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**College of Community  
Innovation and Education**

## **ANNUAL EVALUATION STANDARDS & PROCEDURES (AESP) School of Public Administration**

The purpose of annual evaluations is to facilitate and assess faculty success in (a) instructional activities; (b) research and scholarship activities; (c) service activities; (d) other assigned activities (*if applicable*); and (e) 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 (UCF) are dependent upon the talents that exist among the faculty and how those talents are harnessed and blended to achieve UCF's mission.

The work of faculty is not easily measured, and the Annual Evaluation Standards and Procedures (AESPs) exist to protect academic freedom and improve accuracy, fairness, and equity in the evaluation of faculty members. Nevertheless, within the evaluation process of faculty members' performance, there will always be an element of subjectivity in the determination of annual evaluation ratings. Evaluators are expected to operate with trust and respect. The School Director shall negotiate goals with each faculty member for each area of evaluation before or at the beginning of the evaluation period. When assigned by the School Director, annual evaluation ratings shall be evidence-based and informed by faculty activity reporting and other forms of documented evidence. Evidence of faculty members' performance shall be evaluated for *quality* and *impact* toward the achievement of UCF's mission. The School Director will have the discretion to determine the quality of the evidence.

The basis of the annual performance evaluation will be information obtained through (a) the Faculty Annual Report (*Form A*), (b) student evaluation forms, (c) annual assignment forms, (d) student success data, and (e) other information available to the School Director and/or provided by the faculty member. Faculty must also submit a current CV. Faculty may also include a written narrative of *roughly 300 words* for each category of activity (i.e., instructional, research, service, and other) that highlights the quality and impact of work, explains how specific accomplishments exceed basic expectations or have greater impact than might otherwise be concluded, and/or describes mitigating or exceptional circumstances. Faculty members may choose to meet with the School Director at the start of the evaluation period to clarify how certain unique activities they plan to undertake will be evaluated.

The sections that follow are the AESPs for the School of Public Administration that addresses evidence, criteria, and evaluation rating standards for (a) instructional activities; (b) research and scholarship; (c) service activities; and (d) other assigned activities (*if applicable*). The performance ratings in each area of assigned activities are considered collectively to arrive at an overall evaluation rating.

If a given activity could count in two or more areas (e.g. instructional activities, research and scholarship, or service), then the activity should only be listed in one area to prevent double counting. In most cases, faculty members have discretion to decide which area they feel is most suitable in the evaluation period. For example, publishing a journal article with students is listed as an activity in both instruction and research. If a faculty member wishes to include this activity in the AESP, they

may only list it as an activity for either instruction or research, and not both.

This document includes activities that a faculty member might participate in as part of their professional responsibilities, but it is not exhaustive. Faculty members whose activities are not specifically listed are encouraged to explain the activities' relevance and importance. In such situations, it is the responsibility of the faculty member to provide the documentation to make their case to the School Director. Unassigned activities compensated by sources other than the University (except academic books or textbooks for which the author may receive royalties) generally will not be included in the annual evaluation.

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

- **Outstanding** – indicates that the faculty member satisfied baseline expectations and *significantly exceeded the goals agreed upon with the School Director*.
- **Above Satisfactory** – indicates that the faculty member satisfied baseline expectations and *exceeded the goals agreed upon with the School Director*
- **Satisfactory** – indicates that the faculty member satisfied baseline expectations and *met the goals agreed upon with the School Director* (which include baseline expectations).
- **Conditional** – indicates that the faculty member *failed to meet the goals agreed upon with the School Director* (which include baseline expectations).
- **Unsatisfactory** – indicates that the faculty member *failed to meet the goals agreed upon by the School Director* (which include baseline expectations) for two consecutive years.

Additional information about AESPs is found in the current UCF BOT-UFF Collective Bargaining Agreement, primarily in [Article 10](https://www.collectivebargaining.ucf.edu/completecba.asp). (<https://www.collectivebargaining.ucf.edu/completecba.asp>)

## INSTRUCTIONAL ACTIVITIES

In the School of Public Administration, the customary (fall/spring) teaching load for tenure-earning and tenured faculty is 2 courses per semester, while instructors and lecturers will customarily teach 4 courses per semester. When evaluating instructional activities, all assigned courses, including summer, are subject to evaluation. This section also includes work with students that may occur outside of the classroom such as independent studies, directed reading or research, and student mentorship. Lastly, faculty work related to curriculum development and pedagogical quality improvement should also be included in this section.

All assigned courses, including summer and overload courses, are subject to evaluation. Faculty members' primary goal in teaching should be to foster student learning and success. To help in the evaluation of faculty members' instructional activities, faculty members can provide a variety of evidence demonstrating their effectiveness in promoting student learning and success. Below is a list of some specific types of evidence that faculty members may provide as evidence to support the evaluation process. Faculty members are *not* required to submit all these materials, and they may

submit other materials that would be useful in supporting the evaluation process. The materials should be carefully curated to focus only on aspects that faculty members believe are relevant. The unit leader may also require faculty members to submit specific materials such as course syllabi and assessment.

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.
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.**

## Baseline Teaching Expectations

The following **Baseline Teaching Expectations** apply to the delivery of all for-credit UCF courses. The following guidelines together constitute the essential duties for faculty instruction at UCF and derived from the rules, regulations, procedures, and standards established by the University. Faculty members with assigned instructional duties are expected to meet these expectations. Each expectation should be performed in accordance with applicable School, College, and University policies. Those faculty members who demonstrate a systematic pattern of failure to consistently meet these expectations are subject to a “Conditional” or “Unsatisfactory” rating for instructional activities, as detailed in this section. Faculty members who are unable to meet these Baseline Teaching Expectations for a short period of time due to circumstances beyond their control should inform the School Director as soon as practicable.

1. Submits course syllabi in a timely manner.

2. Convenes course sessions according to the published schedule and modality.
3. Holds scheduled office hours in accordance with the course syllabus and provides opportunities for student appointments outside of office hours.
4. Maintains a regular online presence, being present online (via email or within the learning management system) on a weekly basis during semesters when teaching online courses (unless there is prior approval or circumstances such as illness or an unforeseen emergency).
5. Submits book orders in a timely manner.
6. Submits course grades in a timely manner.
7. Maintains accurate and up-to-date grades on Webcourses and makes those grades visible and available to students.
8. Holds final examinations or alternate end-of-semester assessment in compliance with University regulations and policies.
9. Appropriately supervises and evaluates any graduate teaching associates/assistants (GTAs) 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.
11. Provides timely feedback to student inquiries and submitted assignments. Clearly states grading policies and procedures in the syllabus and provides meaningful feedback for student assignments. Course assessments effectively measure student learning outcomes.
12. Establishes clear and meaningful course learning objectives. Develops course content aligns with learning objectives and is grounded in current research and best practices.
13. Participates in professional development activities focused on teaching and learning and implements what they have learned.
14. Ensures that course materials and assignments reflect the current state of the subjects covered.
15. Provides assessments (e.g., tests, quizzes, assignments, etc.) that effectively measure student learning outcomes.

## **Evaluation of Instructional Activities**

Faculty seeking an above satisfactory or outstanding rating may include a written narrative (approximately 300 words) that highlights the impact of their instructional activities based on the teaching activities that are outlined below. Because faculty responsibilities vary and quality or impact can be illustrated in multiple ways, it is not necessary to address each of the points below. The following lists provides examples of quality and supplemental instructional practices – they are not exhaustive, and other items may be proposed by the faculty member and/or approved by the School Director as part of the annual evaluation process.

### **Examples of Quality Instructional Activities**

These examples (or similar activities) can be used by a faculty member to demonstrate the impact and quality of their instruction.

- Receives or renews a designation for a University-designated High-Impact Practices (HIPs) course (which includes study abroad courses)
- Student Perception of Instruction (SPI) overall for the evaluation period rating in “Overall Assessment of Instructor” category at 80% as “very good” (4) to “excellent” (5). This applies only to courses where at least 25% of students complete the SPI survey.
- Obtains or renews a “quality” or “high quality” online course designation
- Obtains or renews an “Affordable Instructional Material” course designation
- Receives a teaching award or grant at the college or university level or from a professional organization
- Conducted an internal or external seminar/presentation/workshop on instructional practices or leads a conference on instructional design/pedagogy
- Undertook a major course revision or otherwise incorporated an innovative instructional method or practice into an existing course
- Leads curriculum development efforts to create a new course, new certificate, etc.
- Chairs or co-chairs dissertation or honors thesis committee
- Publishes a peer-reviewed scholarly article regarding the scholarship of teaching and learning
- Publishes a peer-reviewed article or book chapter with a UCF student or postdoctoral scholar as a co-author (counts once per article, not once per student on the article)
- Taught a service-learning based course as approved by the University in consultation with the School Director which requires substantial community-engaged work on behalf of the faculty member

### **Examples of Supplemental Instructional Activities**

These examples (or similar activities) can be used by a faculty member to demonstrate the extent of their instructional activities beyond the baseline expectations.

- Taught a large class section (defined as one with 10% or more students over the School’s standard course section enrollment cap – 30 for graduate, 50 for undergraduate at the start of the course)
- Taught an additional course section (i.e., above and beyond the faculty member’s assignment)
- Participated in a course review or peer classroom review for teaching effectiveness
- Hosted a guest speaker series (3 or more) as part of a course
- Attended an instructional professional development workshop with documentation (e.g., FCTL, IDL, CDL, School Teaching Circle)
- Formally mentored student(s) by serving as a member of a dissertation committee, thesis committee, honors-in-the-major committee; supervising a student’s independent study or internship; serving as a student organization faculty advisor; or other similar assignments
- Taught a course at UCF for the first time (including a new modality)
- Participates in interdisciplinary team teaching of a course
- Taught a course at a satellite campus

## RESEARCH & SCHOLARSHIP ACTIVITIES

The School acknowledges that research includes a wide range of activities that have varying levels of impact on scientific knowledge. The School Director will adjust expectations for research activity for newly hired faculty as it would not be appropriate to evaluate their work prior to them joining UCF. Additionally, exceptions may be made for faculty who are returning to the School from an administrative appointment, that had no expectations for research, and those who have taken extended leave. Faculty without an assigned FTE for research will not be evaluated in this category.

In evaluating faculty research, the School looks at quality and quantity of research products. Although a certain frequency of refereed publications is generally necessary for establishing a research reputation, sheer number of publications is neither the only nor the most important index of productivity. The School also looks for evidence that research products are of high quality and have impacts in their relevant fields, on the broader discipline, and on policy and practice.

Documentation of research productivity will be provided on the Faculty Activity Report in the form of a list of contracts/grants, refereed publications, other research/scholarship activity, and work currently in progress. Since the impact of a faculty member's work may be unclear to the School Director, individual faculty have the responsibility of providing evidence that will allow assessment of quality and impact of research activities. Activity will be appropriately adjusted to match a faculty's research assignment.

### Evaluation of Research and Scholarship Activities

Faculty seeking an above satisfactory or outstanding rating may include a written narrative (approximately 300 words) that highlights the impact of their research and scholarship activities based on the activities that are outlined below. Because faculty responsibilities vary and quality or impact can be illustrated in multiple ways, it is not necessary to address each of the points below. The following lists provides examples of quality and supplemental instructional practices – they are not exhaustive, and other items may be proposed by the faculty member and/or approved by the School Director as part of the annual evaluation process.

#### Examples of Quality and Leadership in Research

These examples (or similar activities) can be used by a faculty member to demonstrate the impact and quality of their research and scholarship.

- First or second author for a published scholarly article
- Principal investigator on grants or contracts with at least 20% contribution
- Demonstration and documentation of significant mentorship on research products
- Serves as editor-in-chief of a peer-reviewed academic journal
- Chairing regional, national, or international research conference

#### Examples of Standard Research and Scholarship Activities

These examples (or similar activities) can be used by a faculty member to demonstrate the extent of their research and scholarship activities.

- Presented research at an international/national refereed conference, as an invited speaker at a university or community organization
- Submitted a grant/contract proposal for external research funding

- Awarded/renewed a research grant/contract that includes external funding
- Published a book chapter
- Published a non-peer-reviewed article in a national publication
- Published a book review
- Receive research award at the college/university level, or from a professional/scholarly association
- Secures a book contract
- Serves on an editorial board for an international or national refereed scholarly journal
- Conducted a research-oriented workshop (internal or external)
- Served as a discussant at an international/national refereed conference
- Publishes a peer-reviewed article or book chapter with a UCF student or postdoctoral scholar as a co-author (counts once per article, not once per student on the article)
- Serves as a mentor in the Office of Research's Mentoring Program for Assistant/Associate Professors
- Serves as a sponsoring mentor of a postdoctoral scholar in the Preeminent Postdoctoral Program (P3)
- Other research activities that are consistent with the School's promotion and tenure guidelines and agreed upon by the School Director

## SERVICE ACTIVITIES

SPA Faculty are expected to share in the functioning, governance, and necessary activities of the School. Service will be evaluated based on both quantity (compared to FTE) and quality (service must contribute to the desired goals of the activity). Faculty must complete a Faculty Activity Report to document all activities associated with service in the past academic year.

All faculty members are expected to complete each of the following **Baseline Service Expectations**:

1. Participate in school and program meetings
2. Participate in school and/or cluster initiatives
3. Participate in college faculty meetings or activities

### Evaluation of Service Activities

Service will be evaluated based on quantity (compared to the FTE assigned – 0.10 FTE is equivalent to 4 hours of service per week), quality (the service must contribute to the desired goals of the activity), and breadth (service across several categories).

Service will be evaluated in the following categories:

Category 1: **Service to the School** (e.g., serving on School committees, serving on cluster committees, participating in search committee candidate interviews for future colleagues in the School, attending commencement ceremonies, attending School functions, etc.).

Category 2: **Service to the College** (e.g., serving on College committees, serving on cluster committees, leading or participating in special projects that benefit the College that are external to the School, etc.).

Category 3: **Service to the University** (e.g., serving on University committees, leading or participating in special projects that benefit the University that are external to the College and School, etc.).

Category 4: **Service to the Profession** (e.g., refereeing scholarship by others, organizing conferences or exhibits, serving on committees within the discipline, etc.).

Category 5: **Professional Service to the Community** (e.g., serving on committees/boards within the community, providing media interviews, giving public lectures, etc.).

Faculty seeking an above satisfactory or outstanding rating may include a written narrative (approximately 300 words) that highlights the impact of their service activities based on the quality metrics and service activities that are outlined below. Because faculty responsibilities vary and quality or impact can be illustrated in multiple ways, it is not necessary to address each of the points below.

### Examples of Leadership in Service Role

- Chair or officer of professional organization (must be able to demonstrate leadership in the role)
- Chair of regional, national, international conference

- Serves as a faculty advisor to student organizations, groups, competitions, etc.
- Serves in a leadership position related to accreditation activities
- Serves in a leadership position related to a UCF activity or initiative (e.g. Faculty Senate, Faculty Excellence, College Research Council, etc.)
- Serves in a leadership role in professional and/or community organizations impacting the discipline/profession
- Serves as Program Director for SPA programs

### **Examples of Service Activities**

- Serves on school, cluster, or college faculty search committee
- Participates in curriculum development
- Serves on cluster, School, College, or University committees/task forces beyond the basic expectation listed above. Multiple committee assignments count as multiple service activities
- Provides professional service to scholarly and professional organizations, governmental boards, agencies, and commissions, at the state, regional, or national level
- Editor of special issue for an academic journal
- Serves as a member of an advisory board outside of UCF (e. g., nonprofit organization, local government, etc.)
- Provides service to public schools or other higher education agencies
- Delivers profession-related talks or speeches to university, local, regional, or national/international groups or organizations
- Section editor of a refereed journal
- Publishes an article in a UCF publication (such as Faculty Focus)
- Book reviewer for a peer reviewed journal
- Reviewer of a manuscript for a peer reviewed journal
- Reviewer of a manuscript for a professional book/journal
- Serves as a member of an accreditation site visit team or review board
- Serves as an external reviewer for a promotion and tenure case at another university
- Serves as an officer in an organization relevant to the discipline
- Participates in media interviews on topics related to the discipline
- Serves as a member of a board of directors
- Completes other service activities as agreed upon by the faculty member and the Director

## OTHER ACTIVITIES

Consistent with the Collective Bargaining Agreement (CBA), faculty may assume (and be assigned) “Other Assigned Duties”, such as those consistent with the Program Coordinator (e.g., 20+% assignment of duties). While these “Other Assignment of Duties” may be internal titles, the assignment is reflected on the Assignment of Duties Form (AA-46) and is evaluated separately from Service or other categories. The School Director and the faculty member will meet at the beginning of the evaluation period and agree in writing on the criteria that will be used to evaluate the faculty member’s “other assigned duties” assignment of duties requirement. The faculty member should provide a written narrative (*no longer than 300 words*) to outline their accomplishments in relation to the duties assigned to them.

## OVERALL EVALUATION

Each faculty member will be given an overall performance assessment based on the ratings earned in their assigned areas of professional activity: teaching, research, service, and/or other duties. The overall rating will be determined using the FTE designated for each activity in the faculty member’s assignment of duties for the given academic year. The overall evaluation rating and the rating for each area of professional activity will be based on the scale in Table 1 below.

Table 1: Overall performance evaluation and rating. The “Overall Rating Range” applies if scores for each area are satisfactory or above. If any one area is below satisfactory, then the overall rating will be the score of the lowest area evaluated.

<b>Evaluation</b>	<b>Score</b>	<b>Overall Rating Range</b>
Outstanding	4.0	3.50 - 4.00
Above Satisfactory	3.0	2.50 - 3.49
Satisfactory	2.0	1.50 - 2.49
Conditional	1.0	0.50 - 1.49
Unsatisfactory	0	Under 0.50

The overall evaluation of each faculty member will be based on the weighted average of the 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). For example, the overall evaluation rating for a faculty member with above satisfactory in teaching, outstanding in research and outstanding in service, with an assignment of duties for 0.4 FTE in teaching, 0.5 FTE in research, and 0.1 FTE in service would be calculated as follows:  $.40 (3.00) + .50 (4.00) + .10 (4.00) = 3.60$  overall rating, which is “Outstanding.”

According to the UCF BOT-UFF Collective Bargaining Agreement (Article 10), a faculty member must receive a minimum rating of Satisfactory in each area with an assigned effort of five percent (5%) or more to receive an overall rating of Satisfactory or above (regardless of the weighted score). 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.