

# **ANNUAL EVALUATION STANDARDS AND PROCEDURES**

**SCHOOL OF PUBLIC ADMINISTRATION**

**COLLEGE OF COMMUNITY INNOVATION AND EDUCATION**

**UNIVERSITY OF CENTRAL FLORIDA**

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**ANNUAL EVALUATION STANDARDS AND PROCEDURES**

## SCHOOL OF PUBLIC ADMINISTRATION

### **I. Introduction**

#### ***a. Purpose***

The purpose of this Annual Evaluation Standards and Procedures (AESP) is to provide guidelines, standards, and procedures to evaluate the annual performance of the School of Public Administration faculty, including tenured professors, tenure earning professors, lecturers, and instructors. The separate tenure and/or promotion evaluation will be based on guidelines, criteria, and procedures specified in the most current UCF Regulations and UCF BOT-UFF Collective Bargaining Agreement.

#### ***b. General Guidelines***

The School Director meets regularly with faculty each year to establish goals and expectations, set assignment of duties for the upcoming academic year. The teaching load and a tentative teaching assignment for the School faculty will be established during annual review meetings (usually in May/June) for the following academic year and will be shared electronically. In addition, school/college/university service or committee assignments will be confirmed. The percentage (weighted) allocation for each category of teaching, research, and service should be established at this time. The School Director should include specific comments about performance and accomplishments during the annual review meeting, and when the annual evaluation is conducted comments about performance and accomplishments are to be placed in the general comments space of the evaluation form. Per the Collective Bargaining Agreement (CBA), the School Director shall communicate to the faculty member for his or her finalized assignment of duties no later than six (6) weeks in advance of the starting date for fall semester.

The Director maintains flexibility, based on the SPA policies and guidelines in the preparation of annual assignment for next academic year, in assigning weights to teaching, research, service, and other assignments. Documentation of activities (e.g., in the form of copies of letters of acceptance for journal articles, papers presented at professional meetings, committee assignments, and the faculty member's attendance record, or special contributions to committee assignments, etc.) will be attached to the annual report.

The School is multi-disciplinary and the evaluation of faculty will be based on discipline-specific information that is appropriate to teaching, research, and service. Aligned with UCF's strong commitment to interdisciplinary activities, the School welcomes interdisciplinary work equally with work situated in disciplinary cores, including work that crosses from the natural sciences into the social sciences and humanities and/or transcends the home unit.

Interdisciplinary activities may include, among others, participation within or engagement with the interdisciplinary faculty research clusters at UCF, participation within or engagement with interdisciplinary centers at UCF, or co-advising students from another departments. When conducting the evaluation, the Director will consider the variety of interdisciplinary activities from all faculty members.

Service and leadership at the level of the school, the college, the university, and the profession are expected from all faculty members of the School.

#### ***c. Relationship between Annual Evaluations and Tenure/Promotion***

The results of a faculty member’s annual evaluations in the School of Public Administration represent just one of numerous components that are examined in the college and university tenure and/or promotion processes. Therefore, it should not be construed that achieving a satisfactory or above rating in any or all annual evaluations will automatically result in a positive tenure or promotion decision. The same is true for evaluation of promotion to the rank of professor.

***d. Modifications to the Annual Evaluation Standards and Procedures (AESP)***

The AESP may require periodic changes as a result of changes in the CBA, faculty governance, changes in school and college missions and goals, and accreditation standards. The CBA dictates policies and procedures to follow regarding changing the AESP.

***e. Implementation***

The revised AESP are effective for the evaluation process beginning in the next academic year after approval by all university levels.

**Evaluation of Overall Performance**

Each faculty member will be given an overall performance assessment based on the ratings earned in teaching, research, and service activities. The overall rating will be determined using the percentages assigned to each activity. The overall rating cannot be outstanding if a faculty member receives below satisfactory in any activities evaluated. The overall evaluation rating and the rating for each of the three areas of professional activity will be based on the scale in Table 1 below.

It is important that all forms of scholarly production are considered (such as white papers, research reports, and grey literature). It is also important to ensure that individuals receive full credit for their contributions to interdisciplinary and/or collaborative scholarly projects.

**Table 1: Evaluation Scale**

<b>Evaluation</b>	<b>Rating</b>	<b>Overall Rating</b>
Outstanding	4.0	3.6 - 4.0
Above Satisfactory	3.5	3.1 - 3.59
Satisfactory	3.0	2.60 – 3.00
Conditional	2.50	2.1- 2.59
Unsatisfactory	2.00	0.0- 2.00

The overall rating is a weighted average of the points earned across teaching, research, and service activities (and other activities, if applicable). A faculty member’s FTEs in the assignment of duties form determine the weighting of each ranking. For example, the overall evaluation rating for a faculty member with above satisfactory in teaching, outstanding in research and outstanding in service, would be calculated as follows:  $.40 (3.50) + .50 (4.00) + .10 (4.00) = 3.80$ .

## II. Evaluation of Teaching Performance

The School Director will evaluate the teaching component of each faculty member's assignment and rate this performance using the evaluation scale shown in Table 1. The teaching evaluation will be based only on teaching activities during the current evaluation year. The Director's evaluation of teaching performance will be based on many factors. Faculty members are encouraged to document as thoroughly as possible their efforts to meet the evaluation standards outlined in this document.

Faculty teaching will be evaluated based on the standards listed below as well as the Student Perception of Instruction (SPI) feedback. The exception to this standard occurs when the faculty member experiences unexpected interruptions in their teaching, such a parental leave or sabbatical. In this case, the process for evaluation will be determined by university policies and CBA in consultation with the Director.

To be rated as "satisfactory" or above, a faculty member must meet the basic teaching standards listed in II(a) below, plus the specified number of additional teaching activities listed in II(b). The order of these standards does not imply ranking of importance. It is important that faculty members thoroughly document achievement of teaching standards in their annual reports.

The school or college value co-teaching and co-mentoring students (including teaching assistants) across disciplines and/or programs, teaching interdisciplinary courses and integrative pedagogy, and training and mentoring students for interdisciplinary research or praxis. Evidence of effectiveness in interdisciplinary teaching and mentoring can include degree and sustainability of interdisciplinary collaborations, approval or growth of new courses or curricula, and students' research contributions to their own or larger interdisciplinary projects.

### ***a. Basic Teaching Standards***

#### *1. Course syllabi*

Faculty members are to *provide* and *follow* a syllabus for every course taught that complies with the current university, college, and school guidelines regarding syllabi. Faculty members are to provide an "*electronic*" copy of the syllabus for each course taught to the School office before the second week of classes.

- University/college/School guidelines for syllabi construction are followed.
- Course objectives are stated.
- Evaluation procedures are stated.
- Learning outcomes are stated.

#### *2. Course content*

- Course content is based on research and practice in the field. Course materials (text, handouts, cases, etc.) reflect this.

#### *3. Course structure and design*

- Teaching/learning methods, technological tools, and course materials appropriate to each course are used to facilitate communication and active learning.
- Practical applications are included in course materials and pedagogy.
- Course web site facilitates instructor/student communication if utilized.
- Final exam (or appropriate final project/exercise) is held according to the university

calendar and policy unless an exemption is approved by the School Director.

4. *Assessment of student performance*

- Assessment/evaluation procedures are stated in the syllabus for any major assignment included in the syllabus.
- Course contains multiple, timely, and appropriate methods of measuring student performance.
- Course objectives and performance measurement are in alignment.
- Feedback is provided to students about their performance.

5. *Assessment of Learning Outcomes*

- Instructor participates and contributes to the school's review and refinement of the assessment process and outcomes when given an opportunity.

6. *Student Evaluation of Instruction*

- Faculty members will achieve student ratings in the category "Overall Assessment of Instruction" on the Student Perception of Instruction Reports of at least 50% in the "Good," "Very Good," and "Excellent" categories (accumulated across all courses taught).

7. *Interactions with Students*

- Adheres to the syllabus when delivering courses and communicates revisions if necessary, with enough notice.
- Advises students when called upon to do so.
- Classes are held according to the university schedule.
- Responds to student email messages.
- Office hours are posted, are adequate in number (5 hours per week per college policy) and are held when scheduled.

***Teaching Evaluation Standards for Faculty (for evaluation period)***

*Standards for a Rating of Outstanding*

In addition to meeting the basic teaching standards listed in section (a) above, a faculty member must complete *three* of the additional teaching standards in section (b) below to be rated "outstanding."

*Standards for a Rating of Above Satisfactory*

In addition to meet the basic teaching standards listed in section (a) above, a faculty member must complete *two* of the additional teaching standards below to be rated "above satisfactory."

*Standards for a Rating of Satisfactory*

A faculty member must meet all the basic teaching standards listed in section (a) above to be rated "satisfactory."

*Standards for a Rating of Conditional*

A faculty member who does not meet at least three (1-3)of the basic teaching standards listed in section (a) above will rated "conditional."

*Standards for a Rating of Unsatisfactory*

To achieve a rating of “unsatisfactory” in teaching, a faculty member who does not meet at least four of the standards necessary to achieve a rating of “satisfactory” will be rated “unsatisfactory.”

**Additional Teaching Standards (for evaluation period):**

1. Student ratings of instruction place the faculty member in the top half of the school.
2. Student ratings of instruction place the faculty member in the top quartile of the school.
3. Won teaching award from external organization or student organizations. Supervised one or more independent studies.
4. Supervised/oversight interns
5. Undertook a major course revision (overhauled assignments, adopted new course texts so major revision required, added a course innovation, etc.).
6. Undertook one or more new course preparations (first time taught at UCF, first time taught in a new modality).
7. Supervised an Honors-in-Major thesis.
8. Served on an Honors-in-the-Major thesis committee.
9. Membership on Ph.D. dissertation committee
10. Developed and delivered one or more new web course(s).
11. Taught one or more approved service-learning course(s).
12. Taught one or more large classes with 5 or more students over our maximum student enrollment standards (30 graduate and 50 undergraduate).
13. Developed/taught one or more study abroad course(s).
14. Participated in a course review or peer classroom review for teaching effectiveness
15. Published or provided online course supplements, templates, workbooks, or software for classroom use.
16. Developed and implemented a new guest speaker series that year.
17. Received one or more internal or external grants related to teaching.
18. Participated in Ph.D. student training (seminars, committee work, mentor, etc.).
19. Conducted internal or external seminars or presentations on teaching.
20. Attended an FCTL or outside teaching workshop or training module.
21. Participated in the FCTL summer or winter multi-day workshop.
22. Attended one or more school/professional teaching circles/panels or seminars
23. Completed the IDL 6543 course on web course design and development.
24. Coordinated curricular review of a course taught by multiple faculty to ensure consistency of material and evaluation across sections.
25. Performed other teaching related activities as assigned by the Director during the evaluation period.
26. Published a SOTL article or book

**III. Note: The above list is not exhaustive. Other activities may be counted toward the teaching performance evaluation if agreed upon by the faculty member and the School Director.**

**Evaluation of Research Performance**

The research component of each faculty member's assignment will be evaluated based on research accomplishments during the evaluation period. Research accomplishments will be rated using the scale in Table 1. The Director shall consider research productivity and the contribution of this productivity to each faculty member's research program and to the mission and goals of the school, college, and the university. This assessment includes the quantity and quality of publications in scholarly journals and other academic outlets, research contracts and grants, and other activities included in the list below.

Because the university and our school value interdisciplinary research, the following will be considered as forms of research: (a) research contributing to inter- or cross-disciplinary knowledge, methods, or applications; (b) research presented at or published in reputable peer-reviewed interdisciplinary venues; and (c) publications co-authored by inter- or transdisciplinary teams. As with more traditional collaborative research, faculty publishing interdisciplinary collaborative research should specify their individual contributions and, ideally, be listed as lead author for some such publications.

The annual evaluation and cumulative progress evaluation (CPE) are different evaluative mechanisms. It should be noted that faculty could receive outstanding annual evaluations and still not earn tenure or promotion if SPA promotion and tenure guidelines are not met.

***Research Evaluation Standards for Tenured and Tenure Earning Faculty (for evaluation period)***

*Standards for a Rating of Outstanding*

In addition to meeting two of the criteria listed in the Outstanding category below, a faculty member must complete *three* of the additional research standards in section (b) below to be rated "outstanding."

*Standards for a Rating of Above Satisfactory*

In addition to meeting two of the criteria listed in the Above Satisfactory category below, a faculty member must complete *two* of the additional research standards below to be rated "above satisfactory."

*Standards for a Rating of Satisfactory*

A faculty member meets two of the Satisfactory criteria below to be rated "satisfactory."

*Standards for a Rating of Conditional*

A faculty member who meets one or more of the Conditional standards listed below will be rated "conditional."

*Standards for a Rating of Unsatisfactory*

To achieve a rating of "unsatisfactory" in research, a faculty member does not have work in progress, or a research agenda will be rated "unsatisfactory."

**a) Research Evaluation Standards for Faculty (for evaluation period)**

Table 2: Evaluation of research and creative activities

Performance Rating
<b>Outstanding</b> - <i>Meets two or more of the standards below</i>
Publication(s) in peer-reviewed journals, including interdisciplinary work
Publication of an academic book (textbook, solo-authored, edited volume, etc.)
Publication of a book chapter (single authored)
Received external grant of \$25,000 or more during evaluation year
Invited speaker/keynote at conference, university
Presentation(s) at international/national conferences
Received a “best paper” award or other research recognition
Other - See additional research standards
<b>Above Satisfactory</b> - <i>Meets any standard above and/ or two or more below standards below</i>
A book contract signed
Publication of a collaborative book chapter
Received grant of \$7,000 or more (includes UCF ORC grants) during evaluation year
Other - See additional research standards (Maximum of 1)
<b>Satisfactory</b> - <i>Meets any standard above and/or two or more below standards below</i>
Submits a grant proposal for research project
Publishes a non-peer-reviewed paper in a national publication
Publishes a book review in peer-reviewed journal
Presentation delivered at a local or regional professional meeting
A book chapter accepted for publication
Other – See additional research standards (Maximum of 1)
<b>Conditional</b> – <i>Meets one or more of the standards below</i>
An article manuscript in progress
Substantial work completed on a grant application
A presentation accepted at a national/international conference
<b>Unsatisfactory</b> – <i>Does not have any work in progress or a research agenda</i>

**b) Additional Research Standards (during the evaluation year):**

1. Implements a funded grant or contract from a recognized source for work in progress during the evaluation year.
2. Presents 1 peer-reviewed poster at a national meeting.
3. Mentors student in research, scholarship or creative activity (e.g. helps students publish research, present poster at a conference).
4. Submits a major grant proposal (\$25,000 or more) for research or education project.
5. Publishes a peer-reviewed article or book chapter with a UCF student as a co-author
6. Publishes a peer-reviewed article or book chapter with a UCF faculty member as a co-author



7. Publishes a peer-reviewed article or book chapter with an external faculty member as a co-author
8. Publishes a peer-reviewed article or book chapter as a sole author
9. Renews contract for funding for an external grant.
10. Serves on an editorial board.
11. Editor-in-chief of a professional journal
12. Serves on a national review panel or research advisory board
13. Editor of conference proceedings
14. Best paper awards from conferences
15. Research presentation(s) made to the public and nonprofit community
16. \*Significant research award (s) from journals, external organizations, etc.
17. Research workshops conducted (internal and external)
18. Track or session chair, discussant or reviewer for professional conferences (research related)
19. Successful completion of other research-related activities as assigned by the Director during the evaluation period

**Notes:** The above list is not considered exhaustive; faculty members may bring to the attention of the Director and document activities not included in the above list that may be counted towards the research performance evaluation.

#### **IV. Evaluation of Service Performance**

The service component of each faculty member's assignment will be evaluated for the current evaluation year by the Director and rated using the scale in Table 1. All service activities must be documented in the faculty member's annual report.

The school and college value interdisciplinary service for the university and profession. Such service can include development or leadership of interdisciplinary programs, recruitment of students into interdisciplinary programs, professional development and support of faculty, and participation on committees for interdisciplinary programs or initiatives.

##### ***a) Fundamental Service Activities (for evaluation period)***

All faculty members are expected to complete each of the following "fundamental" service activities:

- 1) Participate in school meetings
- 2) Participate in school and/or cluster initiatives
- 3) Participate in college faculty meetings when available

##### ***Standards for a Rating of Outstanding***

In addition to completing the fundamental service activities listed in section (a) above, a faculty member must complete *four* of the additional service activities below to be rated "outstanding."

##### ***Standards for a Rating of Above Satisfactory***

In addition to completing the fundamental service activities listed in section (a) above, a faculty member must complete *three* of the additional service activities below to be rated "above satisfactory."

### *Standards for a Rating of Satisfactory*

In addition to completing the fundamental service activities listed in section (a) above, a faculty member must complete *two* of the additional service activities below to be rated “satisfactory.”

### *Standards for a Rating of Conditional*

To receive a rating of “conditional” a faculty member must fail to complete *any* of the additional service activities below.

### *Standards for a Rating of Unsatisfactory*

To achieve a rating of “unsatisfactory” in service, a faculty member must fail to meet the standards necessary to achieve a rating of “conditional” and fail to meet the expectation of foundational service activities listed in section (a) above.

### ***b- Additional Service Activities (for evaluation period)***

1. Serve on school, cluster, or college faculty search committee and/or conference interviewing committee
2. Participate in curriculum development
3. Serve as a faculty advisor to student organizations, groups, competitions, etc.
4. Serve on cluster, school, college, or university committees/task forces beyond the basic expectation listed above. Multiple committee assignments count as multiple service activities
5. Chair cluster, school, college, or university committees/task forces beyond the basic expectation listed above
6. Provide professional service to scholarly and professional organizations, governmental boards, agencies, and commissions, at the state, regional, or national level
7. Editor of special issue for an academic journal
8. Serve as a member of an advisory board outside of UCF (ex – nonprofit organization, local government, etc.)
9. Serve in a leadership position related to accreditation activities
10. Serve in a leadership position related to a UCF activity or initiative
11. Provide service to public schools or other higher education agencies
12. Deliver profession-related talks or speeches to university, local, regional, or national/international groups or organizations
13. Serve in a leadership role in professional and/or community organizations impacting the discipline/profession
14. Section editor of refereed journal
15. Publishes an article in a UCF publication (such as Faculty Focus)
16. Book reviewer for a peer reviewed journal
17. Reviewer of a manuscript for a peer reviewed journal
18. Reviewer of a manuscript for a professional book/journal
19. Serve as a member of an accreditation site visit team or review board
20. Serve as an external reviewer for a promotion and tenure case at another university
21. Serve as an officer in an organization relevant to the discipline
22. Complete other service activities as agreed upon by the faculty member and the Director

23. Participate in media interviews on topics relative to our discipline
24. Serve as a member of a board of directors.

**Notes:** The above list is not considered exhaustive; faculty members may bring to the attention of the Director and document activities not included in the above list that may be counted towards the service performance evaluation.

In some circumstances, one or more of the additional service standards/activities will be allowed to substitute for the minimum requirements. For example, this might be the case if a faculty member's teaching schedule conflicted with faculty meetings.

***c- Reporting Service Activities:*** It is the faculty member's responsibility to demonstrate that a reported service activity represented a valuable contribution and a significant time commitment. When listing service activities in the annual report, a faculty member must provide a brief description of the activity, including information such as the number of meetings, and an estimate of the amount of time spent on the activity during the year. If this information is not provided, the service activity will not be factored into the annual evaluation. Service assignments which result in little or no effort during the evaluation period will not be factored into the annual evaluation.

## **V. Evaluation of Performance on Other Activities**

Other university duties are occasionally assigned for special activities, such as administrative duties or other special projects. In those cases where other duties are a significant part of evaluating a faculty member's performance, the faculty member, in consultation with the Director, will determine alternate weights and include them on the faculty member's assignment of duties form for all categories at the beginning of each academic year.

The School of Public Administration has multiple undergraduate majors and several graduate degree programs. The School is also home to the Center for Public and Nonprofit Management (CPNM). If faculty take additional administrative responsibility, such program director or center director during an academic year, this substantial administrative responsibility is included under Other Activities and evaluated based on the job description and specific expectation of the director position. These Other Activities are calculated in the Overall Evaluation rating based on the FTE assignment and the evaluation rating for the other activities.