ANNUAL EVALUATION STANDARDS & PROCEDURES

Department of Psychology

Revision 2024-25, Draft 1.2, 10 December 2024

PREAMBLE AND GUIDING PRINCIPLES

The purpose of annual evaluations is to facilitate and assess faculty success 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. The success and reputation of the University of Central Florida are highly dependent upon the talents that exist among the faculty and how effectively those talents are harnessed and blended to achieve the university's 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 subjectivity in the determination of annual evaluation ratings. Evaluators are expected to operate with trust and respect. 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.

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 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.

The sections that follow present an AESP that addresses evidence, criteria, and evaluation rating standards for instructional activities; research, scholarship, and creative activities; service activities; and other assigned activities. The performance ratings in each area of assigned activities are combined to arrive at an overall evaluation rating.

Evaluations:

Evaluations shall use the rating categories of Outstanding, Above Satisfactory, Satisfactory, Conditional, and Unsatisfactory in each area of assignment and for the overall evaluation. The overall evaluation shall be consistent with the employee's annual assignment, the evaluations in each assignment area, and the department or unit's Annual Evaluation Standards and Procedures. An employee shall not be evaluated in, and the overall evaluation shall not be affected by, an area in which the employee had no assignment. If ratings in individual areas of assigned effort, when averaged, are ambiguous, the overall rating shall be determined by the Chair. An employee must receive a minimum rating of Satisfactory in each area with assigned effort of five percent (5%) or more in order to receive an overall rating of Satisfactory or above.

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

CHAPTER 1: 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 help with this evaluation, the faculty member can provide a variety of evidence demonstrating their effectiveness in promoting student learning. Below is a list of some specific types of evidence that could be useful. Faculty are <u>not required to submit all</u> of these materials, and they may submit other materials that would be useful in the supervisor's 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 additional specific materials (e.g., if clarification or confirmation of activities was required) . (Units may choose to set a limit on the amount of material that can be submitted.)

1. **Syllabi**.

2. **Evidence of varied and appropriate teaching methods**: course materials, such as lecture slides/notes, multimedia presentations, technology integration, active learning activities.

3. **Grade Distributions**: Data on grade distributions, highlighting improvements or trends over time.

5. **Pre- and Post-Test Results**: Evidence of learning gains through comparative analysis of pre-course and post-course assessments.

6. **Student Evaluations**: Summary of student evaluation scores and comments, with emphasis on teaching effectiveness and learning experience.

7. **Engagement Metrics**: Data on student participation in class activities, such as attendance records, discussion board activity, or engagement in group work.

8. **Professional Development Activities**: List of workshops, seminars, or courses attended focused on teaching and learning with certificates of completion or evidence of participation. Documentation of changes made to teaching practices based on student feedback, self-reflection or professional development, such as revised syllabi, new teaching methods, or updated course materials.

9. **Self-reflection statement that explains the impact of the teaching activities.**

Performance Expectations

Note: The Chair will adjust these expectations proportionally for faculty with different teaching assignments. Faculty members are encouraged to provide evidence that best highlights their achievements, selecting the most representative examples to minimize redundancy and workload.

Section 1: The following **basic expectations** are required for all faculty and need to be met to receive a rating of **satisfactory** or higher. The below criteria do not require provision of evidence to meet the expectations. Instead, substantiated evidence that the faculty member has not met criteria will be taken into account.

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.*

3. When teaching an online class, the faculty member regularly monitors the course (~every 2 days) and responds to students in a reasonable amount of time, throughout the term. Holds scheduled office hours in the appropriate modality and location and provides opportunities for student appointments outside of office hours pursuant to unit, college, and university policy.*

4. Provides an initial response to student inquiries within a reasonable period of time (typically 2 business days)   through a class announcement   .

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 which reflect the grade the student is receiving in the class and makes those grades visible and available to students.

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.

*In cases when a faculty member is not able to meet these expectations, the faculty member should inform the supervisor as soon as practicable.

Section 2: The following expectations apply to achieve ratings of Above Satisfactory and Outstanding.

Each of the evaluation criteria in the next section will be rated as follows: 1 – Unsatisfactory, 2 – Needs Improvement, 3 – Satisfactory, 4 – Above satisfactory, 5 – Outstanding, N/A – if a question is not applicable (questions rated N/A will not be considered when computing overall evaluation of teaching).

Classroom teaching:

While all courses taught during the evaluation period will be part of the assessment, including summer and overload courses, faculty are encouraged to provide evidence that best highlights their achievements, selecting the most representative examples to minimize redundancy and workload.

1. All courses had clear and measurable learning objectives.

2. The course content was aligned with the stated learning objectives.

3. Assessments (tests, quizzes, assignments) effectively measured student learning outcomes as evidenced by, for example, score distributions and 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 (usually within two weeks of submission) 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.

8. Student evaluations indicated high satisfaction with the instructor's teaching and the learning experience. This evaluation point will take into account the course topic, size and modality.

9. The instructor is active in developing and implementing high impact and active learning practices in their courses.

10. The instructor has been recognized by peers for their excellence in teaching (e.g., TIP, Excellence Award, etc.).

11. Instructor demonstrates innovative teaching techniques.

Other contributions to teaching and student mentoring.

The following criteria apply as appropriate for the faculty member's assignment and activities:

1. The instructor actively participates in professional development activities focused on teaching and learning and implements what they have learned. This may include self-reflection, implementing student feedback to improve a class, and other activities that contribute to continuous improvement of teaching practices.

2. The instructor mentors undergraduate teaching assistants.

3. The instructor mentors undergraduate student research (e.g., serving as Chair or committee member for Honors Undergraduate Thesis, mentoring student presentations of research at local, regional, national, or international meetings, mentoring student publications, etc.).

4. The instructor contributes to undergraduate student supervision and mentoring (e.g., undergraduate teaching assistants, overseeing directive independent research, serving as faculty advisor for undergraduate student organization, writing letters of recommendation).

5. The instructor supports and mentors graduate students by serving as primary advisor (thesis/dissertation/non-thesis), committee members, or comprehensive exam reader.

6. The instructor actively and successfully mentors graduate students applying for fellowships and grants.

7. Serves as teaching mentor for new adjuncts, faculty, and/or graduate teaching associates

8. Successfully remedied areas of concern specifically pointed out in the previous year's evaluation (e.g., improved course organization, timeliness of feedback).

Additionally, evidence of the following can be used to demonstrate exceptional achievement in teaching and mentoring:

- Development of new courses or substantial revision of existing courses
- Implementation and assessment of high-impact teaching practices
- Leadership in teaching-focused professional development activities
- Exceptional record of student mentoring and supervision
- Recognition for teaching excellence (e.g., TIP, Excellence Awards)
- Implementation of innovative teaching methods with demonstrated positive impact on student learning

- Outstanding student evaluations
- Clear evidence of sustained commitment to teaching excellence through continuous improvement and innovation
- Demonstrated positive impact on student success metrics
- Leadership in curriculum development or program improvement

Evaluation Criteria

Satisfactory: To achieve a Satisfactory rating, the faculty member must:
1. Meet all basic expectations outlined in Section 1
2. Achieve an average rating of at least 3.0 (Satisfactory) across the applicable criteria in Section 2

Above Satisfactory: To achieve an Above Satisfactory rating, the faculty member must:
1. Meet all requirements for a Satisfactory rating
2. Achieve an average rating of at least 4.0 (Above Satisfactory) across the applicable criteria in Section 2

Outstanding: To achieve an Outstanding rating, the faculty member must:
1. Meet all requirements for an Above Satisfactory rating
2. Achieve an average rating of at least 4.5 across the applicable criteria in Section 2

CHAPTER 2: RESEARCH, SCHOLARSHIP, AND CREATIVE WORK ACTIVITIES

In evaluating faculty research, the Department looks for evidence that the research program has or will have significant impact on the field. Indicators of impact are not limited to scholarly output like journal articles, proceedings papers, and books, but also include areas such as presentations, grants and contracts, awards/recognition, and research mentorship. Although a certain frequency of publication is generally necessary for establishing a research reputation, sheer number of publications is neither the only nor the most important index of research productivity. Efforts to secure external research funding are expected of all faculty with a research assignment and both the quality and success of grant proposals will be used in merit evaluations.

Documentation of research productivity will be provided on the Faculty Annual Report in the form of a list of publications, presentations, grant proposals submitted and grants/contracts during a **three-year** lookback period that takes into consideration the lifecycle of major research processes. For faculty members who have, due to primarily administrative roles, absences, job changes, or other interruptions, and had greatly reduced or zero FTE effort in research assigned to them in one or more years within the 3-year look-back period, the chair will adjust expectations accordingly and will consider the progress and achievements the faculty member was able to make in the periods commensurate with research FTE. Faculty are also encouraged to provide other documents that will allow assessment of quality and quantity of research activities.

A primary mission of the Department of Psychology is to achieve international and national visibility for excellence in research. Consequently, the department expects all tenured and tenure earning faculty to demonstrate a sustained record of scholarly achievement. The evaluation of research excellence involves an examination of a number of standards. Of course, there is the evaluation of productivity. However, evaluation of research excellence also involves examination of research quality, its impact on the broader discipline, the continuity of the faculty member's research program, and the intellectual independence of the research program.

Expectations

Publications and research products: In psychology and other scientific fields, it is common to have multiple authors on journal articles, proceedings, book chapters, and presentations. Further, there are different approaches to authorship ordering, with some labs putting the intellectual leader first, others putting the leader last (particularly if it is a senior faculty member), and still others putting students first followed by faculty members. Given this variability, faculty members should contextualize their research products by marking student

authors and explaining their role in these works. It is expected that the faculty member will have a combination of lead author papers and papers where the author is contributory. Examples of research products are listed below. This list may not be exhaustive, thus Faculty members can include research products and creative works outside of this list. For all products, Faculty members shall contextualize the impact of their research products or creative works. We typically expect 1-2 publications/research quality products per year. Note: Although a certain frequency of publication is generally necessary for establishing a research reputation, sheer number of publications is neither the only nor the most important index of research productivity.

- Peer-reviewed empirical publications in journals with significant impact as indicated by indexing in Scimago in the first or second quartile (i.e., Q1 or Q2) within the faculty member's area of research.
- Other peer-reviewed journals
- Unique non-peer reviewed journal article or letter (i.e. correspondence) or final report
- Editorial
- Book chapter or review article
- Development of apps or patents
- Editor of a book or special issue of a journal
- Book author
- Creative works or activities that are judged/refereed/peer-reviewed

Presentations: Examples of presentations are listed below. This list may not be exhaustive, and thus Faculty members shall contextualize the impact of their presentations.
- Invited oral presentation (national or international)
- Oral presentation or poster at a national or international meeting
- Oral presentation or poster at a regional meeting

Grants and contracts: In evaluating the significance of sponsored research-related activities, the following criteria will be taken into consideration: funding agency, competitiveness of the award, amount of the award, role on the award, and improvements on prior submission attempts. Examples of sponsored research-related activities are listed below. This list may not be exhaustive, and thus Faculty members shall contextualize the impact of their sponsored research-related activities.
- Securing external grants/contracts
- Securing internal grants
- Submission of significant external proposals
- Submission of significant internal proposals

- Participation in large/complex grant/contract development
- Active involvement in sponsored research

Awards/recognition for research excellence: Examples of recognitions and awards for research and scholarly works are listed below. This list may not be exhaustive, and thus Faculty members shall contextualize the impact of their research recognitions and awards.
- Major external research award
- Major internal research award (e.g., RIA, Luminary, Pegasus Professor, COS/UCF Excellence in Research Award/Rising Star Award)
- Study section member for a major sponsoring agency
- Editorial roles for peer-reviewed scholarly or creative outlets
- Service on a national task force
- Service as an ad hoc reviewer for a major sponsoring agency
- Requests for interviews from major popular media outlets to discuss faculty member's research or area of expertise

Research mentorship: The University of Central Florida and the Psychology Department prioritize involving both graduate and undergraduate students in the research process. We also acknowledge that supervising student research is very time consuming and can use more resources than doing research alone or with only other faculty members. Faculty members should document when they are the faculty advisor for theses, dissertations, or other independent research. In doing so, they should indicate the number of students involved, the level of the students, and the degree to which they mentored the students. For example, they should specify whether they were the main advisor or a committee member. Further, the faculty member should document the products that came out of this supervisory role. Faculty also may discuss awards and products that students received for work done under their tutelage (student awards from agencies such as APA, SEPA, APS and Psi Chi, Student Scholar Symposium Awards, Undergraduate Research Awards, HUT scholarships etc.). It is expected that faculty with a research assignment will engage in research with students. Examples of research mentorship are listed below. This list may not be exhaustive, and thus Faculty members shall contextualize the impact of their research mentorship.

Funding to mentees
- Funding of a graduate student (per student, per summer semester)
- Funding of a graduate student (per student, per calendar year)
- Extramural funding of a postdoctoral researcher (per year)

Research project supervision

- Serving on HUT/Master's Thesis/Dissertation committees
- Mentoring undergraduates in the faculty's lab
- Mentoring graduate students
- Mentoring postdocs

Mentorship outcomes
- Research awards for current or recent mentees (e.g., fellowships/grants to students, research recognition awards)
- Current or recent mentees securing competitive awards
- Current or recent mentees accepted into competitive graduate programs or achieving degree-relevant career placement
- Publications with mentees

Evaluation Criteria

Satisfactory: The following guidelines indicate levels of performance for a Research assignment of 0.4 FTE to receive a rating of Satisfactory. The Chair will adjust these expectations for faculty with other assignments accordingly. While it is understood that productivity can fluctuate, a three-year period without one quality publication will result in a rating of Unsatisfactory. Further, it is expected that both criteria are satisfied for evaluations of Satisfactory, Above Satisfactory, and Outstanding; however, limited evidence of presentations may be acceptable if scholarly outputs exceed expectations.

1. Progress on publication of research or creative works originating from the faculty member's lab (including postdoctoral associates, visiting scholars as well as graduate and undergraduate students), with at least one of these accepted, in press, or published in the current three-year period.
2. Oral presentations or poster presentations originating from the faculty member's lab (including postdoctoral associates, visiting scholars as well as graduate and undergraduate students).

Above Satisfactory: The following guidelines indicate levels of performance for a Research assignment of 0.4 FTE to receive a rating of Above Satisfactory. The Chair will adjust these expectations for faculty with other FTE assignments accordingly.

1. Scholarly outputs under the reporting period with the potential of achieving national or international visibility (e.g., three scholarly works of significant impact; two scholarly works of significant impact and one received or continuing research funding award; editor of a journal special issue and other scholarly works).

2. Oral presentations or poster presentations originating from the faculty member's lab (including postdoctoral associates, visiting scholars as well as graduate and undergraduate students) during each year in the current three-year period.

Outstanding: Including the above, the following guidelines indicate levels of performance for a Research assignment of 0.4 FTE to receive a rating of Outstanding. The Chair will adjust these expectations for faculty with other FTE assignments accordingly.

1. Clear evidence of scholarly outputs under the reporting period that achieve national or international visibility (e.g., five scholarly works of significant impact within the faculty member's area of research and submission of an external grant proposal or multiple internal proposals for funding, OR four scholarly works of significant impact within the faculty member's area of research and received or continuing research funding award).
2. Oral presentations or poster presentations originating from the faculty member's lab (including postdoctoral associates, visiting scholars as well as graduate and undergraduate students) during each year in the current three-year period at national or international meetings.

CHAPTER 3: SERVICE

All faculty are expected to provide service to the Department, the College, the University, and the Profession of Psychology. Faculty are expected to share in the governance and necessary activities of the department through committee assignments, teaching of service courses, and so on. However, involvement in service activities differs according to rank. Assistant Professors in their first term are only expected to provide service at the Department level. As a faculty member's career progresses, the nature of service activities is expected to change, with participation in activities at the Department, College, University, and profession levels. Faculty at the rank of Professor should be involved in leadership roles in service to the department and the profession. Professors are more likely than the other ranks to obtain high profile-positions as journal editors, editorial board members, executive board members of professional organizations, etc. These activities bring recognition to UCF and should be encouraged.

Institutional service may include serving on committees or task forces, writing reports and other internal documents, mentoring junior faculty, attending UCF commencement exercises, and accepting major administrative assignments inside or outside the Department. Service to the profession may include reviewing manuscripts and grant proposals, serving in an official capacity within a professional organization, serving as an editor or member of an editorial board, and serving as an external reviewer for another institution. Faculty may also choose to provide professional service to the community, for example by serving on community boards or task forces, by consulting to public and private organizations, and by providing training or professional services to the members of the community. To be considered part of a faculty member's professional performance, community service should involve the application of professional expertise, not simply the contribution of time and effort. In general, service contributions may be documented by a list of activities undertaken during the year under review. Where a faculty member wishes service to be given special weight in merit evaluations, it is the responsibility of the faculty member to demonstrate the importance of this activity in the narrative summary that accompanies the annual report.

Service to professional organizations is a component of service excellence and can involve activities as offices held in state, national or international societies. However, because service is not the primary responsibility of any faculty in this department, and this department has only a limited outreach role, it is not expected that service will ever be the most important component of faculty evaluation.

Since service assignments typically range from 5 to 15 percent for all faculty whether they are tenure earning, tenured, or lecturers the merit ratings are based on the same definitions.

Evaluation Criteria

Satisfactory: The following guidelines indicate levels of performance for a Service assignment of 0.05 FTE to receive a rating of Satisfactory. The Chair will adjust these expectations for faculty with other FTE assignments accordingly. (Note: Credit for Service on Committees requires regular attendance and participation).

1. Holds membership in at least one active department/college/university committee, task force or service activity. For the committee/service activity, the faculty member regularly attends and contributes meaningfully to the committee(s) assigned (e.g., the faculty member serves on the Undergraduate Program Committee and participates in a way that leads to clear contributions).
2. If tenured (and/or has 0.10 FTE Service assignment), provides evidence of contributions to at least one other form of institutional and/or community service (e.g., serves on at least one additional college, university, or professional committee, or editorial board).
3. Completes all required training assignments by institutional deadlines.

Above Satisfactory: Clearly above average achievements in their service role. This includes satisfying the standards for Satisfactory performance. Additionally, the faculty member will need to provide evidence of their service effort, role, and impact for each of their service activities. The Chair will assign an appropriate rating relative to their assigned effort in Service. Examples of Service activities may be used to demonstrate Above Satisfactory performance include those in the list below. This list may not be exhaustive, and thus Faculty members shall contextualize the impact of their work in service.

University/College/Department Service
- Advisory boards
- Task forces
- Curriculum committees
- IRB committee
- College of Sciences P&T committee
- Search committees
- Student conduct board
- Research integrity committee

- Faculty sponsor of chartered registered student organizations

Professional Service
- Journal editor, associate editor, or editorial board
- External reviewer for tenure, promotion, program review, etc.
- Professional society leadership
- Grant reviewer for external funding agency

Profession-related Community Service
(Note: While we value faculty contributions to their community broadly, community service activities relevant to annual faculty evaluations are restricted to those which are related to their professional training or role.)
- Presentations or educational talks to lay audiences related to the faculty member's field of study/expertise
- Science communication and responses to popular media requests

Outstanding: Clearly exceptional achievements in their Service. This includes satisfying each of the Satisfactory and Above Satisfactory standards above. Additionally, the faculty member demonstrates exceptional performance in their Service as evidenced by impactful achievement, within the scope of their work. Faculty members should contextualize the impact of their Service work. The Chair will assign an appropriate rating relative to their assigned effort in Service.

CHAPTER 4: OTHER ASSIGNED DUTIES

4.1 Other Assigned Duties – Clinical Service

Faculty members providing Clinical Service are expected to practice in a manner consistent with the profession's ethical and professional standards. Furthermore, it is expected that the direct delivery of care will inform student training whenever possible. This may take the form of student observation, supervision of students or other clinical faculty, co-therapist roles, or inclusion in other pedagogical activities (e.g., teaching clinical practicum). It is noted that patient satisfaction, while important, is not the sole determinant of the quality of care. Therefore, faculty members providing clinical services are encouraged to provide other forms of evaluation, such as peer ratings and/or supervisee ratings.

Evaluation Criteria

Satisfactory: The minimum standards for satisfactory performance of clinical service are listed below:

- Maintains minimum licensure requirements for the state of Florida, as required by the clinical duties they are assigned (e.g., bi-annual CE requirements).
- Practices in a manner consistent with state and national ethical guidelines.
- Utilizes empirically supported treatments whenever they are available.
- Meets clients on a regular basis as scheduled.
- Replies in a timely fashion to client inquiries, normally within 2 business days.
- Maintains clinical records as required by the state licensing association and state laws.
- Takes appropriate steps to secure compensation for services rendered for those clinicians who charge for services.
- Appropriate supervision of clinical services provided by students or other clinical faculty, including timely review of notes and reports.

Above Satisfactory: Clearly above average achievements in the delivery of clinical services. This includes satisfying each of the minimum standards for satisfactory performance as described above. Additionally, the faculty member demonstrates above average performance in clinical service by meeting two or more of the below metrics. This list may not be exhaustive, and thus Faculty members shall contextualize the impact of their clinical work.

- Patient Satisfaction Ratings (> 80% Above Satisfactory or Outstanding)

- Peer Evaluations (rated as Outstanding by peer)
- Supervisee evaluations (rated as Outstanding by supervisees)
- Documentation of specialized training in clinical services
- Maintenance of a case load greater than the minimum assigned
- Publication or presentation of case studies in a Department-approved outlet
- Publication of clinical manuals or handbooks
- Awards, certifications, fellowships or other recognition for clinical service.
- Delivery of workshops for practitioners, clinical faculty, and/or students
- Community engagement activities related to clinical services
- Presentation during Grand Rounds at UCF affiliated medical centers
- Clinical presentations/trainings at local or national hospital centers

Outstanding: Clearly exceptional achievements in the delivery of clinical services. This includes satisfying each of the minimum standards for above satisfactory performance as described above. Additionally, the faculty member demonstrates exceptional performance in clinical service as evidenced by impactful achievement, within the scope of their work, in activities from below. This list may not be exhaustive, and thus Faculty members shall contextualize the impact of their clinical work.

- Patient Satisfaction Ratings (> 80% Above Satisfactory or Outstanding)
- Peer Evaluations (rated as Outstanding by peer)
- Supervisee evaluations (rated as Outstanding by supervisees)
- Documentation of specialized training in clinical services
- Maintenance of a case load greater than the minimum assigned
- Publication or presentation of case studies in a Department-approved outlet
- Publication of clinical manuals or handbooks
- Awards, certifications, fellowships or other recognition for clinical service.
- Delivery of workshops for practitioners, clinical faculty, and/or students
- Community engagement activities related to clinical services
- Presentation during Grand Rounds at UCF affiliated medical centers
- Clinical presentations/trainings at local or national hospital centers

4.2 Other Assigned Duties – Other

This section is, in particular, applicable to assigned duties with an administrative component, such as those of associate or assistant chair, program director or associate program director, etc.

Evaluation Criteria

Satisfactory: The following guidelines indicate levels of performance for Other Assigned Duties with an assignment of 0.12 FTE to receive a rating of Satisfactory. The Chair will adjust these expectations for faculty with other FTE assignments accordingly.

1. Fulfills the role of their Other Duties consistently and in a timely fashion. Specific requirements of the assignment may include the following, as well as other, responsibilities as related to the Other Duties:

   - Serves in leadership in the area of assigned duties
   - Serves on department/college/university committees
   - Attends the UCF events
   - Completes applicable assessments/reports including for accreditation, governance, etc.
   - Communicates and meets with stakeholders

Above Satisfactory: Clearly above average achievements in their Other Duties role. This includes satisfying the standards for Satisfactory performance. Additionally, the faculty member demonstrates actions in the list below. This list may not be exhaustive, and thus Faculty members shall contextualize the impact of their work in Other Duties.

   - Consistently proactive completion of tasks in their Other Duties role
   - Consistently proactive communication with administration and staff, as well as other stakeholders about issues related to their Other Duties role
   - Actions toward developing positive impacts of their Other Duties on the Department, such as:
     - Revision to program requirements or procedures
     - Development of a strategic plan
     - Leading synergistic activities

Outstanding: Clearly exceptional achievements in their Other Duties role. This includes satisfying each of the standards above. Additionally, the faculty member demonstrates exceptional performance in their Other Duties role as evidenced by impactful achievement, within the scope of their work. Faculty members should contextualize the impact of their Other Duties work.