

# Annual Evaluation Standards and Procedures

## Clinical Faculty (Clinical Instructor/Lecturers)

School of Communication Sciences and Disorders  
University of Central Florida

For first use in the 2021-2022 academic year

Approved by Faculty Excellence October 15, 2020  
Available for First Use 2021-2022 Academic Year

## Clinical Teaching Activities

The School Director will evaluate the clinical teaching component of each faculty member's assignment and rate this performance using the evaluation scale shown in Table 1 in consultation with the Clinic Director. Evaluation of clinical teaching will include a review of the clinical activities, teaching, recognition, and contributions that the faculty member has made to the University, the School of Communication Sciences and Disorders, and the professions of speech-language pathology and audiology. The evaluation needs to be reflective of the materials submitted in the evaluation process by the faculty. The evaluation of student comments must be proportional to the percentages of positive versus negative comments in the free response portion of the Student Perception of Instruction form.

The evaluation process will include a review of student evaluations and all other documentation provided by the faculty member. Clinical Teaching documentation may include the following:

- Peer evaluations: Evaluation of course syllabi, clinical materials, learning experiences, lectures, bibliographies, and audiovisual materials
- Statement of clinical teaching, accomplishments and responsibilities
- Caseload and student load
- Statement of philosophy of teaching
- Description of materials and methods used in achieving desired learning outcomes, including efforts to improve quality and effectiveness of clinical teaching and/or teaching, as well as the integration of evidenced-based research into course content
- Artifacts of teaching include:
  - Evaluation of course syllabi
  - Examples of students work
  - Examples of feedback to students, review of Clinical Skills Acquisition Rubrics (CSARs), written feedback from students, seminar-facilitation notes, or web-based student feedback surveys.

The work-load expectations for clinical faculty:

Maintain a caseload equivalent to 25 based on the formula  $\frac{1}{2} \# \text{ students} + \frac{1}{2} \# \text{ clients} + \frac{1}{2} \# \text{ hours of therapy}$ .

- Diagnostics would count as 3 hours per week and 2 students
- This requirement would be reduced if instructor is teaching a seminar, diagnostic lab (3 hours. 12 min for each credit hour), academic course or other assigned duties.

- For internship coordinators, workload is determined based on the number of students enrolled in their assigned internship courses, the number of required placements for the next semester and the number of student/supervisor meetings for those students in their current internship. This load will also include other assignments such as teaching a seminar, lab and/or an academic course.

The criteria below indicate the requirements for each evaluation level in the area of Clinical Teaching:

	<b>Satisfactory</b>	<b>Above Satisfactory</b>	<b>Outstanding</b>
<b>Clinical Faculty</b>	1. <ul style="list-style-type: none"> <li>a. Must generally receive positive comments on the open-ended portion of any student feedback form.</li> <li>b. Must demonstrate competence in clinical teaching by achieving a rating of “Agree to Strongly Agree” on the instructor’s overall performance from an average of at least 50% of the students completing any student feedback form for all clinical courses taught within the evaluation period.</li> <li>c. In no case will adverse performance determinations be reached based on any student feedback if fewer than 33% of students enrolled in each course at the end of the semester completed the evaluation or if enrollment is lower than ten students.</li> <li>d. Alternative documentation of high-quality performance may be utilized.</li> </ul>	1. <ul style="list-style-type: none"> <li>a. Must generally receive positive comments on the open-ended portion of any student feedback form.</li> <li>b. Must demonstrate competence in clinical teaching by achieving a rating of “Agree to Strongly Agree” on the instructor’s overall performance from an average of at least 55% of the students completing any student feedback form for all clinical courses taught within the evaluation period.</li> <li>c. In no case will adverse performance determinations be reached based on any student feedback form if fewer than 33% of students enrolled in each course at the end of the semester completed the evaluation or if enrollment is lower than ten students.</li> <li>d. Alternative documentation of high-quality performance may be utilized.</li> </ul>	1. <ul style="list-style-type: none"> <li>a. Must generally receive positive comments on the open-ended portion of any student feedback form.</li> <li>b. Must demonstrate competence in clinical teaching by achieving a rating of “Good to Excellent” on the instructor’s overall performance from an average of at least 65% of the students completing any student feedback form for all clinical courses taught within the evaluation period.</li> <li>c. In no case will adverse performance determinations be reached based on any student feedback form if fewer than 33% of students enrolled in each course at the end of the semester completed the evaluation or if enrollment is lower than ten students.</li> <li>d. Alternative documentation of high-quality performance may be utilized.</li> </ul>
	2. Complete <b>all</b> of these items: <ul style="list-style-type: none"> <li>a. Use appropriate instructional materials such as textbooks, readings, assessment tools, and intervention programs.</li> <li>b. Cover appropriate course topics and reflect current knowledge in course presentations and clinical management in assigned areas.</li> </ul>	2. Complete <b>all</b> of these items: <ul style="list-style-type: none"> <li>a. Use appropriate instructional materials such as textbooks, readings, assessment tools, and intervention programs.</li> <li>b. Cover appropriate course topics and reflect current knowledge in course presentations and clinical management in assigned areas.</li> </ul>	2. Complete <b>all</b> of these items: <ul style="list-style-type: none"> <li>a. Use appropriate instructional materials such as textbooks, readings, assessment tools, and intervention programs.</li> <li>b. Cover appropriate course topics and reflect current knowledge in course presentations and clinical management in assigned areas.</li> </ul>

	<ul style="list-style-type: none"> <li>c. Integrate information on evidence-based practices into clinical practice.</li> <li>d. Use appropriate instructional techniques and evaluation and reporting formats.</li> <li>e. Keep regular and special conference appointment hours, be well informed and professional in advising/coaching assigned students, and handle paperwork associated with supervision/coaching in a timely manner.</li> <li>f. Evaluate student's performance in a fair, equitable, and timely manner.</li> <li>g. Demonstrate current knowledge and expertise in assigned areas of clinical teaching.</li> <li>h. Collaborate with course faculty to support the implementation of the curriculum.</li> <li>i. Integrate appropriate technology, as appropriate, in clinical education (e.g., e-mail, webcourse enhancement, videos, other technological tools).</li> <li>j. Meet class/ clinic assignments for the scheduled number of sessions as published in the university calendar and semester schedule, including the final examination period, unless a request to cancel a meeting during the final examination period has been approved by the School Director.</li> <li>k. Provide and follow a syllabus that adheres to current university guidelines.</li> <li>l. Provide an electronic version of the syllabus to the Coordinator of Administrative Services.</li> </ul>	<ul style="list-style-type: none"> <li>c. Integrate information on evidence-based practices into clinical practice.</li> <li>d. Use appropriate instructional techniques and evaluation and reporting formats.</li> <li>e. Keep regular and special conference appointment hours, be well informed and professional in advising/coaching assigned students, and handle paperwork associated with supervision/coaching in a timely manner.</li> <li>f. Evaluate student's performance in a fair, equitable, and timely manner.</li> <li>g. Demonstrate current knowledge and expertise in assigned areas of clinical teaching.</li> <li>h. Collaborate with course faculty to support the implementation of the curriculum.</li> <li>i. Integrate appropriate technology, as appropriate, in clinical education (e.g., e-mail, webcourse enhancement, videos, other technological tools).</li> <li>j. Meet class/ clinic assignments for the scheduled number of sessions as published in the university calendar and semester schedule, including the final examination period, unless a request to cancel a meeting during the final examination period has been approved by the School Director.</li> <li>k. Provide and follow a syllabus that adheres to current university guidelines.</li> <li>l. Provide an electronic version of the syllabus to the Coordinator of Administrative Services.</li> </ul>	<ul style="list-style-type: none"> <li>c. Integrate information on evidence-based practices into clinical practice.</li> <li>d. Use appropriate instructional techniques and evaluation and reporting formats.</li> <li>e. Keep regular and special conference appointment hours, be well informed and professional in advising/coaching assigned students, and handle paperwork associated with supervision/coaching in a timely manner.</li> <li>f. Evaluate student's performance in a fair, equitable, and timely manner.</li> <li>g. Demonstrate current knowledge and expertise in assigned areas of clinical teaching.</li> <li>h. Collaborate with course faculty to support the implementation of the curriculum.</li> <li>i. Integrate appropriate technology, as appropriate, in clinical education (e.g., e-mail, webcourse enhancement, videos, other technological tools).</li> <li>j. Meet class/ clinic assignments for the scheduled number of sessions as published in the university calendar and semester schedule, including the final examination period, unless a request to cancel a meeting during the final examination period has been approved by the School Director.</li> <li>k. Provide and follow a syllabus that adheres to current university guidelines.</li> <li>l. Provide an electronic version of the syllabus to the Coordinator of Administrative Services.</li> </ul>
	3. Complete at least <b>three</b> of the following:		3. Complete at least <b>four</b> of the following:

		<ul style="list-style-type: none"> <li>a. Launch a new clinical service/activity to enhance student learning and/or client outcomes</li> <li>b. Contribute to the development of one new course or makes major revisions in an existing course</li> <li>c. Supervise student clinicians for clock-hours outside of a regular course assignment.</li> <li>d. Serve as instructor of record faculty for a course (academic or clinical)*</li> <li>e. Mentor adjuncts, internship supervisors, graduate students and other colleagues in clinical teaching effectiveness, providing documentation of such mentoring activities.</li> <li>f. Submit and acquire grants or other funding that advance the teaching/clinical mission of the School of CSD (Note that if a teaching-related grant is counted here, it would not be counted again under research and scholarship.)</li> <li>g. Produce a publication such as a textbook, journal article, or book chapter relative to the faculty member's area of teaching and learning (Note that if a teaching-related publication is counted here, it would not be counted again under research and scholarship.) Also applicable to published assessment tools, clinical manuals, protocols etc.</li> <li>h. Conduct student training for extracurricular activities, such as inter-professional educational events.</li> </ul>	<ul style="list-style-type: none"> <li>a. Launch a new clinical service/activity to enhance student learning and/or client outcomes</li> <li>b. Contribute to the development of one new course or makes major revisions in an existing course</li> <li>c. Supervise student clinicians for clock-hours outside of a regular course assignment.</li> <li>d. Serve as instructor of record faculty for a course (academic or clinical)*</li> <li>e. Mentor adjuncts, internship supervisors, graduate students and other colleagues in clinical teaching effectiveness, providing documentation of such mentoring activities.</li> <li>f. Submit and acquire grants or other funding that advance the teaching/clinical mission of the School of CSD (Note that if a teaching-related grant is counted here, it would not be counted again under research and scholarship.)</li> <li>g. Produce a publication such as a textbook, journal article, or book chapter relative to the faculty member's area of teaching and learning (Note that if a teaching-related publication is counted here, it would not be counted again under research and scholarship.) Also applicable to published assessment tools, clinical manuals, protocols etc.</li> </ul>
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		<ul style="list-style-type: none"> <li>i. Conduct professional development education/training for community partners.</li> <li>j. Serve as a guest speaker for another faculty member's class session to provide expertise that enhances student learning.</li> <li>k. Produce a manual, guide, newsletter article or other materials for faculty members regarding the curriculum or instructional methods.</li> <li>l. Develop and integrate new teaching strategies, service-learning, curriculum or innovative technologies to enhance clinical instruction and/or course content.</li> <li>m. Conduct a presentation at a professional conference (Note that if a teaching-related presentation is counted here, it would not be counted again under another item).</li> <li>n. Receive a Teaching Excellence Award, or other clinically related award during the evaluation period from a professional organization.</li> <li>o. Mentor a student whose work results in the student's publication or conference presentation on a clinically related topic.</li> <li>p. Teach any course that exceeds 60 students at the undergraduate level (will count for each course that meets this criterion).</li> <li>q. Teach a course that exceeds 35 students at the Master's level (will count for each course that meets this criterion).</li> <li>r. Teach different course sections that require different course preparation or</li> </ul>	<ul style="list-style-type: none"> <li>h. Conduct student training for extracurricular activities, such as inter-professional educational events.</li> <li>i. Conduct professional development education/training for community partners.</li> <li>j. Serve as a guest speaker for another faculty member's class session to provide expertise that enhances student learning.</li> <li>k. Produce a manual, guide, newsletter article or other materials for faculty members regarding the curriculum or instructional methods.</li> <li>l. Develop and integrate new teaching strategies, service-learning, curriculum or innovative technologies to enhance clinical instruction and/or course content.</li> <li>m. Conduct a presentation at a professional conference (Note that if a teaching-related presentation is counted here, it would not be counted again under another item).</li> <li>n. Receive a Teaching Excellence Award, or other clinically related award during the evaluation period from a professional organization.</li> <li>o. Mentor a student that results in the students' publication or conference presentation on a clinically related topic.</li> </ul>
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		<p>teaching a brand-new course for the first time that requires extensive preparation.</p> <p>s. Participate in FCTL development opportunities.</p> <p>t. Membership on student thesis/capstone committee or dissertation committee.</p> <p>u. Chair an undergraduate student thesis/capstone committee. (Serving as chair will count as two activities per project.)</p> <p>v. Participate in and/or contribute to the administration of a funded research project including meeting annual grant enrollment and deliverable targets.</p> <p>w. Participate in the development or publication of a Clinical Trial Protocol.**</p> <p>x. Other: please specify</p>	<p>p. Teach any course that exceeds 60 students at the undergraduate level (will count for each course that meets this criterion).</p> <p>q. Teach a course that exceeds 35 students at the Master's level (will count for each course that meets this criterion).</p> <p>r. Teach different course sections that require different course preparation or teaching a brand-new course for the first time that requires extensive preparation.</p> <p>s. Participate in FCTL development opportunities.</p> <p>t. Membership on student thesis/capstone committee or dissertation committee.</p> <p>u. Chair an undergraduate student thesis/capstone committee. (Serving as chair will count as two activities per project.)</p> <p>v. Participate in and/or contribute to the administration of a funded research project including meeting annual grant enrollment and deliverable targets.</p> <p>w. Participate in the development or publication of a Clinical Trial Protocol. **</p> <p>x. Other: Please specify</p>
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\* Pending CH and workload of the course could count for more than one (to be discussed with School Director).

\*\* May count for more than one pending evidence provided.

#### IV. CONDITIONAL

A **CONDITIONAL** rating in Clinical Teaching is obtained when a faculty member

1. receives "Disagree" to "Strongly Disagree" Qualtrics student evaluations from at least 50% of the students in each course/practicum taught

2. meets between 9 and 11 of the 12 essential standards for a **SATISFACTORY** rating.

#### **V. UNSATISFACTORY**

An **UNSATISFACTORY** rating in Clinical Teaching is obtained when a faculty

1. receives “Disagree” to “Strongly Disagree” Qualtrics student evaluations from at least 50% of the students in each course/practicum taught
2. meets 8 or fewer of the 12 essential standards for a **SATISFACTORY** rating.

### **SERVICE**

The Director will evaluate the Service component of each faculty member's assignment and rate this performance using the evaluation scale shown in Table 1. Evaluation in the area of 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. The evaluation process will include review of faculty documentation of service, including such evidence as brochures or programs identifying presentations and workshops; a description of committee activity (e. g., name of committee, role on and contribution to the committee); consultant reports or products; and, a description of substantial contribution to the effective functioning of a degree program. Consideration should be given to the time and effort required to meet professional and community service activities.

The criteria below indicate the requirements for each evaluation level in the area of Service:

	<b>Satisfactory</b>	<b>Above Satisfactory</b>	<b>Outstanding</b>
<b>All Faculty</b>	1. Regularly attend College and School meetings and Fall Kick-off Meeting/Retreat. 2. Attend a College Graduation Ceremony OR one other student-oriented event per year (e.g., graduate fair, NSSLHA or student led event, all graduate or undergraduate meeting).	1. Regularly attend College and School meetings and Fall Kick-off Meeting/Retreat. 2. Attend a College Graduation Ceremony OR one other student-oriented event per year (e.g., graduate fair, NSSLHA or student led event, all graduate or undergraduate meeting).	1. Regularly attend College and School meetings and Fall Kick-off Meeting/Retreat. 2. Attend a College Graduation Ceremony OR one other student-oriented event per year (e.g., graduate fair, NSSLHA or student led event, all graduate or undergraduate meeting).



	3. Serve as member on one School, committee/task force.	3. Serve as member on one School, committee/task force.	3. Serve as member on one School, committee/task force.
	<p>3. Readily respond to the service needs of the University, the profession, and the community by engaging in at least <b>one of</b> the following:</p> <ul style="list-style-type: none"> <li>a. Serve as member on School, College, or University committee/task force.</li> <li>b. Chair a committee or task force at the School, College and/or University levels.</li> <li>c. Organize a University and/or community activity that impacts students, faculty, staff, and/or clients.*</li> <li>d. Provide service to public schools, healthcare agencies, and or other higher education agencies.</li> <li>e. Provide professionally related talks or speeches to local, regional, or national/international groups or organizations.</li> <li>f. Serve as editor of a professional journal.*</li> <li>g. Serve as member of an editorial board or reviewer of professional manuscripts or grants.*</li> <li>h. Assume leadership role in professional and/or community organizations impacting the professions and/or the people whom we serve.</li> <li>i. Participate on accreditation site visit teams or review boards.</li> <li>j. Participate in conference planning and presentations.</li> <li>k. Participate in external reviews for faculty promotion and tenure.</li> <li>l. Write at least 10 letters of recommendation for students applying to graduate school.</li> </ul>	<p>3. Readily respond to the service needs of the University, the profession, and the community by engaging in at least <b>two</b> of the following:</p> <ul style="list-style-type: none"> <li>a. Serve as member on School, College, or University committee/task force.</li> <li>b. Chair a committee or task force at the School, College and/or University levels.</li> <li>c. Organize a University and/or community activity that impacts students, faculty, staff, and/or clients.*</li> <li>d. Provide service to public schools, healthcare agencies, and or other higher education agencies.</li> <li>e. Provide professionally related talks or speeches to local, regional, or national/international groups or organizations.</li> <li>f. Serve as editor of a professional journal.*</li> <li>g. Serve as member of an editorial board or reviewer of professional manuscripts or grants.*</li> <li>h. Assume leadership role in professional and/or community organizations impacting the professions and/or the people whom we serve.</li> <li>i. Participate on accreditation site visit teams or review boards.</li> <li>j. Participate in conference planning and presentations.</li> <li>k. Participate in external reviews for faculty promotion and tenure.</li> <li>l. Write at least 10 letters of recommendation for students applying to graduate school.</li> </ul>	<p>3. Readily respond to the service needs of the University, the profession, and the community by engaging in at least <b>three of</b> the following:</p> <ul style="list-style-type: none"> <li>a. Serve as member on School, College , or University committee/task force.</li> <li>b. Chair a committee or task force at the School, College and/or University levels.</li> <li>c. Organize a University and/or community activity that impacts students, faculty, staff, and/or clients.*</li> <li>d. Provide service to public schools, healthcare agencies, and or other higher education agencies.</li> <li>e. Provide professionally related talks or speeches to local, regional, or national/international groups or organizations.</li> <li>f. Serve as editor of a professional journal*</li> <li>g. Serve as member of an editorial board or reviewer of professional manuscripts or grants*</li> <li>h. Assume leadership role in professional and/or community organizations impacting the professions and/or the people whom we serve.</li> <li>i. Participate on accreditation site visit teams or review boards.</li> <li>j. Participate in conference planning and presentations.</li> <li>k. Participate in external reviews for faculty promotion and tenure.</li> <li>l. Write at least 10 letters of recommendation for students applying to graduate school.</li> </ul>

	<ul style="list-style-type: none"> <li>m. Attend an out-of-town profession-specific event for students, such as a NSSLHA event, graduate exit meeting on campus or the FLASHA PRAXIS Bowl and assist students during the event.</li> <li>n. Coordinate, facilitate, or present at a major student-related function, such as orientation, NSSLHA event, etc.</li> <li>o. Mentor/supervise a clinical fellow within the university CDC setting.</li> <li>p. Other</li> </ul>	<ul style="list-style-type: none"> <li>m. Attend an out-of-town profession-specific event for students, such as a NSSLHA event, graduate exit meeting on campus or the FLASHA PRAXIS Bowl and assist students during the event.</li> <li>n. Coordinate, facilitate, or present at a major student-related function, such as orientation, NSSLHA event, etc.</li> <li>o. Mentor/supervise a clinical fellow within the university CDC setting.</li> <li>p. Other</li> </ul>	<ul style="list-style-type: none"> <li>m. Attend an out-of-town profession-specific event for students, such as a NSSLHA event, graduate exit meeting on campus or the FLASHA PRAXIS Bowl and assist students during the event.</li> <li>n. Coordinate, facilitate, or present at a major student-related function, such as orientation, NSSLHA event, etc.</li> <li>o. Mentor/supervise a clinical fellow within the university CDC setting.</li> <li>p. Other</li> </ul>
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\* may count for 2-4 activities with additional documentation

#### IV. CONDITIONAL

A **CONDITIONAL** rating in Service results from failure of the faculty to meet all the standards for a SATISFACTORY (in cells 1, 2 and 3 above) but with evidence of service in at least one cell.

#### V. UNSATISFACTORY

An **UNSATISFACTORY** rating in Service results from failure of the faculty to meet the all standards for a SATISFACTORY (in cells 1, 2 and 3 above) but with no evidence of service.

### RESEARCH AND CREATIVE ACTIVITY

The Director will evaluate the Research and Creative Activity component of clinical faculty members who have an assignment in this area in consultation with the appropriate grant PI. Evaluation in the area of Research and Creative Activity will include a review of grant deliverables, faculty member's assigned responsibilities for the grant/research and the relevant outcomes of these activities. In addition, the scholarly activities, sponsored research, recognition, and contributions that the clinical faculty member has undertaken during the evaluation period will be considered.

The criteria below indicate the requirements for each evaluation level in the area of Research and Creative Activity.

	<b>Satisfactory</b>	<b>Above Satisfactory</b>	<b>Outstanding</b>
<b>Clinical Faculty</b>	1. Meet assigned deliverable targets and adhere to ethical principles in the development, conduct and dissemination of research.	1. Meet assigned deliverable targets and adhere to ethical principles in the development, conduct and dissemination of research.	1. Meet assigned deliverable targets and adhere to ethical principles in the development, conduct and dissemination of research.
	2. Complete <b>two</b> of the following items*: <ol style="list-style-type: none"> <li>a. Exceed a specific deliverable target.</li> <li>b. Oversee or participate in developing/finalizing a research protocol.</li> <li>c. Make IRB submission (or continuing review submission).</li> <li>d. Effectively supervise or manage day-to-day activities of research team members.</li> <li>e. Publish a peer-reviewed journal article</li> <li>f. Conduct data collection/analyses for a specific project.</li> <li>g. Submit an internal or external grant or contract.</li> <li>h. Receive an internal grant.</li> <li>i. Receive an external grant.</li> <li>j. Present or have accepted for presentation, a paper at a state/national/international conference.</li> <li>k. Present invited research at other colleges, universities, or institutes.</li> <li>l. Publish or have accepted for publication, a book chapter.</li> <li>m. Publish or have accepted for publication, a standardized test, App or other creative product.</li> <li>n. Receive recognition within the university or professional communities for excellence in research.</li> <li>o. Publish or have a book accepted for publication.</li> <li>p. Serve on a grant review panel.</li> <li>q. Edit conference proceedings.</li> </ol>	2. Complete <b>four</b> of the following items: <ol style="list-style-type: none"> <li>a. Exceed a specific deliverable target.</li> <li>b. Oversee or participate in developing/finalizing a research protocol.</li> <li>c. Make IRB submission (or continuing review submission).</li> <li>d. Effectively supervise or manage day-to-day activities of research team members.</li> <li>e. Publish a peer-reviewed journal article</li> <li>f. Conduct data collection/analyses for a specific project.</li> <li>g. Submit an internal or external grant or contract.</li> <li>h. Receive an internal grant.</li> <li>i. Receive an external grant.</li> <li>j. Present or have accepted for presentation, a paper at a state/national/international conference.</li> <li>k. Present invited research at other colleges, universities, or institutes.</li> <li>l. Publish or have accepted for publication, a book chapter.</li> <li>m. Publish or have accepted for publication, a standardized test, App or other creative product.</li> <li>n. Receive recognition within the university or professional communities for excellence in research.</li> <li>o. Publish or have a book accepted for publication.</li> <li>p. Serve on a grant review panel.</li> <li>q. Edit conference proceedings.</li> </ol>	3. Complete <b>six</b> of the following items: <ol style="list-style-type: none"> <li>a. Exceed a specific deliverable target.</li> <li>b. Oversee or participate in developing/finalizing a research protocol.</li> <li>c. Make IRB submission (or continuing review submission).</li> <li>d. Effectively supervise or manage day-to-day activities of research team members.</li> <li>e. Publish a peer-reviewed journal article</li> <li>f. Conduct data collection/analyses for a specific project.</li> <li>g. Submit an internal or external grant or contract.</li> <li>h. Receive an internal grant.</li> <li>i. Receive an external grant.</li> <li>j. Present or have accepted for presentation, a paper at a state/national/international conference.</li> <li>k. Present invited research at other colleges, universities, or institutes.</li> <li>l. Publish or have accepted for publication, a book chapter.</li> <li>m. Publish or have accepted for publication, a standardized test, App or other creative product.</li> <li>n. Receive recognition within the university or professional communities for excellence in research.</li> <li>o. Publish or have a book accepted for publication.</li> <li>p. Serve on a grant review panel.</li> <li>q. Edit conference proceedings.</li> </ol>

	<ul style="list-style-type: none"> <li>r. Edit a special issue of a refereed journal.</li> <li>s. Serve on a student thesis committee or dissertation committee completed during the evaluation period.</li> <li>t. Mentor students and faculty colleagues in the design, implementation, and/or interpretation of research projects and grant writing activities.</li> <li>u. Other</li> </ul>	<ul style="list-style-type: none"> <li>r. Edit a special issue of a refereed journal.</li> <li>s. Serve on a student thesis committee or dissertation committee completed during the evaluation period.</li> <li>t. Mentor students and faculty colleagues in the design, implementation, and/or interpretation of research projects and grant writing activities.</li> <li>u. Other</li> </ul>	<ul style="list-style-type: none"> <li>r. Edit a special issue of a refereed journal.</li> <li>s. Serve on a student thesis committee or dissertation committee completed during the evaluation period.</li> <li>t. Mentor students and faculty colleagues in the design, implementation, and/or interpretation of research projects and grant writing activities.</li> <li>u. Other</li> </ul>
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\* can report multiple indicators for any category.