

04.01.2025



**College of Community  
Innovation and Education**

## **ANNUAL EVALUATION STANDARDS & PROCEDURES (AESP)**

### **Department of Counselor Education & School Psychology**

**Available for First Use in the 2025-2026 academic year**

#### **Section 1: Introduction**

The purpose of annual evaluations is to facilitate and assess faculty success in (a) instructional activities; (b) research and scholarship activities; (c) service activities; (d) other assigned activities (*if applicable*); and (e) overall performance. Institutional excellence is dependent upon the individual performance of each faculty member as well as the collective performance of the faculty. The success and reputation of the University of Central Florida (UCF) are dependent upon the talents that exist among the faculty and how those talents are harnessed and blended to achieve UCF's mission.

This annual evaluation standards & procedures (AESP) document is applicable to all faculty and is based on the academic year (i.e., summer, fall, and spring semesters). The evaluation of instructional, research/scholarship, service, and other assigned activities will correspond to individual faculty members' assignment of duties (FTE), which may differ from other faculty based on such factors as rank, teaching load, or other work-related opportunities. Faculty members may have other major assignments for the year that do not constitute research, teaching, or service (i.e., program coordination). In this event, a fourth category of "other assigned duties" will be added to what is described below, and the weight assigned to "other assigned duties" category will be negotiated with the chair.

The annual evaluation process relies on both quantitative and qualitative analysis of data that is provided by the faculty member and is subject to the Department Chair's review. The Department Chair will evaluate all faculty members in each individual area where there is an assigned effort (i.e., instructional activities, research & creative activities, service activities, and other assigned duties). To facilitate this process, the faculty must submit a *Faculty Activity Report* (Form A), which is a form that will be provided by the department and summarizes accomplishments related to instructional, research, service, and other activities. Faculty must also submit a current curriculum vitae (CV). Faculty may also include a written narrative of roughly 300 words for each category of activity (i.e., instructional activities, research & creative activities, service activities, and other assigned duties) that highlights the quality and impact of work, explains how specific accomplishments exceed basic expectations or have a greater impact than might otherwise be concluded, and/or describes mitigating or exceptional circumstances. The overall evaluation rating will be determined based on the information provided in Section IV of this document.

The CESP AESP includes activities a faculty member might participate in as part of their professional responsibilities, but it is not exhaustive. Faculty members whose activities are not specifically listed are encouraged to explain the activities' relevance and importance. In such situations, it is the responsibility of the faculty members to provide the documentation to make their case to the Department Chair. Unassigned activities compensated by sources other than the University (except academic books or textbooks for which the author may receive royalties) generally will not be included in the annual evaluation.

## Section II: Orientation to the Department of Counselor Education and School Psychology

CESP offers graduate programs that prepare students for professional practice as counselors, school psychologists, or counselor educators. Instruction, research and scholarship, and service of faculty in the department aim to support student professional development and enhance the mental health and wellness of individuals in communities. Excellence in instruction within CESP facilitates the development of knowledge, skills, and professional dispositions in alignment with standards of accreditation, professional competencies, and ethical responsibilities. Rigorous, impactful research and scholarship within the department advance the knowledge base, inform practice, and address critical issues in local, national, and international contexts. Meaningful institutional, community, and professional service demonstrate an investment in the university, the local community, and the field.

As CESP faculty members teach only graduate programs, **instructional activities** are developmentally appropriate and reflect principles of andragogy, such as practicality, relevance, and goal-orientation. Instructional activities include a range of student engagements, including classroom instruction, clinical supervision, mentorship, course or program development, independent study leadership, advising, and dissertation committee service (as member or chair).

**Research and scholarship** include empirical and theoretical contributions disseminated via multiple avenues to reach varied audiences, including academics, practitioners, clients, and the public at-large. Activities in the research and scholarship domain include publications, professional presentations, and grant writing. Dissemination of scholarship and research for academic and clinical audiences occurs through publication in high-quality refereed outlets, presentations at professional conferences, and webinars or workshops for academics and clinicians. Dissemination to non-academic audiences or for public consumption occurs through non-refereed publications, research briefs, panel appearances, and workshops or webinars designed for lay audiences. Reflecting the goals and values of both UCF and CCIE, research and scholarship within CESP includes community engagement and partnerships when appropriate and includes the establishment of new partnerships and the maintenance of on-going collaborative relationships. Mentorship is a key component of research and scholarship in CESP and includes the engagement of students in faculty research projects and the support of students in their own investigations. Additionally, grant writing is a critical element of research and scholarship in CESP with both research and training grants being valued. Whereas research grants generate findings that inform practice and advance the field, training grants support innovative educational experiences for students, a key goal of CCIE's strategic plan. Both research and training grants address critical issues in society with the potential to improve service delivery and the quality of life for individuals and communities.

Faculty **service** within CESP demonstrates the embeddedness of the department within educational, societal, and professional contexts. Institutional service occurs on multiple levels (i.e., unit, college, and university) as available. Service to the community aligns with instruction and research and scholarship, demonstrating the relevance of those domains to the public. Professional service and advocacy demonstrate the influence of faculty in their respective fields and the leadership and influence that their work has professionally.

### Section III: Evaluation Structure

The possible performance ratings in each area of assigned activities and overall are:

- **Outstanding** – indicates that the faculty member significantly exceeded the department's performance expectations.
- **Above Satisfactory** – indicates that the faculty member satisfies basic expectations and exceeds the department's performance expectations.
- **Satisfactory** – indicates that the faculty member satisfied the department's basic performance expectations.
- **Conditional** – indicates that the faculty member failed to satisfy the department's basic performance expectations for one year.
- **Unsatisfactory** – indicates that the faculty member failed to satisfy the department's basic performance expectations for two consecutive years.

#### Overall Evaluation

The overall evaluation of each faculty member will be based on the weighted average of the four categories of evaluation weighted by the FTE assigned for each category for the regular academic year (summer or overload teaching will *not* affect the FTE used for teaching). **An employee must receive a minimum rating of Satisfactory in each area with assigned effort of five percent (5%) or more in order to receive an overall rating of Satisfactory or above (See Collective Bargaining Agreement page 38 ([2024-2027 Full Book.pdf](#)))**

Based on CESP AESP guidelines for the evaluation of instruction, research, service, and other assigned duties (if assigned), the "Overall Evaluation Assessment" in the *Annual Evaluation of In-Unit Faculty Performance* will be determined by the weighted categories as stated in the faculty member's in-unit faculty assignment.

Evaluative ratings will be assigned to the following numerical values and multiplied by FTE in each category.

Rating	Value
Outstanding	4
Above Satisfactory	3
Satisfactory	2
Conditional	1
Unsatisfactory	0

**Overall evaluation will be rated on the following scale:**

Rating	Weighted Average
Outstanding = 4	4.0 - 3.7
Above Satisfactory = 3	3.69 - 3.0
Satisfactory = 2	2.99 - 2.0
Conditional = 1	1.99 - 1.0
Unsatisfactory = 0	Less than 1.0

**Note:** Overall values are calculated from weighted scores for each area (instruction, research, service, other duties assigned) based on FTE % allocations. For example, if ratings and the annual assignment allocation were as follows: **Outstanding (70%)** for Teaching; **Satisfactory (20%)** for Research and Scholarship, and **Above Satisfactory (5%)** for Service, the Overall Range calculation would be  $(4.0 \times .70 = 2.8) + (2.0 \times .20 = .4) + (3.0 \times .10 = .3) = \text{Total} = 3.5$  (**Above Satisfactory**).

## Section IV: Evaluation of Instructional Activities

All assigned courses, including summer and overload courses, are subject to evaluation. Faculty members' primary goal in teaching should be to foster student learning and success. To help in the evaluation of faculty members' instructional activities, faculty members can provide a variety of evidence demonstrating their effectiveness in promoting student learning and success. Below is a list of some specific types of evidence that faculty members may provide as evidence to support the evaluation process. Faculty members are *not* required to submit all these materials, and they may submit other materials that would be useful in supporting the evaluation process. The materials should be carefully curated to focus only on aspects that faculty members believe are relevant. The supervisor may also require faculty to submit specific materials like course syllabi and assessment.

1. **Syllabi.**
2. **Course Materials:** Examples of textbooks, readings, and other resources used.
3. **Evidence of varied and appropriate teaching methods:** lecture notes, multimedia presentations, technology integration, active learning activities.
4. **Grade Distributions:** Data on grade distributions, highlighting improvements or trends over time.
5. **Pre- and Post-Test Results:** Evidence of learning gains through comparative analysis of pre-course and post-course assessments.
6. **Student Evaluations:** Summary of student evaluation scores and comments, with emphasis on teaching effectiveness and learning experience.
7. **Engagement Metrics:** Data on student participation in class activities, such as attendance records, discussion board activity, or engagement in group work.
8. **Professional Development Activities:** List of workshops, seminars, or courses attended focused on teaching and learning with certificates of completion or evidence of participation. Documentation of changes made to teaching practices based on student feedback, self-reflection, or professional development, such as revised syllabi, new teaching methods, or updated course materials.
9. **Self-reflection statement that explains the impact of the teaching activities.**

## **CESP Baseline Instructional Activities Expectations**

The following **Baseline Instructional Activities Expectations** are required for all faculty members and need to be met to receive a rating of **Satisfactory or above**. Teaching includes all courses taught during the evaluation period, which will be assessed including summer and overload courses. In cases when faculty members are unable to meet these **Baseline Instructional Activities Expectations** for a short period of time due to circumstances beyond their control, faculty members should inform the Department Chair and obtain approval for alternate instructional activities expectations as soon as possible. Faculty must document the following expectations in their *Faculty Activity Report* (Form A):

### **CESP's Baseline Instructional Activities Expectations**

- Submits syllabi by required deadline with clear, student learning objectives and appropriate accreditation standards (e.g., CACREP, NASP, FL-DOE).
- Convenes all classes with regularly scheduled class meetings (such as face-to-face, mixed mode, and synchronous online) as scheduled (unless there is prior approval) and teaches *all* classes in the modality they were scheduled.
- Maintains a regular online presence, such as being present online at least once every day (email and within the learning management system) when teaching online courses.
- Holds all scheduled office hours in the appropriate modality and location and provides opportunities for student appointments outside of office hours pursuant to academic unit, college, and university policy.
- Submits book orders on time as required by university and unit policy.
- Complies with state, university, and college policies and deadlines pertaining to teaching, including syllabus policies and final grade submission deadlines.
- Maintains accurate and up-to-date grades on Webcourses, which reflect the grade students are receiving in the class and makes those grades visible and available to students.
- Holds final examinations in compliance with university regulations and policies.
- Appropriately supervises and evaluates any graduate teaching associates / assistants (GTAs) and other assistants (graduate or undergraduate) assigned to help with instruction.
- Upholds a high level of professionalism when communicating with students in and out of the classroom.
- Provides timely feedback to student inquiries, including email responses within two business days (except when students have been notified through class announcements) and assignment feedback within two weeks when appropriate.
- Assessment of students' performance is varied (formative and summative assessment methods) and includes multiple methods. Grading procedures and policies are clear (e.g., grading scale, plagiarism, and use of Artificial Intelligence)
- Ensure course content is grounded in current research and best practices.

CESP faculty members seeking an “**Above Satisfactory**” or “**Outstanding**” rating may include a written narrative (*approximately 300 words*) that highlights the impact of their instructional activities based on the quality metrics and teaching activities that are outlined below. Because faculty members’ responsibilities vary and quality or impact can be illustrated in multiple ways, it is not necessary to address each of the points below.

### **CESP Instructional Activities Quality Metrics**

- Student Perception of Instruction (SPI) rating in “Overall Assessment of Instructor” category at 90% as “very good” (4) to “excellent” (5), averaged across all courses – with minimum student response rate of 25%.
- Lead study abroad program
- Complete a course re-design or course development
- Receive a teaching award at college or university level or from professional organization
- Chair a dissertation to completion
- Publish article in a referred, indexed journal related to SoTL (cannot count for both research and teaching)
- Publish book chapter aligned with instructional activities
- Invited keynote on teaching and learning-related workshops, presentations, or webinars.
- Invited speaker representing UCF on instructional related topic in an educational setting
- Receive an externally funded SoTL grant as PI (cannot count for both research and teaching)

### **CESP Instructional Activities**

- Integrating High-Impact Practices within courses (see [General Information - High Impact Practices \(HIP\) Hub](#))
- Faculty Center of Teaching and Learning (FCTL) workshop with deliverable
- Instructional professional development activity with deliverable
- Interactive Distributed Learning (IDL) course completion
- Participating in Center for Distributed Learning (CDL) workshops and training with deliverable
- Paper presented at international, national, or state refereed conference aligned with instructional activities
- Mentor early career and adjunct faculty members involved in teaching within the program.
- Continuously updates and revamps course curriculum to include the latest research findings, contemporary theories, and practical applications.
- Employs a variety of interactive teaching methods, including case studies, simulations, and group projects, to enhance student engagement and foster expertise
- Dissertation committee member
- Honors in the major committee member
- Co-teaching supervisor
- Faculty participating in doctoral mentorship program (assigned doctoral mentee)
- Clinical supervision, not related to a course (e.g., Supervision of Supervision)
- Participate in student recruiting activities (e.g., Graduate Fair, virtual information sessions) for CESP

The following are examples of instructional activities necessary to receive each ranking. Additional combinations of teaching activities may receive a satisfactory rating based on demonstration of quality and impact provided by the faculty member in a written narrative regarding research, scholarship, and creative activities.

**For Faculty with 90% FTE or Higher in Teaching (Typically 8 courses)**

- **Satisfactory – Example:** A faculty member who completes all baseline activities and obtains Quality course designation, receives SPI rating at 90% as "very good" to "excellent" and mentors a student would receive a Satisfactory rating in teaching.
- **Above Satisfactory – Example:** A faculty member who completes all baseline activities, receives a teaching award at college level, and mentors two graduate students, serves as lead faculty for a course, and attends an FCTL workshop with reflection would receive an Above Satisfactory rating in teaching.
- **Outstanding – Example:** A faculty member who completes all baseline activities, obtains High Quality course designation, teaches a High Impact Practice designated course, and leads a study abroad program, mentors a dissertation student to completion, develops a new course, serves as lead faculty for two courses, and completes an IDL course would receive an Outstanding rating in teaching.

**For Faculty with 70% FTE in Teaching (Typically 6 courses)**

- **Satisfactory – Example:** A faculty member who completes all baseline activities and obtains Quality course designation, receives SPI rating at 90% as "very good" to "excellent", and attends a CDL workshop with reflection (Teaching Activity) and teaches an independent study course would receive a Satisfactory rating in teaching.
- **Above Satisfactory – Example:** A faculty member who completes all baseline activities, obtains Quality course designation, and attends two instructional professional development activities with reflections, serves as lead faculty for a course, and redesigns a course per academic unit agreement would receive an Above Satisfactory rating in teaching.
- **Outstanding – Example:** A faculty member who completes all baseline activities, obtains High Quality course designation, teaches a High Impact Practice designated course, and mentors a dissertation student, completes an IDL course, serves as lead faculty for a course, and attends an FCTL workshop with reflection would receive an Outstanding rating in teaching.

**For Faculty with 45% FTE in Teaching (Typically 4 courses)**

- **Satisfactory – Example:** A faculty member who completes all baseline activities and obtains Quality course designation and attends an instructional professional development activity with reflection would receive a Satisfactory rating in teaching.
- **Above Satisfactory – Example:** A faculty member who completes all baseline activities, obtains Quality course designation, and mentors a student, attends a CDL workshop with reflection would receive an Above Satisfactory rating in teaching.
- **Outstanding – Example:** A faculty member who completes all baseline activities, receives a teaching award from a professional organization, and mentors two students, serves as lead faculty for a course, and participates in an international student group visit to UCF would receive an Outstanding rating in teaching.

## **Section V: Evaluation Research, Scholarship, and Creative Activities**

We acknowledge that research and scholarship include a wide range of activities with varying levels of impact on scientific knowledge. For the Research, Scholarship, and Creative Activities section of the AESP, faculty must include activities during the past three academic years. For example, when the AESP is submitted in May 2026 it should include the following three academic years: 2023-2024, 2024-2025, and 2025-2026.

The Department Chair will adjust expectations for research and scholarship activities for newly hired faculty members as it would not be appropriate to evaluate their work prior to them joining UCF. Additionally, exceptions may be made for faculty members who are returning to the department from an administrative appointment, who had no previous expectations for research and scholarship activities, and those who have taken extended leave. Faculty members without an assigned FTE for Research, Scholarship, and Creative Activities will not be evaluated in this category.

In evaluating faculty members' research and scholarship activities, CESP looks at the quality and quantity of research products. Although a certain frequency of publications in refereed journals is generally necessary for establishing a research reputation, the sheer number of publications is neither the only nor the most important index of productivity. CESP also looks for evidence that research products are of high quality and have impacts in their relevant fields, on the broader discipline, and on policy and practice.

Documentation of CESP faculty members' research and scholarly productivity will be provided on their *Faculty Activity Report* (Form A) in the structure of a list and description of (a) contracts & grants; (b) publications in international, national, and regional refereed journals; (c) other peer-reviewed publications; (d) papers presented at refereed conferences; and (e) other research and scholarship activities. Since the impact of faculty members' work may be unclear to the Department Chair, individual faculty member has the responsibility of providing evidence that will allow assessment of the quality and impact of research activities.

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The following CESP faculty members' accomplishments will be used to evaluate research, scholarship, and creative activities. CESP faculty members are not expected to engage in all these research, scholarship, and creative activities; however, all faculty members with a research assignment are expected to publish regularly in international and national refereed journals.

### **Research Quality Metrics:**

- Publish an article in an international or national-referred journal with one of the following journal quality metrics: (a) Quartile 1 (Q1) or Quartile 2 (Q2) journal; (b) Impact Factor of at least .8 during year of publication (as reported by journal); (c) Acceptance rate of less than 20%; (d) H-index of at least 20 CiteScore of at least 2; and (e) Scimago Journal Rank (SJR) of at least 0.40.
- Receive an external contract or grant award with a percentage effort of 20% or above or serve as Principal Investigator.
- Publish an article in an international or national-referred journal as the first, second, or corresponding author
- Selected as an invited speaker at a National or International Conference
- Serve as lead author or editor of a book
- Serve as editor or associate editor of a refereed journal (can count as either research or service)
- Serve as lead contributor/author on negotiated creative work (e.g., patent, software package)
- Conduct an invited or keynote presentation at national or international refereed conference
- Earn an internal or external research award
- Publish a book or textbook as solo author (not editor)

### **Research Activities**

- Present paper(s) as a refereed presentation at discipline-specific professional conference
- Disseminate research to a non-academic audience or the public at large
- Submit or receive an externally funded research or training grant
- Publish a textbook or discipline-specific trade book
- Publish a peer-reviewed book chapter
- Secure a book contract
- Serve as an editor or reviewer for a refereed academic journal
- Mentoring graduate student in research, resulting in co-author publication in refereed journal
- Contribute to policy development or advisory committees through research expertise
- Serve as a documented expert witness who demonstrates research impact to real-world legal situations
- Serve as a media expert to translate research findings into practical and accessible information
- Serve as primary mentor to a graduate student or postdoctoral researcher who receives a discipline-specific research award
- Organize and chair a major research conference or symposium
- Give keynote address at a notable research conference
- Speak as an invited speaker at a national or international conference
- Publish an article in a peer reviewed publication as first or second author or corresponding author
- Receive an internal or external research award
- Serve on a grant review panel
- Author a book or textbook
- Engage in collaborative, community-engaged and student mentored research
- Complete another deliverable agreed upon with Department Chair

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The following are examples of research, scholarship, and creative activities necessary to receive a **Satisfactory** rating in research for a faculty member with a research FTE of 45% or higher. Additional combinations of faculty members' research, scholarship, and creative activities may receive a **Satisfactory** rating based on demonstration of quality and impact provided by the faculty member in a written narrative regarding research, scholarship, and creative activities.

- Example #1: Six articles published in international and/or national refereed journals and three papers presented at regional, national, or international conferences in the past three years.
- Example #2: Six articles published in international and/or national refereed journals, with at least one publication appearing in a journal with an impact factor of 0.8 or above, one paper presented at a refereed at a national refereed conference, and one grant submission to an external funding agency in the past three years.
- Example #3: Six articles published in international and/or national refereed journals, a paper presented at a refereed at a regional conference, serve on an editorial board of a national refereed journal, and presenting a paper at a national conference in the past three years

A faculty member who does not satisfy one of the examples in this section may be evaluated as satisfactory based on the assessment of information included in the *Faculty Activity Report* (Form A) and a written narrative highlighting the impact of their research activities (*approximately 300 words*).

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The following are examples of research, scholarship, and creative activities necessary to receive a rating of **Above Satisfactory** in research for a faculty member with a research FTE of 45% or higher.

- Example #1: Six articles published in international and/or national refereed journals with at least three publications appearing in a journal with an impact factor of 1 or above and three or more papers presented at regional, national, and/or international conferences in the past three years.
- Example #2: Six articles published in international and/or national refereed journals with at least three publications appearing in a journal with an impact factor of 1 or above, receive an external grant award as Principal Investigator, two papers presented at a national conference, and one grant submission to an external funding agency in the past three years.
- Example #3: Six articles published in international and/or national refereed journals with at least three publications appearing in a journal with an impact factor of 1 or above; and appearing as first author for at least one publication in international and/or national refereed journals, a paper presented at a regional refereed conference, and serving on an editorial board of a journal.

A faculty member who does not satisfy one of the examples in this section may be evaluated as **Above Satisfactory** based on the assessment of information included in the *Faculty Activity Report* (Form A) and a written narrative that highlights the impact of their research activities (*approximately 300 words*).

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The following are examples of research, scholarship, and creative activities necessary to receive an **Outstanding** rating in research for a faculty member with a research FTE of 45% or higher.

- Example #1: Six articles published in international and/or national refereed journals with at least three publications appearing in a journal with an impact factor of 1 or above; three or more papers presented at regional, national, and/or international conferences; and in the past three years, serving on an editorial board for a national refereed journal; and publishing a peer-reviewed book chapter in the past three years.
- Example #2: Six articles published in international and/or national refereed journals with at least three publications appearing in a journal with an impact factor of 1 or above; receive an external grant award as Principal Investigator; four papers presented at international or national refereed conferences; serve on one external grant review panel; and one grant submission to an external funding agency in the past three years.

A faculty member who does not satisfy one of the examples in this section may be evaluated as **Outstanding** based on the assessment of information included in the *Faculty Activity Report* (Form A) and a written narrative that highlights the impact of their research activities (*approximately 300 words*).

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## Section VI: Service Activities

CESP faculty members are expected to share in the functioning, governance, and necessary activities of the department. Service will be evaluated based on both quantity (compared to FTE) and quality (service must contribute to the desired goals of the activity). CESP faculty members must complete a Faculty Activity Report (Form A) to document all activities associated with service in the past academic year.

### Baseline Service Activities

The following CESP baseline service activities must be completed to receive a rating **Above Conditional** in service, regardless of FTE assignment.

- CESP faculty members serve on a minimum of one committee providing service to Department, School, College, University, or Profession and attend meetings regularly
  - CESP faculty members attend at least one UCF commencement ceremony or CCIE doctoral pre-commencement graduation celebration
  - CESP faculty members attend department meetings (unless excused by the Department Chair)
  - CESP faculty members attend at least one College meeting
  - CESP faculty members must answer emails, telephone calls, and requests from staff, students, colleagues, and the Department Chair in a timely manner. CESP faculty members must respond within two non-holiday weekdays (except when students have been notified through class announcements or due to circumstances such as illness or unforeseen emergency or when the university is closed).
  - CESP faculty members have regular involvement at department events/functions (e.g., faculty search interviews, student admissions interviews, new student orientations, and program meetings).
  - CESP faculty members must show active involvement on assigned department, college, and university committees (e.g., regular attendance and meaningful contribution), including all standing and ad hoc committees.
  - CESP faculty members must contribute meaningfully to assigned committees by being prepared for meetings, timely submitting all committee work, being responsive to other committee members, etc.
  - CESP faculty members who represent the department on external committees must inform the department of pertinent information discussed during these college and/or university committee meetings when permissible. For example, the department representative for the UCF Faculty Senate should share meeting minutes/notes with the department.
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CESP faculty members seeking an **Above Satisfactory** or **Outstanding** rating may include a written narrative (*approximately 300 words*) that highlights the impact of their service activities based on the quality metrics and service activities that are outlined below. Because CESP faculty members' responsibilities vary and quality or impact can be illustrated in multiple ways, it is not necessary to address each of the points below.

**Quality Service Metrics:**

- Chair a Department, College, University, or Professional committee
- Receive a service award at college or university level or from a professional organization
- Serve as an external reviewer for promotion and tenure
- Chair site visit team for accreditation organization
- Lead a student competition team
- Serve in a leadership position on a State, National and/or International Board
- Serve on a committee at the Department, College, University, and Professional level
- Serve on the Board of a State, National and/or International Organization related to the discipline
- Serve in a leadership position for a State, National and/or International Professional Organization
- Serve as a coordinator for Institutional Effectiveness and/or track
- Complete another deliverable agreed upon with the Department Chair

**Service Activity:**

- Review manuscripts and/or abstracts for conference
  - Serve as a member of a site visit team for an accreditation organization
  - Serve as the faculty advisor for a student organization
  - Serve on a community committee and/or board related to discipline and/or college initiative
  - Serve on a Department, College, University, or Professional committee
  - Provide media interviews related to the discipline
  - Give public lectures related to discipline in the community
  - Serve as a reviewer for Institutional Effectiveness
  - Complete another deliverable agreed upon with the Department Chair
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## **Section VII: Other Assigned Duties**

Consistent with the Collective Bargaining Agreement (CBA), faculty may assume (and be assigned) “Other Assigned Duties”, such as those consistent with the Program Coordinator (e.g., 20+% assignment of duties). While these “Other Assignment of Duties” may be internal titles, the assignment is reflected on the Assignment of Duties Form (AA-46) and is evaluated separately from Service or other categories. The supervisor (Department Chair) and the faculty member will meet at the beginning of the evaluation period and agree in writing on the criteria that will be used to evaluate the faculty member’s “other assigned duties” assignment of duties requirement. The faculty member should provide a written narrative (*approximately 300 words*) to outline their accomplishments in relation to the duties assigned to them.

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