Annual Evaluation Standards and Procedures for Tenure-Earning/Tenured Faculty and Instructors/Lecturers

School of Social Work

College of Health Professions and Sciences University of Central Florida

Approved by faculty by secret ballot on 2/17/2025

For first use in the 2025-26 academic year.

SCHOOL OF SOCIAL WORK

Annual Evaluation Standards and Procedures

The annual evaluation of the School of Social Work's faculty is a comprehensive process using both qualitative and quantitative data and information. The multidisciplinary interests and methodologies in the School require that performance standards be flexible and general, and the annual evaluation of faculty will be a matter of individual assessment by the School Director in terms of the general guidelines and specific circumstances pertaining to each faculty member.

The foundation of the annual performance evaluation includes information from the Faculty Annual Report, student evaluation forms, annual assignment forms, student success data, and other pertinent information available to the School Director. Faculty evaluations will cover instructional activities, research activities, service, and other university duties in each category proportional to their assigned FTE.

Assistant/Associate Professors and Instructors/Lecturers must be aware that the criteria for Tenure and/or promotion are separate and distinct from the criteria in this Annual Evaluation Standards and Procedures (AESP) document. Faculty must ensure that they are well-versed in the criteria used to make Tenure and/or promotion decisions at the department, college, and university levels.

For all faculty, further information on P&T (i.e., tenure-earning and tenured faculty) and promotion (i.e., instructors, lecturers, clinical assistant and associate professors) can be found through Faculty Excellence and university regulations 3.015, 3.0175, and 3.0176.

General Guidelines

Faculty members at the University of Central Florida, its College of Health Professions and Sciences (CHPS), and the School of Social Work are expected to contribute to the orderly and effective functioning of these institutions. Professional responsibilities include but are not limited to engaging in high-quality teaching, pursuing scholarly research and creative activities, participating in service to the university and the broader community, adhering to university policies and procedures, and maintaining professional ethics and standards. Faculty evaluations will consider professional responsibilities and any specific duties assigned by the School Director.

Evaluation Categories

Faculty are evaluated by examining contributions, competence, and scholarship in three main categories: "Instructional Activities," "Research & Creative Activities," and "Service." An additional "Other Assigned Duties" category may be used for responsibilities that do not fit the three main categories. Examples of "Other Assigned Duties" include administrative roles such as serving as a Program Director or leading special projects. These duties will be evaluated based on the successful completion of assigned tasks, leadership effectiveness, impact on the program or School, and other relevant performance indicators. All relevant areas are evaluated considering the faculty member's rank and assignment.

Faculty holding the rank of Instructor/Associate/Senior or Lecturer/Associate/Senior, including those on a "Visiting" status, will be evaluated on instructional activities and service proportional to their FTE assigned for each category.

Evaluation Ratings

Faculty will receive an evaluation rating of Outstanding, Above Satisfactory, Satisfactory, Conditional, or Not Satisfactory for "Instructional Activities", "Research & Creative Activities", "Service" (including Governance), and when assigned, "Other Assigned Duties."

Evaluation Procedures

Assignment of Duties

At the beginning of each evaluation period, the faculty and School Director will discuss the percentage of workload assigned to each of the categories outlined above.

Faculty Annual Report

All faculty should have measurable goals for accomplishment in all evaluation categories unless their contractual annual assignment does not include a category (ie. Instructors and lecturers will typically not be evaluated on research) At the close of the spring semester, per UCF and/or CHPS policy, each faculty member will submit a faculty annual report to the School Director. **This report will include 1) separate summary statements for instructional activities, research and creative activities, service activities, and when assigned, "other assigned duties" (one page maximum for each area), and 2) supporting documentation following the procedures and timelines described in the most current Collective Bargaining Agreement.** In addition to the Annual Report, faculty need to provide an up-to-date Curriculum Vitae (CV) to retain on file.

The Annual Report should accurately delineate **evidence of the quality and impact** of their accomplishments in each category. The chair will use this Annual Report, as well as other relevant information, to inform a fair evaluation of the faculty member's performance during the academic year being evaluated.

School Director Evaluation

The School Director will use the faculty annual report, supporting documentation, and other information relevant to the AESP criteria to evaluate the faculty member. The School Director may also provide input during the evaluation process, especially concerning program-specific activities.

Assessment of Performance

The following recommendations establish faculty productivity and effectiveness in annual evaluations as required under the Collective Bargaining Agreement (CBA) and University regulations. Each faculty member will be given an overall performance assessment and rating based on the categories outlined above (see Evaluation Categories).

Evaluation	Definition	Evaluation Points	Overall Rating
Outstanding	Recognition that the quality and impact of the faculty members performance in their assigned roles is outstanding	4.0	3.5-4.0
Above Satisfactory	Recognition that the quality and impact of the faculty member's performance in their assigned roles is above satisfactory	3.0	3.0-3.49
Satisfactory	Recognition that the quality and impact of the faculty member's performance in their assigned roles is satisfactory	2.0	2.0-2.99
Below Expectations	Recognition that the faculty member's performance in their assigned roles is conditional	1.0	1.0-1.99
Unsatisfactory	Recognition that the faculty member is consistently not meeting expectations in their assigned roles	0	0-.99

Calculation of Overall Rating

A calculation of the overall rating will be used to *appropriately weight* assigned FTEs across categories and *will guide* the School Director in deciding the overall rating. **The School Director has discretion to assign different ratings after assessing quality and impact.**

- Each category rating will be multiplied by the percentage of FTE assigned to that category

- The sum of these weighted scores will determine the overall rating.

- For example:

o **Instructional** (50% FTE) rated as 'Outstanding' (score of 4): 0.5 x 4 =2

o **Research** (30% FTE) rated as 'Above Satisfactory' (score of 3): 0.3 x 3 = .9

o **Service** (20% FTE) rated as 'Satisfactory' (score of 2): 0.2 x 2 = 0.4

o **Overall Score**: 2 + .9 + 0.4 = 3.3

To receive an **overall** rating of "Above Satisfactory":

- Faculty must achieve at least a "Satisfactory" rating in each area of assignment where the FTE is greater than or equal to 5%.

To receive an overall rating of "Above Satisfactory":

- Faculty must achieve at least Above Satisfactory in their two highest assigned FTEs and a minimum of Satisfactory in all other categories.

To receive an overall rating of "Outstanding":

- Faculty must achieve at least Outstanding in their two highest assigned FTEs and a minimum of Satisfactory in all other categories. **Feedback and Professional Development**

The final rating is accompanied by qualitative feedback, highlighting strengths and areas for improvement. This feedback is intended to guide professional development and future goal setting.

Annual Review Meeting

The faculty member has the option to meet with the School Director. During this optional meeting, they can discuss the evaluation, address concerns, and develop goals for the upcoming year.

INSTRUCTIONAL ACTIVITIES

All assigned courses, including summer, 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 and meeting the criteria for this category. ***Faculty can submit documentation of other activities not provided in the examples below.*** Faculty should submit a narrative statement, no more than 1-page (single-spaced), describing their instructional efforts over the past academic year (Summer, Fall, Spring). The statement should capture details regarding the quality and impact of their instructional activities in the following areas. Supplemental materials can be submitted along with a narrative that highlights activities completed by the faculty member.

Universal Faculty Expectations

The following set of Universal Faculty Expectations align with the current Collective Bargaining Agreement and are required by all faculty for a rating of satisfactory or greater. Faculty are advised to provide appropriate documentation/examples to support how they are meeting these expectations.

- Faculty will ensure teaching methods and assessments align with course learning objectives;
- Faculty will provide evidence of maintenance of current knowledge and expertise in assigned areas of teaching;
- Faculty will update/upload syllabi on time as required by university and departmental policy;
- Faculty will convene face-to-face and mixed mode classes as scheduled, including the examination period (unless prior approval is obtained by School Director);
- Faculty will post and attend their required office hours according to current university, college, and departmental guidelines and use this time to advise/mentor students seeking guidance;
- Respond to students in a timely manner (i.e., within 3-5 business days);
- Faculty will ensure that course content, assignments, activities, materials, textbooks, readings, etc. are appropriate for the course, reflect current knowledge, and are evidence-based;

- Faculty will ensure that the approach to teaching fosters student learning, retention, and engagement;
- Faculty will integrate appropriate technology in course presentations (e. g., class e-mail, online course enhancement, videos, computer assisted instruction, simulations, virtual reality, artificial intelligence, etc.);
- Faculty will evaluate student performance in a fair, equitable, and timely manner;
- Faculty will use appropriate instructional techniques and evaluation and reporting formats;
- Faculty will collaborate to support implementation and enhancement of the curriculum;
- Faculty will comply with university and department policies and deadlines, including development/revision of syllabi, SAS requests, and final grade submission

Performance Ratings and Criteria		
Unsatisfactory	The faculty member will receive an **UNSATISFACTORY** rating for "Instructional Activities" upon their second consecutive **CONDITIONAL** rating and/or if poor performance in this area resulted in discipline or counseling	
Conditional	An evaluation rating of **BELOW EXPECTATIONS/CONDITIONAL** in "Instructional Activities" will be assigned if the faculty fails to achieve a rating of Meets Expectations/Satisfactory. Failure to meet the universal expectations for "Instructional Activities" is sufficient cause for a rating of below expectations	
Satisfactory	Quality and impact of the faculty member's performance in their assigned role(s) is satisfactory.	**In addition to meeting the universal expectations, faculty must meet all the following criteria:** • Align courses with Social Work Code of Ethics and accreditation standards • For each semester of teaching, mean overall effectiveness of instructor ratings for the "Very Good" and "Excellent" categories combined is at least 70% for all courses (with at least 33% of students reporting) evaluated using the Student Perception of Instruction (SPI) report.
Above satisfactory	Quality and impact of the faculty member's performance in their assigned role(s) is above satisfactory.	**To qualify for a rating of "Above Satisfactory", there is no specific number of criteria that must be met. Instead, the faculty member's accomplishments should demonstrate a level of quality and impact that is sufficiently beyond the criteria used for 'satisfactory'.** **In addition to meeting all criteria for Satisfactory, faculty provide evidence of quality and impact and will be evaluated against criteria such as:** **Student mentorship:** • Serve as a committee member on a student undergraduate thesis, graduate thesis or dissertation, capstone project, or other research

		project completed during the evaluation period (I/L only). Documentation of contributions to both the committee and the student project must be provided
		• Serve as a committee member on a graduate thesis or dissertation **completed during the evaluation period.** Include the name of the student; committee chair and department; title of thesis, dissertation, or project; date completed (T/TE Only). Documentation of contributions to both the committee and the student project must be provided
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		• Chair the Honors Undergraduate Thesis (HUT), Research and Mentoring Program (RAMP), or Focused Inquiry and Research Experience (FIRE) committee of one or more students who successfully **complete their thesis/capstone project** during the evaluation period (T/TE only).
		• Mentor one or more students in the research process that produces a research-related outcome (e.g., accepted abstract, poster presentation at a professional conference, manuscript submission/publication, or an internal/external grant proposal submitted for competitive funding).
		• Mentor one or more students in the research process that produces a research-related outcome (e.g., accepted abstract, poster presentation at a professional conference, manuscript submission/publication, or an internal/external grant proposal submitted for competitive funding).
		• Mentor a thesis student who receives a CHPS HUT Scholarship. Include the name of the student, date received, and a copy of the research abstract. (Thesis awards or scholarships awarded by external entities will be considered with submission of criteria and other relevant information and a copy of the thesis abstract).
		• Conduct independent study course(s) including directed research with clear documentation of contribution, outcome and impact.
		Professional development activities:
		• Attend workshops, seminars, or courses focused on teaching and learning with brief descriptions

		and certificates of completion or evidence of participation. Documentation must be provided outlining how content will enrich teaching and benefit students
		• Engage in self-reflection or professional development leading to revised syllabi, new teaching methods, or updated course materials. Documentation must be provided outlining how content will enrich teaching and benefit students
		• Undergo formal evaluation of course instruction and materials conducted by Faculty Center for Teaching and Learning (FCTL) or other formally established, unbiased peer evaluation process. Submit the evaluator's assessment and provide a description and examples of how you are addressing/addressed the feedback
		• Make major revisions (e.g., adoption of a new textbook, creation of new assignments and activities, etc.) to an existing course. Summarize revisions and provide examples demonstrating the extent and quality of the work and expected outcomes
		• Serve as an assigned lead faculty on course. Document impact and contributions.
		• Obtain instructional or social work education related grants, funding, or scholarships
		• Author/co-author an accepted/in press/published textbook chapter
		• Disseminate content related to curriculum or teaching through a first-author or co-author publication in a peer-reviewed journal
		• Disseminate content related to curriculum or teaching at a peer-reviewed state, regional, national, or international conference/professional development program.
		• Serve as a reviewer for textbooks or contribute to writing/editing textbook chapters
		• Serve as an external field supervisor for a social work student interning at an agency that does not have a social worker on staff
		• Obtain High Impact Practice (HIP) designation and/or Quality badge.

		• For each semester of teaching, mean overall effectiveness of instructor ratings for the "Very Good" and "Excellent" categories combined is at least 80% for all courses evaluated, with at least 33% of students reporting, using the Student Perception of Instruction (SPI) report. • Other examples of faculty accomplishments that reflect quality and impact in instructional activities. • For each semester of teaching, mean overall effectiveness of instructor ratings for the "Very Good" and "Excellent" categories combined is at least 80% for all courses evaluated, with at least 33% of students reporting, using the Student Perception of Instruction (SPI) report. • Other examples of faculty accomplishments that reflect quality and impact in instructional activities.
Outstanding	Quality and impact of the faculty member's performance in their assigned role(s) is outstanding	**To qualify for a rating of "Outstanding", there is no specific number of criteria that must be met. Instead, the faculty member's accomplishments should demonstrate a level of impact and significance that distinctly sets them apart from their peers, rising to the very top in performing their instructional assignment.** **In addition to meeting the criteria for "Above Satisfactory", faculty evidence of quality and impact will be evaluated against criteria such as:** • Develop a new course or create a new version of an existing course (e.g., study abroad course, online course, campus-based course, and/or designation on course (service learning, global learning, integrative learning experience, or research intensive) • Course, online course, campus-based course, and/or designation on course (service learning, global learning, integrative learning experience, or research intensive) • Obtain High-Quality badge, and/or meet NACE competencies for a new or existing course AND/OR complete a successful 5-year review for an existing High-Quality course.

		• Chair the HUT, RAMP, or FIRE committee of one or more students who produces a research-related outcome (e.g., accepted abstract, poster presentation for conference or external peer-reviewed student)
		 • Disseminate content related to curriculum or teaching through a first-author publication in a Q1 or Q2 peer-reviewed journal
		 • Author/co-author an accepted/in press/published 1st edition of a peer reviewed textbook
		 • Recipient of a UCF Teaching Award: Excellence in Undergraduate Teaching
		    ○ Excellence in Graduate Teaching
		    ○ University-wide recipient of excellence award for teaching = automatically meets "exceeds" for teaching
		    ○ Teaching Incentive Program (TIP) Award
		    ○ Dzuiban Award
		    ○ Barbara Truman Award
		    ○ Scholarship of Teaching and Learning (SoTL) Award
		 • Other examples of faculty accomplishments that reflect quality and impact in instructional activity
		
		 • For each semester of teaching, mean overall effectiveness of instructor ratings for the "Very Good" and "Excellent" categories combined is at least 90% for all courses evaluated, (with at least 33% of students reporting) using the Student Perception of Instruction (SPI) report

Note: Faculty may complete multiple activities within each criterion. A narrative should be completed to explain the quality and impact of each example provided. Each activity may be counted toward only one of the four sections (i.e., Instruction, Research, Service, or Other Activities). For example, if publishing a textbook chapter is counted as an instruction activity, it will not be counted as a research activity.

The School Director can determine the extent to which an activity can count towards more effort or reaches the level of Outstanding, for example, a semester long FCTL cohort training versus attendance at a single FCTL webinar or serving as a Chair of a dissertation or HUT compared to serving as a committee member.

RESEARCH & CREATIVE ACTIVITIES

Research and Creative Activities will be assessed for faculty who have an assignment in this area. Evaluation in the category of "Research & Creative Activities" will include a review of the quality and

impact of scholarly activities, sponsored research, recognition, and contributions the faculty member has undertaken during the evaluation period.

Papers, book chapters, books and presentations should be reported in the year they occur with full and complete citations so that they may be considered and cited in the department annual report for the college and for possible publicity. However, notice of acceptance may be reported and documented for credit towards evaluation. Each item may only be counted once (i.e., either when accepted or published, but not both).

Evidence

Faculty should submit a comprehensive narrative describing their research and creative activities over the past three years (the current evaluation year plus the two years immediately preceding the current year.) The statement (and supporting evidence, if applicable) should capture details regarding both the **quality and impact** of research and creative activities in the following areas:

(1) **Research Dissemination**: Peer-reviewed publications, conference presentations, published books/book chapters, state, federal, foundation, or international funding agencies' research technical reports
(2) **Research Development and Activity**: Submitted grant proposals, revisions to internal/external grant applications, secured internal and/or external funding, local, state, federal, or international contracts, leadership positions in funded research, project management (including oversight of research staff)
(3) **Research Innovation and Impact**: Innovative contributions to the field (e.g., development of clinical tools, training programs, clinical practice modalities, apps, AI-powered tools), contributions to new research methodologies
(4) **Research Mentorship and Collaboration**: Mentorship of students resulting in research outcomes/scholarship, research collaborations with colleagues or interdisciplinary teams resulting in research outputs (e.g., interdisciplinary seminars, presentations, working papers, or publications)
(5) **Research Honors and Recognition**: Awards, invited presentations, keynote speaker at research conferences or symposiums, research fellowship

Evaluation Framework: Assessment of Quality and Impact
Journal Publications
- Journal quality assessments include various metrics specific to the field of social work and other related fields (e.g., mental health, public health, gerontology). This includes quartile ratings (Q1-Q4 according to Web of Sciences), impact factors, citation counts, authorship (e.g., primary, co-author, corresponding/senior author, collaborator), and other metrics such as h-index and i10-index. For example, among SJR rankings, 14 out of 55 (or 25%) of the top Social Work Journals are classified as Q1 (SJR : Scientific Journal Rankings); the average impact factor among the top Social Work journals is 1.93 (range: 0.9 to 5.4) (Social Work: Journal Rankings | OOIR).

Scholarly Books and Book Chapters
- Scholarly books and book chapters are evaluated based on the prestige of the publisher and the scope of contributions. This also includes distinguishing between single-authored or co-authored books, edited books or volumes, and individual book chapter contributions.

Grants and Contracts
- Grants and contracts are evaluated based on the type of award submitted (e.g., internal vs. external), funding status, funder (e.g., international, federal, foundation, state), size of funding (e.g., >$150k, >$500k, >$1m), role of faculty member (e.g., PI, Co-PI, Co-I, consultant), and FTE/salary coverage.

The impact of Research and Creative activities is evaluated by the School's Director on the innovation and/or originality of research activities, collaborations with colleagues or interdisciplinary teams, and contributions to theory, practice, policy, or other advancements to the field. The School Director has discretion to assign different ratings after assessing quality and impact.

Both the impact and quality of Research and Creative activities will be evaluated on a five-point scale based on performance and contributions outlined below.

Universal Expectations for Tenure-earning and Tenured Faculty

Assistant/Associate/Professor
Evidence of a coherent and well-defined research agenda, demonstrated through peer-reviewed publications, scholarly presentations, products, and secured funding to advance and sustain research goals.

*Tenure-earning and tenured faculty must be aware that the criteria for Promotion and Tenure (P&T) are separate and distinct from the criteria in this AESP document. Tenure-earning and tenured faculty must make themselves aware of the department, college, and university criteria for P&T. Further information on P&T can be found through the office of Faculty Excellence.

Performance Ratings and Criteria		
Unsatisfactory	The faculty member will receive an **UNSATISFACTORY** rating for "Instructional Activities" upon their second consecutive **CONDITIONAL** rating and/or if poor performance in this area resulted in discipline or counseling	
Conditional	An evaluation rating of **BELOW EXPECTATIONS/CONDITIONAL** in "Instructional Activities" will be assigned if the faculty fails to achieve a rating of Meets Expectations/Satisfactory. Failure to meet the universal expectations for "Instructional Activities" is sufficient cause for a rating of below expectations	
Satisfactory	Quality and impact of the faculty member's performance in their assigned role(s) is satisfactory.	**Minimum Research and Creative Expectations** Faculty must demonstrate engagement in **all of** research activities: • **Publications**: An average of 2 peer-reviewed journal articles[1] per year, or on average over the past 3 years • **Scholarly Presentations**: At least one peer-reviewed research presentation at local, state, national, international conferences or forums or on average over the past 3 years • **Grant Development and Management**: At least one grant proposal submission as PI, Co-PI, or Co-I, or project management of internal/external award (<$50k) or on average over the past three years. Documentation of submission and management must be provided.

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[1] Because the time between a revise/resubmit, acceptance, and date of publication can vary by several months to over a year, faculty can only count one of these metrics in the current reporting period. However, a change in the metric from acceptance to published cannot be counted in the subsequent year.

		• **Student Research Mentorship**: Mentorship to an undergraduate/graduate student (n=1) t that leads to a research-related product at a student or professional venue or research related contribution to faculty publications, reports, or presentations. If a multi-year project, documentation of role and impact across the time period must be provided • **Research Collaboration**: Evidence of engagement in community-based research or interdisciplinary research collaboratives or initiatives. If a multi-year project, documentation of role and impact across the time period must be provided
Above satisfactory	Quality and impact of the faculty member's performance in their assigned role(s) is above satisfactory.	**To qualify for a rating of "Above Satisfactory", there is no specific number of criteria that must be met. Instead, the faculty member's accomplishments should demonstrate a level of quality and impact that is sufficiently beyond the criteria used for 'satisfactory'.** **In addition to meeting all criteria for <u>Satisfactory</u>, faculty provide evidence of quality and impact and will be evaluated against criteria such as:** • **Publications**: An average of 3 or more peer-reviewed articles in Q1 or Q2 journals, as first-author, co-author, or corresponding author over the past three years • **Publications:** Publish at least one **additional** peer-reviewed journal article in Q1or Q2 journals as first, corresponding or co-author within the past three years • **Publications:** Publish a book as primary or co-author written over the past three years • **Publish** an average of one book chapter[2], as first-author, co-author, or corresponding author within the past three years • **Grant Funding and Management**: Secure internal and/or external funded grant/contract as PI, Co-PI, or Co-I (<150k, 10-25% salary support per year, plus fringe) multiyear management- must provide contribution over the grant management time period • Grant Submission: Submit at least one external grant proposal as PI or Co PI. If the preparation of grant is a multiyear project, provide documentation of role. • **Invited Scholarly Presentations**: An average of at least 1 invited research presentation to showcase

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[2] Minimal expectation is 2 peer-reviewed articles; however, the School Director has the discretion to waive this standard in lieu of a combination of other publications, such as a published book, book chapters, monographs, technical reports, and/or an edited book.

		research expertise and contributions over the past three years
		• **Scholarly Presentations**: An average of at least 2 research presentations at state, national, or international conference(s) or forum(s) to showcase research expertise and contributions over the past three years.
		• **Student Mentorship Scholarship**: Mentorship to an average of at least 2 undergraduate/graduate students leading to co-authored publications, presentations at national/international conferences, or submission of grant. Contribution and impact must be documented
		• Other examples of faculty accomplishments that reflect quality and impact in research and creative activities
Outstanding	Quality and impact of the faculty member's performance in their assigned role(s) is outstanding	**To qualify for a rating of "Outstanding", there is no specific number of criteria that must be met. Instead, the faculty member's accomplishments should demonstrate a level of impact and significance that distinctly sets them apart from their peers, rising to the very top in performing their Research and Creative Activities assignment** **In addition to meeting the criteria for "Above Satisfactory", faculty evidence of quality and impact will be evaluated against criteria such as:** • **Publications:** An average of 2 or more peer-reviewed articles in Q1 or Q2 journals, as first-author, co-author, or corresponding author over the past three years • **Publications:** Publish a book as primary or co-author written over the past three years, • **Publications:** Publish an average of two book chapters[3], as first-author, co-author, or corresponding author • **Publications:** Publish at least two **additional** peer-reviewed journal articles in Q1 or Q2 journals within the last three years • **Publications**: Publish and additional first author article in a Q1 or Q2 journal within the last three years

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[3] Minimal expectation is 2 peer-reviewed articles; however, the School Director has the discretion to waive this standard in lieu of a combination of other publications, such as a published book, book chapters, monographs, technical reports, and/or an edited book.

		Extramural Funding and Ongoing Management: Secure external funded grant(s) as PI, Co-PI, or Co-I (>150k, more than 25% salary support per year, plus fringe). If the management of grant is a multiyear project, provide documentation of role. - Receive additional external grant funding as PI, Co-PI or Co-O within the past three years - Serve as co-I or consultant on an externally funded research project. Provide documentation of contribution and impact **Presentations:** Present and average of two invited scholarly presentations **Presentations:** Present an average of two papers at peer-reviewed national/international conferences within the past three years **Scholarly Leadership**: An average of 2 plenary speeches or invited talks at prominent national or international conferences/forums within the past three years **Student Mentorship Achievements**: Enhanced mentorship to undergraduate/graduate students (at least 2) resulting in student-lead authorship of publications in Q1/Q2 journals, research awards, or funded grant(s) within the past three years. If mentorship is multiyear, provide documentation of contribution and impact **Mentorship**: Mentor a graduate student who is recognized with a UCF award for research or a research award from an external professional organization. If mentorship is multiyear, provide documentation of contribution and impact **Research Awards**: Recognition or awards through university, state, or national or international entities within the past three years - Other examples of faculty accomplishment that reflect quality and impact in research and creative activities

Additional Evaluation Considerations

The evaluation framework presented above does not encompass all potential scholarly contributions. If not explicitly captured above, faculty are encouraged to report and provide evidence of the impact of other scholarly activities in their narrative.

Authorship/Grant Roles and Evaluation Ratings

Primary authorship, defined as first, corresponding, or senior author on a publication, carries greater significance than co-author or collaborator roles, which are often associated with lesser responsibilities. Similarly, the role of principal investigator (PI) on a grant is recognized as more prominent than that of a co-investigator (Co-I) or collaborator. In the evaluation process, the School Director has the discretion to weigh more heavily roles serving as primary author or PI compared to roles assuming lesser responsibilities or contributions, such as co-author or Co-I.

Note: Criteria for Promotion and Tenure (P&T) are separate from the criteria in the AESP document. Tenure-earning and tenured faculty should become cognizant of the department, college, and university criteria for P&T (Guidelines can be found through the Office of Faculty Excellence: Promotion)

SERVICE ACTIVITIES

Service activities will be assessed for faculty who have an assignment in this area. Service assignments may vary on many factors. For example, new and tenure-earning receive a lower service assignment to enable them to focus on research. The School Director will consider this in their evaluation and will also consider that service opportunities at the college and university level may vary from year to year. To help with this evaluation, the faculty member can provide a variety of evidence demonstrating their service commitment internal and external to UCF over the past three years. Faculty may submit documentation of other activities not provided in the examples below.

EVIDENCE

Evidence for quality and impact of "Service" is provided through faculty documentation of service, professional development, and governance activities, including brochures or programs identifying presentations and workshops; a description of committee activity (e.g., name of committee, number of meetings attended, role and contributions to the committee, etc.); consultant reports or products; and a description of substantial contribution(s) to the effective functioning of service, professional development, and governance activities.

Documentation describing both the roles and responsibilities related to the service as well as active participation (e.g., how often it meets, etc.) is required. Indicators that are associated with more than one item within the teaching, research, and/or service domains must reflect a distinct accomplishment separate from other categories.

Typically, consultations or other activities for which the faculty member receives payment will not be counted toward productivity in this area. Moreover, such activities may require "Possible Conflict of Interest" reporting.

Faculty should submit a comprehensive narrative statement, no more than 1 page (single-spaced), describing their service activities over the past academic year (Summer, Fall, Spring) across the three areas noted below. The statement should include descriptions of the specific roles, duties, and activities related to a specific service assignment. Supplemental materials can be submitted along with a narrative that highlights activities completed by the faculty member. The statement should capture details regarding both the quality and impact of their service within the following areas:

    (1) **School Level Service:** Membership on school-level committee(s), taskforce(s), or other initiative(s); Coordinate or contribute to School-level documents, policies, or reports; Coordinate or assist with school events; advisor to student groups; Mentorship of students and/or faculty colleagues in the design, implementation, and/or interpretation of instructional or research projects and grant writing activities (that has not been included/counted in other sections)

(2) **College and University Level Service:** membership on the college and/or university committee(s), taskforce(s), or other initiatives; student research symposium judge; peer review for university seed funding; IRB representative

(3) **Service to the Profession and/or Community:** Serve on a board, task force, committee, or consortium for local, state, national, or international community or professional organization; Serve in a leadership role in a local, state, national or international professional organization; Member of an Editorial Review Board for a peer-reviewed journal; Editor in Chief or Associate Editor of a peer-reviewed journal; Grant reviewer for federal, state, or local funding organizations; Develop a local, state, regional, national, or international community partnership with an organization that brings value to the community or University, awards for service

Associate and senior Instructor/Lecturers and associate/full professors are expected to demonstrate significant leadership in school, college, and university level service activities.

Rating	Criteria	
Unsatisfactory	The faculty member will receive an **UNSATISFACTORY** rating for "Instructional Activities" upon their second consecutive **CONDITIONAL** rating and/or if poor performance in this area resulted in discipline or counseling	
Conditional	An evaluation rating of **BELOW EXPECTATIONS/CONDITIONAL** in "Instructional Activities" will be assigned if the faculty fails to achieve a rating of Meets Expectations/Satisfactory. Failure to meet the universal expectations for "Instructional Activities" is sufficient cause for a rating of below expectations	
Satisfactory	Quality and impact of the faculty member's performance in their assigned role(s) is satisfactory.	**Minimum Service Expectations** **Faculty must demonstrate engagement in <u>all</u> service activities:** • Attend and participate in all departmental faculty meetings, faculty committees (as appointed or elected), and faculty retreats unless the faculty member has an emergency or unavoidable scheduling conflict. Faculty members who are ill and cannot participate in scheduled meetings are required to take sick leave. Attendance at meetings and/or events (e.g., all CHPS meetings and similar) as requested by the chair or CHPS/UCF administration is expected, unless the faculty member has an emergency or unavoidable scheduling conflict • Prepare documents (as requested by the Department Chair; CV does not count) required for the departmental academic program review process or other documents requiring substantial effort. • Serve as a member on **at least two** (*at least one for first year faculty*) committees, task forces or initiatives at the department, college, or university level. (Documentation: Name of committee/task

		force/initiative; position held (i.e., member, chair, secretary, etc.); dates of meetings attended; evidence of your level of engagement/contributions you made leading to tangible outcomes; time and effort dedicated; other relevant information.)
Above satisfactory	Quality and impact of the faculty member's performance in their assigned role(s) is above satisfactory.	**To qualify for a rating of above satisfactory, there is no specific number of criteria that must be met. Instead, the faculty member's accomplishments should meet minimum service activities and demonstrate a level of quality, impact, and significance across School, University, and Professional Service that distinctly sets them apart from their peers, rising to the very top in their field.** **Quality and impact will be evaluated against criteria such as:** • Provide a presentation(s) and/or service to a community agency, school, hospital, or other community organizations • Host a seminar/workshop in the community or consultation that is not private consulting • Develop a local, state, regional, national, or international community partnership with an organization that brings value to the community or University, awards for service • Conduct student training for extracurricular activities, such as licensure preparation • Assist with community events such as Apopka clinic or other awareness events • Serve on a board, task force, committee, or consortium for local, state, national, or international community or professional organization • Member of an Editorial Review Board for a peer-reviewed journal • Chair or co-chair school, college, or university-level committee including hiring committees or IRB
Outstanding	Quality and impact of the faculty member's performance in their assigned role(s) is outstanding	**To qualify for a rating of "outstanding", there is no specific number of criteria that must be met. Instead, the faculty member's accomplishments should demonstrate a level of quality, impact, leadership, and significance across School, University, and Professional Service that distinctly sets them apart from their peers, rising to the very top in their field.** Quality and impact will be evaluated against criteria such as: • Serve in a leadership role in a local, state, national or international professional organization

		• Editor in Chief or Associate Editor of a peer-reviewed journal • Present at state, regional, national, or international conference (that has not been included/counted in other sections) • Active reviewer for peer-reviewed journal(s) • Active Abstract Reviewer for national or international conference • Serve on a grant review panel • Receive an honor/award for professional service or accomplishment from a state, national, or international professional organization. (Documentation: Name of the award; name of organization and level of award; description of award and criteria; competitiveness of award; award letter; date awarded; and other relevant information) • Other examples of faculty accomplishments that reflect quality and impact in research and creative activities

Note: Activities may be counted toward only one of the four sections in the AESP (i.e., Instruction, Research, Service, or Other Activities). For example, if developing curriculum is counted as an instructional activity, it should not also be counted as a service activity.

The School Director can determine the extent to which an activity can count towards more effort or reaches the level of Outstanding, for example, chairing versus serving on a school committee, or serving on a local versus a national-level organization's board.

OTHER ACTIVITIES

This section will vary based on the duties assigned and whether the faculty member has a fourth category of administrative workload responsibility. If evaluated for this section, faculty should provide a 1-page, single-spaced narrative describing how their administrative and other assigned activities further the mission and goals of the School, the College, and/or the University including quality and impact of their activities.