

SCHOOL OF POLITICS, SECURITY, AND INTERNATIONAL AFFAIRS
(SPSIA)

ANNUAL EVALUATION STANDARDS AND PROCEDURES (AESP)

Tenured/Tenure-Earning Faculty

PREFACE

Some measure of interpretation is required in the implementation of any set of guidelines such as these. Interpretation of the guidelines in individual cases is the responsibility of the Director. However, the expressed spirit and purpose of these guidelines is to establish minimum evaluation ranks associated with various levels of performance.

In evaluating faculty, the Director shall take into consideration peer input, which will be provided by a committee, elected by a vote of the School full-time faculty, consisting of three tenured faculty members and one instructor/lecturer faculty member as well as a tenure-earning faculty member. The instructor/lecturer faculty member will only participate in discussions regarding teaching and service. The committee will consult with the School Director on general concerns and interpretations of the Annual Evaluation Standards and Procedures (AESP) guidelines.

In all cases, the final decisions are the sole responsibility of the Director.

NOTE: Receipt of Excellence awards, TIP, RIA and SoTL are not necessarily evidence of Outstanding in the current evaluation period.

INSTRUCTIONAL ACTIVITIES

**Approved by Majority of Tenured and Tenure-earning Faculty (16 yes, 5 no, 4 abstain)
on February 22, 2022**

Teaching constitutes a major component of the assignment of all faculty in the School, regardless of rank. It is expected that all faculty to be effective classroom teachers, to engage with individual students outside of assigned classes, and to advise students. Faculty are encouraged to engage in professional development opportunities that improve teaching, and to contribute to discussions on teaching on campus and at conferences. It is important that all faculty use teaching strategies that are appropriate for a diverse student body and support UCF's mission of broadening access to higher education. Quality of instructional activities is measured in a variety of ways including student perceptions and student learning, self-reflection and reporting, and Director and peer review.

Notes:

In calculating student perception of evaluation scores, a faculty member will include all courses evaluated as required by university policy. Overall SPI scores are calculated as the mean of all course means or mean of all students per evaluation period for the question rating the "Overall effectiveness of instructor." Individual student instruction, such as Honors Undergraduate Thesis, the Exit Course, Internships, or Independent Research, shall be excluded from this calculation. Faculty are expected to provide documentation of their accomplishments wherever appropriate or possible ambiguity exists.

Minimum expectations for all evaluation categories:

1. Teaches in accordance with the most current [Collective Bargaining Agreement](#) at UCF, [UCF Policies & Procedures](#), SPSIA Policies as well as pertinent resources including the [Guide to Teaching at UCF](#), and the [APSA's A Guide to Professional Ethics in Political Science](#).
2. Meets assigned classes as scheduled, including giving the final assessment during the final exam period, unless a prior arrangement has been made with the Director.
3. Keeps assigned office hours according to School policy.
4. Replies to student inquiries in a timely fashion (in general, within no more than 48 hours).
5. Provides effective and accurate advisement when requested.
6. Submits book orders on time as required by state legislation.
7. Provides regular evaluative feedback on student assignments.
8. Submits grades according to UCF deadlines.
9. Provides syllabi that are clear, detailed, complete, and conform to UCF [policy](#).
10. Demonstrates substantial writing components (2,000 words or more) in all classes.
11. Provides a reflective statement of no more than 500 words that discusses pedagogical approaches, course innovations and revisions, student learning activities and assessments/evaluation methods, and learner outcomes that demonstrate course quality when submitting annual reports.
12. Receives scores on the Student Perception of Instruction (SPI) surveys that average 3.0 or above.

UNSATISFACTORY:

Failure to carry out all of the above will result in an Unsatisfactory rating. A rating of Conditional for two years in a row will also result in a rating of Unsatisfactory.

CONDITIONAL:

In order to receive a rating of Conditional, a faculty member fails to meet the criteria for Satisfactory.

SATISFACTORY:

Must have a minimum of **5 points** from the following list of activities.

ABOVE SATISFACTORY:

Must have a minimum of **8 points** from the following list of activities.

OUTSTANDING:

Must have a minimum of **10 points** from the following list of activities.

Activities:

Faculty can score points by engaging in a variety of teaching-related activities in the areas of classroom teaching, individual student supervision and advising, activities to improve teaching, and publications.

1. Teaches one new course of 3 credit hours or more, or teaches a course previously taught as face-to-face as a V, M, or W course, or otherwise documents substantial revisions to a course previously taught (1 pt).
2. Has scores on the Student Perception of Instruction (SPI) surveys that average 4.2 or above (1 pt).
3. Is the chairperson for at least one doctoral dissertation where the student is making good progress (2 pts; Co-chairs or Vice-chairs: 1.5 pt. each, maximum of 6 pts).
4. Is the teaching mentor for a PhD student (.5 pt per student).
5. Is a committee member for at least one doctoral dissertation where the student is making good progress (1 pt, maximum of 4 pts total).
6. Is the chairperson for at least one MA thesis where the student is making good progress (1.5 pt, maximum of 4.5 pts total).
7. Is a committee member for at least one MA thesis where the student is making good progress (.5 pt).
8. Is the chairperson for at least one undergraduate Honor's thesis where the student is making good progress (1 pt, maximum of 4 pts total).
9. Is a committee member for at least one undergraduate Honor's thesis where the student is making good progress (.5 pt, maximum of 2 pts).
10. Has served on a PhD comprehensive exam committee (1 pt).
11. Has participated as instructor in the pre-semester PhD methods workshop (1 pt).
12. Has served as reader for MA non-thesis paper (1 pt. for first reader; .5 for second reader).

13. Has served on the MA comprehensive exams committee (1 pt).
14. Has written letters of recommendation for students (.5 per 5 students, maximum of 1.5 pts total).
15. Has directed an independent research or independent study or supervised an undergraduate student in research credit hours (xxx4912) (1 pt for 3 student credit hours; 0.5 pts. for less than 3 hours).
16. Teaches a section of POS 3703 or a class with enrollment of 100 or more students (1 pt).
17. Has mentored an undergraduate or a graduate student (mentorship activity needs to be documented)
 - who is offered admission into a graduate program (.5 pts. per student).
 - to present a paper or poster at a professional conference or submit a manuscript to an academic journal (.5 pts per student).
 - to present, submit for publication, or publish research (.5 for presentations and submissions; 1 point for publications).
18. Has served in a teaching capacity as faculty supervisor for at least one internship (1 pt).
19. Has co-authored with an undergraduate or graduate student:
 - a conference paper (.5 pts.).
 - a book chapter (.5 pts.).
 - a peer-reviewed journal article (1 pt).
20. Is funded on one UCF teaching grant or course development initiative (1 pt).
21. Obtains an external teaching or course development grant (2 pts).
22. Has attended
 - a teaching related workshops on campus (0.5 pts).
 - a multi-day teaching workshop or conference, such as the Faculty Center for Teaching and Learning (FCTL) Winter or Summer Conference or the American Political Science Association (APSA) Teaching & Learning Conference (1 pt).
23. Publishes a textbook, first or subsequent editions. First editions will count for two evaluation periods; subsequent editions for one evaluation period (2 pts first ed., 1 pt subsequent eds.).
24. Publishes
 - a workbook or study guide (1pt).
 - a peer-reviewed article on teaching and learning) (1 pt).
 - a non-peer reviewed article on teaching and learning (0.5 pts).
25. Conducts documented teaching-related activities that directly contribute to diversity and inclusion goals (1 pt).
26. Uses a pre- and post-test design, shows a significant improvement in mastery of key scores among students enrolled in a general enrollment undergraduate course (1 pt).
27. Applies for and receives a research intensive, service learning, integrative learning, diversity, global learning, or any other high impact course designation for an existing course (1 pt).
28. Teaches a research intensive, service learning, integrative learning, global learning, or any other high impact course designation (1 pt).

29. Teaches a class with the (High) Quality Online Courses, (High) Quality Blended Course, or other similar designation (.5 points each course).
30. Applies for and receives a designation for (High) Quality Online Course, (High) Quality Blended Course, or other similar designation (.5 points each course).
31. Documents other teaching and instructional activities. Points for such activities will be decided by the Director in consultation with the Committee.

RESEARCH AND SCHOLARSHIP ACTIVITIES

**Approved by Majority of Tenured and Tenure-earning Faculty (13 yes, 2 no, 5 abstain)
on March 22, 2022**

Faculty are expected to provide documentation wherever appropriate.

Research and scholarship form an important part of UCF's and the School's mission. All tenure-earning and tenured faculty members are expected to have an active research agenda. Research activity includes presenting papers at conferences, pursuing external funding, and, most importantly, publishing scholarship in high quality outlets. The quality of journals is particularly important for faculty with a higher research assignment.

Notes:

A maximum of 2 checks can be made per category unless otherwise noted.

For all grants, credit is provided only for the evaluation period when the grant is awarded; the dollar amount refers to the portion credited to the faculty member. Internal School/COS match grants receive no credit.

Articles published in predatory journals receive no credit (see, e.g.

<https://www.consumer.ftc.gov/blog/academics-and-scientists-beware-predatory-journal-publishers>). Faculty are discouraged to publish in such journals.

All impact factor scores are based on Thompson Reuters Journal Citation Reports – documentation required.

For articles with more three authors, an individual faculty member must document the scope of their individual contribution.

UNSATISFACTORY

Failure to meet the criteria for a Satisfactory rating or above for a given teaching load in two consecutive evaluation periods shall result in a rating of Unsatisfactory.

CONDITIONAL

Failure to meet the criteria for a Satisfactory rating or above for a given teaching load in any given evaluation period shall result in a rating of Conditional.

SATISFACTORY

Faculty on a 2/2 load:

All items in Category A or multiples of item 2 and either item 1 or item 3 or
_item 1 or 2 from A and any item from B

Faculty on a 2/3 load:

Aany 2 items in Category A or
multiple participation on one
item in Category A

Faculty on a 3/3 load:

1 item in Category A

Category A

1. Authors a scheduled paper presented at a regional, national, or international professional meeting (faculty on a 2/2 load must author at a national or international professional meeting).
2. Submits a research manuscript to a peer-reviewed journal or submits a completed book manuscript, documentation required.
3. Submits an internal (beyond School/COS) or small external research grant proposal (less than \$20,000).

Category B

1. Publishes a peer-reviewed article in a Selected Papers series or Proceedings.
2. Publishes subsequent editions of scholarly book that require substantial amounts of additional research and writing.
3. Publishes an invited or editorially reviewed article (or for faculty on a 2/2 load in a journal that has a 5-year impact factor that is below 1.0).
4. Publishes a bibliographic essay or a review essay.
5. Is funded on a research grant (internal or external, less than \$20,000).
6. Edits a special issue of a journal.
7. Publishes an edited book.
8. Publishes a book chapter with a scholarly press.
9. Submits an external grant application (over \$20,000).
10. Publishes a peer-reviewed article in a professional journal (faculty on a 2/2 load must publish in a journal with a 5-year impact factor of 1.0 or higher).

Category C

1. Publishes one peer-reviewed research article in a professional journal with a 5-year impact of 0.5 or higher listed in the Thompson Reuters Journal Citation Reports (JCR) – documentation required and satisfies three other research-related activities listed in the above categories A and/or B (no more than two items from any single criteria)
2. Authors a scholarly book, first edition [quality of press and review process to be documented]. Publication of a scholarly book shall result in the awarding of an "Outstanding" for two consecutive evaluation periods. Books published with a top university press such as Cambridge UP, Oxford UP, or Princeton UP will have additional credit equivalent of one item in Category A for a third year.
3. Edits a substantial scholarly book, first edition with a top university press such as Cambridge UP, Oxford UP, or Princeton UP.
4. Publishes two peer-reviewed research articles in professional journals (faculty on a 2/2 load must publish in a journal with a 5-year impact factor of 1.0 or higher as listed in the Thompson Reuters

Journal Citation Reports (JCR) – documentation required).

5. Publishes one peer-reviewed research article in a professional journal of very high impact (a 5-year impact factor of 4.7 or higher as listed in the Thompson Reuters Journal Citation Reports (JCR) – documentation required; faculty have the opportunity to provide additional information to demonstrate high impact).
6. Is funded on an external research grant where the share of the faculty member is \$20,000 or greater.

ABOVE SATISFACTORY

Faculty on a 2/2 load:

1 item in Category A and 2 items in Category B, one of which must be number 7, 8, or 9;

or,

1 item in Category A and item 10 in Category B. (for item 10, including journals with an impact score of 0.5 and above).

Faculty on a 2/3 load:

Meets the criteria for Satisfactory and checks any item in Category B numbers

1-9 or

item 10 in Category B.

Faculty on a 3/3 load:

Meets the criteria for satisfactory and 2 additional items (or multiple participation) in Category A or

Meets the criteria for satisfactory and 1 item from 1-5 in Category B.

OUTSTANDING

Faculty on a 2/2 load:

Any item 2-5 in Category C or

Item 6 in Category C and any one item from Category A or B.

Faculty on a 2/3 load:

Any item in Category C.

Faculty on a 3/3 load:

Meets any item 6-10 in Category B or

Meets the criteria for Satisfactory and any item in Category C.

SERVICE AND PROFESSIONAL DEVELOPMENT

Approved by Majority of Full-time Faculty (11 yes, 8 no, 2 abstain) on April 5, 2022

All faculty members are expected to engage in service. Areas of service include the university, the profession, and the community. Minimum expectations for service are:

1. Regularly attends School meetings.
2. Participates actively in any assigned School committee (credit for the committee is listed below; if assigned to a committee, must be actively participating to meet minimum criteria).
3. Provides 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.

Faculty members can engage in any of the following service activities; additional activities not listed here can be documented as "other service." Each activity listed below is worth 1 point unless otherwise noted. Faculty members must meet the following requirements for ratings in service:

UNSATISFACTORY

A faculty member who scores 0 pts from the list below, or who has two consecutive years of Conditional, will be rated "unsatisfactory."

CONDITIONAL

A faculty member who scores between **1 and 4** points from the list below will be rated "conditional."

SATISFACTORY

A tenure-earning faculty member who scores between **5 and 7** points and at least 2 items from the list below will be rated "satisfactory."

A tenured faculty member who scores between **5 and 9** points and at least 2 items from the list below will be rated "satisfactory."

ABOVE SATISFACTORY

A tenure-earning faculty member who scores **8 or 9** points and at least 4 items from the list below will be rated "above satisfactory."

A tenured faculty member who scores **10 or 14** points and at least 5 items from the list below will be rated "above satisfactory."

OUTSTANDING

A tenure-earning faculty member who scores **10 or more points** and 5 or more items from the list below, will be rated "outstanding."

A tenured faculty member who scores **15 or more points** and 7 or more items from the list below will be rated "outstanding."

1. Chairs or is a member of a search committee for a faculty position. (1.5 pt for chair, 1 pt for member)
2. Is an active member or chair of a School, college, or university committee. (.5 for member, 1 pt for chair)
3. Serves as a College or School pre-law advisor, serves as the principal advisor for a School minor, certificate, or HUT program.
4. Advises an active student organization, or has a special advising function (e.g., low-GPA advisor), or has conducted a special advising workshop, such as a Careers or Law School Admissions workshop, or has conducted a Transfer or FTIC orientation, or has engaged in other special advising functions.
5. Leads successfully the School's undergraduate, graduate, or internship programs, or successfully serves as the principal advisor for a School program. (2.5 pt)
6. Directs successfully a Program, Center, or Institute housed in the School (e.g. Intelligence Community Center for Academic Excellence - ICCAE, Kurdish Political Studies). (1.5 pt)
7. Attends graduation.
8. Is assigned and effectively mentors a tenure-earning member of the School or of another department.
9. Leads a teaching-related workshop for the School, college, university, or profession.
10. Is awarded a program-related grant of any type that provides benefit to the School.
11. Organizes a scholarly symposium or conference with multiple speakers or panels on campus. (any event with a single external speaker 0.5pts)
12. Reviews a manuscript for a professional journal, a book proposal, or a grant proposal. (.5 per review)
13. Reviews a professionally related book manuscript or serving on a panel reviewing multiple grant proposals, such as the National Science Foundation (NSF).
14. Is the chair for a discussant, or a roundtable participant, on a panel at a state, regional, national, or international professional meeting (.5 pt for chair, 1 pt for discussant or roundtable participant).
15. Serves as a principal officer or chair of a section of a scholarly association or program chair for a professional conference. (2 pts for national or international conferences)
16. Is an invited keynote speaker at a local, state, regional, national, or international organization or meeting.
17. Is an invited professional consultant to government, non-profit, or business institutions.
18. Publishes a book review in a scholarly journal.
19. Serves as an external reviewer for tenure and/or promotion.
20. Serves as editorial board member of a professional journal.
21. Serves as an editor or a book review editor of a professional journal. (2 pts)

22. Receives public recognition for outstanding service to the university, community, or profession.
23. Conducts a program review for an academic unit at another university. (2 pts)
24. Engages the public in discussions about politics and political science by publishing an op-ed in a newspaper or on professional/academic blogs (e.g., Monkey Cage of *The Washington Post*).
25. Serves as a credited media source for a story on government, politics, or policy. (.5 pt per interview)
26. Serves the broader community utilizing scholarly expertise.
27. Documents other UCF service or professional/community service activities. Points for such activities will be decided by the Director in consultation with the Committee.

OVERALL EVALUATION

2/3 and 2/2 Teaching Load:

Each Unsatisfactory rating	= 0 points
Each Conditional rating	= 1 point
Each Satisfactory rating	= 2 points
Each Above Satisfactory rating	= 3 points
Each Outstanding rating in Teaching or Service	= 4 points
Outstanding rating in Research	= 5 points

By summing in the three categories, the final evaluation is as follows:

Unsatisfactory: 0-2 points overall

Conditional: 3-5 points overall

Satisfactory: 6-7 points overall with evaluation of conditional in no more than one category.

Above Satisfactory: 8-10 points overall with no category less than Satisfactory and at least an Above Satisfactory in Research or Teaching.

Outstanding: 11-13 points.

3/3 Teaching Load

Each Unsatisfactory rating	= 0 points
Each Conditional rating	= 1 point
Each Satisfactory rating	= 2 points
Each Above Satisfactory rating	= 3 points
Outstanding rating in Teaching	= 5 points
Each Outstanding rating in Research or Service	= 4 points

By summing in the three categories, the final evaluation is as follows:

Unsatisfactory: 0-2 points overall

Conditional: 3-5 points overall

Satisfactory: 6-7 points overall with evaluation of conditional in no more than one category.

Above Satisfactory: 8-10 points overall with no category less than Satisfactory and at least an Above Satisfactory in Research or Teaching.

Outstanding: 11-13 points overall.

Example of a Typical Assignment and Evaluation

A tenured faculty member in SPSIA might be assigned a 2/2 or 2/3 teaching load. If they earned an Above Satisfactory in Teaching, they would earn 3 points. If they earned Above Satisfactory in Research, they would earn 3 points. If they earned Satisfactory in Service, they would earn 2 points. Summing those three categories together (3+3+2) they would earn 8 points overall which would result in a Final Evaluation of Above Satisfactory.

NOTE:

Other university duties are occasionally assigned for special activities such as administrative duties or other special projects. Since the nature of these assignments is variable no attempt is made to specify evaluation in proportion to the total amount of time the assignment is weighted in the annual assignment form.