



University of Central Florida

The Lou Frey Institute Annual Evaluation Standards & Procedures

Mission of the Lou Frey Institute

The mission of the Lou Frey Institute (LFI) is to promote the development of enlightened, responsible, and actively engaged citizens.

This mission is accomplished through several different avenues including, but not limited to, (1) civic education programs that encourage thoughtful debate and discussion about current policy issues; (2) experiential learning programs that encourage the development of civic and political skills; (3) working to help strengthen the civic education capacity of Florida's K-12 education system; and (4) research, policy analysis, and advocacy.

Evaluation Process

The process for annual professional employee evaluation includes 3 components or “parts”. They are as follows:

- 1) Part A includes the expectations for the coming year. This section is completed jointly by the employee and the LFI Director at the beginning of the evaluation period. Part A should include both the anticipated overall weight for the category and the percentage of effort for activities within that category. Part A may be modified by the employee and the LFI Director at any time during the evaluation period if duties and responsibilities of the employee change and as circumstances dictate.
- 2) Part B is the employee's activities report for the evaluation period. It is expected to correlate with Part A for the evaluation period. Part B is completed by the employee at the end of the evaluation period.
- 3) Part C is the LFI Director's evaluation of the employee's performance during the evaluation period. The Director will refer to Parts A and B in completing this section.

In the event that there is disagreement between the employee and the LFI Director regarding the evaluation that cannot be mutually resolved, the grievance process as described in the approved Collective Bargaining Agreement may be followed.

LFI Evaluation Criteria

The roles and responsibilities of Institute employees may differ widely. Because the work agenda of the Institute is driven by both internal and external demands, roles and responsibilities may vary within and across evaluation periods due to shifting internal and external priorities. The intent of the Institute's evaluation framework is to provide clarity of expectations while permitting sufficient flexibility to accommodate a dynamic allocation of roles and responsibilities.

The employee and the Director will determine planned activities for the evaluation period collaboratively at the beginning of each evaluation period. For each planned activity, the Director and the employee will establish a relative level of effort, expressed as a percentage, to be devoted to the activity. This will constitute the employee's Work Plan for the evaluation period. If the employee and the Director are not able to agree on the Work Plan, the grievance procedure as described in the approved Collective Bargaining agreement may be followed.

By mutual consent of the employee and the Director, Work Plan activities and Work Plan effort levels may be modified during the evaluation period.

At the conclusion of the evaluation period, the Director will use the Annual Evaluation and Procedures form (AESP) to assign a rating for each of the employee's planned activity.

Overall evaluation. The overall evaluation is reported by the LFI Director on the AESP Section IV Part C. The overall evaluation will be based on the scaled sum of the evaluation in each category for which the faculty member has an assignment. The scaled sum will be calculated by assigning a numerical score of 1-5 to the evaluations in each activity category of Unsatisfactory through Outstanding, respectively, and weighting by the level of effort assigned in that category.

The scaled sum, weighted by the employee's effort percentage, will be converted to an overall evaluation as follows: < 1.5: Unsatisfactory; 1.5 - 2.49: Conditional; 2.5 - 3.49: Satisfactory; 3.5 - 4.49: Above Satisfactory; 4.5 and higher: Outstanding. Regardless of the numerical score, however, in order for the overall score to be at least Satisfactory the faculty member cannot have Unsatisfactory or Conditional ratings in any evaluation category in which the assigned effort was at least 10 per cent.

EVALUATION CATEGORIES

Note that ratings in all categories are highly dependent on expectations as described in Part A of the Annual Evaluation Standards and Procedures Form for this category, and weights may vary depending on personnel.

I. LFI PROJECTS AND ACTIVITIES

WEIGHT: 40%

This category includes both externally funded projects and projects internal to the Lou Frey Institute. Because activities associated with a project may span multiple years, projects may appear in annual evaluations for more than one year. Credit will be given for projects and activities for the year(s) in which they occur. Projects may include, but are not limited to: (1) curriculum development; (2) professional development workshop planning and facilitation; (3) assessment development; (4) online program development and facilitation; (5) other projects and programs as described in Part A of Annual Evaluation Standards and Procedures form.

Unsatisfactory Failure to meet the criteria for a Satisfactory rating or above for two

consecutive evaluation periods shall result in a rating of Unsatisfactory.

Conditional ratings will be assigned to personnel who have not met the objectives of the majority of their assigned projects, activities, or proposals, regardless of the success of relevant projects, activities, or proposals as a whole. This rating will also apply to personnel who do not meet the expected minimum level of performance in assigned activities, based on the expected level of involvement described in Part A of the Annual Evaluation Standards and Procedures Form, regardless of the success of relevant projects, activities, or proposals as a whole.

Satisfactory ratings will be assigned to personnel who have performed their duties in a correct and appropriate manner in all or essentially all projects, activities, or proposals in which they have a role or duties, but have not made contributions that exceed the minimum expectations or requirements, regardless of the success of relevant projects, activities, or proposals as a whole. Minimum expectations or requirements reflect the specific assigned tasks and duties relating to the relevant project activity, or task. This rating will also apply to faculty who meet, but do not exceed, the expected minimum level of performance in assigned activities, based on the expected level of involvement described in Part A of the Annual Evaluation Standards and Procedures Form, regardless of the success of relevant projects, activities, or proposals as a whole.

Above Satisfactory ratings will be assigned to personnel who have performed their duties in a correct and appropriate manner in all projects, activities, or proposals in which they have a role or duties and have performed exemplary work in at least one of their activities, regardless of the success of relevant projects, activities, or proposals as a whole. Exemplary work includes, but is not limited to, adding value to the project by making a contribution above and beyond what is called for in the project description or statement of work that significantly enhances the quality of the final project work. This may include, but is not limited to, assisting colleagues beyond the scope of assigned work, collaborating beyond expectations with external partners, or adding additional value beyond minimum expectations. This rating will also apply to faculty who exceed the expected minimum level of performance in assigned activities, based on the expected level of involvement described in Part A of the Annual Evaluation Standards and Procedures form (AESP), regardless of the success of relevant projects, activities, or proposals as a whole.

Outstanding ratings will be assigned to personnel who have made outstanding, measurable, and recognized contributions to multiple proposals, projects or activities, regardless of the success of relevant projects, activities, or proposals as a whole. Outstanding ratings may also be assigned for personnel who have added value in executing one or more of the projects and activities described in Part A of the AESPF, regardless of the success of relevant projects, activities, or proposals as a whole. Personnel seeking an outstanding rating in this category should have met one or more of the following criteria: (1) broadening the scope of a project's deliverables to include new components that significantly enhance the value of the final product and/or significantly enhance the visibility of LFI; (2) successfully dealing with unanticipated challenges in executing project work; or (3) broadening the scope of a project to include new components and successfully completing those components. This rating will also apply to personnel who greatly exceed the expected minimum level of performance in assigned activities, based on the expected level of involvement described in Part A of the Annual Evaluation Standards and Procedures Form, regardless of the success of relevant projects, activities, or proposals as a whole.

II. INFORMATION DISSEMINATION

WEIGHT: 30%

Information dissemination may take many forms, all of which may contribute to LFI's goals. Since much of LFI's work is focused on curriculum development, research, writing, the production of educational materials, conference proposals, and related writing and communication tasks are to be considered under this category. Examples include, but are not limited to, peer-reviewed publications and a variety of other forms of communication, such as instruction in professional development workshops, sharing of curriculum and assessment work with stakeholders, conference proposals and presentations, materials, and presentations, journal articles, books, book chapters, conference proceedings, email communication (internal and external), reports and original content published on publicly accessible websites and social media. The determination of ratings in this category is dependent on the Anticipated Responsibilities and Activities of Part A in the relevant section of the Annual Evaluation Standards and Procedures form. The employee and the Director should agree to the appropriate measure of Satisfactory, Above Satisfactory, and Outstanding ratings. This measure may differ across employees based on job assignment, duties, and goals, and should reflect expectations of roles and responsibilities. Example: Employee One's Anticipated Responsibilities and Activities, as stated in Part A in the relevant section of this form, may include a certain number of journal articles or book chapters submitted for review/publication over the course of the year, while Employee Two's may instead focus on a certain number of presentations or professional development workshops over that same time.

Unsatisfactory Failure to meet the criteria for a Satisfactory rating or above for two consecutive evaluation periods shall result in a rating of Unsatisfactory.

Conditional ratings will be assigned to personnel who have not made any effort, despite prompting from the LFI Director, to create or disseminate LFI-related tools, resources, and/or publications. This may include, but is not limited to, peer-reviewed publications and a variety of other forms of communication, such as instruction in professional development workshops, implementation of curriculum, sharing of assessment work, conference proposals, materials, and presentations, journal articles, books, book chapters, conference proceedings, email communication (internal and external), reports and original content published on publicly accessible websites and social media. or other means and methods of information dissemination. This rating will also apply to personnel who do not meet the expected level of performance in assigned activities, based on the expected level of involvement described in Part A of the Annual Evaluation Standards and Procedures Form.

Satisfactory ratings will be assigned to faculty who meet the expected minimum level of performance in assigned activities, based on the expected level of involvement described in Part A of the Annual Evaluation Standards and Procedures Form.

Above Satisfactory ratings will be assigned to faculty who exceed the expected minimum level of performance in assigned activities, based on the expected level of involvement described in Part A of the Annual Evaluation Standards and Procedures Form.

Outstanding ratings will be assigned to faculty who have made outstanding, measurable, and recognized contributions beyond the expected minimum level of performance in assigned

activities, based on the expected level of involvement described in Part A of the Annual Evaluation Standards and Procedures Form.

III. PROFESSIONAL DEVELOPMENT, SERVICE, AND PARTNERSHIPS

WEIGHT: 30%

Factors considered for professional development and service include the following four categories: service activity, attendance at professional conferences and meetings, educational development, and partnerships (see below for descriptions).

1. *Service activity* includes active participation in UCF or non-UCF based professional organizations.

2. *Attendance at Professional Conferences and Professional Meetings* includes attendance (virtual or in-person) at professional meetings and conferences related to the employee's professional role in the Institute. The definition of "meetings and conferences" should include state, national, international, or organizational webinars, and state, national, international, or organizational meetings and conferences.

3. *Educational Development* consists of virtual or face-to-face courses taken as a learner, including college courses, conference sessions, short courses and workshops that contribute to professional growth in the employee's role in the Institute.

4. *Partnerships* involves the development and maintenance of partnerships and collaboration with both UCF and non-UCF organizations. Activities intended to foster and support partnerships that make a tangible contribution to LFI's mission will be considered under this category.

Unsatisfactory Failure to meet the criteria for a Satisfactory rating or above for two consecutive evaluation periods shall result in a rating of Unsatisfactory.

Conditional ratings will be assigned to personnel who, during the reporting period, have no service activities, no attendance at professional conferences and professional meetings, no educational development, and have made no effort to contribute to or develop partnerships. Performance needs to improve.

Satisfactory ratings will be assigned to faculty who, during the reporting period, have met the expected minimum level of performance in assigned activities, based on the expected level of involvement described in Part A of the Annual Evaluation Standards and Procedures Form. At a minimum, this should include completing at least one activity within one category as described above.

Above Satisfactory ratings will be assigned to faculty who, during the reporting period, exceed the expected minimum level of performance in assigned activities, based on the expected level of involvement described in Part A of the Annual Evaluation Standards and Procedures Form. Above satisfactory ratings will apply when personnel: (1) complete one additional activity within one category or, (2) complete one activity in one additional category, that was not previously described in Part A of the Annual Evaluation Standards and Procedures Form.

Outstanding ratings will be assigned to faculty who, during the reporting period, exceed

the expected minimum level of performance in assigned activities, based on the expected level of involvement described in Part A of the Annual Evaluation Standards and Procedures Form. Outstanding ratings will apply when personnel: (1) complete two or more activities within one category or, (2) complete one activity in two additional categories that was not previously described in Part A of the Annual Evaluation Standards and Procedures Form.

For all of the evaluation categories described above, there may be instances of significant and valuable contributions to the mission of LFI that are not captured by the specific activities and products listed above. Employees shall provide details of such contributions in their annual reports with a suggestion for which category they belong in, and the evaluator shall take these contributions into account when determining an evaluation for that category.

Notwithstanding the above, the employee shall maintain the absolute right to submission of a formal grievance using normal University grievance procedures described in the Collective Bargaining Agreement.

A copy of the LFI Annual Evaluation Standards and Procedures form (AESP) is included below as Attachment A.

Lou Frey Institute
Annual Evaluation Standards and Procedures Form

Date: _____

Name: _____ Title: _____

Date: _____

The following format is to be used to summarize work activities and evaluate progress. Please use the given format. Comments and statements in each category should be concise and brief. If no activity occurs in a given area, indicate by specifying no activity.

Instructions for completing this form:

Within each section of this form (I-VII) are three parts that are completed as follows.

Part A: Completed by employee and Director at the start of evaluation year.

Part B: Completed by employee at the conclusion of evaluation year.

Part C: Completed by Director after completion of **Part B** by employee.

Summary of overall expectations and priorities for the coming year

1. Anticipated responsibilities and levels of effort for the coming year (required) – giving appropriate consideration to the evaluation categories in parts B & C. Simply meeting these expectations implies “Satisfactory” performance. (The employee and the Director may request revision of Part A during the year if circumstances warrant):

2. Employee Comments (optional) – include Institute goals and objectives, assignments you would prefer, preferences for research and other LFI responsibilities and activities you consider important to your personal and professional development:

- I. **LFI Projects and Activities** - Include in this section all major activities that you plan to or have performed. This category includes both externally funded projects and projects internal to the Lou Frey Institute. Because activities associated with a project may span multiple years, projects may appear in annual evaluations for more than one year. Credit will be given for projects and activities for the year(s) in which they occur. Projects may include, but are not limited to: (1) curriculum development; (2) professional development workshop planning and facilitation; (3) assessment development; (4) online program development and facilitation; (5) other projects and programs as described in Part A of Annual Evaluation Standards and Procedures form. Indicate approximate percentage of effort and anticipated overall weight for this category.

Part A. Anticipated responsibilities and activities

Effort

Anticipated Overall Weight for this Category: __

Part B. Activities and accomplishments for this year:

Part C. Director comments:

Supervisor evaluation for this category:

U (Unsatisfactory Performance)	C (Does Not Meet Expectations)	S (Meets All Expectations)	AS (Exceeds Expectations)	O (Outstanding)

II. **Information Dissemination** – Include in this section all work you plan to do or have done in relation to information dissemination. Information dissemination may take many forms, all of which may contribute to LFI’s goals. Since much of LFI’s work is focused on curriculum development, research, writing, the production of educational materials, conference proposals and presentations, and related writing and communication tasks are to be considered under this category. Examples include, but are not limited to, peer-reviewed publications and a variety of other forms of communication, such as instruction in professional development workshops, sharing of curriculum and assessment work with stakeholders, conference proposals, materials, and presentations, journal articles, books, book chapters, conference proceedings, email communication (internal and external), reports and original content published on publicly accessible websites and social media. The determination of ratings in this category is dependent on the Anticipated Responsibilities and Activities of Part A in the relevant section of this form. The employee and the Director should agree to the appropriate measure of Satisfactory, Above Satisfactory, and Outstanding ratings. This measure may differ across employees based on job assignment, duties, and goals, and should reflect expectations of roles and responsibilities. Example: Employee One’s Anticipated Responsibilities and Activities, as stated in Part A in the relevant section of this form, may include a certain number of journal articles or book chapters submitted for review/publication over the course of the year, while Employee Two’s may instead focus on a certain number of presentations or professional development workshops over that same time. Indicate approximate percentage of effort and anticipated overall weight for this category.

Part A. Anticipated responsibilities and activities

Effort

Anticipated Overall Weight for this Category: _

Part B. Activities and accomplishments for this year:

Part C. Director comments:

Supervisor evaluation for this category:

U (Unsatisfactory Performance)	C (Does Not Meet Expectations)	S (Meets All Expectations)	AS (Exceeds Expectations)	O (Outstanding)

III. **Professional Development, Service, and Partnerships**-Include in this section all factors considered in relation to professional development: service activity, attendance at professional conferences and meetings, educational development, and partnerships. Factors considered for professional development and service include the following four categories: service activity, attendance at professional conferences and meetings, educational development, and partnerships (see below for descriptions).

- a. *Service activity* includes active participation in UCF or non-UCF organizations.
- b. *Attendance at Professional Conferences and Professional Meetings* includes attendance (virtual or in-person) at professional meetings and conferences related to the employee’s professional role in the Institute. The definition of “meetings and conferences” should include state, national, international, or organizational webinars, and state, national, international, or organizational meetings and conferences.
- c. *Educational Development* consists of virtual or face-to-face courses taken as a learner, including college courses, conference sessions, short courses and workshops that contribute to professional growth in the employee’s role in the Institute.
- d. *Partnerships* involves the development and maintenance of partnerships and collaboration with both UCF and non-UCF organizations. Activities intended to foster and support partnerships that make a tangible contribution to LFI’s mission will be considered under this category.

Indicate approximate percentage of effort and anticipated overall weight for this category.

Part A. Anticipated responsibilities and activities Effort

Anticipated Overall Weight for this Category: __

Part B. Activities and accomplishments for this year:

Part C. Director comments:

Supervisor evaluation for this category:

U (Unsatisfactory Performance)	C (Does Not Meet Expectations)	S (Meets All Expectations)	AS (Exceeds Expectations)	O (Outstanding)

IV. **Overall****Part B.** Employee's comments on this year's activities:**Part C.** Director's Overall Evaluation (Initial appropriate box)

U (Unsatisfactory Performance)	C (Does Not Meet Expectations)	S (Meets All Expectations)	AS (Exceeds Expectations)	O (Outstanding)

Director's Comments: