DEPARTMENT OF PHILOSOPHY

ANNUAL EVALUATION STANDARDS AND PROCEDURES

FOR FULL TIME FACULTY MEMBERS

Approved by Faculty Relations on 5/7/2012 for first use in the 2012-2013 academic year

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Annual Evaluation Procedures

Annual evaluation of faculty members is conducted by the Department Chair, who draws upon their annual reports and renders assessments for each of the basic categories of Teaching, Research, Service/professional development and Other Assigned Duties. From these assessments, an overall evaluation is derived.

The following procedure will be employed in the Department for the administration of faculty evaluations:

1. The faculty member prepares the Faculty Annual Report (FAR) according to the categories designated on the report form.
2. The faculty member submits the FAR, including required addenda, to the Chair. In accordance with the Collective Bargaining Agreement (CBA), faculty can provide material in evidence of teaching quality in cases where the faculty member wishes to highlight extraordinary or unusual efforts, and this will be taken into account in the evaluation. The chair can request additional evidence for any item being considered in an evaluation.
3. Based on the FAR and discussion with the faculty member, the Chair determines an evaluation in accordance with this AESP document for each faculty member in each relevant category as well as calculating an overall evaluation.
4. If the faculty member believes the evaluation does not accord with the procedures below or is otherwise not in compliance, a grievance may be filed within 30 days of receipt of the evaluation.

Standards and Ratings for Full Time Faculty

The Chair of the Philosophy Department will evaluate the performance of each faculty member annually and assign a rating of Outstanding, Above Satisfactory, Satisfactory, Conditional, or Unsatisfactory.

- **Unsatisfactory** indicates substandard performance for the assignment for a second evaluation period in a row, or extreme substandard performance in a single evaluation period

- **Conditional** indicates substandard performance for the assignment.

•**Satisfactory** indicates performance that is at expectation for the assignment.

•**Above Satisfactory** indicates performance above expectation for the assignment.

•**Outstanding** is reserved for exceptional performance for the assignment. It indicates excellence in the profession and adherence to the highest standards of the university and the profession. In order to receive an evaluation of "outstanding", the faculty member must have at least a "satisfactory" in all categories.

The overall annual evaluation level for full-time faculty members will be determined according to their percentage of effort in each category (i.e., Instructional Activities, Research and Creative Activities, Service, and Other, if relevant) using a mathematical formula based on each faculty member's distribution of percentage of effort in each category for the given year. The annual percentage of effort assignment for each category will be multiplied according to the following scale (Outstanding = 4, Above Satisfactory = 3, Satisfactory = 2, Conditional =1, Unsatisfactory = 0), and the results from each category will be averaged to determine the overall evaluation. The resulting total will be assigned an overall value according to the following scale:

- Outstanding: 3.50-4.00
- Above Satisfactory: 2.50-3.49
- Satisfactory: 1.50-2.49
- Conditional: 0.50-1.49
- Unsatisfactory: 0.00-0.49

Assignment of Percentage of Annual Effort

Each faculty member's annual assignment of effort will be determined by the department Chair and will depend on each person's assignment of particular duties. While all faculty will have different assignments, a typical percentage-based assignment for those on a 3/3 load would be 60/30/10 (teaching/research/service), and a typical assignment for those on a 4/4 load would be 85/5/10).

For full time faculty, each three-credit course taught (excluding summer courses) will be assigned no less than 10% and no more than 12.5% of the faculty annual effort. Generally, 10% of annual effort will be assigned only for courses that a faculty member has taught before, do not require any significant revision, or are taught in multiple sections.

Faculty who wish to emphasize research productivity may request that the minimum of 10% annual effort per course be applied to their assignments of percentage of annual effort. The effort that would have been otherwise assigned in teaching must be assigned to research.

Also, 12.5% of effort will typically be awarded only for courses that faculty members are teaching for the first time or revising significantly, for example, for delivery in a new mode of instruction for the first time. In rare cases, the Chair may assign more than 12.5% for a particular course (e.g., a large lecture course) if there is a substantial increase in student credit hour production without significant additional costs to the department.

Each full-time faculty member will be assigned 10% of his/her annual effort for service, with the exception of those whose teaching loads are reduced due to administrative duties. Tenure-earning faculty will be assigned 5% of annual effort for service, with the

remaining percentage of annual effort will be added to the research assignment. (For example a typical annual assignment of effort for a tenured faculty member would be Teaching = 60%, Research = 30%, Service = 10%, for a tenure-earning faculty member would be Teaching = 50%, Research = 45%, Service = 5%)

Instructors with a teaching load of more than 80% will not be required to engage in research to earn an overall "Satisfactory," "Above Satisfactory," or even "Outstanding" evaluation, which may be based exclusively on the Teaching and Service evaluation standards. Even at a low research assignment (e.g., in the case of instructors who have a high teaching load), the expectation is that the faculty member will keep current in his/her field.

The Annual Evaluation and its Relation to Other Kinds of Evaluation

Article 10 of the Collective Bargaining Agreement provides for three separate evaluations: Annual Evaluation (for which this AESP defines the terms of reference), Cumulative Progress Evaluations (CPE), and Sustained Performance Evaluations (SPE). While Annual Evaluations are included in promotion and tenure applications, their primary intent is to evaluate all faculty on an annual basis, regardless of rank, assignment, or promotion/tenure intentions. CPEs, on the other hand, are explicitly intended to be a multi-year assessment of one's progress toward promotion/tenure. As such, it is conceivable that someone could earn a satisfactory or higher on Annual Evaluations for multiple years, and yet receive a CPE that indicates that he/she is not on track for promotion/tenure. It is crucial that candidates for promotion/tenure regard the CPE as the central evaluative document and most useful guide in that process. The Annual Evaluation, on the other hand, is the central evaluative document in relation to a faculty member's annual assignment.

I. TEACHING AND INSTRUCTIONAL ACTIVITIES

The Department of Philosophy is committed to excellence in teaching and maintaining the highest standards of the profession. While a set of fairly objective standards has been established by the discipline at large, it is also recognized that a wide range of conditions must be taken into account by the Chair in the evaluation process. The general standards for evaluations are based on the following:

EVALUATION STANDARDS

1. Contribution of assignment, as measured by criteria that include, for example:

- Number of courses (normal load, more, or fewer)
- Class size (normal number of students for sub-discipline, more, or fewer)
- Assignment of Grades (consistent with historical expectations, higher, or lower)
- Number of preparations, including new course preparations (see Special Efforts below)
- Level and difficulty (graduate, upper division, lower division; new)
- Complexity (method of course delivery, team-taught; interdisciplinary; innovative; experimental)
- Writing intensiveness
- Nature of courses (service, required, elective;)

- Student contact time (greater than the normal number of office hours/course/term, usually assumed to be 1 hour/week/course)
- Student availability (maintaining office hours; advising; RAMP and other sponsoring)
- Sharing materials and methods, guest lecturing, and helpfulness to colleagues (mentoring; sharing ideas; teaching circles)
- Filling-in for teachers who are absent due to emergency
- Willingness to teach what the Department needs to offer

2. Effectiveness: measured by two visits in the same term by the Chair or designee (for tenure-earning faculty - instructors and other non-tenure earning faculty may be evaluated by one or more visits of the Chair or designee), and by formal contextualized student evaluations, including written comments, and by other measures such as faculty peer observations, faculty portfolios, teaching journals, or mentor reports, as appropriate. One might also volunteer, in further support, a brief discursive summary of accomplishments and commentary on teaching and students, and such documentation as the following:

- Course syllabi which meet or exceed UCF's content requirements
- Special assignments, superior papers or other evidence of exceptional performance from the classroom or supervised students;
- An invited classroom evaluation by a peer in a related field;
- An invited classroom evaluation by the Chair or designee.

   Please note that, in order for student evaluations to play a role in the evaluation process, a significant portion (e.g., 30%) of the students enrolled in a course need to have filled out these forms.

3. Special Efforts, which may include:

- Development of new courses including special topics and Honors seminars
- Extensive revision of established courses, particularly in relation to mode of delivery
- Incorporation of innovative teaching practices, such as new technologies, service-learning, international study, design and teaching of Honors courses
- Other special instructional assignments such as conducting workshops

4. One-on-One Activities: advisement, thesis and graduate project direction, independent studies, student conferences, guest presentations, mentorship of faculty or GTAs, and internship supervision.

5. Recognition: teaching grants, awards, media articles or interviews, other formal recognition of excellence.

Unsatisfactory

Failure to meet the minimum conditions for satisfactory performance for a second consecutive evaluation period without improvement over the prior "Conditional" evaluation, or extreme substandard performance in the current evaluation period.

Conditional

Failure to meet the minimum conditions for satisfactory performance.

Satisfactory

The faculty member will receive a rating of "Satisfactory" in teaching based on fulfilling all of the following standards (this applies to faculty of all loads):

1. Meets classes on a regular basis as scheduled
2. Holds scheduled office hours
3. Replies in a timely fashion to student inquiries
4. Provides and follows clear, detailed course syllabi that meet the university requirements
5. Makes syllabus available online through CAH website
6. Provides regular evaluative feedback on student assignments
7. Meets with students during the final examination period in compliance with university regulations
8. Submits grades on time
9. Submits book orders on time as required by state legislation.

Above Satisfactory

The faculty member will receive a rating of "Above Satisfactory" if the faculty member meets the standards for a "Satisfactory" rating and in addition attains <u>four</u> of the following (#4, 5, 7, 8, 10 can count multiple times) While not all of these may be open to all department members, there are enough entries on this list to give an equitable chance for all faculty to attain "above satisfactory". Note that the difference between loads is addressed within specific entries on this list. There is no difference in the number of entries required for an "above satisfactory" for those on a 3/3 or 4/4 load.

1. Has student evaluations in a majority of undergraduate courses above the department and college mean, or has a majority of ratings in very good or excellent (measured by a comparison of the "Overall Assessment of Instructor" category for excellent and very good). For those with a teaching assignment of more than 80%, this can count as satisfying two standards.
2. Receives and/or requests two classroom evaluations (which may include consideration of the course as a whole) from the chair or chair's designate, and receives positive evaluations (evaluation must be provided to department if not done by chair)
3. Teaches a graduate course with student evaluations above the department and college mean for graduate courses, or has a majority of ratings in very good or excellent (measured by a comparison of the "Overall Assessment of Instructor" category for excellent and very good).
4. Chairs a completed graduate thesis
5. Chairs a completed Honors in the Major thesis
6. Serves as a committee member for one completed Honors in the Major, MA, MFA or PhD theses and dissertations
7. Serves as a committee member for two additional completed Honors in the Major, MA, MFA or PhD theses and dissertations
8. Gives independent study or directed reading, directed research courses (or equivalent courses) or supervises an internship that totals at least two hours of semester credit
9. Teaches four or more different courses (4 different preparations include different delivery modes—"M" "W") in the annual evaluation period (excluding courses taught in summer term)

10. Completes a faculty development conference sponsored by the UCF Faculty Center for Teaching and Learning or an equivalent workshop conducted by a professionally recognized organization, or participates in 6 hours of FCTL workshops during the evaluation period
11. Teaches an Honors interdisciplinary seminar in which student evaluations are above the department and college mean, or has a majority of ratings in very good or excellent (measured by a comparison of the "Overall Assessment of Instructor" category for excellent and very good).
12. Creates substantial innovative teaching materials (for example, supporting the GEP Unifying Theme, teaching an FCTL workshop, maintaining a widely-used web site) and shares them with other faculty
13. Serves as an invited classroom observer or mentors new or junior faculty: shares ideas, assignments, best practices, syllabi, etc.
14. Spearheads or participates and contributes substantially to the creation or design of significant program curriculum revision or supports revisions of a program's curriculum by developing new courses
15. Teaches service learning course.
16. Prepares a white paper or a proposal for a new program
17. Performs some other noteworthy teaching activity or teaching development that is not included in the above items. Faculty must provide documentation of such noteworthy activity

Outstanding

The faculty member will receive a rating of "Outstanding" if the faculty member meets the standards for an "Above Satisfactory" rating and in addition attains one (1) of the following There is no difference in the number of entries required for an "outstanding" for those on a 3/3 or 4/4 load.

1. Fulfills a total of six of the standards in the "Above Satisfactory" category
2. Wins a UCF TIP or SoTL Award
3. Wins a CAH or UCF excellence in teaching award
4. Wins a teaching award from a regional, national, or international organization in the faculty member's discipline (NOTE: Appropriate documentation must be supplied by the faculty member.)

II.   RESEARCH AND CREATIVE ACTIVITIES

Each specialty within the Department has a different set of standards for judging the prestige of research and creative activity. The list below offers a rough guideline for evaluation, but the differences among specialties should be taken into account by the Chair during the annual evaluation process. This list may be supplemented by advice to the Chair from members of the various specialties, especially in regard to items that may indicate sustained research but do not lead directly or immediately to publications (note – such advice is not to be understood as directly contributing to the evaluation, or substituting for the chair's responsibility in this regard). Judgments of research productivity will be made in light of the portion of faculty members' assignments that are assigned to research and in light of the scholarly genres and expectations in their fields.

It should be noted that, regardless of specialty, publications are a primary goal of scholarly and creative research. At the same time, it is recognized that the publication cycles of academic presses, peer reviewed journals, literary magazines, and the like may result in a faculty member's productivity being skewed from one year to the next. As a result, the Chair will need to take into account faculty productivity in at least the two years immediately prior to the annual evaluation being conducted. For example, in the first case, faculty members who have published several articles in one year may not need to publish any articles in the next year to receive a Satisfactory ranking as long as they have met other of the listed expectations. The Chair may take into account a faculty member's forthcoming work (accepted, in press, or under contract, and work under consideration, including grant applications) in a third year of such a cycle in making this judgment. Although the chair may exercise some judgment in deciding when to give credit for publications in press, in general publication will not be credited in two annual evaluations unless it is of book length.

On research and diverse assignments in the department:

For faculty members with a higher percentage of assignment dedicated to research than the department norm for research active faculty, those persons will be expected to produce at least one additional "satisfactory" criterion or its equivalent for each additional 10% of research dedication to earn a "Satisfactory" rating. The same applies for "Above Satisfactory" and "Outstanding" Ratings.

The inverse applies for those with a lower percentage of assignment dedicated to research than the department norm for research active faculty; one less 'satisfactory' standard or its equivalent will be required for satisfactory, above satisfactory or outstanding ratings. This can also be satisfied by demonstrating appropriate progress on one of the criteria for a "Satisfactory" rating. Even at a low research assignment (e.g., in the case of instructors who have a high teaching load), the expectation is that the faculty member will keep current in his/her field.

The criteria below assume a faculty member with approximately 30% of their assignment devoted to research. 30% is considered a normal research load in Philosophy. In consultation with the chair, evaluation expectations will be adjusted when assigning a higher or lower percentage research assignment.

Special Cases

A substantial authored book (i.e., an authored book with a reputable academic publisher) should be allowed to count for major significance in the annual research review over a three-year period. If faculty members have used work on the book or acceptance of a contract to qualify for their ratings for a year or two years prior to the work's publication, then those years will be counted as part of the three-year span. If not, the years will be counted forward from the year of the work's publication.

In the evaluation process of research and scholarship, the Chair is encouraged to consider qualitative measures whenever possible, weighing such factors as the relative ranking of publication venues (presses and journals), the acceptance rates for journals, the status of publication sites in the profession, and the competitiveness and academic standing of conferences and professional meetings.

In the case where a faculty member considers a publication normally qualifying for Satisfactory as having extraordinary merit or unusual influence on the field, that person may present a case for that item counting as sufficient for Above Satisfactory.

An increasing amount of publishing activity is occurring online, including the transition of established print journals to electronic formats. Therefore, no distinction will be made in evaluations between online and print journals per se. Rather, claims for the significance or special recognition of a publication will be based on the journal's prestige and not its format of delivery.

In some cases, the faculty member and chair may agree on an interdisciplinary project that is not explicitly covered in the criteria below. In that situation, the project could be considered in the evaluation process as long as the standards for satisfactory performance are agreed upon in advance.

Unsatisfactory

Failure to meet the minimum conditions for satisfactory performance for a second consecutive evaluation period without improvement over the prior "Conditional" evaluation, or extreme substandard performance in the current evaluation period.

Conditional

Failure to meet the minimum conditions for satisfactory performance.

Satisfactory

The faculty member will receive a rating of "Satisfactory" for meeting one (1) of the following standards:

1. Demonstration of appropriate progress on a book-length manuscript (i.e., progress satisfactory to meeting contract or publisher's deadlines).
2. Presents a peer-reviewed paper at a conference
3. Publishes a substantial article in a non-peer-reviewed journal or a non-peer-reviewed conference proceedings volume
4. Publishes a translation or an interview with a prominent author in a peer-reviewed journal
5. Publishes a book review in a top-tier journal or major newspaper (such as the *New York Times*, *Los Angeles Times*, *Chicago Tribune*)
6. Publishes a scholarly article or essay, or publishes a paper in a peer reviewed conference proceedings for areas such as cognitive sciences where such work is equivalent to a peer reviewed journal article.
7. Publishes a creative article or essay, or a humanities-related creative project in a peer-reviewed journal. In the case of creative or non-traditional humanities work, the faculty member should provide the appropriate means of determining quality in the area (e.g., determining acceptance rates for a literary magazine, reviews of performances, etc.)
8. Publishes a book chapter in a peer-reviewed or invited volume
9. Prepares an application and applies for an external grant
10. Is awarded an internal grant for research
11. Presents an invited or keynote address at a regional conference

12. Gives a reading of creative work at a university or other major venue (e.g., national or international book fair)
13. Receives at least a revise-resubmit response from the submission of a new article or humanities related project to a peer-reviewed journal

Above Satisfactory

The faculty member will receive a rating of "Above Satisfactory" if the faculty member exceeds the "Satisfactory" standard in the following ways:

1. Meet at least two of the "Satisfactory" criteria (or one criterion more than once), with at least one being an actual publication or a significant deliverable resulting from a significant grant. (e.g., a final report for an NEH or NEA grant)
2. Meet one of the "Satisfactory" criteria, plus one of the following;
    a. Presents two papers at regional or national conferences, or presents a paper at an international conference
    b. Presents an invited or keynote address at a national/international conference
    c. Is awarded an external grant for research, or continued administration and execution of the research aspects of a multi-year grant.
    d. Publishes a translation of notable length in a recognized journal
    e. Significant sustained work on a book, of which the quantity and quality of the writing can be documented by samples, a contract, option, letter of interest, or other demonstration that the project is likely to be published by a scholarly or creative press with national distribution and reputation

Outstanding

The faculty member will receive a rating of "Outstanding" if the faculty member exceeds the "Above Satisfactory" standard in at least one of the following ways:

1. Meet at least three of the "Satisfactory" criteria, with at least two being actual publications (i.e., peer reviewed publications in academic journals or conference proceedings, or chapters in academic books)
2. Meets two of the "Satisfactory" criteria, with at least one being an actual publication or a significant deliverable resulting from a significant grant, plus one of the "above satisfactory" criteria.
3. Publication of a single-authored book in the faculty's field published by a scholarly or creative press with a national distribution and prestigious reputation. Book may be interpreted as any major project that undergoes professional review and achieves independent trade or academic publication, in particular scholarly works, but also textbooks, independently evaluated scholarly websites, or other significant nonfiction studies; novels; collections of short fiction, literary nonfiction, poems, or articles; a play, film script; or other recognized achievement
4. Publication of a jointly authored book by a scholarly or creative press with a national distribution and reputation in which the faculty member can demonstrate at least a 50% contribution (note: lesser levels of contribution do not guarantee an outstanding evaluation)
5. Publication of an edited or co-edited book by a scholarly or creative press with a national distribution and reputation in which the faculty member can demonstrate at least a 50% contribution (note: lesser levels of contribution do not guarantee an outstanding evaluation)

6. Book-length translation with a reputable publisher
7. Research award from a professional organization
8. Meet the criteria for "Above Satisfactory", plus one of the following
   a. Wins a UCF RIA Award
   b. Wins a CAH or UCF award for research excellence
   c. Is awarded multiple external grants or one very large or prestigious grant (e.g., major NEH grant, major foundation grant) as defined by standards in one's specialty. These standards will vary between areas that typically have access to major funding streams and those that do not, so a $30K NEA grant may be equivalent for humanities scholars to a $300K NSF grant for cognitive science scholars.

III. SERVICE

All members of the Department are expected to share in the work of the Department. All members should expect to attend Department meetings, serve on Department committees, attend UCF graduation ceremonies as needed, and serve in other roles during any term spent in residence at the University when not excused entirely for a period of time for sabbatical or medical leave. In addition, faculty may engage in service work for the University, for their discipline, or for their profession. Faculty members should not expect to receive a Satisfactory evaluation for service if they do not meet these minimum expectations.

All tenured faculty members are expected to participate actively in the annual cumulative progress evaluation process concerning the tenure-earning faculty, all tenured faculty are expected to participate in the tenure review process when a colleague applies for tenure and promotion to associate professor, and all professors are expected to participate when a colleague applies for promotion to professor. More senior members are expected to assume leadership and mentorship roles appropriate to their experience and expertise.

Tenure-earning members of the Department should take care to avoid (and more senior members should help them to avoid) assuming too many service duties such that they interfere with their more important responsibilities to develop as teachers and scholars.

Below are the standards for full-time faculty to achieve a rating of satisfactory, above satisfactory or outstanding in service for the annual faculty evaluation. These standards indicate service at the department, college, university, community, and profession levels.

When the percentage of assignment for service differs from the departmental norm by at least 5%, the standards for assessing a faculty member's service contributions will be adjusted as follows: for each additional 5% allotted to service, an additional item from the list for a satisfactory evaluation will be required to receive a satisfactory, above satisfactory, or outstanding rating. The inverse applies for each 5% of assignment less than the department norm: one less item will be required to receive a satisfactory, above satisfactory or outstanding rating.

Journal editing, for which a faculty member does not receive alternate workload or have a pre-existing agreement for its assignment of percentage of effort, may have that work count as "Other Duties." The Department Chair, in consultation with the faculty member, will stipulate the percentage of effort, up to a maximum of 5%, and whether that

percentage is to be deducted from the Research or the Service segment of the annual assignment.

Unsatisfactory

Failure to meet the minimum conditions for satisfactory performance for a second year in a row, or extreme substandard performance in the evaluation period.

Conditional

Failure to meet the minimum conditions for satisfactory performance.

For a Satisfactory Rating

The faculty member will receive a rating of "Satisfactory" if the faculty member meets three (3) of the following standards, drawing from at least two of the items in the following list. At least one of these should include service on a department committee or some other activity that fulfills service to the department, unless other arrangements are made with the Chair. Also, all faculty members are responsible for providing documentation for all non-UCF service, such as letters of appointment, invitations to review manuscripts, or requests to serve as external evaluators. In addition, to receive credit for any of the items that follow, the service must be at least satisfactory in the judgment of the chair or other relevant supervisor. For example, those who do not attend regularly scheduled committee meetings or complete necessary service work in a timely and professional manner will not get credit for such committee work or other service. An activity does not count as service if it is compensated in some other way (e.g., by course release, stipend, etc.). However, it may be the case that some activity is compensated while other related activities might count as service (e.g., someone may be both a program director and advisor for the program. Advising may come with a course release, which would mean that it would not count for service credit, but that would not mean that being a director could not count as service). Ambiguities should be worked out in advance with the chair.

1. Serves on one or more departmental standing committees
2. Chairs a departmental committee
3. Serves on a departmental search committee or other ad hoc committee
4. Serves as a program director or graduate coordinator (Philosophy, Humanities, Religious Studies, Cognitive Science, or some other program such as Middle Eastern Studies), unless this is assigned/evaluated under "other duties".
5. Administrates program assessment
6. Advises or provides other substantial service to a student organization
7. Serves on a CAH committee (for example, Promotion and Tenure, TIP Criteria, TIP Selection, RIA Selection, Sabbatical, Curriculum, Dean's Advisory)
8. Serves on a university committee (for example, Promotion and Tenure, Curriculum, Graduate College)
9. Serves on Faculty Senate
10. Serves as officer, board member or in some other major role for an organization related to UCF
11. Gives a public lecture to a local or regional group or organization related to one's areas of expertise
12. Gives a talk to a public, private, or charter school related to one's areas of expertise
13. Participates in contest judging for a public, private, or charter school or education-related community organization

14. Consults with a public, private, or charter school
15. Organizes a program for a public, private, or charter school
16. Serves as an officer for a local, regional, state, national or international professional organization, or serves on a State University System or federal level committee
17. Contributes significantly in some other way to a local, regional, state, national or international professional organization (serves on an awards committee, for example, or helps to organize a conference, or sits on a governing body)
18. Evaluates a manuscript for a professional journal or assesses a book for publication for a press
19. Serves as a manuscript review coordinator for a professional journal
20. Serves as an editor of a journal or magazine in the faculty member's discipline (unless this activity is placed under Other Duties in the assignment of effort)
21. Serves as a chairperson for, or a moderator on, a panel at a state, regional, national or international professional meeting
22. Provides a published or broadcast interview on a subject pertaining to philosophy, religious studies, humanities, or cognitive science to a local or national media outlet
23. Organizes a public lecture by a distinguished lecturer from outside UCF at UCF
24. Organizes a professional conference, seminar, or leads a workshop or organizes the department's colloquium series.
25. Serves on an advisory professional board or an editorial board, or serves on a grant or fellowship selection committee for a state or federal agency or a foundation.
26. Receives externally funded grants to benefit the University, College, and Department concerning a service-related issue
27. Mentors students outside the Department through a UCF Office, such as TRIO, RAMP, or McNair
28. Represents the Department at two UCF graduation ceremonies in the evaluation period
29. Serves in a role not listed above that the Chair designates as fulfilling service to the Department, College, University, or profession

For an Above Satisfactory Rating

The faculty member will receive a rating of "Above Satisfactory" if the faculty member satisfies the criteria for "Satisfactory" and meets one additional standard listed above to total four (4).

For an Outstanding Rating

The faculty member will receive a rating of "Outstanding" if the faculty member satisfies the criteria for "Satisfactory" and meets two additional standards listed above to total five (5) of the standards listed above or receives a CAH or UCF service award. At least one of these should include service on a department committee or some other activity that fulfills service to the department, unless other arrangements are made with the Chair.

Special Cases

When the work of a particular service item requires an above average or extraordinary amount of time and effort in a given year (e.g., heading up a large curriculum revision, spearheading a new program proposal) a faculty member may request that the Chair consider that service work equivalent to fulfilling two of the standards.