classes in the modality they were scheduled.
2. Maintains a regular online presence, being present online at least once every two business days (email and within the learning management system) when teaching online courses.
3. Holds all scheduled and announced office hours in the appropriate modality and location and provides reasonable opportunities for student appointments outside of office hours pursuant to unit, college, and university policy.
4. Replies to student inquiries within two (2) business days (except when students have been notified through class announcements).
5. Submits book orders and syllabi on time as required by university and unit policy.
6. Complies with state, university, and unit policies and deadlines pertaining to teaching, including syllabus policies and final grade submission deadlines.
7. Maintains accurate and up-to-date grades on Webcourses that reflect the grade that the student has earned in the class and makes those grades visible and available to students on a regular basis.
8. Holds final examinations in compliance with university regulations and policies.
9. Appropriately supervises and evaluates any TAs and other assistants (graduate or undergraduate) assigned to help with instruction.
10. Upholds a high level of professionalism when communicating with students in and out of the classroom.

**Section 2: Classroom Teaching** (all courses taught during the evaluation period will be assessed including summer and overload courses)

1. All courses had clear and measurable learning objectives.
2. The course content was aligned with the course's stated learning objectives.
3. Assessments (tests, quizzes, assignments) effectively measured student learning outcomes as evidenced by score distributions or grading rubrics.
4. Course materials and assignments reflect the current state of the subjects covered.
5. Course materials are well organized.
6. The instructor provided timely and constructive feedback that supported student learning.
7. Based on collected data (e.g., grades, pre- and post-tests, standardized assessments), students demonstrated significant progress towards reaching the learning objectives of the class.

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## Section 3. Faculty effort and attainment in teaching and student mentoring.

1. Faculty effort is indicated by teaching University or College-designated courses such as Quality, High Quality, Research Intensive, Inclusive, or Global Learning; or similarly teaches a course that emphasizes students developing critical thinking and expanding intellectual horizons; or teaching a new undergraduate class or independent study; or significantly re-organizing an existing course.
  - a. A reasonable expectation for above satisfactory is teaching a course described above and that delivers quality instruction to students
  - b. A reasonable expectation for outstanding is teaching more than one course described above, and that delivers quality instruction to students
2. Faculty impact indicated by student ratings of instructor's effectiveness on courses.
  - a. A reasonable expectation for above satisfactory is 50% or more total respondents describing the instructor's effectiveness as 'good' or higher in SPIs.
  - b. A reasonable expectation for outstanding is 75% or more respondents describing the instructor's effectiveness as 'good' or higher in SPIs.
3. The instructor actively and successfully contributes to undergraduate student supervision and mentoring.
  - a. Reasonable expectations for above satisfactory include either of the following:
    - i. Participation on one or more HUT projects.
    - ii. Advising one or more student applications for internships, graduate school applications, conference presentations, or paper submissions (apart from normal thesis supervision), including providing letters of recommendations
  - b. Reasonable expectations for outstanding include any of the following:
    - i. Supervision of one or more HUT projects.
    - ii. Participation on two or more HUT projects.
    - iii. Advising of two or more student applications for internships, graduate school applications, conference presentations, or paper submissions (apart from normal thesis supervision), including writing letters of recommendation.

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4. The instructor actively and successfully participates in the graduate program by chairing and serving on Master's and PhD committees.
  - a. Reasonable expectations for above satisfactory include any of the following:
    - i. Participation on one or more MA or PhD theses, non-theses, or dissertations.
    - ii. Advising one or more student applications for internships, conference presentations, or paper submissions (apart from normal thesis supervision), including providing letters of recommendation.
    - iii. A combination of activities such as: serving as teaching mentor for a PhD student; serving on a graduate exam committee; participation as an instructor in the pre-semester PhD methods workshop.
  - b. Reasonable expectations for outstanding include any of the following:
    - i. Supervision of one or more MA or PhD theses, non-theses, or dissertations.
    - ii. Participation on two or more MA or PhD theses, non-theses, or dissertations.
    - iii. Advising two or more student applications for internships, conference presentations, or paper submissions (apart from normal thesis supervision) including writing letters of recommendation.
5. The instructor actively participates in professional development activities focused on teaching and learning and implements what they have learned. As these activities may not occur on a regular basis, consideration of this section is optional for faculty members.
  - a. Reasonable expectations for above satisfactory include, but are not limited to, participation in professional development activities focused on teaching and learning that improves their own teaching (or the teaching of others) and implements what they have learned within a reasonable timeframe. This may include self-reflection, implementing student feedback to improve a class, and other activities that contribute to the continuous improvement of teaching practices. Other professional development activities might include attending a teaching or learning workshop, conference, or panel.

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- b. Reasonable expectations for outstanding include, but are not limited to, any of the following:
  - i. Hosting a teaching or learning workshop, conference, or panel that involves substantial time and effort.
  - ii. Creation of a substantial quantity of course materials, of sufficient quality to sustain/encourage future enrollment in the course and provide a basis for further development of the course.
  - iii. Expansion of the faculty member's own substantive knowledge and command of academic literature by preparing to teach a course strengthening the School's course offerings.
  - iv. For faculty with .00 research FTE: any item listed under research sections 1 and 2.
  - v. Authoring or substantially revising a textbook, workbook, or study guide.
  - vi. Presenting a paper or publishing an article on teaching or learning.
  - vii. Obtaining a teaching, learning, or course development grant.

## Overall Evaluation of Teaching

Each of the evaluation criteria in this section will be rated as follows: 3 – Satisfactory (default), 4 – Above satisfactory, 5 – Outstanding.

To receive a rating of **satisfactory**, a faculty member needs to meet all basic expectations in Sections 1 and 2 as well as supervising or mentoring individual student(s).

To receive a rating of **above satisfactory**, a faculty member needs to meet the criteria for satisfactory and perform with quality above satisfactory, taking into account the reasonable expectations in the categories listed above. It is up to the faculty member to make the case for receiving above satisfactory taking into account the reasonable expectations reported above.

To receive a rating of **outstanding**, a faculty member needs to meet the criteria for satisfactory, and perform with outstanding quality taking into account the reasonable expectations in the categories listed above. It is up to the faculty member to make the case for receiving outstanding taking into account the reasonable expectations reported above.

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## RESEARCH, SCHOLARSHIP, AND CREATIVE WORK ACTIVITIES

The School's criteria in relation to research, scholarship and creative work reflect broad disciplinary and academic standards and interests of the School.

The granting of a specific rating (outstanding, above satisfactory, satisfactory, and unsatisfactory) will depend on a faculty member's work in relation to their annual assignment. Hence, the criteria will be different for faculty members who have an FTE research assignment: above 0.4, between 0.25 and 0.4, and below 0.25 with respect to research. If no FTE research assignment is given for a specific year, this section will not apply nor affect a faculty member's annual evaluation.

It is assumed that faculty member document submissions will be consistent with and conform to recognized professional standards for the ethical conduct of research and publication.

The criteria used to evaluate research, scholarship, and creative activities include but are not limited to the following:

1. Annual FTE Assignments
2. The range of research/scholarship/creative activities that a faculty member generates (publication in peer-reviewed journals, book and book chapters, papers, grants, and awards)
3. Faculty members will be evaluated on a 3-academic year timeframe.
4. While assessing the quality of a journal is difficult, in general, it will be determined by the percentile ranking in the field of reference of a journal based on the Journal Citation Report at the time of publication, or most recent available. If a journal is ranked in multiple fields, the field of reference will be the field where the journal reaches the highest rank. The quality of a book will be based on the press's reputation.
5. Publications are counted upon acceptance. .
6. While publications in political science tend to have fewer authors than in other disciplines, the School recognizes the value of interdisciplinary work. Therefore, multi-authored publications are treated the same as single-authored so long as: a) the journal identifies the faculty member as a primary author; or b) there are three or fewer authors; or c) the faculty member is recognized by the journal as the major contributor of either the research design, data analysis, data collection, or the writing of the manuscript. The contribution of the same data collection should not be



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counted as single-authored publications in multiple publications. Where journals do not require author contributions, faculty members should truthfully report their contribution. The evaluators reserve the right to contact co- authors to confirm the contributions.

7. No credit will be given for journal articles submitted.
8. External grant submissions are encouraged and will earn credit only when first submitted and when/if granted.

## **Section 1. Peer-reviewed Publications and Grants**

Peer-reviewed publications will be assessed as the cumulative total of the percentile ranking of each publication as reported in the most recent Journal Citation Report at the time of acceptance. To encourage highly visible, high-impact publications, the percentile rank of each publication will be squared, and the year's total will be summed. To meet the three-year timeframe, the faculty member's score will be calculated as the average of the current year and the prior two years, annually averaged (x 10). Publication of a book with a globally recognized and widely respected press equals a number 1 ranked peer-reviewed JCR-indexed publication for two years in a row. Research grants where the faculty member's share is valued above or equal to \$100,000 equals a number 1 ranked peer-reviewed JCR-indexed publication for that year. Grants of lesser value are evaluated according to the fraction of \$100,000.

## **Section 2. Other Research Activities (Items 1-13 can be counted twice)**

1. Is a co-author of a peer-reviewed JCR-indexed article that does not qualify in Section 1.
2. Is an author/co-author of a peer-reviewed article not indexed in JCR.
3. Publishes a book that does not qualify as in a globally recognized and respected university press as identified in Section 1.
4. Presents an original paper to a professional conference.
5. Presents the feature keynote at a professional conference.
6. Gives an invited presentation.
7. Participates by invitation in a workshop external to UCF.
8. Publishes a special issue of a JCR-indexed journal.
9. Publishes a bibliographic essay or a review essay in a JCR-indexed journal.
10. Publishes an invited or editorially reviewed article in a JCR-indexed journal.
11. Publishes an edited book with a scholarly press.
12. Publishes a book chapter with a scholarly press.

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13. Publishes a peer-reviewed article in a Selected Papers series or Proceedings.
14. Publishes subsequent editions of scholarly book that require substantial amounts of additional research and writing.
15. Has a Google Scholar 5-year H-Index > 10.
16. Faculty may submit other research related activities that may merit consideration

**Overall evaluation, independent of the FTE, is also based on the quality assessment of the research, considering the following:**

Each of the evaluation criteria in this section will be rated as follows: 3 – Satisfactory (default), 4 – Above satisfactory, 5 – Outstanding.

**Overall Evaluation of Research for Faculty with FTE assignment to research between .05 and 0.25 or tenure earning faculty in their 1<sup>st</sup> year at UCF.**

A reasonable expectation for a **satisfactory** rating is at least one peer-reviewed publication or 1 item from section 2.

A reasonable expectation for an **above-satisfactory** rating is a peer-reviewed publication score (as defined in section 1) greater than 0 or at least one research item in the three-year timeframe either from section 1 or 2.

A reasonable expectation for an **outstanding** rating is a peer-reviewed publication score (as defined in section 1) greater than 0.25 and at least one research item in the three-year timeframe either from section 1 or 2.

**Overall Evaluation of Research for Faculty with FTE assignment to research between 0.25 and 0.4 or tenure earning faculty in their 2<sup>nd</sup> year at UCF.**

A reasonable expectation for a **satisfactory** rating is a peer-reviewed publication score (as defined in section 1) greater than 0, where the score does not exclusively come from grants, and at least two research items in the three-year timeframe either from section 1 or 2.

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A reasonable expectation for an **above-satisfactory** rating is a peer-reviewed publication score (as defined in section 1) greater than 0.25, where the score does not exclusively come from grants, and at least two research items in the three-year timeframe either from section 1 or 2.

A reasonable expectation for an **outstanding** rating is a peer-reviewed publication score (as defined in section 1) greater than 1, where the score does not exclusively come from grants, and at least two research items in the three-year timeframe either from section 1 or 2.

## **Overall Evaluation of Research for Faculty with FTE assignment to research above 0.4 or tenure-earning faculty at UCF for three or more years.**

A reasonable expectation for a **satisfactory** rating is a peer-reviewed publication score (as defined in section 1) greater than 0.25, where the score does not exclusively come from grants, and at least two research items in the three-year timeframe, either from section 1 or 2.

A reasonable expectation for an **above-satisfactory** rating is a peer-reviewed publication score (as defined in section 1) greater than 1, where the score does not exclusively come from grants, and at least one research item from section 1 or 2 every year during the 3 year time-frame of the evaluation.

A reasonable expectation for an **outstanding** rating is a peer-reviewed publication score (as defined in section 1) greater than 2, where the score does not exclusively come from grants, and at least one research item from section 1 or 2 every year during the 3 year time-frame of the evaluation.

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## SERVICE

Service will be evaluated based on the quantity (compared to the FTE assigned – 0.05 FTE is equivalent to 2 hours of service per week) and the quality of the service (the service must contribute to the desired goals of the activity). At a minimum, a faculty member shall:

1. Regularly attend School meetings.
2. Participate actively in any assigned School committee (credit for the committee is listed below; if assigned to a committee, one must actively participate to meet minimum criteria).
3. Provide an updated professional CV at least once a year for posting on the School's website.

Failure to meet the minimum expectations will result in an automatic “unsatisfactory” rating in service.

**Section 1: Annual Assignment of Service to the School.** The Director will annually assign committee memberships, chair duties, and special advising duties among all faculty in the School, bearing in mind UCF's core values of equity, fairness, transparency and due process. The Director will seek to distribute these duties equitably in terms of time commitments of faculty members, with recognition that some assignments are expected to take more time than others.

**Section 2. Service to the School, college, university, profession, and community.** All items in this section are additional to assignments in Section 1.

1. Activities that maintain and contribute to the ordinary operation of the School, college, or university.
  - a. A reasonable expectation for above satisfactory includes any two of the following:
    - i. Directs a program or center within the School.
    - ii. Advises an active student organization.
    - iii. Is an active member of a School committee (item can be counted twice).
    - iv. Is an active member of a college or university committee (item can be counted twice).
    - v. Has conducted a special advising workshop, such as a Careers or Law School Admissions workshop
    - vi. Has conducted a Transfer or FTIC orientation.

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- vii. Participates in job candidate interviews for future members of the department.
    - viii. Regularly attends graduate or undergraduate colloquium events.
    - ix. Attends commencement.
  - b. Reasonable expectations for outstanding include any three items for above satisfactory or any two items for above satisfactory plus any of the following:
    - i. Is awarded a program related grant of any type that provides benefit to the School, college, or university.
    - ii. Is a chair of a School committee (item can be counted twice).
    - iii. Is a chair of a college or university committee (item can be counted twice).
    - iv. Attends two commencements.
  - c. Another reasonable example of outstanding service is the organization of a scholarly symposium or conference with multiple speakers or panels on campus.
- 2. Activities that maintain and contribute to the profession.
  - a. Reasonable expectations for above satisfactory include either of the following:
    - i. Is the chair of a panel at a state, regional, national, or international professional meeting.
    - ii. Reviews three or more manuscripts for professional journals or grant proposals.
  - b. Reasonable expectations for outstanding include any of the following:
    - i. Is the discussant or roundtable participant on a panel at a state, regional, national, or international professional meeting.
    - ii. Reviews five or more manuscripts for professional journals or grant proposals.
    - iii. Reviews a manuscript for a book proposal for an academic press.
    - iv. Publishes a book review in a scholarly journal.
    - v. Serves as an external reviewer for tenure and/or promotion.
    - vi. Serves as a principal officer or chair of a section of a scholarly association or program chair for a professional conference.
    - vii. Serves as an editor, associate editor, book review editor of a professional journal (includes editorial board memberships that function as

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equivalents of associate editorships).

viii. Conducts a program review for an academic unit at another university.

ix. Serves on a panel reviewing multiple grant proposals, such as the National Science Foundation (NSF).

3. Activities that maintain and contribute to the community. Faculty have the option of replacing #1 (activities that maintain and contribute to the ordinary operation of the School, college, or university) or #2 (activities that maintain and contribute to the profession) with #3 (activities that maintain and contribute to the community). The director shall evaluate the faculty member's submission according to whether the summary and attached materials, in sum, reflect success exceeding (above satisfactory) or significantly exceeding (outstanding) a reasonable expectation for the tasks completed. Contributions to the community include activities such as:

- a. Engages the public in discussions about politics and political science by publishing an op-ed in a newspaper or on professional/academic blogs.
- b. Serves as a credited media source for a story on government, politics, or policy.
- c. Is an invited professional consultant to government, non-profit, or business institutions.

## Overall Evaluation of Service

Each of the evaluation criteria in this section will be rated as follows: 3 – Satisfactory (default), 4 – Above satisfactory, 5 – Outstanding.

To receive a rating of **satisfactory**, a faculty member needs to meet all basic expectations in Section 1.

To receive a rating of **above satisfactory**, a faculty member needs to meet the criteria for satisfactory and perform at an above satisfactory level in one or more categories above . It is up to the faculty member to make the case for receiving above satisfactory taking into account the reasonable expectations reported above.

To receive a rating of **outstanding**, a faculty member needs to meet the criteria for satisfactory and perform at an outstanding level in one or more categories above It is up to the faculty member to make the case for receiving outstanding taking into account the reasonable expectations reported above.

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## OTHER ACTIVITIES

Most faculty will not be evaluated in this category. Faculty with a substantial administrative assignment, such as graduate or undergraduate program director, may be evaluated in this category. The supervisor and the faculty member will meet in the beginning of the evaluation period and agree in writing on the criteria that will be used for the evaluation.

## OVERALL EVALUATION

The overall evaluation of each faculty member will be based on the weighted average of the four categories of evaluation weighted by the FTE assigned for each category for the regular academic year (summer or overload teaching will not affect the FTE used for teaching).

Generally, it is reasonable to expect that the overall weighted average will be rounded to the nearest integer. To receive a rating of satisfactory or above, the faculty member must have a rating of satisfactory or above in each category evaluated regardless of the score obtained by the weighted average. A rating of conditional in any category will result in a conditional rating overall. A rating of unsatisfactory in any category will result in an unsatisfactory rating overall.