

1 **GUIDELINES**

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3 **DEPARTMENT OF FOUNDATIONS AND SECONDARY EDUCATION**
4 **COLLEGE OF EDUCATION AND HUMAN SERVICES**
5 **THE UNIVERSITY OF NORTH FLORIDA**
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7 These Guidelines describe the criteria by which faculty within the Department of Foundations
8 and Secondary Education, College of Education and Human Services, The University of North
9 Florida are to be judged on annual performance, for third year review, and for tenure and
10 promotion. No part of this document shall supersede or conflict with the UNF-UFF Collective
11 Bargaining Agreement.
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13 **I. ANNUAL PERFORMANCE EVALUATION**
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15 A. Each faculty member shall be evaluated at least once annually, as set forth in the
16 Collective Bargaining Agreement (hereafter referred to as CBA) between the University
17 of North Florida (hereafter referred to as UNF) and the United Faculty of Florida, UNF
18 Chapter (hereafter referred to as UFF). All such performance evaluations shall be
19 conducted in accordance with the provisions herein and in accordance with Articles 9 and
20 18 of the CBA.
21

22 B. In accordance with Article 18.3(a) of the CBA, each tenure-line faculty member and each
23 Instructor (Article 22) shall be evaluated in each area of his/her assigned duties (teaching,
24 scholarship/research/creative activity, and service) consistent with the following rating
25 categories.
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- 27 • Far Exceeds Expectations
- 28 • Exceeds Expectations
- 29 • Meets Expectations
- 30 • Below Expectations
- 31 • Unsatisfactory
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33 It is the responsibility of the faculty member to provide sufficient evidence of her or his
34 accomplishments over the previous academic year in each of the assigned areas (i.e.,
35 teaching, scholarship/research/creative activity, and service). Instructors must be
36 evaluated in relation to contracted duties. When applicable, Instructors may include in
37 their annual evaluation portfolios any work completed in addition to those contracted
38 duties (namely in the areas of service and scholarship) in order to supplement their
39 portfolio and to provide the Chairperson with a more holistic representation of their
40 accomplishments over the evaluation period
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42 In completing the annual faculty performance evaluation, the Chairperson shall articulate
43 both the sufficiency of evidence and provide specific artifacts/examples to substantiate
44 the rating he or she assigns for each duty.
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46 When assigning a faculty member with a rating of Below Expectations or Unsatisfactory

47 in any evaluation area (teaching, scholarship, service), the Chairperson will provide the
48 faculty member with specific performance objectives to help guide the latter toward
49 achieving a Meets Expectations rating (or above) in the next performance evaluation
50 cycle.

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52 C. The Collective Bargaining Agreement (CBA), which supersedes all department
53 Guidelines, states: “Judgments regarding the quality of a faculty member’s performance
54 are complex. They cannot easily be reduced to a quantitative formula, nor can the
55 considerations that must be applied in each individual case be completely described in
56 general terms or by numbers alone, separate from necessary qualitative assessments. On
57 the other hand, faculty members being evaluated must have available to them a
58 description of what tangible accomplishments would normally qualify them for the
59 various evaluative ratings categories references in 18.5 [Article 18.7(a)]. Thus these
60 Guidelines are intended to demonstrate the breadth, scope and type of accomplishments
61 expected for the various rating categories.

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63 Accumulating the number of accomplishments suggested in the Guidelines will not in
64 itself guarantee a particular rating category because determining whether an individual
65 has earned a particular rating category in teaching, scholarship or service will require
66 judgments of both the quantity and quality of the accomplishments. For this reason the
67 Guidelines should be viewed as guideposts to inform individuals undergoing performance
68 evaluation but are not intended as a check sheet that will automatically result in tenure or
69 promotion.

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71 D. Ratings Structure

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73 **Far Exceeds Expectations**

74 The rating of Far Exceeds Expectations is to be reserved for faculty members who have
75 over the prior academic year performed at a level significantly greater than what was
76 expected of them. To achieve a rating of Far Exceeds Expectations, a faculty member
77 must demonstrate a consistent record during the prior academic year of exceptional
78 performance of his/her assigned duties at a level that is far beyond what is normally
79 expected. A faculty member rated at the Far Exceeds Expectations level consistently
80 performed his/her assigned duties at a level substantially above the Exceeds Expectations
81 requirements for his/her position.

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83 The Chairperson rating a faculty member as Far Exceeds Expectations in any category
84 shall articulate specific facts so as to substantiate the rating. Those facts must be of such a
85 nature so as to sufficiently demonstrate that the faculty member performed at the Far
86 Exceeds Expectations level.

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88 **Exceeds Expectations**

89 To achieve a rating of Exceeds Expectations, a faculty member must demonstrate a
90 consistent record during the year of high achievement. A faculty member performing at
91 the Exceeds Expectations level must have consistently performed at a level above the
92 Meets Expectations requirements of his/her position.

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When rating a faculty member as Exceeds Expectations in any category, the Chairperson shall articulate specific facts so as to substantiate that rating. Those facts must be of such a nature so as to sufficiently demonstrate the faculty member performed at the Exceeds Expectations level.

Meets Expectations

To achieve a rating of Meets Expectations, a faculty member must demonstrate a consistent record during the year of achievement and performance of his/her assigned duties. A faculty member performing at the Meets Expectations level must consistently have met the minimum requirements for his/her position.

The Chairperson rating a faculty member as Satisfactory in any category shall articulate specific facts so as to substantiate that rating. Those facts must be of such a nature so as to demonstrate that the faculty member performed at a Meets Expectations level.

Below Expectations

To achieve a rating of Below Expectations, a faculty member must have failed to demonstrate a consistent record during the year of achievement and/or performance of his/her assigned duties at the Meets Expectations level. A faculty member performing at a Below Expectations level failed to meet the minimum requirements for his/her position in one or more areas.

The Chairperson rating a faculty member as Below Expectations in any category shall articulate specific facts so as to substantiate that rating. Those facts must be of such a nature so as to demonstrate that the faculty member performed at a Below Expectations level.

The Chairperson rating a faculty member as Below Expectations in any category shall identify specific performance objectives the faculty member must achieve in order to obtain a Meets Expectations rating in the next performance evaluation cycle.

Unsatisfactory

To achieve a rating of Unsatisfactory, a faculty member must have failed to demonstrate a record of achievement and/or performance of his/her assigned duties. A faculty member performing at an Unsatisfactory level failed to meet the minimum requirements for his/her position in one or multiple areas of evaluation. An Unsatisfactory rating also carries with it a demonstrated lack of adequate effort on the part of the faculty member to meet her or his assigned obligations and duties.

The Chairperson rating a faculty member as Unsatisfactory in any category shall articulate specific facts so as to substantiate that rating. Those facts must be of such a nature so as to demonstrate that the faculty member performed at a Below Satisfactory level.

The Chairperson rating a faculty member as Unsatisfactory in any category shall identify

139 numerous and specific performance objectives the faculty member must achieve in order
140 to obtain a Meets Expectations rating in the next performance evaluation cycle. The
141 Chairperson shall meet with the faculty member to develop a written plan to improve the
142 faculty member's performance, shall document said goals within the faculty member's
143 personnel file, and shall create a plan for periodically reviewing that faculty member's
144 performance throughout the following academic year.

145 146 **Teaching Effectiveness**

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148 The faculty member's annual evaluation must include a list of the courses taught over the
149 evaluation period, the number of students enrolled in each course, and evidence that
150 adequately demonstrates the faculty member's effectiveness at teaching each assigned
151 course. Such evidence may include, but is not limited to, the following:

- 152
- 153 • Well-designed syllabi that clearly show student learning outcome objectives and
- 154 organized and appropriate course readings and assignments that might logically
- 155 lead to said objectives
- 156 • Demonstrations of effective use of data (*writ large*) to improve classroom
- 157 instruction or to improve previously taught courses
- 158 • Exams, quizzes, and assignments that successfully and fairly measure student
- 159 learning
- 160 • Assignments (homework, papers, projects, etc.) that challenge and instruct
- 161 • Sample copies of student work (where appropriate)
- 162 • Study guides/notes/overheads/PowerPoint slides and other artifacts related to
- 163 courses taught
- 164 • Evidence of appropriate uses of educational and/or content-related technology
- 165 • Evidence of having substantially revised a previously offered course(s)
- 166 • Materials relating to the development of a new course or courses
- 167 • Evidence of individual or collaborative efforts to revise and improve a course of
- 168 study or program
- 169 • Evidence of effective field-based instructional support and/or supervision
- 170 • Detailed description of one's efforts in directing independent studies, service on
- 171 theses, capstones, or dissertation committees, etc.
- 172 • Evidence of development and/or execution of a study abroad program
- 173 • Evidence of developing and/or teaching special classes (e.g., Honors courses,
- 174 Transformational Learning Opportunities (TLO's))
- 175 • Having received official awards of undergraduate or graduate teaching
- 176 • Having received a grant directly related to one's teaching
- 177 • Peer assessments of one's teaching
- 178 • Chairperson's observational assessment of one's teaching
- 179 • Instructional Satisfaction Questionnaires (ISQs) results
- 180 • Efforts to recruit, advise, counsel, and retain program students
- 181 • Any other documentation or information the faculty member thinks speak to her
- 182 or his teaching performance and pedagogical efforts. This may include special
- 183 circumstances, such as a leave of absence, additional work-related

184 responsibilities, the nature of the courses taught, team-teaching, school-based
185 teaching, field experiences associated with courses taught, research conducted
186 with students as part of a course, etc.

187

188 **Far Exceeds Expectations**

189 To obtain a rating of Far Exceeds Expectation for teaching effectiveness, a faculty
190 member must demonstrate that he/she has consistently performed his/her assigned
191 teaching duties at the highest level possible. Further, when awarding the Far Exceeds
192 Expectation rating to a faculty member, the Chairperson should in her/his written
193 evaluation note two or more specific instances such as those listed below (this following
194 list is not exclusive; rather it represents the type of scope and quality of a faculty
195 member's efforts and performance for the rating criteria):

- 196 • Having received a university award for excellence in teaching
- 197 • Significant energies and research expended in the development of a new course
- 198 • Creation of and/or experimenting with a new and effective pedagogical strategy
199 for use within a course or courses
- 200 • Having created field-based learning experiences and/or having supervised
201 students in field-based learning (in addition to assigned and "normal" classroom
202 duties)
- 203 • Having created a new course delivery format
- 204 • Having implemented new learning-assistive technologies into a course
- 205 • Having solicited and acted upon feedback on teaching effectiveness—from
206 students, peers, others—to make significant changes to a course or to the
207 pedagogies used within a course or courses
- 208 • Having made significant changes to an existing course based upon contemporary
209 research, student feedback, departmental needs, and/or state criteria
- 210 • Having collaborated on course content and pedagogy with faculty or content or
211 pedagogical experts from other departments, other colleges, other universities, or
212 educationally based nonprofit entities
- 213 • Presenting and/or modeling new pedagogies to departmental, college, or
214 university colleagues and/or to K-12 colleagues
- 215 • Consistently strong student feedback (solicited and unsolicited)

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217 **Exceeds Expectations**

218 To obtain a rating of Exceeds Expectations for teaching effectiveness, a faculty member
219 must demonstrate a consistent record of high achievement and distinguish him/herself
220 through an above average performance of his/her assigned teaching duties. The Chair
221 should consider and note at least one of the criteria above.

222

223 **Meets Expectations**

224 To obtain a rating of Meets Expectations for teaching effectiveness, a faculty member
225 must demonstrate a consistent record of achievement and performance of his/her assigned
226 teaching duties.

227 **Below Expectations**

228 To achieve a rating of Below Satisfactory for teaching effectiveness, a faculty member
229 must have failed to demonstrate a consistent record of achievement and/or performance

230 of his/her assigned teaching duties.

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232 **Unsatisfactory**

233 A rating of Unsatisfactory represents a faculty member who has failed to demonstrate a
234 record of achievement and/or performance of his/her assigned duties, or has consistently
235 have failed to meet the minimum requirements for his/her position. A faculty member
236 will receive the rating of Unsatisfactory if the teaching performance component of her/his
237 annual review is incomplete, if there is any attempt to obfuscate or ignore relevant data,
238 and/or if the faculty member does not show any progress in improving the quality of
239 instruction after having received in her/his immediately prior annual review a rating of
240 Below Expectations or Unsatisfactory in the area of teaching. An Unsatisfactory teaching
241 performance may also include: failure to revise courses when necessary, missed or
242 cancelled classes (without reasonable justification), persistent and justified student
243 complaints, erratic classroom behavior, failure to keep minimal office hours, or
244 unprofessional behavior (i.e., behavior that fails to meet the standard set forth in Article
245 10.3 of the CBA, Academic Responsibility of Faculty Members, regarding teaching).

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247 **Use of Student Evaluations (ISQs)**

248 The use of student evaluations in the annual evaluation process is governed by Article
249 18.4 (a)(1)(m) of the Collective Bargaining Agreement (CBA). Student evaluations of
250 teaching, while a useful data point, are insufficient for determining a faculty member's
251 teaching effectiveness. Thus the Chairperson's evaluations of a faculty member's
252 teaching effectiveness shall not be based solely on student evaluations; rather, the
253 Chairperson's evaluation of a faculty member's teaching effectiveness will also take into
254 account all relevant data (including but not exclusive to the data points represented in
255 Article 18.2 and 18.4(a) of the CBA).

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258 **Research/Scholarship/Creative Activity**

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260 As provided in Article 18.4(b) of the CBA, the annual evaluation shall include
261 consideration of the quality and quantity of the faculty member's research/
262 scholarship/creative activity. An evaluation of scholarly productivity should be holistic.
263 Thus the Chairperson's evaluation of a faculty member's scholarship should include both
264 of the quality of the actual publications/presentations completed during the academic year
265 and of the forum(s) in which those works were published or presented. In short, the
266 annual evaluation of scholarly productivity should reflect the department's shared
267 preference for high quality, high impact scholarship over a specific quantity of
268 scholarship. Appropriate scholarly productivity may include but is not limited to:

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270 • Publication of research findings in peer-reviewed scholarly journals related to the
271 faculty member's discipline

272 • Invited publications in scholarly periodicals related to the faculty member's
273 discipline

- 274 • Publication of a scholarly book (or the acceptance of an original manuscript)
- 275 related to the faculty member's discipline by a respected/established publishing
- 276 house
- 277 • Publication (or acceptance of a manuscript) of a textbook related to the faculty
- 278 member's discipline
- 279 • International/national exhibition or performance of creative work (juried or
- 280 reviewed.)
- 281 • Publication or acceptance of a manuscript for a book chapter in an edited book
- 282 • Publication (or acceptance of a manuscript) in an editorial-reviewed journal outlet
- 283 • Presentation/exhibition or performance at international/national meeting of a
- 284 professional organization in faculty members discipline
- 285 • Invited or featured speaker or juror at an international/national meeting of
- 286 respected professional organization
- 287 • State level publications, performances, and exhibitions
- 288 • Dissemination of research findings/scholarly work via local, state, or national
- 289 media
- 290 • Obtaining external grants for research/scholarly work in the discipline
- 291 • Work in progress of the above nature (works in progress should be given minimal
- 292 weight until accepted for publication or in press)
- 293 • Some combination of serving as a reviewer of manuscripts for scholarly journals
- 294 or books in one's discipline; serving as a referee or discussant at a professional
- 295 conference research articles; published reviews of books, tests, or other
- 296 educational products; acting as an editor of an appropriate journal or book series.
- 297 Note: Self-published works may be evaluated only after three years and based
- 298 upon the number and quality of other works citing it.
- 299

300 **Far Exceeds Expectations**

301 To obtain a rating of Far Exceeds Expectations, a faculty member must demonstrate a

302 consistent record of high quality scholarly achievement and distinguish him/herself

303 through exceptional performance of his/her assigned Research/Scholarship/Creative

304 Activity duties. Evidence of performance at the Far Exceeds Expectations level may

305 include: at least one publication in a highly selective and widely respected peer-reviewed

306 journal appropriate to the discipline; the publication of a book related to the faculty

307 member's discipline/expertise by a major and respected publishing house; delivering an

308 invited plenary or keynote address at a major national or international conference;

309 receiving a major external grant, research grant, or fellowship (e.g., NEH, NSF, NIH, or

310 research Fulbright); receiving the Outstanding Faculty Scholarship Award from the

311 Faculty Association at UNF.

312 **Exceeds Expectations**

313 To obtain a rating of Exceeds Expectations, a faculty member must demonstrate a

314 consistent record of high achievement and distinguish him/herself through an above

315 average performance of his/her assigned Research/Scholarship/Creative Activity duties.

316 Evidence of performance at the Exceeds Expectations level may include: publication of

317 scholarly work in respected and selective peer-reviewed journals related to the faculty

318 member's field; publication of a book chapter in an edited book related to the faculty

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320 member's field of expertise; completion of a substantial piece of scholarship/creative
321 work (as evidenced by receipt of a letter acknowledging the submission); submission of a
322 completed major grant proposal (e.g., NEH fellowship, NSF fellowship, NIH fellowship,
323 research Fulbright or similar); the presentation of research findings (paper/ poster
324 presentation) at a peer-reviewed regional, national, or international scholarly conference
325 or professional meeting.

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327 **Meets Expectations**

328 To obtain a rating of Meets Expectations, a faculty member must demonstrate a
329 consistent record of achievement and performance of his/her assigned
330 Research/Scholarship/ Creative Activity duties. Evidence of performance at the Meets
331 Expectations level may include: demonstrable evidence of progress in an ongoing
332 research/scholarship/creative activity; demonstrable evidence of progress on a major
333 manuscript or progress in the revision of a manuscript previously submitted for
334 publication; serving as a session discussant at a national or international scholarly
335 conference; presenting research findings at a regional or local scholarly conference;
336 receiving an internal (UNF) research grant.

337

338 **Below Expectations**

339 To obtain a rating of Below Expectations, a faculty member must have failed to
340 demonstrate a consistent record of achievement and/or performance of his/her assigned
341 Research/Scholarship/Creative Activity duties. Evidence of performance at the Below
342 Expectations level may include: attendance (but not presentation) at a professional or
343 scholarly conference; organizing or serving as a discussant at a regional or local scholarly
344 conference; showing evidence of the preliminary stages of Research/Scholarship/Creative
345 Activity.

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347 **Unsatisfactory**

348 To obtain a rating of Unsatisfactory, a faculty member must have failed to demonstrate a
349 record of achievement and/or performance of his/her assigned Research/Scholarship/
350 Creative Activity duties. Performance at the Unsatisfactory level represents the failure of
351 a faculty member to provide any evidence of any Research/Scholarship/Creative Activity.
352 The Unsatisfactory level also suggests a lack of good faith effort on the part of the faculty
353 member to engage in scholarly productivity.

354

355 **Service**

356 As provided in Article 18.4(c) of the CBA, the annual evaluation shall include
357 consideration of the quality and quantity of the faculty member's service activities. The
358 should weigh the depth and breadth of a faculty member's service activities against the
359 faculty member's assigned programmatic duties. The following exemplifies relevant
360 types of service (this list is not exclusive).

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- 362 • Reporting of program outcomes, reporting of student progress to state agencies,
363 changing academic programs to meet state requirements, etc.
- 364 • Having held a major office in the university's Faculty Association
- 365 • Having been an officer in the United Faculty of Florida, UNF chapter

- 366 • Serving in a leadership role in a professional or scholarly organization
- 367 • Leading or serving on the college's Faculty Assembly/Executive Committee
- 368 • Working on the UFF bargaining team or as a UFF grievance representative
- 369 • Chairing a Faculty Association Standing Committee
- 370 • Chairing a college Standing Committee
- 371 • Contributing as a member of a college or university-wide search committee
- 372 • Receiving an internal or external service or related award
- 373 • Chairing a committee at the department level
- 374 • Active participation on a university, college, or UFF committee
- 375 • Serving actively on additional department, college, or university committees
- 376 (more than one committee at the department, college, and university levels)
- 377 • Acting as an external peer reviewer on a tenure and/or promotion dossier
- 378 • Sitting on a thesis, capstone, or dissertation committee
- 379 • Being an officer in a community organization, board, agency, or commission
- 380 directly related to one's discipline
- 381 • Active membership in a public or community group, board, agency, or
- 382 commission directly related to one's discipline
- 383 • Giving an invited presentation related to one's discipline to a local organization
- 384 • Chairing or being discussant for a session at a major academic conference
- 385 • Having reviewed national or private agency grants and contracts
- 386 • Editing a scholarly journal or academic press
- 387 • Reviewing or evaluating articles submitted to a scholarly journal
- 388 • Reviewing a book manuscript for an academic press
- 389 • Organizing a local, regional, state, national, or international conference
- 390 • Leading a meeting/symposium/workshop/session at a local, national, or
- 391 international conference
- 392 • Organizing a cultural activity for the university and/or wider community, directly
- 393 related to one's discipline
- 394 • Other appropriate service

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396 Because the various service activities involve differing degrees of commitment of time
 397 and energy, the Chairperson shall consider and weigh these and other factors in
 398 determining a faculty member's service productivity.

399

Far Exceeds Expectations

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401 To obtain a rating of Far Exceeds Expectations a faculty member must demonstrate a
 402 consistent record of extraordinary achievement and distinguish him/herself through
 403 exceptional performance of service activities. Evidence of performance at the Far
 404 Exceeds Expectations level must include a substantial and significant commitment of
 405 time and energy to one or more of the activities listed above in addition to the expected
 406 participation in regular Departmental, college, or university meetings.

407

408 **Exceeds Expectations.** To obtain a rating of Exceeds Expectations a faculty member
 409 must demonstrate a consistent record of high achievement and distinguish him/herself
 410 through an above average performance of service activities. Evidence of performance at

411 the level of Exceeds Expectations should include the significant commitment of time and
412 energy to some combination of the activities listed above in addition to the expected
413 participation in regular Departmental, college, or university meetings.
414

415 **Meets Expectations.** To obtain a rating of Satisfactory, a faculty member must
416 demonstrate a consistent record of achievement and performance of his/her service
417 activities. Evidence of such Satisfactory performance may include participating fully in
418 Department activities and serving on at least one Departmental, college, university, or
419 UFF committee.
420

421 **Below Expectations.** To obtain a rating of Below Expectations, a faculty member must
422 have failed to demonstrate a consistent record of achievement and/or performance of
423 his/her assigned duties. Evidence of performance at the Below Expectations level may
424 include participating only in department activities/roles; having volunteered to serve on
425 department, college, or university committees without having adequately demonstrated
426 due diligence in performing one's duties therein; failing to attend or participate in most
427 department meetings or departmental committee meetings.
428

429 **Unsatisfactory:** to obtain a rating of Unsatisfactory, a faculty member must have failed
430 to demonstrate a record of achievement and/or performance of his/her assigned duties or
431 consistently failed to meet the minimum requirements for service activities at noted in
432 Meets Expectations above.
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