

**Department of Sociology
Annual Evaluation Standards and Procedures
(AESP)**

Available for first use academic year 2025-26

Section I: Introduction

The purpose of the annual evaluation is to facilitate and assess faculty success in instructional, research/scholarship, service, other assigned activities, and overall performance. Institutional excellence is dependent upon the individual performance of each faculty member as well as the collective performance of the faculty. The success and reputation of the University of Central Florida are highly dependent upon the talents that exist among the faculty and how effectively those talents are harnessed and blended to achieve the university's mission.

This document is applicable to all faculty and is based on the academic year (i.e., summer, fall, spring semesters). The evaluation of instructional, research/scholarship, service, and other assigned activities will correspond to individual faculty members' assignment of duties (FTE), which may differ from other faculty based on such factors as rank, teaching load, or other work-related opportunities. On occasion, a faculty member may have a major assignment for the year that does not constitute research, teaching, and service. In this event, a fourth category of "other assigned activity" will be added to what is described below and the weight assigned to this category will be negotiated with the chair.

The annual evaluation process relies on both quantitative and qualitative analysis of data that is provided by the faculty member and is subject to the department chair's review. The department chair will evaluate all faculty in each individual area (i.e., instructional, research, service, other). The "overall evaluation" will be determined based on the information provided on page 14 of this document. To facilitate this process the faculty must submit a Faculty Activity Report, which is a form that will be provided by the department and summarizes accomplishments related to instructional, research, service, and other activities. Faculty must also submit a current CV. Faculty may also include a written narrative of roughly 300 words for each category of activity (i.e., instructional, research, service, and other) that highlights the quality and impact of work, explains how specific accomplishments exceed basic expectations or have greater impact than might otherwise be concluded, and/or describes mitigating or exceptional circumstances.

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

Section II: Instructional Activities

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

Evaluation of Instructional Activities

- Unsatisfactory: fails to satisfy basic expectations for two consecutive years.
- Conditional: fails to satisfy basic expectations for one year.
- Satisfactory: satisfies basic expectations.
- Above Satisfactory: satisfies basic expectations and exceeds performance expectations.
- Outstanding: satisfies basic expectations and significantly exceeds performance expectations.

The following **basic expectations** are required for all faculty and need to be met to receive a rating above conditional. In cases when a faculty member is not able to meet these expectations for a short period of time due to circumstances beyond their control, the faculty member should inform the department chair as soon as practicable. In your Faculty Activity Report, please document the following:

- Demonstrates a pattern of consistently convening classes with regularly scheduled class meetings (such as face-to-face, mixed mode, and synchronous online) as scheduled (unless there is prior approval or circumstances such as illness or an unforeseen emergency) and teaches classes in the modality they were scheduled.
- Maintains a regular online presence, being present online (via email or within the learning management system) on a weekly basis during semesters when teaching online courses (unless there is prior approval or circumstances such as illness or an unforeseen emergency).
- Demonstrates a pattern of consistently holding scheduled office hours pursuant to unit, college, and university policy.
- Demonstrates a pattern of replying to student inquiries within 2 non-holiday weekdays (except when students have been notified through class announcements or due to circumstances such as illness or unforeseen emergency or when the university is closed).
- Submits book orders and syllabi as required by university and unit policy.
- Complies with state, university, and unit policies and deadlines pertaining to teaching, including syllabus policies and final grade submission deadlines.
- Maintains accurate and up-to-date grades on Webcourses which reflect the course grading scheme as explained in the course syllabus and makes those grades visible and available to students.
- Holds final examinations or alternate end-of-term assessment in compliance with university regulations and policies.
- Appropriately supervises and evaluates any TAs and other assistants (graduate or undergraduate) assigned to help with instruction.

- Demonstrates a willingness to teach courses serving departmental curricular needs at undergraduate and/or graduate level.
- Course materials and assignments reflect the current state of the subjects covered.
- Assessments (e.g., tests, quizzes, assignments) effectively measured student learning outcomes as evidenced by score distributions or grading rubrics.

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

Classroom Teaching

- Demonstrates a high positive impact on student learning.
- Creates an accessible learning environment which accommodates different learning styles and needs.
- Elicits and incorporates student feedback that assesses teaching effectiveness and class organization or results in substantial course revision.
- Other activity (provide clear explanation to the chair).

Curriculum

- Substantially reduces or maintains low DFW rates for a course.
- Substantially increases enrollments or maintains high enrollments in an existing course.
- Demonstrates flexibility in course assignments so that departmental priorities are achieved, especially important is teaching required courses at the undergraduate/graduate level or high enrolling upper-level courses (75+ students).
- Creates, teaches, or leads an experiential learning experience (e.g., study abroad, course with CAPS, SL, RI or other HI designation).
- Creates and teaches a new course that expands the curriculum in support of department, college and university strategic goals and/or in response to developments in the field.
- Contributes to the development of a new minor, concentration, track, certificate, or similar curricular path to expand the curriculum in support of department, college and university strategic goals and/or in response to developments in the field.
- Other activity (provide clear explanation to the chair).

Student Mentorship

- Successfully mentors a student for a college, university, or external organization award.
- Engages in student mentorship through the direct supervision of independent study, internship, directed research credits, or graduate teaching associate.
- Engages in formal student mentorship through serving as a chair or committee member for an undergraduate thesis (e.g., HUTs), MA applied/final project, or dissertation.
- Profoundly impacts students or student outcomes beyond expected learning in courses (e.g., mentoring a student to present at UCF Student Scholar Symposium or a professional conference, facilitating a student speaking to or somehow serving a community partner, publishing research in a peer-reviewed outlet, or receiving and successfully administering external grant or fellowship).
- Other activity (provide clear explanation to the chair).

Pedagogical Quality

- Publishes instructional materials.
- Engages in innovative pedagogical or curricular strategies.
- Engages in professional development related to teaching or student mentoring.
- Demonstrates that changes to pedagogy have resulted in improved student learning outcomes.
- Other activity (provide clear explanation to the chair).

Recognition

- Teaches a course that has received a College of Sciences Inclusive Design Badge.
- Teaches a course with an Affordable Instructional Materials (AIM) designation.
- Receives department, college, university, or external award pertaining to teaching or student mentorship.
- Teaches a course that has received a “quality” or “high quality” online course designation from Center for Distributed Learning.
- Other activity (provide clear explanation to the chair).

Section III: Research, Scholarship, and Creative Activities

We acknowledge that research includes a wide range of activities that have varying levels of impact on scientific knowledge. For this section of the annual evaluation, faculty must include activities during the **past three academic years**. For example, when the AESP is submitted in May 2026 it should include the following three academic years: 2023-2024, 2024-2025, and 2025-2026.

The chair will adjust expectations for research activity for newly hired faculty as it would not be appropriate to evaluate their work prior to them joining UCF. Additionally, exceptions may be made for faculty who are returning to the department from an administrative appointment, that had no expectations for research, and those who have taken extended leave. Instructors/Lecturers are generally not assigned an FTE for research.

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

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

Evaluation of Research, Scholarship, and Creative Activities

- Unsatisfactory: fails to satisfy basic expectations for two consecutive years.
- Conditional: fails to satisfy basic expectations for one year.
- Satisfactory: satisfies basic expectations.
- Above Satisfactory: satisfies basic expectations and exceeds performance expectations.
- Outstanding: satisfies basic expectations and significantly exceeds performance expectations.

The following activities will be used to evaluate research, scholarship, and creative activities. Faculty are not expected to engage in all these research activities, but all faculty with a research assignment are expected to regularly publish in peer-reviewed academic journals.

Sponsored Contracts and Grants

- All externally funded projects should be managed through UCF's Office of Research.
- Securing external funding is not a requirement in sociology. However, external funding plays a vital role in enhancing the status of faculty and the department and can provide important resources to the department that facilitate the professional development of both faculty and graduate students.

Quality Measures

- Funding from federal agencies (e.g., National Science Foundation, National Institutes of Health, U.S. Department of Justice) is highly valued.
- Funding from foundations, state agencies, and non-governmental organizations with a peer-reviewed open application process is also highly valued, although external funding in general is positively viewed.
- Being the lead researcher (e.g., Principal Investigator, M-PI) is generally valued more highly compared to other roles on the research team (e.g., Co-Investigator).
- Awards that provide full support for a sociology GRA (for at least one academic year) or a postdoctoral scholar in sociology are generally more highly valued than awards that provide partial support for a graduate student or return salary savings to the department.

Scholarly/Professional Publications

- Publications count when they are accepted or when they are published (e.g., assigned to a volume/issue).
- The department values publishing with students at UCF and this is a way to evaluate impact regarding research activity.

Peer-reviewed Journal Articles

Quality Measures

- Impact factors (IF) produced in Journal Citation Reports, from Clarivate Analytics, are one way to demonstrate quality of journal articles. The annual IF that is available at the time the manuscript is submitted will be used.
- Scopus CiteScore metrics, Altmetrics, views/downloads from publisher webpages, explicit references in policy discussions, and other data are additional ways faculty may demonstrate the quality/impact of their published work.

- Articles published in scholarly journals that are officially associated with the American Sociological Association, American Society of Criminology, or other major national (e.g., American Psychological Association) associations are highly valued.

Peer-reviewed Books/Monographs

- A peer-reviewed book/monograph published by any academic/university press would result in an evaluation of *Above Satisfactory* in the year it is accepted by the publisher (year 1). In years 2 and 3 following the acceptance of the book, the evaluation for the faculty would be no lower than Satisfactory.
- A peer-reviewed book/monograph published by academic/university press considered a top publisher (including top publishers for the thematic area of the book) would result in an evaluation of *Outstanding* in the year it is accepted by the publisher. In years 2 and 3 following the acceptance of the book, the evaluation for the faculty would be no lower than Above Satisfactory.

Documenting continuing impact for a book.

- The department will also recognize various activities that occur after publication as evidence of impact. For example, author-meets-critics session at a conference, book reviews that appear in academic journals or popular press, public scholarship related to the book, or other impact as demonstrated by the faculty member.
- Additionally, a faculty members evaluation in research can be elevated by documenting other research activities (e.g., book chapters, journal articles, other scholarly works, or in progress research activity).

Other Scholarly Work

- Peer-reviewed research that appears as a book chapter.
- Editing a peer-reviewed volume.
- Research-related participation in professional associations.
- Other peer-reviewed work, such as an encyclopedia entry.
- Technical/research reports and applied projects for agencies/organizations.
- Public and/or applied scholarship.
- Internal funding that aids in professional development related to research.
- Forging a relationship or working with a research-oriented community partner.

Quality Measures

- The quality of a book chapter can be documented by the editor/s of the book or contributions made to the book by top scholars in the field.
- Keynote addresses, plenaries, and other invited talks are generally valued more highly than other types of talks and presentations.
- Presentations/talks that are refereed are generally more highly valued than those that are non-refereed.
- Normally, activities with national/international associations (e.g., American Sociological Society, American Society of Criminology) and leadership positions in regional organizations have a high potential for impact.

Work in progress

- As we understand that publishing takes time, it is important to acknowledge work that is in progress. However, faculty will receive credit for in-progress work only during the most recent academic year.
- Work on scholarly publications will count as in progress when it is under review with a publisher, including books that are under contract.
- Faculty will get credit for contract/grant work only when the proposal has been submitted to the funding agency for review.
- Faculty can only count work in-progress one time and cannot get credit for in-progress work after it has been published.
- Faculty should document all activity associated with original data collection, noting when data collection occurs.
- Having a significant amount of work in progress indicates high potential for increased research productivity.

The following are examples of research activity necessary to receive a rating of **satisfactory**. Additional combinations of scholarly activity may receive a rating of satisfactory based on demonstration of quality and impact provided by the faculty member in a written narrative regarding research, scholarship, and creative activities.

- A minimum of four peer-reviewed publications in the past three years, with at least one publication of significant impact (e.g., appear in an academic journal with an impact factor of 1.0 or greater).
- Being an investigator on any externally-funded project during the past three years, and a minimum of three peer-reviewed publications in the past three years (at least one publication must be in a journal with an impact factor of 1.0 or greater).
- Submitting at least one proposal for external funding that would fund a sociology GRA or postdoctoral scholar in sociology for one year under the faculty member's credit and a minimum of three peer-reviewed publications in the past three years (at least one publication must be in a journal with an impact factor of 1.0 or greater).
- A faculty member who does not satisfy one of the "examples" in this section may be evaluated as "satisfactory" based on the assessment of information included in the Faculty Activity Report (e.g., peer-reviewed publications, other scholarly work, and in progress activities) and a written narrative that highlights the impact of their research activities.

The following are examples of research activity necessary to receive a rating of **above satisfactory**.

- A minimum of five peer-reviewed publications in the past three years, with at least one publication of significant impact (IF of 1.0 or greater) and two publications of notable impact (IF of 1.5 or greater).

- External funding, during at least one year, that returns substantial funds to the department as salary savings (e.g., equivalent to a course buyout, provides summer funding to a faculty member in place of a course, or partial support for a sociology graduate student) and a minimum of three peer-reviewed publications in the past three years (at least two publications should be in a journal with an IF greater than 1.0).
- A faculty member who does not satisfy one of the “examples” in this section may be evaluated as “above satisfactory” based on the assessment of information included in the Faculty Activity Report (e.g., peer-reviewed publications, other scholarly work, and in progress activities) and a written narrative that highlights the impact of their research activities.

The following are examples of research activity necessary to receive a rating of **outstanding**.

- A minimum of six peer-reviewed publications in the past three years, with at least two publications of significant impact (IF of 1.0 or greater), one publication of notable impact (IF of 1.5 or greater) and one publication of exceptional impact (IF of 2.0 or greater).
- External funding that provides support for a postdoctoral scholar in sociology or a sociology Graduate Research Assistant (stipend and tuition waiver) for at least one year and a minimum of three peer-reviewed publications in the past three years (at least two publications should be in a journal with an IF greater than 1.0).
- A faculty member who does not satisfy one of the “examples” in this section may be evaluated as “above satisfactory” based on the assessment of information included in the Faculty Activity Report (e.g., peer-reviewed publications, other scholarly work, and in progress activities) and a written narrative that highlights the impact of their research activities.

Section IV: Service Activities

Faculty are expected to share in the functioning, governance, and necessary activities of the department. However, involvement in service activities differs according to rank. Tenured faculty have the highest expectation of service, while faculty who are tenure-earning, instructors, or lecturers are primarily expected to contribute service to the department. Service will be evaluated based on both quantity (compared to FTE) and quality (service must contribute to the desired goals of the activity). Faculty must complete a Faculty Activity Report to document all activities associated with service in the past academic year.

Evaluation of Service Activities

- Unsatisfactory: fails to satisfy basic expectations for two consecutive years.
- Conditional: fails to satisfy basic expectations for one year.
- Satisfactory: satisfies basic expectations.
- Above Satisfactory: satisfies basic expectations and exceeds performance expectations.
- Outstanding: satisfies basic expectations and significantly exceeds performance expectations.

Category 1: Service to the Department, College, or University

- For category 1, we prioritize service to the Department.
- The Department understands that we must have a representative on various committees at the college/university level. However, we also recognize that all members of the faculty may not have the opportunity to participate in these types of service activities every year.
- We acknowledge that service to a faculty cluster or the state university system may fall into this category of service.

The following **basic expectations** need to be met to receive a rating above conditional in Category 1.

- Regular attendance at faculty meetings is required.
- All faculty must answer emails, phone calls, and requests from staff, students, colleagues, and the department chair in a timely manner. Faculty must respond within 2 non-holiday weekdays (except when students have been notified through class announcements or due to circumstances such as illness or unforeseen emergency or when the university is closed).
- Regular involvement at department events/functions (e.g., job interviews, research showcase, graduate pro-seminar course, and other department-sponsored events) is expected.
- Faculty must show active involvement on assigned committees (e.g., regular attendance and meaningful contribution). This includes all standing and ad hoc committees, as well as grading for qualifying exams for doctoral students.
- Faculty must contribute meaningfully to assigned committees by being prepared for meetings, timely submitting of all committee work, being responsive to other committee members, etc.
- Faculty who represent the department on external committees must inform the department of pertinent information discussed during these college/university committee meetings when permissible. For example, the department representative for the Faculty Senate should share meeting minutes/notes with the department.
- Regular attendance at college/university events that have been identified as important by the chair is expected.
- Faculty must complete any UCF mandated training in a timely manner.
- Other activities identified by faculty members.

Category 2: Service to the Profession

- We do not expect instructors/lecturers to provide service to the profession.
- We understand the importance of professional service but also acknowledge that tenured faculty generally have more opportunities in this area than tenure-earning faculty.
- Normally service provided to national or international organizations has higher potential for impact (e.g., enhanced reputation of the faculty/department), although leadership roles in regional organizations are also valued.
- Other activities identified by faculty members.

The following **basic expectations** need to be met to receive a rating above conditional in Category 2. As there are several ways to provide service for the profession/discipline we do not expect involvement in all the activities listed here.

- Active involvement with a professional organization (e.g., attending meetings, involvement in activities sponsored by sections/divisions).
- Reviewing manuscripts for academic journals or an edited volume.
- Other activities identified by faculty members.

Category 3: Professional Service to the Community

- To be counted in this area, service activities must be related to the mission of the department, college, or university.
- We do not expect all faculty to provide service to the community.

The following **basic expectations** need to be met to receive a rating above conditional in Category 3. As there are several ways to provide professional service to the community, we do not expect involvement in all the activities listed here.

- Participation in a community engagement activity through volunteering with a professionally related community organization.
- Serves on a committee/board for a local, state, regional, or national organization in professional related service.
- Other activities identified by faculty members.

For a rating of **above satisfactory** or **outstanding** a faculty member must demonstrate:

- All faculty members with a service assignment should document relevant service in their Faculty Activity Report. Faculty may also include a written narrative that highlights the impact of their service activities and demonstrates that the quality of their service activities has contributed significantly to the desired goals of the activity.

Category 1: Service to the Department, College, or University

- Demonstrates active engagement in the mentoring of teaching and/or research related activities of other faculty in the department.
- Has taken on the responsibility to organize a panel/workshop/presentation for the department, college, or university. As these activities are seldom done alone it is important to acknowledge the other faculty/students/staff that were also involved.
- Involvement in leadership-related efforts in the department (e.g., contributions to the strategic vision of the department; support for staff, students, other faculty, and hiring; program innovation).
- A faculty member is expected to attend graduation in the semester that a doctoral student under their supervision graduates. The department acknowledges this may not always be possible in August, as the annual meeting of the American Sociological Association often conflicts with summer graduation.
- Other activities identified by faculty members.

Category 2: Service to the Profession

- Academic Journals: editor, co-editor, associate editor, editor for special issue, or editorial board member.
- Professional Organizations: session organizer for annual meetings, member of program committee, elected positions (e.g., section/division chair, committee chair), or discussant for presentation at annual meeting.
- Reviewer: external reviewer for promotion and tenure; serves on a federal or foundation grant review panel involving multiple full proposal reviews or completes a program reviewer for another university.
- Other activities identified by faculty members.

Category 3: Professional Service to the Community

- Sharing professional expertise with the community (e.g., giving a professionally related talk, panel, workshop, or presentation to a local or regional group, or organization).
- Engaging in public sociology (e.g., writing a professional blog, being interviewed by media because of one's professional expertise, etc.).
- Conducting professional outreach with the community (e.g., serving on a community board, collaborating with a community organization by lending one's professional expertise for its benefit).
- Engaging in long-term partnership activities/projects with community members/organizations.
- Other activities identified by faculty members.

Overall Evaluation of Service

For Instructors, Lecturers, and Assistant Professors.

- The overall evaluation for service from Category 1 will be the primary basis for service.
- Activities from Category 2 or Category 3 can be used to increase the overall rating but will not be used to reduce the overall rating.

For Professor and Associate Professor.

- To receive the rating of **satisfactory**, a faculty member needs a rating of satisfactory in at least two categories.
- To receive the rating of **above satisfactory**, a faculty member needs a rating of above satisfactory in Category 1 and at least satisfactory in either Category 2 or 3.
- To receive the rating of **outstanding**, a faculty member needs a rating of outstanding in Category 1 and above satisfactory in either Category 2 or 3.

Section V: Other Activities

Consistent with the CBA, faculty may assume (and be assigned) other duties, such as those consistent with Associate Chair, Graduate Director, and Undergraduate Director. While these may be internal titles, the assignment is reflected on the Assignment of Duties form and would be evaluated separately from Service or other categories. It is recommended that the faculty member and the chair determine evaluation criteria for "other activities" before or at the start of the academic semester/year in which the duties will be evaluated. The faculty member should

provide a written narrative to outline their accomplishments in relationship to the duties assigned to them.

Evaluation of Other Activities

- Unsatisfactory: fails to satisfy basic expectations for two consecutive years.
- Conditional: fails to satisfy basic expectations for one year.
- Satisfactory: satisfies basic expectations.
- Above Satisfactory: satisfies basic expectations and exceeds performance expectations.
- Outstanding: satisfies basic expectations and significantly exceeds performance expectations.

Section VI: Overall Evaluation

- A rating of conditional in any category will result in an overall evaluation of conditional.
- The process of calculating the Overall Evaluation combines the FTE assignment with the individual evaluation ratings in each assignment category.

Evaluative ratings will be assigned to the following numerical values and will be multiplied by FTE in each category.

- 300: Outstanding
- 200: Above Satisfactory
- 100: Satisfactory

	Evaluation Rating	Value	FTE	Total
Instruction				
Research				
Service				
Other				
Total				

Evaluation Scoring

- Outstanding: 270+
- Above Satisfactory: 269-190
- Satisfactory: 189-100

Overall Annual Evaluation Rating: