

University of Central Florida
College of Community Innovation and Education
Department of Counselor Education and School Psychology

ANNUAL FACULTY EVALUATION STANDARDS AND PROCEDURES

This document is intended as a guide for in-unit faculty in the annual evaluation process in the Department of Counselor Education and School Psychology in the College of Community Innovation and Education at the University of Central Florida (UCF). Annual reviews serve to create a record of accomplishment of the faculty member for the academic calendar year, and to generate constructive feedback. Standards and criteria described herein are designed specifically for the annual evaluation process. Tenure and promotion standards and requirements may differ from the benchmarks described in this document. It is the responsibility of all participants in the evaluation process to review this document together with the UCF BOT-UFF CBA. As part of this evaluation process, every in-unit faculty member is expected to complete and submit to the department chair the Annual Evaluation Form (Form A). This report will be accompanied by evidence such as student evaluations, copies of publications and manuscripts, paper presentations, and other appropriate documentation provided by the in-unit faculty member. In the development of this document, the College's and the University's mission were taken into consideration.

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EXEMPLARS OF PERFORMANCE

The exemplars in this document are possible activities that could be used to demonstrate that the standards have been met. It is not expected that all faculty members will perform all activities listed, but activities should be appropriate for each faculty member's rank. Please note: Exemplars from a higher academic faculty rank may be used in place of an exemplar at the faculty member's current academic rank.

Visiting faculty members will be assigned a set of expectations corresponding to a rank level commensurate with the hiring expectations as agreed between the Department Chair and visiting faculty member.

Note: Faculty in Instructor positions do not have an earned doctorate degree and are responsible for teaching only undergraduate courses. Faculty in Lecturer positions do have an earned doctoral degree in a relevant area of study and can teach students in undergraduate, graduate, or advanced graduate courses.

OVERALL EVALUATION SCHEMA

Based on departmental guidelines and exemplars for the evaluation of teaching, research, service and other duties (if assigned), as outlined in this document, the "Overall Evaluation Assessment" in the Chairperson's Evaluation Summary will be determined by the weighed categories as stated in the faculty member's (Tenured/Tenure-Earning/Non-Tenure-Earning) in-unit faculty assignment.

TENURED, TENURE-EARNING, AND NON-TENURE-EARNING FACULTY

Rating	Numeric	Overall Range
Outstanding	(O)=4	3.3 - 4
Above Satisfactory	(AS) =3	2.4 - 3.2
Satisfactory	(S)= 2	2 - 2.3
Conditional	(C)=1	.1.0 - 1.9
Unsatisfactory	(U)=0	<.9

Note: Standard rounding will be used (e.g., 3.25 = 3.3)

TEACHING EFFECTIVENESS

Teaching takes place in both academic courses and advisement. Effective teachers demonstrate expert knowledge in an appropriate area related to their academic discipline. They generate enthusiasm for learning, critical thinking, intellectual inquiry, and academic achievement and incorporate student feedback for programmatic improvements.

Evaluation of Teaching will include a review of the teaching activities, recognition, and contributions (see Teaching Effectiveness Exemplars) that the faculty member has made to the University, the College, and the Department of Counselor Education and School Psychology. Each faculty member will meet class assignments for the scheduled number of sessions as published in the university calendar and approved by the Department Chair. In addition, for each course assignment all faculty must provide and follow a syllabus that adheres to current university and college guidelines as well as provide an electronic version of the syllabus to the appropriate staff member in the department. It is a department standard that faculty will also a) include creativity or innovation in their course delivery; b) infuse evidence-based practices into course materials; c) include multicultural/culturally responsive objectives; and d) advise students.

Faculty may provide alternative evidence of teaching effectiveness in place of the Student Perception of Instruction Reports (SPI). An alternative evidence of teaching effectiveness may be used for an extenuating circumstance or condition, which may include but is not limited to: a) first time course delivery, b) multiple course preparations, c) teaching on multiple campuses, d) diseases/illness, e) catastrophic occurrences, or f) the number of students responding to the SPI are too few for the results from the SPI to be considered a reliable and valid measure of teaching effectiveness (at a 95% Confidence Level and a Confidence Interval = + or – 10). For example, in a class of 30 students, if fewer than 23 students respond to the SPI there is an extenuating condition. An easy calculation can be made to make this determination using online calculators such as www.surveysystem.com/sscalc.Htm#one. In extenuating circumstances/conditions faculty are encouraged to submit alternative evidence for the Teaching Effectiveness category. This alternative evidence may include, but is not limited, to peer evaluations and evidence of student learning gains via pre- and post-tests.

The following evaluation schema provides more specific direction for evaluation of faculty in the area of Teaching. Refer to “Teaching Effectiveness Exemplars” for specific examples by rank.

TEACHING EVALUATION SCHEMA

TENURED, TENURE-EARNING, AND NON-TENURE-EARNING FACULTY

I. OUTSTANDING

To achieve an evaluation of OUTSTANDING in Teaching, faculty must meet all the standards to be considered SATISFACTORY (see III. SATISFACTORY below) and must demonstrate competence in teaching by receiving a rating of “Good” to “Excellent” from a cumulative/total average of at least 70% of student respondents across the faculty’s courses in the category of “Overall Assessment of Instructor” on the Student Perception of Instruction Reports. Given that the Student Perception of Instruction Reports as a sole criterion does not, on its own, reflect outstanding performance, faculty must also complete at least three (3) exemplars.

II. ABOVE SATISFACTORY

To achieve an evaluation of ABOVE SATISFACTORY in Teaching, faculty must meet all the standards to be considered SATISFACTORY (see III. SATISFACTORY below) and must demonstrate competence in teaching by receiving a rating of "Good" to "Excellent" from a cumulative/total average of at least 60% of student respondents across the faculty's courses in the category of "Overall Assessment of Instructor" on the Student Perception of Instruction Reports. Given that the Student Perception of Instruction Reports as a sole criterion does not, on its own, reflect outstanding performance, faculty must also complete at least two (2) of the teaching effectiveness exemplars.

III. SATISFACTORY

To achieve an evaluation of SATISFACTORY in Teaching, faculty must meet all the standards to be considered SATISFACTORY (see III. SATISFACTORY below) and must demonstrate competence in teaching by receiving a rating of "Good" to "Excellent" from a cumulative/total average of at least 51% of student respondents across the faculty's courses in the category of "Overall Assessment of Instructor" on the Student Perception of Instruction Reports. Given that the Student Perception of Instruction Reports as a sole criterion does not, on its own, reflect outstanding performance, faculty must also complete at least two (2) teaching effectiveness exemplars.

IV. CONDITIONAL

An evaluation of CONDITIONAL in Teaching will be assigned if a faculty member receives "Poor" to "Fair" course/instructor evaluations from an average of more than 50% of students in each course taught in the category of "Overall Assessment of Instruction" on the Student Perception of Instruction Reports and demonstrates poor performance of teaching assignments. Evidence of poorly performing teaching assignments includes failure to meet classes in a responsible manner, failure to return papers and/or other assignments or tests on a timely basis, failure to communicate with students, and failure to serve as a responsible advisor to students.

V. UNSATISFACTORY

A faculty member who fails to perform, or chronically demonstrates poor performance, will receive an evaluation of UNSATISFACTORY. Poor performance includes consistent "Poor" to "Fair" course evaluation ratings from an average of more than 50% of students in each academic course taught in the category of "Overall Assessment of Instruction" on the Student Perception of Instruction Reports, failure to meet classes in a responsible manner, failure to return papers and other assignments or tests on a timely basis, failure to communicate with students, and failure to serve as a responsible advisor to students. A second year with a Conditional rating will result in an US rating.

TEACHING EFFECTIVENESS EXEMPLARS

Examples shall include, but are not limited to, evidence of the following:

- a. Support for student research, dissertations.
- b. Course/program revisions and/or development.
- c. Mentoring.
- d. Improving and/or using innovative teaching practices
- e. Assessment strategies
- f. Use of current, proven, and promising teaching practices.
- g. Culturally diverse curriculum
- h. Teaching awards
- i. Other

TEACHING EFFECTIVENESS EXEMPLARS MATRIX					
EXEMPLARS	Instructor	Lecturer	Assistant Professor	Associate Professor	Professor
Support for student research, theses, and/or dissertations	<ul style="list-style-type: none"> • Assists multiple students with individual course-related assignments 	<ul style="list-style-type: none"> • Assist multiple students with individual in-class or course-related assignments • Actively participates in theses, and or dissertation committees 	<ul style="list-style-type: none"> • Actively participates in multiple student research projects, theses, and/or dissertation committees 	<ul style="list-style-type: none"> • Actively participates in and/or chairs/co-chairs multiple student research projects, theses, and/or dissertation committees 	<ul style="list-style-type: none"> • Actively participates in and/or chairs/co-chairs multiple student research projects, theses, and/or dissertation committees; demonstrates leadership
Course/program revisions and/or development	<ul style="list-style-type: none"> ☐ Contributes to revisions of existing courses 	<ul style="list-style-type: none"> ☐ Contributes to the development of new courses and/or 	<ul style="list-style-type: none"> ☐ Contributes to development of a new course(s), revisions of an existing course(s), 	<ul style="list-style-type: none"> ☐ Develops a new course(s), revises an existing course(s), and/or programmatic curriculum design 	<ul style="list-style-type: none"> ☐ Provides leadership in the development and evaluation of a new course(s), major revision of an existing course(s),

EXEMPLARS	Instructor	Lecturer	Assistant Professor	Associate Professor	Professor
		revisions of existing courses	and/or programmatic curriculum design	<input type="checkbox"/> Contributes to the subsequent performance and professional development of graduates	and/or programmatic curriculum design <ul style="list-style-type: none"> • Develops a new course(s), revises an existing course(s), and/or programmatic curriculum design • Contributes to the subsequent performance and professional development of graduates
Mentoring			<input type="checkbox"/> Mentors teaching assistants and/or adjuncts	<input type="checkbox"/> Mentors teaching assistants, adjuncts, and/or new faculty	<input type="checkbox"/> Mentors teaching assistants, adjuncts, and/or faculty
Improving and/or using innovative teaching practices	<input type="checkbox"/> Uses innovative teaching strategies including distributive and/or service learning strategies	<ul style="list-style-type: none"> • Seeks to improve teaching through the Faculty Center for Teaching and Learning and/or other professional development programs • Uses innovative teaching strategies including distributive and/or service learning strategies 	<ul style="list-style-type: none"> • Seeks to improve teaching through the Faculty Center for Teaching and Learning and/or other professional development programs • Uses innovative teaching strategies including distributive and/or service learning strategies 	<ul style="list-style-type: none"> • Seeks to improve teaching through the Faculty Center for Teaching and Learning and/or other professional development programs • Uses innovative teaching strategies including distributive and/or service learning strategies 	<ul style="list-style-type: none"> • Seeks to improve teaching through the Faculty Center for Teaching and Learning and/or other professional development programs • Uses innovative teaching strategies including distributive and/or service learning strategies • Provides leadership in development and evaluation of innovative teaching strategies

EXEMPLARS	Instructor	Lecturer	Assistant Professor	Associate Professor	Professor
Assessment Strategies	<ul style="list-style-type: none"> □ Requests review by the evaluator, evaluator's designee, or peer to formally observe and provide feedback of teaching and/or to review course syllabi, study materials, learning experiences, lectures, bibliographies, and audiovisual materials 	<ul style="list-style-type: none"> □ Requests review by the evaluator, evaluator's designee, or peer to formally observe and provide feedback of teaching and/or to review course syllabi, study materials, learning experiences, lectures, bibliographies, and audiovisual materials 	<ul style="list-style-type: none"> □ Requests review by the evaluator, evaluator's designee, or peer to formally observe and provide feedback of teaching and/or to review course syllabi, study materials, learning experiences, lectures, bibliographies, and audiovisual materials □ Provides evidence of the use of a formative classroom assessment tool to make changes to teaching and learning strategies 	<ul style="list-style-type: none"> □ Requests review by the evaluator, evaluator's designee, or peer to formally observe and provide feedback of teaching and/or to review course syllabi, study materials, learning experiences, lectures, bibliographies, and audiovisual materials □ Provides evidence of the use of a formative classroom assessment tool to make changes to teaching and learning strategies 	<ul style="list-style-type: none"> Requests review by the evaluator, evaluator's designee, or peer to formally observe and provide feedback of teaching and/or to review course syllabi, study materials, learning experiences, lectures, bibliographies, and audiovisual materials □ Provides evidence of the use of a formative classroom assessment tool to make changes to teaching and learning strategies
Use of current, proven, and promising teaching practices	<ul style="list-style-type: none"> • Uses current evidence-based practices to enrich student's understanding of course content • Maintains current level of expertise to inform and enhance teaching 	<ul style="list-style-type: none"> • Uses current evidence-based practices to enrich student's understanding of course content • Maintains current level of expertise to inform and enhance teaching 	<ul style="list-style-type: none"> • Uses current evidence-based practices to develop relevant curriculum and prepare graduates who can function in an educational setting • Maintains current level of expertise to inform and enhance teaching 	<ul style="list-style-type: none"> • Uses current evidence-based practices to develop relevant curriculum and prepare graduates who can function in an educational setting • Maintains current level of expertise to inform and enhance teaching 	<ul style="list-style-type: none"> • Uses current evidence-based practices to develop curriculum addressing future trends in practice • Maintains current level of expertise to inform and enhance teaching • Provides leadership in professional development conferences/ workshops that reflect current teaching

EXEMPLARS	Instructor	Lecturer	Assistant Professor	Associate Professor	Professor
Culturally diverse student body and curriculum	<ul style="list-style-type: none"> • Demonstrates participation in the development and academic achievement of a diverse student body • Provides evidence of creating a classroom atmosphere that is culturally sensitive to diversity • Demonstrates evidence of culturally and linguistically relevant course content 	<ul style="list-style-type: none"> • Demonstrates participation in the development and academic achievement of a diverse student body • Provides evidence of creating a classroom atmosphere that is culturally sensitive to diversity • Demonstrates evidence of culturally and linguistically relevant course content 	<ul style="list-style-type: none"> • Demonstrates participation in the development and academic achievement of a diverse student body • Provides evidence of creating a classroom atmosphere that is culturally sensitive to diversity with respectful sharing of diverse philosophical positions on issues • Demonstrates evidence of course content that reflects cultural and linguistic diversity 	<ul style="list-style-type: none"> • Demonstrates consistent participation in activities which promote the development and academic achievement of a diverse student body • Provides evidence of promoting a classroom atmosphere that is culturally sensitive to diversity with respectful sharing of diverse philosophical positions on issues • Demonstrates evidence of course content that reflects cultural and linguistic diversity 	<ul style="list-style-type: none"> • Demonstrates leadership in activities which promote the development and academic achievement of a diverse student body • Provides evidence of promoting a classroom atmosphere that is culturally sensitive to diversity with respectful sharing of diverse philosophical positions on issues • Demonstrates evidence of consultation on the development of course content that reflects cultural and linguistic diversity related to students and the profession
Teaching awards	<ul style="list-style-type: none"> • Receives local or UCF teaching award 	<ul style="list-style-type: none"> • Receives local or UCF teaching award 	<ul style="list-style-type: none"> • Receives UCF, state, regional, national or international teaching award 	<ul style="list-style-type: none"> • Receives UCF, state, regional, national or international teaching award 	<ul style="list-style-type: none"> • Receives UCF, state, regional, national or international teaching award
Other	<ul style="list-style-type: none"> • Other teaching activities that are on the annual performance goals and approved by the chair or as (re)negotiated with chair 	<ul style="list-style-type: none"> • Other teaching activities that are on the annual performance goals and approved by the chair or as (re)negotiated with chair 	<ul style="list-style-type: none"> • Other teaching activities that are on the annual performance goals and approved by the chair or as (re)negotiated with chair 	<ul style="list-style-type: none"> • Other teaching activities that are on the annual performance goals and approved by the chair or as (re)negotiated with chair 	<ul style="list-style-type: none"> • Other teaching activities that are on the annual performance goals and approved by the chair or as (re)negotiated with chair

RESEARCH EFFECTIVENESS

Research includes traditional research inquiry, field-based inquiry, historical and policy analyses, and other systematic reviews of knowledge. It encompasses research, scholarship, and creative activity.

In the Department of Counselor Education and School Psychology, evaluation in the area of Research (and Scholarship and Creative Activity) will include a review of the scholarly activities, sponsored research, recognition, and contributions (see above description) that the faculty member has undertaken during the evaluation period. The critical standard for Research at the ranks of Assistant, Associate, and Full Professor is the blind, refereed scholarly journal article. Typically, acceptance/publication of at least one (1) refereed reviewed article per academic year in a regional, national, or international scholarly journal (dependent on rank) is required to receive an OUTSTANDING, and publication in other refereed publications expected for ABOVE SATISFACTORY in this category. Articles may only be counted once, either when they are "in press" or when they are published. Faculty with higher than average research assignments (> 20%) or who have course reassignments due to grant funding or other agreements will have higher research requirements; e.g., one refereed article and external grant funding. When possible, faculty should provide journal impact data (e.g., acceptance rates, journal impact factor [JIF], h-index). Obtaining external funding (i.e., > \$50,000 for the academic year) may take the place of a refereed publication in a given academic year at the Department Chair's discretion.

The following evaluation schema provides more specific direction for evaluation of faculty in the area of Research. Refer to "Research Effectiveness Exemplars" for specific examples by rank for those positions in which Research is an expected/required responsibility of the position. **This schema and its standards are designed specifically for the annual evaluation process. Tenure and promotion standards and requirements may differ from the benchmarks indicated below.**

EVALUATION SCHEMA

TENURED OR TENURE-EARNING FACULTY

I. OUTSTANDING

In order to achieve an **OUTSTANDING** evaluation in Research, a faculty member must have an active research agenda and at least one article accepted, in-press, or published in a scholarly blind refereed journal; published a book (not self-published book nor a custom published work); or an externally funded grant. In addition, the faculty member must have at least three (3) research effectiveness exemplars.

II. ABOVE SATISFACTORY

In order to achieve an **ABOVE SATISFACTORY** evaluation in Research, a faculty member must have an active research agenda and an article, under review, accepted, in-press, or published in scholarly blind refereed journal or published a book (not self-published book nor a custom published work) at the level required for a particular rank. In addition, the faculty member must have at least one (1) research effectiveness exemplar.

III. SATISFACTORY

In order to achieve a **SATISFACTORY** evaluation in Research, a faculty member must have a preliminary research agenda and have at least one (1) article per year in progress, which is new or substantially revised (submitted but not yet accepted or in-press). In addition, the faculty member must have at least one (1) research effectiveness exemplar.

IV. CONDITIONAL*

A faculty member will receive a **CONDITIONAL** evaluation in Research and Creative Activities if s/he has no focused research agenda but has at least two (2) of the following:

1. An article in progress
2. Substantial work completed on a grant application
3. A presentation under review at a national/international conference
4. A book chapter in progress
5. Served as evaluator for a local community partner
6. Served as a reviewer for a journal

V. UNSATISFACTORY*

A faculty member who does not complete activities necessary for a **CONDITIONAL** evaluation will receive an **UNSATISFACTORY** evaluation in Research and Creative Activities. Additionally, research misconduct will result in a rating of US.

*Faculty who receive a rating below SATISFACTORY for more than one year will be provided a remediation plan or reassignment of duties under the chair's discretion.

NON-TENURE-EARNING FACULTY (If assignment includes research)**I. OUTSTANDING**

In order to achieve an **OUTSTANDING** evaluation in Research, Instructors, Lecturers, or Visiting faculty members must remain current in their field as demonstrated by at least three (3) research effectiveness exemplars.

II. ABOVE SATISFACTORY

In order to achieve an **ABOVE SATISFACTORY** evaluation in Research, Instructors, Lecturers, or Visiting faculty members must remain current in their field as demonstrated by at least two (2) research effectiveness exemplars.

III. SATISFACTORY

In order to achieve a **SATISFACTORY** evaluation in Research, Instructors, Lecturers, or Visiting faculty members must remain current in their field as demonstrated by at least one (1) research effectiveness exemplar.

IV. CONDITIONAL

In order to achieve a **CONDITIONAL** evaluation in Research, Instructors, Lecturers, or Visiting faculty members must remain current in their field by at least demonstrating active membership in a scholarly organization.

V. UNSATISFACTORY

A faculty member who does not complete activities necessary for a **CONDITIONAL** evaluation will receive an **UNSATISFACTORY** evaluation in Research and Creative Activities. Additionally, research misconduct will result in a rating of US.

RESEARCH EFFECTIVENESS EXEMPLARS

Examples shall include, but are not limited to, evidence of the following:

- a. Refereed journal articles, published, in press, or under review
- b. Book chapters, published or in press
- c. Book published or in press (excluding custom or self-published work; may count for more than one exemplar depending on the contribution to the text)
- d. Dissemination at scholarly conferences (refereed or invited)
- e. Grant proposal/funding (may count for more than one exemplar depending upon size and competitiveness of grants)
- f. Editorial work
- g. Research awards
- h. Research activities and creative works
- i. SOTL activities
- j. Assessing through data collection the impact of the use of innovative teaching strategies
- k. Other activities discussed with Chair in advance (e.g., develop partnership that leads to future researchendeavors)

RESEARCH EFFECTIVENESS EXEMPLARS MATRIX

EXEMPLARS	Instructor	Lecturer	Assistant Professor	Associate Professor	Professor
Refereed journal articles, published or in press			<ul style="list-style-type: none"> Article published in regional, national, and/or international blind refereed, scholarly journal. 	<ul style="list-style-type: none"> Article published in regional, national, and/or international blind-refereed, scholarly journal. 	<ul style="list-style-type: none"> At least one article published in regional, national, and/or international blind refereed, scholarly journal.
Book chapters, published or in press				<ul style="list-style-type: none"> Publication of book chapter in regional, national, and/or international peer-reviewed, scholarly press. 	<ul style="list-style-type: none"> Publication of book chapter in regional, national, and/or international peer reviewed, scholarly press.
Book published or in press				<ul style="list-style-type: none"> Authorship or editorship of scholarly book at an academic or high-visibility press (i.e., no custom or self published work) 	<ul style="list-style-type: none"> First-authored or single authored book at an academic or high-visibility press (i.e., no custom or self-published work)
Dissemination at scholarly conferences (refereed or invited)	<input type="checkbox"/> Attend a professional conference	<input type="checkbox"/> Attend a conference with research-related sessions	<input type="checkbox"/> Disseminates research findings through presentations at a national, regional and/or state meeting	<ul style="list-style-type: none"> Disseminates findings from systematic inquiry through presentations at a state, regional, national and/or international conference Presents with students at a state, regional, national or international conference 	<ul style="list-style-type: none"> Disseminates findings from systematic inquiry through presentations at a state, regional, national and/or international conference Presents with students at a state, regional, national or international conference
Grant proposal/funding		<input type="checkbox"/> Actively participates with others in pursuing funding for systematic inquiry	<input type="checkbox"/> Pursues or receives funding for systematic inquiry	<ul style="list-style-type: none"> Submits a grant proposal as the Principal Investigator (PI) or co-PI Receives extramural funding for research 	<ul style="list-style-type: none"> Submits an external grant proposal as the Principal Investigator (PI) or co-PI Receives extramural funding for research

EXEMPLARS	Instructor	Lecturer	Assistant Professor	Associate Professor	Professor
Editorial work			<ul style="list-style-type: none"> □ Serves as a reviewer or member of an editorial board for one or more scholarly journals 	<ul style="list-style-type: none"> • Serves as a guest editor of a journal issue • Serves as a reviewer or member of an editorial board for one or more scholarly journals 	<ul style="list-style-type: none"> • Serves as an editor of a scholarly journal • Serves as a guest editor of a journal issue • Serves as a reviewer or member of an editorial board for one or more scholarly journals
Research Activities and creative works	<ul style="list-style-type: none"> □ Provides evidence of using research and educational innovations to enhance curriculum and teaching 	<ul style="list-style-type: none"> • Provides evidence of using research and educational innovations to enhance curriculum and teaching • Actively participates in research-related activities • Engages in evidence-based and research supported practice 	<ul style="list-style-type: none"> • Develop “products” and/or other media, such as websites, audio and video recordings to advance research in education • Uses research and educational innovations to enhance curriculum and teaching 	<ul style="list-style-type: none"> • Evaluates research findings for application in curriculum or teaching through publication • Develop “products” and/or other media, such as websites, audio and video recordings to advance research in education • Provides evidence of using research and educational innovations to enhance curriculum and teaching 	<ul style="list-style-type: none"> • Provides evidence of mentoring the professional development of colleagues and students in the scholarship of teaching and learning • Evaluates research findings for application in curriculum or teaching through publication • Develop “products” and/or other media, such as websites, audio and video recordings to advance research in education • Uses research and educational innovations to enhance curriculum and teaching

EXEMPLARS	Instructor	Lecturer	Assistant Professor	Associate Professor	Professor
Research awards			<input type="checkbox"/> Receive UCF, state, regional, national or international research award	<input type="checkbox"/> Receive UCF, state, regional, national or international research award	<input type="checkbox"/> Receive UCF, state, regional, national or international research award
Other	<input type="checkbox"/> Other research activities that are on the annual performance goals and approved by the chair or as (re)negotiated with chair	<input type="checkbox"/> Other research activities that are on the annual performance goals and approved by the chair or as (re)negotiated with chair	<input type="checkbox"/> Other research activities that are on the annual performance goals and approved by the chair or as (re)negotiated with chair	<input type="checkbox"/> Other research activities that are on the annual performance goals and approved by the chair or as (re)negotiated with chair	<input type="checkbox"/> Other research activities that are on the annual performance goals and approved by the chair or as (re)negotiated with chair

PROFESSIONAL AND COMMUNITY SERVICE EFFECTIVENESS

Professional and community service includes service to the University, the College of Community Innovation and Education, and the Department of Counselor Education and School Psychology, as well as service to professional organizations, and to the community at the local, state, national, and international levels. Typically, paid consultations or other activities for which the faculty member receives payment, as a fee for services, should not be counted toward productivity in this area.

Service also involves "Other Assigned Duties," which may include, but is not limited to, attending commencement ceremonies, advising, supervision of interns, academic administration or other position-specific activities that would be additional to or in place of regular duties (e.g., as described in the employee's position description or annual evaluation standards).

The following evaluation schema provides specific direction for the evaluation of faculty in the area of Professional and Community Service. Refer to "Professional and Community Exemplars" for specific examples by rank for those positions in which Service was an expected/required responsibility of the position.

EVALUATION SCHEMA**TENURED AND TENURE-EARNING FACULTY****I. OUTSTANDING**

To achieve an **OUTSTANDING** in the area of Professional and Community Service, faculty must meet the standards to be considered **SATISFACTORY** during the evaluation period, and readily respond to the service needs of the University, the profession, and the community by engaging in at least three (3) of the service exemplars according to rank.

II. ABOVE SATISFACTORY

To achieve an **ABOVE SATISFACTORY** in the area of Professional and Community Service, faculty must meet the standards to be considered **SATISFACTORY** during the evaluation period, and readily respond to the service needs of the University, the profession, and the community by engaging in at least two (2) of the service exemplars according to rank.

III. SATISFACTORY

To achieve a **SATISFACTORY** in the area of Professional and Community Service, faculty must adequately meet the following standards during the evaluation period: (the following is repeated in the new category placed within the *In-Unit Faculty Assignment of Duties* form)

- Attend regular college and departmental meetings and retreats.
- Attend college and departmental functions (e.g., Recognition Breakfast and/or the College Graduation Ceremony) at least once a year, and
- Serve on a search committee (if requested)

In addition, faculty must readily respond to the service needs of the university, the profession, and the community by engaging in at least one (1) service exemplar according to rank.

IV. CONDITIONAL

To achieve a **CONDITIONAL** in the area of Professional and Community Service, faculty fail to meet the standards necessary to achieve a rating of **SATISFACTORY** during the evaluation period and do not respond to the needs of the university, the profession, and the community by engaging in service activities.

V. UNSATISFACTORY

To achieve an **UNSATISFACTORY** in the area of Professional and Community Service, faculty fail to meet the standards necessary to achieve a rating of **SATISFACTORY** across two or more evaluation periods, and do not respond to the needs of the university, the profession, and the community by engaging in service activities.

NON-TENURE-EARNING FACULTY

I. OUTSTANDING

To achieve an **OUTSTANDING** in the area of Professional and Community Service faculty must meet the standards to be considered **SATISFACTORY** during the evaluation period, and readily respond to the service needs of the University, the profession, and the community by engaging in at least two (2) service exemplars according to rank.

II. ABOVE SATISFACTORY

To achieve an **ABOVE SATISFACTORY** in the area of Professional and Community Service, faculty must meet the standards to be considered **SATISFACTORY** during the evaluation period, and readily respond to the service needs of the University, the profession, and the community by engaging in at least one (1) service exemplar according to rank.

- Attend regularly/consistently college and departmental meetings and retreats.
- Attend college and departmental functions (e.g., Recognition Breakfast and/or the College Graduation Ceremony) at least once a year, and
- Serve on search committee (if requested)

III. SATISFACTORY

To achieve a **SATISFACTORY** in the area of Professional and Community Service, faculty must adequately meet the following standards during the evaluation period:

- Attend regularly/consistently college and multiple departmental meetings and retreats
- Attend college and departmental functions (e.g., Recognition Breakfast and/or the College Graduation Ceremony) at least once a year
- Serve on search committee (if requested)

IV. CONDITIONAL

To achieve a **CONDITIONAL** in the area of Professional and Community Service, faculty fail to meet the standards necessary to achieve a rating of **SATISFACTORY**, but have responded to the needs of the university, the profession, and the community by engaging in service activities during the evaluation period.

V. UNSATISFACTORY

To achieve an **UNSATISFACTORY** in the area of Professional and Community Service, faculty fail to meet the standards necessary to achieve a rating of **SATISFACTORY** during the evaluation period, and do not respond to the needs of the university, the profession, and the community by engaging in service activities.

PROFESSIONAL AND COMMUNITY SERVICE EFFECTIVENESS EXEMPLARS

Examples shall include, but are not limited to, evidence of the following:

- a. Service to University/ College/ Department
- b. Service to Professional Organizations: State, National, and International
- c. Service to Community: School, Institution or Agency
- d. Other service activities discussed with Chair in advance

The evaluation process will include review of faculty documentation of Professional and Community service, including such evidence as brochures or programs identifying presentations and workshops; a description of committee activity (e.g., name of committee, number of meetings attended, 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.

PROFESSIONAL AND COMMUNITY SERVICE EFFECTIVENESS EXEMPLARS MATRIX

Exemplar	Instructor	Lecturer	Assistant Professor	Associate Professor	Professo
<p>Service to University/ College/ Department</p>		<ul style="list-style-type: none"> • Regular and consistent involvement with one or more departmental committees and/or taskforces 	<ul style="list-style-type: none"> • Regular and consistent participation in program, department, college, and/or university committees and/or taskforces • Actively participates in one or more activities that promote the professional development of students, staff, and other faculty • Demonstrates evidence of advancing diversity within the university environment 	<ul style="list-style-type: none"> • Regular and consistent involvement in department, college, and/or university committees and/or taskforces • Coordinator of or participant in the program area’s Institutional Effectiveness plan • Actively participates in activities that promote the professional development of students, staff, and other faculty • Fosters diversity within the university environment • Attracts outstanding graduate students to program related to expertise 	<ul style="list-style-type: none"> • Regular and consistent involvement in governance in department, college, and/or university committees and/or taskforces • Coordinator of or participant in the program area’s Institutional Effectiveness plan • Works to enhance national reputation and visibility of the institution • Actively participates in activities that promote the professional development of students, staff, and/or other faculty • Assumes chair and/or serves on one or more special review groups, task forces and/or policy making bodies • Fosters diversity within the university environment

EXEMPLARS	Instructor	Lecturer	Assistant Professor	Associate Professor	Professor
				<ul style="list-style-type: none"> • Serves as member of one or more review committees 	<ul style="list-style-type: none"> • Attracts outstanding graduate students to program related to expertise • Demonstrates leadership in recruitment and mentoring the professional development of students and/or faculty • Serves as a mentor for the professional
<p>Service to Professional Organizations: State, National, and International</p>		<ul style="list-style-type: none"> • Member of professional/ service organizations 	<ul style="list-style-type: none"> • Serves on one or more committees and/or participates in one or more activities of professional organizations • Presents at conferences or programs for professional organizations • Actively participates in activities of professional organizations • Improves the program area through attending workshops or conferences 	<ul style="list-style-type: none"> • Demonstrates leadership in one or more professional and service activities • Presents at conferences or programs for professional organizations • Organizes one or more workshops/continuing education programs for professional growth • Serves on one or more committees of professional organizations at the state, regional and national levels • Provides keynote address at professional meetings at local, regional or national meetings 	<ul style="list-style-type: none"> • Evaluates materials of persons from other universities for purposes of promotion/tenure • Demonstrates leadership in professional and service activities • Contributes expertise to professional groups and/or peers through consultation, mentoring and/or practice • Demonstrates leadership in one or more professional and service activities • Serves on one or more committees of professional organizations at the state, regional, national, and/or international levels • Presents at conferences or programs for professional organizations • Organizes one or more workshops/continuing education programs for professional growth • Provides keynote address at professional meetings at regional, national, or international levels

Exemplar	Instructor	Lecturer	Assistant Professor	Associate Professor	Professo
<p>Service to Community: School, Institution or Agency</p>	<ul style="list-style-type: none"> ☐ Complies with State Department of Education rule on Recency of Experience 	<ul style="list-style-type: none"> • Participates in one or more local professional and community activities • Actively participates in one or more workshops/continuing education programs for professional/community groups • Provides inservice training in schools, and/or school or community organizations • Complies with State 	<ul style="list-style-type: none"> • Presents at and/or organizes one or more workshops/ continuing education programs for community groups • Contributes professional expertise or consultation in appropriate settings • Complies with State Department of Education rule on Recency of Experience 	<ul style="list-style-type: none"> • Serves on one or more local agency, community or organization boards, commissions, and committees • Presents at and/or organizes one or more workshops/ continuing education programs for community groups • Collaborates with community in the development of programs and/or services • Contributes professional expertise or consultation in appropriate settings • Complies with State Department of Education rule on Recency of Experience 	<ul style="list-style-type: none"> • Assumes leadership role on one or more committees/boards of community agencies, organization or commissions • Serves on one or more local agency, community or organization boards, commissions, and committees • Presents at and/or organizes one or more workshops/continuing education programs for community groups • Assists in the evaluation of one or more community projects/programs • Collaborates with community in the development of programs and/or services • Contributes professional expertise or consultation in appropriate settings • Complies with State Department of Education rule on Recency of Experience
<p>Other</p>	<ul style="list-style-type: none"> ☐ Other service activities that are on the annual performance goals and approved by the chair or as (re)negotiated with chair as new 	<ul style="list-style-type: none"> ☐ Other service activities that are on the annual performance goals and approved by the chair or as (re)negotiated with chair as new projects emerge 	<ul style="list-style-type: none"> ☐ Other service activities that are on the annual performance goals and approved by the chair or as (re)negotiated with chair as new projects emerge 	<ul style="list-style-type: none"> ☐ Other service activities that are on the annual performance goals and approved by the chair or as (re)negotiated with chair as new projects emerge 	<ul style="list-style-type: none"> ☐ Other service activities that are on the annual performance goals and approved by the chair or as (re)negotiated with chair as new projects emerge