

University of Central Florida
College of Community Innovation and Education
School of Teacher Education
Annual Faculty Evaluation Standards and Procedures for 2020-2021

This document is intended as a guide for School of Teacher Education (STE) in-unit faculty in the annual evaluation process. It includes assignment options available to faculty; exemplars in the categories of Teaching, Research, and Service; and rubrics for determining degree of achievement for each assignment option. Annual reviews serve to create a record of accomplishment of the faculty member for the previous academic year, to generate constructive feedback, and to provide guidance to faculty career goals. It is the responsibility of all participants in the evaluation process to review this document together with the UCF Board of Trustees United Faculty of Florida Collective Bargaining Agreement (CBA). As part of this evaluation process, every faculty member is expected to complete and submit to the School Director the Annual Evaluation Form. This report will be accompanied by evidence such as student evaluations, copies of publications and manuscripts, conference paper presentations, and other appropriate documentation, in an effort by the faculty member to showcase her/his performance over the previous academic year. A Summary Statement of Impact and Innovation should be included with this report, along with an updated CV. Based on School guidelines and exemplars for the evaluation of teaching, research, and service and other duties, as outlined in this document, the “Overall Evaluation Assessment” in the *Director’s Evaluation Summary* will be determined as follows:

Tenure-Earning and Tenured Faculty

Outstanding: An overall rating of “Outstanding” will be assigned when the faculty member receives an “Outstanding” rating in the category of highest percent of effort and at least “Above Satisfactory” in the category of second highest percent of effort; (See Percent-of-Effort Choices on p. 3)

Above Satisfactory: An overall rating of “Above Satisfactory” will be assigned when the faculty member receives an “Above Satisfactory” rating in the category of highest percent of effort; and at least “Satisfactory” in the category of second highest percent of effort; (See Percent of-Effort Choices on p. 3)

Satisfactory: An overall rating of “Satisfactory” will be assigned when the faculty member receives a “Satisfactory” rating in the category of highest percent of effort and at least “Satisfactory” in the category of second highest percent of effort; (See Percent-of-Effort Choices on p. 3)

Conditional: An overall rating of “Conditional” will be assigned when the faculty member receives a “Conditional” rating in the category of highest percent of effort.

Unsatisfactory: An overall rating of “Unsatisfactory” will be assigned when the faculty member receives an “Unsatisfactory” rating in the area of highest percent of effort.

Non-Tenure-Earning Faculty

Outstanding: An overall rating of “Outstanding” will be assigned when the faculty member receives an “Outstanding” rating in the category of Teaching, and at least an “Above Satisfactory” in Research;

Above Satisfactory: An overall rating of “Above Satisfactory” will be assigned when the faculty member receives an “Above Satisfactory” rating in the category of Teaching; and at least “Satisfactory” in the category of second highest percent of effort; (See Percent-of-Effort Choices on p. 3)

Satisfactory: An overall rating of “Satisfactory” will be assigned when the faculty member receives a “Satisfactory” rating in the category of Teaching; and at least “Satisfactory” in all remaining categories-

Conditional: An overall rating of “Conditional” will be assigned when the faculty member receives a “Conditional” rating in the category of Teaching.

Unsatisfactory: An overall rating of “Unsatisfactory” will be assigned when the faculty member receives an “Unsatisfactory” rating in the category of Teaching.

GOAL SETTING AND PERCENT-OF EFFORT OPTIONS

Each year, faculty members must acknowledge their annual assignments by signing the Faculty Annual Assignment form. If a faculty member makes a written request, the Director will meet with her/him to discuss career goals and to negotiate the Percent-of-Effort assignment and evaluation expectations for the next academic year most consistent with those goals and the needs of the School of Teacher Education before the new contract year in August. If the assignment percentage is changed, the annual assignment form will be updated within 60 days of the new assignment. New hires will meet with the STE Director within 60 days of employment to set goals for the evaluation period. The Percent of Effort assignments of all faculty members will determine the Annual Faculty Assignment.

The Percent-of-Effort assignment may be revised until the end of the Fall semester of the evaluation year to reflect unexpected professional circumstances (e.g., award of a grant, election to chair of a critical committee, award of a sabbatical, etc.) or personal circumstances (disease/illness, catastrophic occurrence, etc.). The Semester Activity Reports will be revised to reflect all changes.

Percent-of-Effort Options for tenured and tenure-earning faculty members are assigned as follows:

Option 1: Faculty with rank of Associate Professor or Professor whose main contribution to the School, College, and University is in the area of Teaching.

| | | |
|----------|-----|--|
| Teaching | 70% | (3 courses/ 9-10 credit hours or Equivalent) |
| Research | 25% | |
| Service | 5% | |

Option 2: Assistant Professors or Faculty with rank of Associate Professor or Professor whose main contribution to the School, College, and University is in the area of Research:

| | | |
|----------|-----|---------------------------------|
| Teaching | 25% | (1 course/ 3 or 4 credit hours) |
| Research | 70% | |
| Service | 5% | |

Option 3: Faculty with rank of Associate Professor or Professor whose main contributions to the School, College, and University are in the areas of Teaching and Service:

| | | |
|----------|-----|--|
| Teaching | 85% | (4 courses/ 12 or 13 credit hours or Equivalent) |
| Research | 10% | |
| Service | 5% | |

Percent-of-Effort Choices for Non-tenure earning faculty members are as follows:

| | | |
|----------|-----|--|
| Teaching | 90% | (4 courses/ 12 or 13 credit hours or Equivalent) |
| Research | 5% | |
| Service | 5% | |

Faculty members will be evaluated using the distribution of effort agreed upon at hire and reflected annually on the annual assignment. Agreement to changes in the annual assignment will be indicated by signatures on the Annual Assignment form.

TEACHING EFFECTIVENESS

Teaching takes place in both academic courses and advisement. Effective teachers demonstrate expert knowledge in an appropriate area related to their academic discipline. They generate enthusiasm for learning, critical thinking, intellectual inquiry, and academic achievement and incorporate student feedback for programmatic improvements.

EVALUATION SCHEMA:

Evaluation of Teaching will include a review of the teaching activities, recognition, and contributions (see Teaching Effectiveness Exemplars and Addendum to Teaching Exemplars) that the faculty member has made to the University, the College and the School of Teacher Education.

To receive a teaching rating of Satisfactory or above, **faculty are expected to be engaged in the following activities:**

Demonstrate competence in teaching activities

- Meet class assignments (in-person, mixed mode, or online as designated) for the scheduled number of sessions as published in the university academic calendar including the final examination period, unless a request to cancel a meeting during the final examination period has been granted by the School Director.
- Provide and follow a syllabus that adheres to current university and college guidelines
- Provide an electronic version of the syllabus to the appropriate staff member in the STE.
- Submit office hours to designated STE staff member each semester and hold those office hours.
- Complete and evaluate assessments in courses.
- Advise students as assigned.

Interpreting the Teaching Effectiveness Exemplars:

1. **Evidence may be used only once.**
2. Details regarding the responsibilities of program and discipline coordinators and course shepherds, as well as instructor responsibilities for supporting program and course coordination, are provided in the Addendum.

Teaching Effectiveness Exemplars

| Evidence | Tier 1 pt | Tier 2 pts | Tier 3 pts | Tier 4 pts |
|--|--|--|--|--|
| a. Course and Program Delivery, Development, Revisions, & Instruction | | <p>Teaches a newly developed course.</p> <p>Revises an existing web-based course without a course reduction.</p> | <p>Develops at least one new course.</p> <p>Develops new minor or certificate program approved during the evaluation period.</p> <p>Contributes to the submission of an article with a graduate student.</p> <p>Serves on a doctoral committee</p> | <p>Develops new degree program or track approved during the evaluation period.</p> <p>Provides leadership in the development and evaluation of a new course, major revisions to an existing course, and/or programmatic curriculum design.</p> |
| b. Teaching Award | Nominated or finalist for teaching/mentoring/advising award. | Receives College or local community teaching award. | Receives UCF, state, or regional teaching award. | Receive national or international teaching award. |

| Evidence | Tier 1 pt | Tier 2 pts | Tier 3 pts | Tier 4 pts |
|---|---|--|--|--|
| <p>c. Professional Development in improving and/or using innovative Teaching Practices Assessment strategies?</p> | <p>Participates in professional development related to instruction, programs, or advising through completion of graduate level classes, digital badges, or workshops.</p> | <p>Participates in faculty professional development activity related to instruction, programs or advising sponsored by the department, college, or university offices and/or Faculty Center for Teaching and Learning (FTCL).</p> <p>Requests peer-review of teaching, adjusts practice and provides and implements a plan based upon that feedback.</p> | <p>Requests review by the evaluator, evaluator's designee, or peer to formally observe and provide feedback of teaching and/or to review course syllabi, study materials, learning experiences, lectures, bibliographies, and digital materials and provides and implements a plan based upon that feedback.</p> | <p>Provides evidence of the use of formative classroom assessment tool to make changes to teaching and learning strategies.</p> |
| <p>d. Culturally diverse student body and curriculum</p> | <p>Participates in events and/or organizations that highlight or target the development and academic achievement of students of diversity.</p> | <p>Develops course content that reflects cultural diversity and infuses culturally responsive pedagogy in courses through strategies, discussions, modules, readings, or other opportunities.</p> | <p>Mentors at least one student of diversity in a sustained manner.</p> | <p>Provides consultation or leads professional development to promote culturally relevant pedagogy for the development and academic achievement of diverse student bodies.</p> |
| <p>e. Support for student research, theses, and/or dissertations: Directed Research</p> <p>Note: A HIM/grad student may not be counted in more than one exemplar during the evaluation period</p> | <p>Serves as committee member for an HIM thesis or a Master's thesis.</p> <p>Teaches an independent study or course of one to accommodate student needs.</p> | <p>Serves as committee member for an HIM thesis or a Master's thesis completed during the evaluation period.</p> <p>Serves as committee member for a doctoral dissertation Chairs HIM thesis or Master's thesis project.</p> | <p>Chairs HIM thesis or Master's thesis project completed during the evaluation period.</p> <p>Chairs doctoral dissertation.</p> <p>[If faculty member serves as co-chair, reduce by 1 pt.]</p> | <p>Chairs doctoral dissertation completed during the evaluation period.</p> <p>[If faculty member serves as co-chair, reduce by 1 pt.]</p> |

| Evidence | Tier 1 pt | Tier 2 pts | Tier 3 pts | Tier 4 pts |
|---|--|---|---|---|
| f. Program, Discipline Area, & Course Coordination | | | <p>Performs the tasks of Course LEADER, completing all tasks in a timely fashion and keeping all program documents current.</p> <p>Performs the tasks of Discipline Area Coordinator, completing all tasks in a timely fashion and keeping all program documents current.</p> | <p>Performs the tasks of Program Coordinator, completing all tasks in a timely fashion and keeping all program documents current.</p> <p>Performs the tasks of Discipline Area Coordinator, completing all tasks in a timely fashion and keeping all program documents current.</p> |
| g. Advising, Mentoring, and Student Recruitment and Support | Assists students outside of class time and office hours (e.g., organizes special projects, tutoring sessions) and can provide documentation of the activity and student. | <p>Develops and implements strategies to recruit or retain students.</p> <p>Mentors students for professional achievement and recognition by writing letters of recommendation.</p> <p>Participates in specific school outreach to recruit future students.</p> | Mentors teaching assistants, adjuncts, post-docs, junior faculty and/or adjuncts through meetings. | Mentors teaching assistants, adjuncts, post-docs, junior faculty by providing feedback through teaching observations. |
| h. Other (as negotiated with Director) | Other teaching activities that are on the annual performance goals and approved by the chair or as renegotiated with chair. | Other teaching activities that are on the annual performance goals and approved by the chair or as renegotiated with chair. | Other teaching activities that are on the annual performance goals and approved by the chair or as renegotiated with chair. | Other teaching activities that are on the annual performance goals and approved by the chair or as renegotiated with chair. |

At the end of your self-evaluation using the evidence you provided within the Tiers, write a brief summary statement (less than 200 words) for each of the Teaching, Research and Service sections that reflects impact (who benefits) and innovative aspects of your work.

RESEARCH EFFECTIVENESS

Research includes traditional research inquiry, field-based inquiry, historical and policy analyses, and other systematic reviews of knowledge. It encompasses research, scholarship, and creative works.

EVALUATION SCHEMA:

Evaluation in Research, Scholarship and Creative Works will include a review of the scholarly activities, sponsored research, recognition, and contributions (see above descriptions) that the faculty member has undertaken during the evaluation period. Faculty with higher percent research assignments through reassignment or other agreements will be evaluated accordingly. Evaluation rubrics for each Percent-of-effort option are found at the end of this document.

To receive a research rating of Satisfactory or above, faculty members **are expected to be engaged in the following activities:**

- Participate in research-related activities
- Remain current in their field through scholarly activities
- Inform students of undergraduate and graduate research opportunities as applicable
- Share expertise through research/scholarship avenues within and across the UCF community.

Interpreting the Research Effectiveness Exemplars:

1. Faculty may include multiple occurrences of the same exemplar (e.g., submit 2 scholarly research-based manuscripts = 2 Tier 2 exemplars = 4 points). No double-counting is permitted, however.
2. Duplication of some exemplars across tiers reflects level of scholarship. For example, a detailed report of research published in a peer-reviewed national/international publication is a Tier 4 exemplar while an article outlining suggested teaching activities published in a peer-reviewed National/International publication is a Tier 3 exemplar. Final Tier assignment will be approved by the Director.
3. Receipt of travel funds and/or faculty development funds does not constitute receipt of a grant, as defined in this document.
4. The evaluation period for research may extend beyond one academic year as appropriate, as results of research may not be available during annual evaluation period (e.g., implementation of a multi-year external grant). Such an extension will be negotiated between the faculty member and the Director; the faculty member is expected to contact the Director regarding an extension once rationale is identified.

Research Effectiveness Exemplars

| Evidence | Tier 1 pt | Tier 2 pts | Tier 3 pts | Tier 4 pts |
|----------------------------|--|--|---|---|
| a. Journal articles | Non-Peer-Reviewed article published (or accepted for publication) in state/regional journal. | <p>Non-Peer-Reviewed article published (or accepted for publication) in national/international journal.</p> <p>Peer-Reviewed article published (or accepted for publication) in state/regional referred journal.</p> <p>Invited article published (or accepted for publication) in state/regional refereed journal</p> | <p>Peer-Reviewed article published (or accepted for publication) in state/regional referred journal</p> <p>Peer-Reviewed article published in national/international refereed journal</p> <p>Invited article published (or accepted for publication) in state/regional refereed journal</p> <p>Invited article published (or accepted for publication) in national/international refereed journal</p> <p>Co-authored manuscript for publication</p> | <p>Peer-Reviewed article published (or accepted for publication) in national/international refereed journal</p> <p>Invited article published (or accepted for publication) in national/international refereed journal</p> |
| b. Book Chapter | | Chapter published (or in press), state/regional and/or less known publisher | Chapter published (or in press), well-known national/international and/or well known publisher | Chapter published (or in press), well-known national/international and/or well-known publisher as determined by curricular experts. |

| Evidence | Tier 1 pt | Tier 2 pts | Tier 3 pts | Tier 4 pts |
|--|---|------------|--|--|
| <p>c. Book Published or in Press</p> | <p>Evidence of working on a book proposal</p> | | <p>Edited book published (or in press), state, regional, and/or less known publisher</p> <p>Book published (or in press), state, regional, and/or less known publisher</p> <p>Edited book published (or in press), national, international and/or less known publisher</p> | <p>Edited book published (or in press), national/international and/or well-known publisher</p> <p>Book published (or in press) in well-known scholarly national/international and/or well-known publisher</p> <p>Authored book at an academic press of high-visibility, as determined by curricular experts.</p> |
| <p>d. Manuscript (publications)</p> | <p>Published article in a monograph</p> <p>Contributed to the field through consistent blog or vlog (e.g., at least bimonthly postings)</p> | | <p>Submitted manuscript to scholarly journal</p> | |
| <p>e. Conference Proceedings Disseminate at scholarly conference (refereed or invited)</p> | <p>Published article in conference proceedings</p> | | | |

| Evidence | Tier 1 pt | Tier 2 pts | Tier 3 pts | Tier 4 pts |
|--|---|---|--|---|
| <p>f. Scholarly Conferences</p> | <p>Attendance at a research conference</p> <p>Peer-reviewed panel discussant/chair at local/state/regional level</p> <p>Peer-reviewed roundtable/poster session participant at state/regional level</p> | <p>Disseminated research through presentations at regional and/or state conference</p> <p>Peer reviewed presentation or juried exhibition at state/regional level</p> <p>Invited presentation or exhibition at state/regional level</p> <p>Peer-reviewed presentation at conferences with research-related sessions</p> | <p>Presented with students at regional and/or state conference</p> <p>Peer reviewed presentation or juried exhibition at state/regional level</p> <p>Invited keynote at local/state/regional level</p> | <p>Disseminated research through presentation at international/ national conference</p> <p>Presented with students at international/ national conference</p> <p>Peer reviewed presentation or juried exhibition at national/international level</p> <p>Invited presentation or exhibition at national/international level</p> <p>Invited keynote address at national/international level conference or exhibition</p> |

| Evidence | Tier 1 pt | Tier 2 pts | Tier 3 pts | Tier 4 pts |
|--|--|---|--|--|
| <p>g. Grants / Proposal Funding</p> | <p>PI or Co-PI on submitted proposal for internal grant</p> <p>Collaborated in pursuing internal (CCIE) funding for systematic inquiry, research, or service grants</p> | <p>PI or Co-PI on submitted proposal for external grant</p> <p>PI or Co-PI on funded internal grant</p> <p>Co-PI on funded external grant (under \$1m)</p> <p>Collaborated in pursuing internal (UCF) or external funding for systematic inquiry, research, or service grants</p> | <p>Submitted a substantial external grant proposal (under \$1m) as PI or Co-PI.</p> <p>Co-PI on funded external grant (over \$1m)</p> <p>Received external funding for service grant</p> | <p>Serves as PI on funded external grant (over \$1m)</p> <p>Submits a substantially funded external grant (under \$1m) as PI or Co-PI.</p> <p>Receives extramural funding for research</p> |
| <p>h. Editorial</p> | <p>Editorial board member of state or regional journal</p> <p>Intermittent manuscript reviewer for state, regional, national, international journal (at least one review/evaluation period).</p> | <p>Served as an editorial board member reviewer of state or regional journal</p> <p>Served as guest editor of state or regional journal</p> | <p>Editor/Co-Editor of state/regional journal</p> <p>Served as a reviewer or member of an editorial board for national/international journal</p> | <p>Served as Editor /Co-Editor of national/international journal</p> <p>Served as a guest editor of national/international journal issue</p> |

| Evidence | Tier 1 pt | Tier 2 pts | Tier 3 pts | Tier 4 pts |
|---|---|---|--|---|
| i. Research Awards | Nominated or finalist for a research award | Received local school district, professional organization, or college research award | Received UCF, state, or regional award, for example, RIA and SoTL | Received national or international award |
| j. Scholarly endeavors and creative products | <p>Engaged in scholarly endeavors or creative activities with direct relationship to field of expertise and beyond normal scope of teaching expectations</p> <p>Published creative endeavors and products, items such as websites, webinars, video, unless otherwise negotiated with the director</p> | Published creative endeavors and products as otherwise negotiated with the director | <p>Served as expert in the field. For example, served as an expert witness, panel, or provided expertise to state or national entities, such as the Senate.</p> <p>Served as a reviewer for NSF, NIH, IES, OSEP, or equivalent national research entities</p> <p>Published creative endeavors and products as otherwise negotiated with the director</p> | Published creative endeavors/products, including artistic endeavors, and/or other media, such as avatars, MOOCs, apps, software, PD courses., and other as otherwise negotiated with the director |
| k. Other (as negotiated with Director) | Other research activities that are on the annual performance goals and approved by the school director or as negotiated with the school director. | Other research activities that are on the annual performance goals and approved by the school director or as negotiated with the school director. | Other research activities that are on the annual performance goals and approved by the school director or as negotiated with the school director. | Other research activities that are on the annual performance goals and approved by the school director or as negotiated with the school director. |

At the end of your self-evaluation using the evidence you provided within the Tiers, write a brief summary statement (less than 200 words) for each of the Teaching, Research and Service sections that reflects impact (who benefits) and innovative aspects of your work.

PROFESSIONAL AND COMMUNITY SERVICE EFFECTIVENESS

Effective teacher educators are responsible and accountable to a variety of learning communities beyond their university classrooms. As expert teachers, they influence educational policy at all levels. They willingly share their expertise with pre-service and in-service teachers in school and conference settings, serve with members of local, state and national communities on boards affecting education policies and practices, and work in professional organizations for the improvement of education worldwide. In addition, they provide professional and community service to the University, the College of Community Innovation and Education, and the School of Teacher Education.

EVALUATION SCHEMA:

Evaluation in Professional and Community Service will include a review of the service activities, recognition, and contributions that the faculty member makes to the university, college, school, profession, and local, state, regional, national and international communities. Typically, consultations or other activities for which the faculty member receives payment should not be counted toward productivity in this area. Faculty with higher percent service assignments will be evaluated accordingly. Evaluation rubrics for each Percent-of-effort Option are found at the end of this document.

Interpreting the Professional and Community Service Effectiveness Exemplars:

1. Faculty may include multiple occurrences of the same exemplar (e.g., volunteer in the schools 3 times = 3 Tier 1 exemplars = 3 points). May not count any occurrence more than once.
2. Duplication of some exemplars across tiers reflects varying levels of involvement. For example, serving as conference chair for a 50-member local organization is a Tier 1 activity while chairing a conference for a 500 member local organization is in Tier 2; serving on a University committee that meets infrequently is a Tier 1 exemplar while serving on the University Personnel Committee is a Tier 2 or Tier 3 exemplar, depending upon the number of portfolios evaluated. Final tier assignment will be approved by the Director.

All members of the College of Community Innovation and Education, as well as School of Teacher Education community are expected to consistently participate in faculty meetings at both the College and School levels as well as support various functions supported by the University/College/School.

To receive a service rating of Satisfactory or above, faculty members are expected to be engaged in the following activities

- Attend at least one commencement per year.
- Attend and participate in faculty meetings at the program, STE, and CCIE levels.
- Meet and submit required state public school involvement hours document.
- Support at least two functions supported by the STE, CCIE, or UCF.

Effectiveness in Professional and Community Service Exemplars

| Evidence | Tier 1 pt | Tier 2 pts | Tier 3 pts | Tier 4 pts |
|--|--|---|---|--|
| <p>a. Service to the University, College and School, Department</p> | <p>Serve as a committee alternate member</p> <p>Participate in accreditation activities</p> <p>Presenter at professional development opportunity for UCF students at the program level</p> | <p>Committee member at the unit level</p> <p>Presenter at professional development opportunity for UCF faculty at the unit level</p> <p>Facilitator of professional development opportunity for UCF faculty at the unit level</p> <p>Presenter at professional development opportunity for UCF students at the unit level</p> <p>Facilitator of professional development opportunity for UCF students at the unit level</p> | <p>Committee member at the college or university level</p> <p>Committee chair at the college unit or level</p> <p>Presenter at professional development opportunity for UCF faculty at the college level</p> <p>Organizer of professional development opportunity for UCF faculty at the college level</p> <p>Organizer of professional development opportunity for UCF students at the college level</p> <p>Faculty advisor of student organization at the college level</p> | <p>Committee chair at the college level</p> <p>Organizer of professional development opportunity for UCF students at the university level</p> <p>Organizer of professional development opportunity for UCF faculty at the university level</p> <p>Presenter at professional development opportunity for UCF faculty at the university level</p> <p>Faculty advisor of student organization at the university level</p> |

| Evidence | Tier 1 | Tier 2 | Tier 3 | Tier 4 |
|---|--|---|---|--|
| <p>b. Service to community, school organization, or agency consistent with field of assignment</p> | <p>Serve on local School Advisory Council (SAC)</p> <p>Member of agency, community or organization board related to education</p> <p>Presenter at Continuing Education program</p> <p>Volunteer in the schools</p> <p>Successfully recruited outstanding graduate students to program related to expertise</p> | <p>Leadership role on local/regional agency, community or organization board related to education</p> <p>Organizer of Continuing Education program at the local level</p> <p>Consultant to local/regional schools, industry, business organization, or commission</p> | <p>Mentoring, recruitment, and leadership in regional/state organization of activities/programs that impact students, faculty, and staff</p> <p>Leadership role on state agency, community or organization board related to education</p> <p>Organizer of Continuing Education program at the state level</p> <p>Consultant to state schools, industry, business organization, or commission in other states or countries</p> | <p>Mentoring, recruitment, and leadership in national/international organization of activities/programs that impact students, faculty, and staff</p> <p>Leadership role on national/international agency, community or organization board related to education</p> <p>Organizer of Continuing Education program at the national level</p> <p>Consultant to national/international schools, industry, business organization, or commission in other states or countries</p> |

| Evidence | Tier 1 | Tier 2 | Tier 3 | Tier 4 |
|---|---|--|--|--|
| c. Service to the Profession: Professional Organizations | <p>Active member of local regional, state, national, or international organization</p> <p>Chair of local organization division/committee</p> <p>Officer, local organization</p> <p>Intermittent manuscript reviewer for a state, regional, national, or international journal</p> | <p>Committee/division chair of state or regional organization</p> <p>Conference chair, local organization</p> <p>Committee/division member of state/regional organization</p> <p>Reviewer of a scholarly book or of a textbook</p> | <p>Keynote address at professional meetings at local or state meetings.</p> <p>Committee/division member of national/international organization</p> <p>Contributed as member of a professional organization sub-committee/task force</p> <p>Conference chair of regional organization</p> <p>Officer of state or regional organization</p> <p>Scholarly mentoring by providing support through ongoing meetings, observations, and co-presenting opportunities, feedback on publications, and/or grant writing of post-doc scholars and visiting scholars on sabbatical.</p> | <p>Chair of national international organization division/committee</p> <p>Conference chair, national or international organization</p> <p>Officer, national or international organization</p> <p>Keynote address at professional meetings at national or international meetings.</p> <p>Chair/co-chair of a professional organization sub-committee/task force</p> |
| d. Service to the Profession: Invited External Reviewer | | <p>Serves as external reviewer (such as industry, etc.)</p> | <p>Serves as external reviewer for faculty promotion and tenure (assistant to associate)</p> | <p>Serves as external reviewer for faculty promotion (associate to full)</p> |
| e. Service Award | <p>Nominated or finalist for service award</p> | <p>Local/state/regional service award</p> | <p>UCF, College, state or regional service award</p> | <p>National or international service award</p> |

| Evidence | Tier 1 | Tier 2 | Tier 3 | Tier 4 |
|---|--|--|--|--|
| f. Other (as negotiated with Director) | Other service activities that are on the annual performance goals and negotiated with school director. | Other service activities that are on the annual performance goals and negotiated with school director. | Other service activities that are on the annual performance goals and negotiated with school director. | Other service activities that are on the annual performance goals and negotiated with school director. |

At the end of your self-evaluation using the evidence you provided within the Tiers, write a brief summary statement (less than 200 words) for each of the Teaching, Research and Service sections that reflects impact (who benefits) and innovative aspects of your work.

ASSISTANT PROFESSOR: (25-70-5)

ASSISTANT PROFESSOR

| | Teaching (25)* | Research (70) | Service (5) |
|--------------------|---|--|--|
| Outstanding | Ave. 75% VG to E in Overall teaching SPI <i>And</i> At least 4 points from 2 tiers | At least 9 points from 3 or more tiers with at least one point from row a-d. | At least 7 points from 2 or more tiers |
| Above Satisfactory | Ave. 75% G to E in Overall teaching SPI <i>And</i> 3 points from 2 tiers | 8 points from 3 or more tiers with at least one point from row a-d. | 6 points from 2 or more tiers |
| Satisfactory | Ave. 60% G to E in Overall teaching SPI <i>And</i> At least 3 points from only 1 tier | At least 8 points from only 2 tiers | 5 points from only 2 tiers |
| Conditional | Ave 50% G to E in Overall teaching SPI <i>And</i> 2 points | 5-7 points | At least 5 points from only 1 tier |
| Unsatisfactory | Ave. <50% G to E in Overall teaching SPI <i>And</i> Fewer than 2 points | Fewer than 5 points | Fewer than 5 points |

Tier 1 = 1 point Tier 2 = 2 points Tier 3 = 3 points Tier 4 = 4 points

* The minimum percent requirement may be adjusted for special circumstances (e.g., last minute teaching assignment, unexpected class size, etc.) as negotiated with STE Director.

Option 1 (70-25-5)

ASSOCIATE PROFESSOR

| | Teaching (70)* | Research (25) | Service (5) |
|--------------------|--|--|--|
| Outstanding | Ave. 75% VG to E in Overall teaching SPI <i>And</i> At least 7 points from 3 or more tiers | At least 7 points from 3 or more tiers with at least one point from row a-d. | At least 7 points from 2 or more tiers |
| Above Satisfactory | Ave. 75% G to E in Overall teaching SPI <i>And</i> At least 7 points from only 2 tiers | 6 points from 3 tiers with at least one point from row a-d. | 6 points from 2 or more tiers |
| Satisfactory | Ave. 60% G to E in Overall teaching SPI <i>And</i> 6 points from 2 or more tiers | At least 6 points from only 2 tiers | 5 points from only 2 tiers |
| Conditional | Ave 50% G to E in Overall teaching SPI <i>And</i> At least 5 points from only 1 tier | 3-5 points | At least 5 points from only 1 tier |
| Unsatisfactory | Ave. <50% G to E in Overall teaching SPI <i>And</i> Fewer than 5 points | Fewer than 3 points | Fewer than 5 points |

Tier 1 = 1 point Tier 2 = 2 points Tier 3 = 3 points Tier 4 = 4 points

* The minimum percent requirement may be adjusted for special circumstances (e.g., last minute teaching assignment, unexpected class size, etc.) as negotiated with STE Director.

Option 1 (70-25-5)

PROFESSOR

| | Teaching (70)* | Research (25) | Service (5) |
|--------------------|--|--|--|
| Outstanding | Ave. 75% VG to E in Overall teaching SPI <i>And</i> At least 7 points from 3 or more tiers | At least 8 points from 3 or more tiers with at least one point from row a-d. | At least 8 points from 2 or more tiers |
| Above Satisfactory | Ave. 75% G to E in Overall teaching SPI <i>And</i> At least 7 points from only 2 tiers | 7 points from 3 tiers with at least one point from row a-d. | 7 points from 2 or more tiers |
| Satisfactory | Ave. 60% G to E in Overall teaching SPI <i>And</i> 6 points from 2 or more tiers | At least 7 points from only 2 tiers | 6 points from 2 or more tiers |
| Conditional | Ave 50% G to E in Overall teaching SPI <i>And</i> At least 5 points | 4-6 points | 5 points from only 2 tiers |
| Unsatisfactory | Ave. <50% G to E in Overall teaching SPI <i>And</i> Fewer than 5 points | Fewer than 4 points | Fewer than 5 points |

Tier 1 = 1 point Tier 2 = 2 points Tier 3 = 3 points Tier 4 = 4 points

* The minimum percent requirement may be adjusted for special circumstances (e.g., last minute teaching assignment, unexpected class size, etc.) as negotiated with STE Director.

Option 2 (25-70-5)

ASSOCIATE PROFESSOR

| | Teaching (25)* | Research (70) | Service (5) |
|--------------------|---|--|--|
| Outstanding | Ave. 75% VG to E in Overall teaching SPI <i>And</i> At least 4 points from 2 tiers | At least 9 points from 3 or more tiers with at least one point from row a-d. | At least 7 points from 2 or more tiers |
| Above Satisfactory | Ave. 75% G to E in Overall teaching SPI <i>And</i> 3 points from 2 tiers | 8 points from 3 or more tiers with at least one point from row a-d. | 6 points from 2 or more tiers |
| Satisfactory | Ave. 60% G to E in Overall teaching SPI <i>And</i> At least 3 points from only 1 tier | At least 8 points from only 2 tiers | 5 points from only 2 tiers |
| Conditional | Ave 50% G to E in Overall teaching SPI <i>And</i> 2 points | 5-7 points | At least 5 points from only 1 tier |
| Unsatisfactory | Ave. <50% G to E in Overall teaching SPI <i>And</i> Fewer than 2 points | Fewer than 5 points | Fewer than 5 points |

Tier 1 = 1 point Tier 2 = 2 points Tier 3 = 3 points Tier 4 = 4 points

* The minimum percent requirement may be adjusted for special circumstances (e.g., last minute teaching assignment, unexpected class size, etc.) as negotiated with STE Director.

Option 2 (25-70-5)

PROFESSOR

| | Teaching (25)* | Research (70) | Service (5) |
|--------------------|---|---|--|
| Outstanding | Ave. 75% VG to E in Overall teaching SPI <i>And</i> At least 4 points from 2 tiers | At least 10 points from 3 or more tiers with at least one point from row a-d. | At least 8 points from 2 or more tiers |
| Above Satisfactory | Ave. 75% G to E in Overall teaching SPI <i>And</i> 3 points from 2 tiers | 9 points from 3 or more tiers with at least one point from row a-d. | 7 points from 2 or more tiers |
| Satisfactory | Ave. 60% G to E in Overall teaching SPI <i>And</i> At least 3 points from only 1 tier | At least 9 points from only 2 tiers | 6 points from 2 or more tiers |
| Conditional | Ave 50% G to E in Overall teaching SPI <i>And</i> 2 points | 6-8 points | 5 points from only 2 tiers |
| Unsatisfactory | Ave. <50% G to E in Overall teaching SPI <i>And</i> Fewer than 2 points | Fewer than 6 points | Fewer than 5 points |

Tier 1 = 1 point Tier 2 = 2 points Tier 3 = 3 points Tier 4 = 4 points

* The minimum percent requirement may be adjusted for special circumstances (e.g., last minute teaching assignment, unexpected class size, etc.) as negotiated with STE Director.

Option 3 (85-5-10)

ASSOCIATE PROFESSOR

| | Teaching (85)* | Research (5) | Service (10) |
|--------------------|--|-------------------|--|
| Outstanding | Ave. 75% VG to E in Overall teaching SPI <i>And</i> At least 8 points from 3 or more tiers | At least 5 points | At least 9 points from 3 or more tiers |
| Above Satisfactory | Ave. 75% G to E in Overall teaching SPI <i>And</i> 7 points from 3 tiers | 4 points | At least 9 points from only 2 tiers |
| Satisfactory | Ave. 60% G to E in Overall teaching SPI <i>And</i> At least 7 points from only 2 tiers | 3 points | 8 points |
| Conditional | Ave 50% G to E in Overall teaching SPI <i>And</i> At least 6 points from only 1 tier | 2 points | 7 points |
| Unsatisfactory | Ave. <50% G to E in Overall teaching SPI <i>And</i> Fewer than 6 points | 1 point | Fewer than 7 points |

Tier 1 = 1 point Tier 2 = 2 points Tier 3 = 3 points Tier 4 = 4 points

* The minimum percent requirement may be adjusted for special circumstances (e.g., last minute teaching assignment, unexpected class size, etc.) as negotiated with STE Director.

Option 3 (85-5-10)

PROFESSOR

| | Teaching (85)* | Research (5) | Service (10) |
|--------------------|--|-------------------|---|
| Outstanding | Ave. 75% VG to E in Overall teaching SPI <i>And</i> At least 9 points from 3 or more tiers | At least 6 points | At least 10 points from 3 or more tiers |
| Above Satisfactory | Ave. 75% G to E in Overall teaching SPI <i>And</i> 8 points from only 3 tiers | 5 points | 10 points from only 2 tiers |
| Satisfactory | Ave. 60% G to E in Overall teaching SPI <i>And</i> At least 8 points from only 2 tiers | 4 points | 9 points |
| Conditional | Ave 50% G to E in Overall teaching SPI <i>And</i> At least 7 points from only 1 tier | 3 points | 8 points |
| Unsatisfactory | Ave. <50% G to E in Overall teaching SPI <i>And</i> Fewer than 7 points | 2 points | Fewer than 8 points |

Tier 1 = 1 point Tier 2 = 2 points Tier 3 = 3 points Tier 4 = 4 points

* The minimum percent requirement may be adjusted for special circumstances (e.g., last minute teaching assignment, unexpected class size, etc.) as negotiated with STE Director.

Option 4 (90-5-5)

NON-TENURE EARNING

| | Teaching (90)* | Research (5) | Service (5) |
|--------------------|---|-------------------|-------------------|
| Outstanding | Ave. 75% VG to E in Overall teaching <i>And</i> At least 3 points from 2 tiers | At least 3 points | At least 3 points |
| Above Satisfactory | Ave. 75% G to E in Overall teaching <i>And</i> At least 3 points from only 1 tier | 2 points | 2 points |
| Satisfactory | Ave. 60% G to E in Overall teaching <i>And</i> 2 points from only 1 tier | 1 point | 1 point |
| Conditional | Ave 50% G to E in Overall teaching <i>And</i> 1 point | No points | No points |
| Unsatisfactory | Ave. <50% G to E in Overall teaching <i>And</i> No points | No points | No points |

Tier 1 = 1 point Tier 2 = 2 points Tier 3 = 3 points Tier 4 = 4 points

* The minimum percent requirement may be adjusted for special circumstances (e.g., last minute teaching assignment, unexpected class size, etc.) as negotiated with STE Director.