



## ANNUAL EVALUATION STANDARDS & PROCEDURES (AESP)

### School of Teacher Education For Implementation in 2025-2026 Academic Year

## SECTION 1: INTRODUCTION

The purpose of annual evaluations is to facilitate and assess faculty success in (a) teaching activities; (b) research and scholarship activities; (c) service activities; (d) other assigned activities (*if applicable*). Institutional excellence is dependent upon the individual performance of each faculty member as well as the collective performance of the faculty. The success and reputation of the University of Central Florida (UCF) are dependent upon the talents that exist among the faculty and how those talents are harnessed and blended to achieve UCF's mission.

The work of faculty is not easily measured, and the Annual Evaluation Standards and Procedures (AESPs) exist to protect academic freedom and improve accuracy, fairness, and equity in the evaluation of faculty members. Nevertheless, within the evaluation process of faculty members' performance, there will always be an element of subjectivity in the determination of annual evaluation ratings. Evaluators are expected to operate with trust and respect. When assigned by administrative supervisors (usually department chairs), annual evaluation ratings shall be evidence-based and informed by faculty activity reporting and other forms of documented evidence. Evidence of faculty members' performance shall be evaluated for *quality* and *impact* toward the achievement of UCF's mission.

The basis of the annual performance evaluation is determined through the Faculty Annual Report (*AESP Worksheet or Form A*). Any information not on the Form A is not considered. Faculty can consider supplemental information to the Form A including (a) CV/resume/vitae (b) course syllabi (c) SPIs (d) annual assignment forms, (e) narratives, and (f) other. Faculty members may choose to meet with their supervisor at the start of the evaluation period to clarify differentiated faculty workload and assignments.

This document is applicable to all faculty and is based on the academic year (i.e., summer, fall, and spring semesters). The evaluation of instructional, research/scholarship, service, and other assigned activities corresponds 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. Faculty members may have other major assignments that do not constitute research, teaching, or service (i.e., Associate Director). In this event, a fourth category of "other assigned activity" is added to what is described below, and the weight assigned to this category is negotiated with the chair.

The sections that follow present how the AESP of the School of Teacher Education (STE) within the College of Community Innovation and Education (CCIE) addresses evidence, criteria, and rating standards for (a) teaching activities; (b) research and scholarship; (c) service activities; and (d) other assigned activities (*if applicable*). The performance criteria in each area of assigned activities are used to arrive at an overall evaluation rating.

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

- **Outstanding (4):** The faculty member significantly *exceeded the baseline expectations or success level expected* by the STE AESPs.

· **Above Satisfactory (3):** The faculty member *exceeded the minimal or baseline expectation or success level expected* by the STE AESPs.

· **Satisfactory (2):** –Satisfactory sets a baseline expectation, and the faculty member has met the baseline level of activity.

· **Conditional (1):** The faculty member was deficient in achieving a minimum level of activity to be rated Satisfactory.

· **Unsatisfactory (0):** The faculty member either did not respond to remediation or did not perform according to expectations.

## OVERALL EVALUATION

The overall evaluation of each faculty member is based on differentiated faculty loads, noting teaching, research, and service, keeping in mind the fourth ‘other’ (summer or overload teaching is *not* included).

CBA (2024-2027): “An employee must receive a minimum rating of Satisfactory in each area with assigned effort of five percent (5%) or more in order to receive an overall rating of Satisfactory or above.” – page 38 ([2024-2027 Full Book.pdf](#))

## SECTION 2: INSTRUCTIONAL ACTIVITIES

All assigned courses are subject to evaluation. Faculty members’ primary goal in teaching should be to foster student learning and success. To evaluate faculty members’ teaching activities, faculty members can provide a variety of evidence demonstrating their effectiveness in promoting student learning and success. To reach a SATISFACTORY rating, faculty must meet a minimum threshold or baseline expectations. Below are types of evidence that faculty may provide as evidence for Teaching Activities to support the evaluation process. Faculty members report and provide specific information through the Annual Evaluation Form A submitted in Interfolio. Other evidence can include syllabi, course readings and resources, various teaching methods and learning activities, engagement metrics, student samples, SPIs student evaluations, peer teaching observations, peer course evaluation, and professional development activities related to teaching.

## EVALUATION CRITERIA

The following SATISFACTORY (or **Baseline**) **Teaching Activity Expectations** are required for all faculty members. When faculty members are unable to meet deadlines for the baseline expectations, they could receive a conditional or unsatisfactory rating, however, if an event or circumstance occurs beyond their control, faculty should inform the Director as soon as possible (e.g., health issues, technical issues, etc...), and the Director holds discretion to extend deadlines if applicable.

### CCIE and STE’s SATISFACTORY (or Baseline) Instructional Activities or Teaching Expectations

1. Submitted syllabi by the deadline to proper location/s, using Simple Syllabus or other university method, as requested and required with clear objectives, multiple and varied assessment, clear grading policy and procedures, and appropriate related standards.
2. Taught all classes with regular class meetings in the assigned modality (such as face-to-face, mixed mode, and/or synchronous) as scheduled.
3. Maintained a consistent respectful, online communication channel for students and colleagues through email and/or the learning management system.
4. Held weekly office hours across modalities as outlined by CCIE (CCIE’s current policy is five hours per week over two days) and shared/posted the hours meeting students’ needs.

5. Submitted book orders by the deadline as requested and required by university, CCIE, and unit policy.
6. Complied with state, university, and college policies pertaining to teaching, including syllabus, final examinations, and final grade submission deadlines.
7. Maintained accurate grades for assignments on Webcourses in a reasonable and timely manner.
8. Appropriately mentored, supervised, and evaluated any graduate teaching associates/assistants (GTAs/GRAs) and other assistants (graduate or undergraduate).
9. Acted in a professional manner, showing respect when communicating with students and colleagues. This does not preclude clear communication by faculty of high expectations for student effort, and appropriate student behavior.
10. Provided course content which is grounded in seminal work, while focused on current research and best practice.
11. Participated in formal and informal professional development and/or professional learning activities, including self-reflection, reading, studying, conferences, taking courses, and implementing student feedback to improve course content and /or pedagogy.

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

TEACHING		HIGH QUALITY INDICATOR EXAMPLES
<b>Outstanding</b>	<b>Examples of High-Quality Indicators can include (but are not limited to):</b>	<ul style="list-style-type: none"> <li>· Faculty member demonstrated CCIE and STE's SATISFACTORY (or baseline) teaching expectations</li> <li><b>High Quality Indicator Examples:</b></li> <li>- Student Perception of Instruction (SPI) rating in "Overall Assessment of Instructor" category at <b>80%</b> as "good" (3) to "very good" (4) to "excellent" (5) – with minimum student response rate of 25%</li> <li>- Implemented UCF's High-Impact Practices (HIP: internship experiences, service learning, writing intensive, action research, study abroad, undergraduate research, honors)</li> <li>- Led a Faculty Center of Teaching and Learning (FCTL) or CDL Advanced Pathways workshops with deliverable</li> <li>- Led an instructional professional development activity, -with deliverable</li> <li>- Obtained and maintained Center for Distributed Learning (CDL) quality/high quality online course designation for two courses [course designation = 5 years]; Qualifies in year of recognition</li> <li>- Chaired STE students in dissertation, thesis, and /or HUT</li> <li>- Led a study abroad program</li> <li>- Completed multiple full course or degree/program redesigns with written approval</li> <li>- Received a teaching award from CCIE, UCF, or professional organization</li> <li>- Created minors or certificate tracks with prior written approval</li> <li>- Collaborated and maintained relationships with community partners to boost learning opportunities and course content, resulting in a signed MOU</li> <li>- Taught courses - undergraduate w/50+ students or graduate w/30+ students</li> <li>- Other Instructional Activity approved by the Director</li> </ul>
<b>Above Satisfactory</b>	<b>Examples of High-Quality Indicators can include (but are not limited to):</b>	<ul style="list-style-type: none"> <li>· Faculty member demonstrated CCIE and STE's SATISFACTORY (or baseline) teaching expectations</li> <li><b>High Quality Indicator Examples:</b></li> <li>-The Student Perception of Instruction (SPI) rating in "Overall Assessment of Instructor" category at <b>70%</b> as "good" (3) to "very good" (4) to "excellent" (5) – with minimum student response rate of 25%</li> <li>-Implemented UCF's High-Impact Practices (HIP: internship experiences, service learning, writing intensive, action research, study abroad, undergraduate research, honors)</li> <li>-Participated in Faculty Center of Teaching and Learning (FCTL) or CDL</li> </ul>

		<ul style="list-style-type: none"> <li>Advanced Pathways workshops with deliverable</li> <li>-Participated instructional professional development activity, which may include successful completion of a graduate course, with deliverable</li> <li>-Completed Interactive Distributed Learning (IDL) course</li> <li>-Obtained and maintained Center for Distributed Learning (CDL) quality/high quality online course designation [course designation = 5 years]; Qualifies in year of recognition</li> <li>-Chaired a STE student in dissertation, thesis, and /or HUT as chairs and/or committee members</li> <li>-Participated in study abroad program</li> <li>-Completed course redesign or program design/redesign with written approval</li> <li>-Served as a peer evaluator with evidence of the evaluation</li> <li>-Served as course shepherd for a course</li> <li>-Created a minor or a certificate track with prior written approval</li> <li>-Taught a course as a new prep</li> <li>-Taught independent study course(s) to accommodate student needs including teaching doctoral students in master's course or master students in undergraduate course'</li> <li>-Formally and/or informally mentored new faculty, adjuncts and/or GTAs, not co-teaching a course, through resources, observations, and meetings</li> <li>-Mentored students in research (i.e., HUT, LEADS, McNair Scholars, etc.).</li> <li>- Provided evidence of improvement in teaching based on feedback</li> <li>-Collaborated and maintained relationships with community partners to boost candidates' learning opportunities and course content.</li> <li>-Made a presentation on a faculty innovative teaching strategy</li> <li>-Completed a webcourse on a teaching innovation (e.g., AI)</li> <li>-Received peer evaluation of course and made significant changes</li> <li>-Taught courses - undergraduate w/45+ students or graduate w/20+ students.</li> <li>-Other Instructional Activity approved by the Director</li> </ul>
<b>Satisfactory</b>		· Faculty member demonstrates CCIE and STE's SATISFACTORY (or baseline) teaching expectations
<b>Conditional</b>		· Faculty member did <u>not</u> demonstrate CCIE and STE's SATISFACTORY (or baseline) teaching expectations
<b>Unsatisfactory</b>		· Faculty member did <u>not</u> demonstrate CCIE and STE's SATISFACTORY (or baseline) teaching expectations

### SECTION 3: RESEARCH & SCHOLARLY ACTIVITY

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

In evaluating faculty research, the STE Director looks at the quality and quantity of research products. Although a certain frequency of peer-reviewed publications is generally necessary for establishing a research reputation, the sheer number of publications is neither the only nor the most important index of productivity. The STE Director also looks for evidence that research products and scholarly activities 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

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contracts/grants, peer-reviewed publications, and other research/scholarship activities. Since the impact of a faculty member's work may be unclear to the STE Director, individual faculty have the responsibility of providing evidence that will allow assessment of the quality and impact of research activities.

### Overall Evaluation of Research

#### CCIE and STE's SATISFACTORY (or Baseline) Research Expectations

Importantly, the baseline establishes suggested expectations based on your research assignment. For promotion and tenure, these baseline expectations are highly recommended, but discretion is given within the confines of the annual review. All tenured or tenure-earning faculty with a research/scholarly activities assignment are expected to publish regularly in peer-reviewed academic journals.

#### Recommended goals:

For a 4/4 course teaching assignment, the baseline is 3 peer-reviewed presentations at state, regional, national, or international conferences during the three-year evaluation period.

For a 3/3 course teaching assignment, the baseline is 3 accessible/indexed, peer-reviewed journal publications (with two ranked journals) and 2 peer-reviewed, international or national conference presentations during the three-year evaluation period.

For a 2/2 course teaching assignment, the baseline is 6 accessible/indexed, peer-reviewed journal publications (four ranked journals) and 3 peer-reviewed, international or national conference presentations during the three-year evaluation period.

Faculty seeking an **above satisfactory** or **outstanding** rating may include a written **narrative** on the Form A (approximately 300 words) that highlights the quality and impact of their **research, creative activities, and scholarly activities**. Because faculty responsibilities vary and quality or impact can be illustrated in multiple ways, it is not necessary to address each of the examples below.

RESEARCH		HIGH QUALITY INDICATOR EXAMPLES
<b>Outstanding</b>	Examples of High-Quality Indicators can include (but <u>are not limited to</u> ):	·Faculty member completed adequate baseline Research & Scholarly Activities for faculty members <b><u>High Quality Indicator Examples:</u></b> -Received external research grant funding as PI or CoPI -Led research grant funded work -Published a book -Published a peer-reviewed book chapter -Edited a book -Published an additional refereed journal article -Presented additional research at an international conference -Other Research or Scholarly Activity approved by the Director
<b>Above Satisfactory</b>	Examples of High-Quality Indicators can include (but <u>are not limited to</u> ):	·Faculty member completed adequate baseline Research & Scholarly Activity for faculty members <b><u>High-Quality Indicator Examples:</u></b> -Submitted an external research grant proposal as PI, CoPI, or Senior Personnel (or equivalent) -Received an internal grant from UCF, CCIE, or STE -Created, performed, and/or exhibited creative activities or artistic products -Participated in research grant-funded work -Published a non-refereed book chapter -Presented additional (beyond the recommended goals) research at a national, regional, or state conference -Other Research or Scholarly Activity approved by the Director
<b>Satisfactory</b>		·Faculty member demonstrated adequate baseline standards for Research and Scholarly Activity
<b>Conditional</b>		·Faculty member did not meet satisfactory Research & Scholarly Activity expectation achievements

<b>Unsatisfactory</b>		·Faculty member did not meet satisfactory Research & Scholarly Activity expectation achievements
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## SECTION 4: SERVICE ACTIVITIES

Service is evaluated based on the quantity and the quality of the service (across levels of STE, CCIE, the university, the profession, and the community, considering both internal and external service opportunities). Service Activities are rated based on the *quality* of service as follows:

*Category 1: Service to the Department* (e.g., departmental committee service, participating in STE search committee interviews, attending UCF Commencement, attending departmental functions, etc.)

*Category 2: Service to the College* [e.g., college committee service, leading or participating in special projects that benefit CCIE (external to the STE), etc...]

*Category 3: Service to the University* [e.g., university committee service, leading or participating in special projects that benefit UCF (external to CCIE and STE), etc...]

*Category 4: Service to the Profession* (e.g., editorial board member, organizing conferences or exhibits, serving on committees in professional organizations within the discipline, etc.).

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

Baseline for Service includes regular attendance in program area meetings, STE faculty meetings, CCIE faculty meetings, and service on STE/CCIE/UCF committees. STE, CCIE, and UCF events are considered.

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

SERVICE		HIGH QUALITY INDICATOR EXAMPLES
<b>Outstanding</b>	<b>Examples of High-Quality Indicators can include (but are not limited to):</b>	<p>Faculty member participated in baseline faculty service activities</p> <p><b><u>High-Quality Indicator Examples:</u></b></p> <ul style="list-style-type: none"> <li>- Chaired UCF, CCIE, or STE committee/activity</li> <li>-Elected or appointed member of a UCF committee</li> <li>-Served as faculty advisor of student organization</li> <li>-Led student recruitment and retention activities</li> <li>-Served as active officer of local, regional, state, national or international professional organization</li> <li>-Served as Journal Editor, Associate Editor or Section Editor</li> <li>-Served as program chair or co-chair of conference</li> <li>-Served as scholarly journal Editor-in-Chief, Associate Editor, or Section Editor</li> <li>-Served as chair of professional organization's SIG, committee, or task force</li> <li>-Served as officer of local, regional, state, national or international professional organization</li> <li>-Served as external reviewer for faculty promotion or tenure</li> <li>-Earned an external service award</li> <li>-Acted as Program Coordinator for the year (one of four programs in STE)</li> <li>-Completed IE results and plan for STE degree or program</li> <li>-Reviewed for external federal grants (e.g., NSF)</li> <li>-Curated and exhibited international and national artist and/or student artwork</li> <li>-Served on school or district board, advisory council, or as cabinet member</li> <li>-Chaired a search committee</li> <li>-Spearheaded community outreach including initiating and sustaining community partnerships (e.g., MOU signed).</li> <li>-Other Service as approved by the Director</li> </ul>

<b>Above Satisfactory</b>	Examples of High-Quality Indicators can include ( <u>but are not limited to</u> ):	- Faculty member participated in baseline faculty service activities <b>High-Quality Indicator Examples:</b> - Member of additional UCF, CCIE, or STE committee/activity - Elected or appointed member of a CCIE committee - Journal - Editorial Board Member - Guest Editor for journal special topics or issue - Presented or facilitated of PD opportunity for students and/or faculty - Presented or facilitated at internal organization (e.g., STE/CCIE/UCF) - Participated and provided data/input for national accreditation efforts - Served as consultant to external committee or boards - Participated in student recruitment and retention activities - Served as active member of international, national, state, regional, local professional organization (e.g., member of professional organization's committee or task force) - Reviewed scholarly book or textbook - Served as a reviewer for international, national, state, regional, local journal - Reviewed for external state grants or internal UCF grants - Curated and exhibited regional, state, and local community and/or student artwork - Reviewed conference presentation proposals - Participated and provided data/input for national accreditation efforts - Participated and provided UCF IE results and plan for program - Presented or facilitated presentation at external organization - Reviewed for external federal and/or state grants - Volunteered in schools - Participated in state, local, school, university outreach for communities (food, clothing and holiday drives, restoration projects, etc.) - Contributed to community outreach for STE programs - Served on a search committee as a member - Mentored junior faculty with deliverable - Other Service as approved by the Director
<b>Satisfactory</b>		- Faculty member demonstrated adequate baseline standards for Service
<b>Conditional</b>		- Faculty member did not meet adequate baseline standards for Service
<b>Unsatisfactory</b>		- Faculty member did not meet adequate baseline standards for Service

## SECTION 5: OTHER ACTIVITIES

Most faculty will *not* be evaluated in the Other Activities category. Faculty with a substantial administrative assignment (e.g., 20-% assignment of duties), such as Program Coordinators and/or the STE Associate Director(s) are also evaluated in Other Activities category.

The School Director and the faculty member will meet in the beginning of the evaluation period and agree in writing on the criteria to be used to evaluate the faculty member's Other Activities in the assignment of duties.

Faculty seeking an **above satisfactory** or **outstanding** rating may include a written **narrative** on Form A (approximately 300 words) that highlights the quality and impact of their **Other Activities**. Because faculty responsibilities vary and quality or impact can be illustrated in multiple ways, it is not necessary to address each of the examples below.

### Other Activities Examples:

- Leading academic program scheduled meetings and maintain meeting minute notes
- Providing input to STE relating to the academic program scheduling (e.g., adjunct instructors)
- Providing input on recruitment, retention, and admissions processes within STE as necessary
- Attending coordinated information and orientation sessions for new students
- Collaborating on continuous improvement initiatives
- Collaborating and training Academic Success Coaches
- Reviewing the catalog and providing needed changes regarding degree program areas

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- Collaborating with STE on providing the academic program website updates
- Collaborating with STE Director on the program Community Advisory Board
- Obtaining faculty voice and input on important topics

## SECTION 6: OVERALL EVALUATION

To earn an Overall Evaluation rating of Satisfactory or above, the faculty member must meet the baseline expectations of each area. (Overload teaching is not included.)

*\*Note, per the CBA, the faculty member must have at least a Satisfactory in each category to use this evaluation calculation.* \*CBA (2024-2027): “An employee must receive a minimum rating of Satisfactory in each area with assigned effort of five percent (5%) or more in order to receive an overall rating of Satisfactory or above.” – page 38 ([2024-2027 Full Book.pdf](#))

The following point system, applied to each area, is to be used to calculate the Overall Evaluation:

Outstanding	= 4	(*Final weighted evaluation of 3.7 to 4 is Outstanding)
Above Satisfactory	= 3	(*Final weighted evaluation of 3 to 3.69 is Above Satisfactory)
Satisfactory	= 2	(*Final weighted evaluation of 2 to 2.99)
Conditional	= 1	(*Final weighted evaluation of <1.99)
Unsatisfactory	= 0	(*Final weighted evaluation of <1.99)

Example:

	Evaluation Rating	Value	FTE	Total
Instruction	Above Satisfactory	3	.50	1.5
Research	Satisfactory	2	.45	0.9
Service	Outstanding	4	.05	0.2
Other	N/A			
<b>Total</b>	<b>Satisfactory</b>			<b>2.6</b>

### For Reference:

UCF-UFF CBA 2024-2027 Art. 10.11(h): The effective date for AESPs or revisions thereto shall be the start of the annual evaluation period that begins after the date the AESPs or revisions are approved by the university’s representative, and the employees of the department or unit are so informed in writing. Therefore, an employee will be evaluated on the AESP that was approved and in effect beginning on May 8. If an AESP is approved on or after May 9, the employee would not be subject to or evaluated using the terms of the new AESP until the following May 8.