

3.18.2025



**College of Community  
Innovation and Education**

## **Annual Evaluation Standards & Procedures (AESP) Department of Criminal Justice**

Available for first use academic year 2025-26

### **Section I: Introduction**

The purpose of the annual evaluation is to facilitate and assess faculty success in instruction, research/scholarship, service, other assigned activities (*if applicable*), and 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 are highly dependent upon the talents that exist among the faculty and how effectively those talents are harnessed and blended to achieve the university's mission.

This 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 director). In this event, a fourth category of "other assigned activity" will be added to what is described below, and the weight assigned to this 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 in each individual area where there is an assigned effort (i.e., instructional, research, service, other). To facilitate this process, the faculty must submit a Faculty Activity Report (Form A), which is a form that will be provided by the school and summarizes accomplishments related to instructional, research, service, and other activities. Faculty must submit a current CV. Faculty are also strongly encouraged to include a written narrative of roughly 300 words for each category of activity (i.e., instructional, research, service, and other) 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 VI of this document.

This document 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 member 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: Instructional Activities

In the Department of Criminal Justice, the customary (fall/spring) teaching load for tenure-earning and tenured faculty is 2 courses per semester, while instructors and lecturers will customarily teach 4 courses per semester. When evaluating instructional activities, all assigned courses, including summer, are subject to evaluation. This section also includes work with students that may occur outside of the classroom, such as independent studies, directed reading or research, and student mentorship. Lastly, faculty work related to curriculum development and pedagogical quality improvement should also be included in this section.

### Evaluation of Instructional Activities

- Outstanding (4): satisfies basic expectations and significantly exceeds performance expectations.
- Above Satisfactory (3): satisfies basic expectations and exceeds performance expectations.
- Satisfactory (2): satisfies basic expectations guided by the AESP and expected by their supervisor.
- Conditional (1): fails to satisfy basic expectations for one year.
- Unsatisfactory (0): fails to satisfy basic expectations for two consecutive years.

The following **baseline expectations** are required for all faculty and must be met to receive a rating above conditional. In cases when a faculty member is not able to meet these expectations for a short period of time due to circumstances beyond their control, the faculty member should inform the Department Chair and obtain approval for alternate teaching expectations as soon as practicable. Faculty must document the following expectations in their Faculty Activity Report (Form A):

### Baseline Expectations:

- Submits syllabi in Simple Syllabus system by required deadline meeting university requirements (i.e., with clear student learning objectives, draft schedule, grading rubric and late submission policies).
- Convenes all classes with regularly scheduled class meetings (such as face-to-face, mixed mode, and synchronous online) as scheduled and teaches all classes in the modality they were scheduled. Significant deviations from course schedule must be discussed and approved by the chair.
- Maintains a regular online presence during office hours and responds to inquiries in a timely manner either by email, voice or text.
- Holds all scheduled office hours in the appropriate modality and location (per college, and

university policy) and provides reasonable opportunities for student appointments outside of office hours pursuant to mutually agreed upon schedules.

- Submits book orders on time as required by university and unit policy.
- Complies with university, and college policies and deadlines pertaining to teaching, including syllabus contents and final grade submission deadlines.
- Maintains an up-to-date gradebook in Webcourses so students can assess progress for each registered class.
- Holds final examinations in compliance with university regulations and policies.
- Upholds a high level of professionalism when communicating with students in and out of the classroom.
- Provides timely feedback to students' inquiries within a reasonable time period.
- Assessment of students' performance is varied (formative and summative assessment methods) and multiple as well as clear grading procedures and policy consistent with UCF's Golden Rule (e.g., grading scale, plagiarism, and use of Artificial Intelligence).
- Course content is grounded in current research and best practices.
- The instructor actively participates in professional development activities focused on teaching and learning and implements what they have learned. This may include self-reflection, implementing student feedback to improve a class, and other activities that contribute to continuous improvement of teaching practices.
- Other teaching expectations:
  - All courses had clear and measurable learning objectives.
  - The course content was aligned with the stated learning objectives.
  - Assessments (i.e., tests, quizzes, assignments) effectively measured student learning outcomes as evidenced by score distributions and/or grading rubrics.

Faculty 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 responsibilities vary and quality or impact can be illustrated in multiple ways, it is not necessary to address each of the points below.

#### Examples of Teaching Quality Metrics:

- Earns a Quality course designation from the Center for Distributed Learning (CDL)
- Earns a High-Quality course designation from the Center for Distributed Learning (CDL)
- Teaches a course with a High-Quality designation from CDL, of the instructor's own design, subsequent to earning the designation
- Earns a High-Impact Practice (HIP) designation course (e.g., service learning, integrative learning experience, research-intensive, global learning) from the HIP Hub
- Student Perception of Instruction (SPI) rating in "Overall Assessment of Instructor" category at 80% as "very good" (4) to "excellent" (5) average of all classes across all semesters (summer, fall, spring)
- Teaches a course with an HIP designation from the HIP Hub, of the instructor's own design, subsequent to earning the designation
- Leads a completed study abroad course
- Develops a new course (new to the unit) per academic unit request

- Significantly re-designs a course per academic unit request
- Presents as an invited keynote or panelist at a teaching and learning related workshop, seminar, conference, webinar, etc.
- Presents a paper in a refereed, indexed journal related to the Scholarship of Teaching and Learning (SoTL) (recognized for teaching or research, but not both)
- Completes an instructional professional development activity (e.g., Faculty Center of Teaching and Learning (FCTL), Center for Distributed Learning (CDL), or Pegasus iLab workshop) with a deliverable
- Receives an externally funded grant related to teaching (e.g., Scholarship of Teaching and Learning (SoTL)) as PI or co-PI (recognized for teaching or research, but not both)
- Chairs (or co-chairs) an undergraduate/graduate thesis or dissertation committee to completion
- Provides teaching mentorship to new faculty and/or graduate teaching associates with a reflection statement in annual report
- Coordinates an academic program with successful completion of IE assessments
- Receives an internal or external teaching award
- Completes an agreed upon deliverable with Department Chair prior to semester start

### Examples of “Other” Teaching Activities

- Successfully completes an online Instructional Design Learning (IDL) course by the Center for Distributed Learning (CDL)
- Teaches a course with a Quality designation from CDL, of the instructor’s own design, subsequent to earning the designation
- Participates in UCF’s Affordable Instructional Materials (AIM) Initiative
- Teaches a core course of 75+ students
- Teaches an elective course of 100+ students
- Co-leads a completed study abroad course
- Teaches/supervises a completed directed independent study (DIS)
- Significantly re-designs a course on one’s own initiative with a reflection statement in annual report
- Presents at a teaching and learning related workshop, seminar, conference, webinar, etc. (recognized for teaching or research, but not both)
- Presents a paper at an international, national, or state conference related to the Scholarship of Teaching and Learning (SoTL) (recognized for teaching or research, but not both)
- Attends an instructional professional development activity/workshop/conference (e.g., Faculty Center of Teaching and Learning (FCTL), Center for Distributed Learning (CDL), Pegasus iLab workshop, or external professional organization) with a reflection statement in annual report
- Serves as a committee member for an undergraduate/graduate thesis or dissertation committee to completion
- Provides student mentorship (e.g., dissertation committee, undergraduate or graduate theses committee, honors in the major committee, faculty advisor) with a reflection statement in annual report

3.18.2025

- Evaluates written comps exams for doctoral program
- Completes an agreed upon deliverable with unit leader prior to semester start OR provides an instructional activity (e.g., AI, simulation, etc.) with a deliverable, as discussed with the unit leader
- Recruits students to department programs with a reflection statement in annual report
- Completes an agreed upon deliverable with Department Chair prior to semester start

The following is an example of instructional activities necessary to receive a *satisfactory* rating in instruction for a faculty member with an FTE of 85% or higher (e.g., 4-4 teaching load). Additional combinations of instructional activities may receive a rating of *satisfactory* based on demonstration of quality teaching metrics and activities provided by the faculty member in a written narrative.

- Example: A faculty member who completes all baseline activities, teaches a core course of 75+ students, teaches a course with a Quality designation from CDL (of the instructor's own design), and attends an instructional professional development workshop, would receive a Satisfactory rating in instruction.

The following is an example of instructional activities necessary to receive a *satisfactory* rating in instruction for a faculty member with a teaching FTE of 65%-84% (e.g., 3-3 teaching load). Additional combinations of instructional activities may receive a rating of *satisfactory* based on demonstration of quality teaching metrics and activities provided by the faculty member in a written narrative.

- Example: A faculty member who completes all baseline activities, presents a paper at a national conference related to the Scholarship of Teaching and Learning (SoTL) and successfully completes an online Instructional Design Learning (IDL) course, would receive a Satisfactory rating in instruction.

The following is an example of instructional activities necessary to receive a *satisfactory* rating in instruction for a faculty member with a teaching FTE of 45%-64% (e.g., 3-2 and 2-2 teaching loads). Additional combinations of instructional activities may receive a rating of *satisfactory* based on demonstration of quality teaching metrics and activities provided by the faculty member in a written narrative.

- Example: A faculty member who completes all baseline activities, teaches an elective course of 100+ students, and significantly re-designs a course per academic unit request, would receive a Satisfactory rating in instruction.

The following is an example of instructional activities necessary to receive a *satisfactory* rating in instruction for a faculty member with a teaching FTE of 45% or lower (e.g., 1-1 teaching load). Additional combinations of instructional activities may receive a rating of *satisfactory* based on demonstration of quality teaching metrics and activities provided by the faculty member in a written narrative.

- Example: A faculty member who completes all baseline activities and earns a Quality course designation from the Center for Distributed Learning (CDL), would receive a Satisfactory rating in instruction.

The following is an example of instructional activities necessary to receive a rating of *above satisfactory* in instruction for a faculty member with an FTE of 85% or higher (e.g., 4-4 teaching load). Additional combinations of instructional activities may receive a rating of *above satisfactory* based on demonstration of quality teaching metrics and activities provided by the faculty member in a written narrative.

- Example: A faculty member who completes all baseline activities, earns a High-Quality course designation from the Center for Distributed Learning (CDL), teaches/supervises a completed directed independent study (DIS), teaches an elective course of 100+ students, and co-leads a completed study abroad course, would receive an Above Satisfactory rating in instruction.

The following is an example of instructional activities necessary to receive a rating of *above satisfactory* in instruction for a faculty member with a teaching FTE of 65%-84% (e.g., 3-3 teaching load). Additional combinations of instructional activities may receive a rating of *above satisfactory* based on demonstration of quality teaching metrics and activities provided by the faculty member in a written narrative.

- Example: A faculty member who completes all baseline activities, leads a completed study abroad course, presents at a teaching and learning related conference, and successfully completes an online Instructional Design Learning (IDL) course, would receive an Above Satisfactory rating in instruction.

The following is an example of instructional activities necessary to receive a rating of *above satisfactory* in instruction for a faculty member with a teaching FTE of 45%-64% (e.g., 3-2 and 2-2 teaching loads). Additional combinations of instructional activities may receive a rating of *above satisfactory* based on demonstration of quality teaching metrics and activities provided by the faculty member in a written narrative.

- Example: A faculty member who completes all baseline activities, receives student Perception of Instruction (SPI) rating in “Overall Assessment of Instructor” category at 80% as “very good” (4) to “excellent” (5) average of all classes across all semesters (summer, fall, spring) and teaches an elective course of 100+ students, would receive an Above Satisfactory rating in instruction.

The following is an example of instructional activities necessary to receive a rating of *above satisfactory* in instruction for a faculty member with a teaching FTE of 45% or lower (e.g., 1-1 teaching load). Additional combinations of instructional activities may receive a rating of *above satisfactory* based on demonstration of quality teaching metrics and activities provided by the faculty member in a written narrative.

- Example: A faculty member who completes all baseline activities, coordinates an academic program with successful completion of IE assessments, and chairs a graduate thesis, would receive an Above Satisfactory rating in instruction.

The following is an example of instructional activities necessary to receive a rating of *outstanding* in instruction for a faculty member with an FTE of 85% or higher (e.g., 4-4 teaching load). Additional combinations of instructional activities may receive a rating of *outstanding* based on demonstration of quality teaching metrics and activities provided by the faculty member in a written narrative.

- Example: A faculty member who completes all baseline activities, earns a High-Impact Practice (HIP) designation course from the HIP Hub, teaches a core course of 75+ students, presents as an invited keynote at a teaching and learning related conference, supervises a completed directed independent study (DIS), and develops a new course (new to the unit) per academic unit request, would receive an Outstanding rating in instruction.

The following is an example of instructional activities necessary to receive a rating of *outstanding* in instruction for a faculty member with a teaching FTE of 65%-84% (e.g., 3-3 teaching load). Additional combinations of instructional activities may receive a rating of *outstanding* based on demonstration of quality teaching metrics and activities provided by the faculty member in a written narrative.

- Example: A faculty member who completes all baseline activities, receives an external teaching award, teaches a course with an HIP designation from the HIP Hub, co-leads a completed study abroad course, and provides teaching mentorship to new faculty, would receive an Outstanding rating in instruction.

The following is an example of instructional activities necessary to receive a rating of *outstanding* in instruction for a faculty member with a teaching FTE of 45%-64% (e.g., 3-2 and 2-2 teaching loads). Additional combinations of instructional activities may receive a rating of *outstanding* based on demonstration of quality teaching metrics and activities provided by the faculty member in a written narrative.

- Example: A faculty member who completes all baseline activities, earns a High-Quality course designation from the Center for Distributed Learning (CDL), chairs an undergraduate thesis, and completes an instructional professional development activity, would receive an Outstanding rating in instruction.

The following is an example of instructional activities necessary to receive a rating of *outstanding* in instruction for a faculty member with a teaching FTE of 45% or lower (e.g., 1-1 teaching load). Additional combinations of instructional activities may receive a rating of *outstanding* based on demonstration of quality teaching metrics and activities provided by the faculty member in a written narrative.

- Example: A faculty member who completes all baseline activities, receives student Perception of Instruction (SPI) rating in “Overall Assessment of Instructor” category at 80% as “very good” (4) to “excellent” (5) average of all classes across all semesters (summer, fall, spring), presents at a teaching and learning related seminar, teaches a core course of 75+ students, would receive an Outstanding rating in instruction.

## Section III: Research, Scholarship, and Creative Activities

We acknowledge that research includes a wide range of activities with varying levels of impact on scientific knowledge. For this section of the annual evaluation, 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 activity for newly hired faculty as it would not be appropriate to evaluate their work prior to them joining UCF. Additionally, exceptions may be made for faculty who are returning to the department from an administrative appointment, who had no previous expectations for research, and those who have taken extended leave. Faculty without an assigned FTE for research will not be evaluated in this category.

In evaluating faculty research, the department looks at the quality and quantity of research products. For example, although a certain frequency of peer-reviewed publications is generally necessary for establishing a research reputation, the sheer number of publications is neither the only nor the most important index of productivity. The department 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 research productivity will be provided on the Faculty Activity Report (Form A) in the form of a list of contracts/grants, peer-reviewed publications, and other research/scholarship activities. Since the impact of a faculty member’s work may be unclear to the Department Chair, individual faculty have the responsibility of providing evidence that will allow assessment of the quality and impact of research activities.

### Evaluation of Research, Scholarship, and Creative Activities

- Outstanding (4): satisfies basic expectations and significantly exceeds performance expectations.
- Above Satisfactory (3): satisfies basic expectations and exceeds performance expectations.
- Satisfactory (2): satisfies basic expectations.
- Conditional (1): fails to satisfy basic expectations for one year.
- Unsatisfactory (0): fails to satisfy basic expectations for two consecutive years.

The following activities will be used to evaluate research, scholarship, and creative activities. Faculty are not expected to engage in all these research activities, but all faculty with a research assignment are expected to publish regularly in peer-reviewed academic journals.

Faculty seeking an **above satisfactory** or **outstanding** rating may include a written narrative (approximately 300 words) that highlights the impact of their research activities based on the quality metrics and service activities that are outlined below. Because faculty responsibilities vary and quality or impact can be illustrated in multiple ways, it is not necessary to address each of the points below.

#### Examples of Research Quality Metrics:

- Receives or manages an internal or external contract/grant award with total percent effort  $\geq 12.5\%$  of 9-month effort as PI or co-PI.
- Publishes an article in a peer-reviewed outlet with an impact factor  $\geq 2.0$  or h5-index mean of  $\geq 30$
- Publishes an article in a peer-reviewed outlet as sole, first, or second author
- Publishes an article in a peer-reviewed outlet with a student who serves as first author (recognized for research or teaching mentorship, but not both)
- Serves as sole, first, or second author of a book (if beyond the first edition, faculty must provide evidence of substantial revisions to warrant a “Quality” designation versus “Other” exemplar)
- Serves as Editor or Associate Editor of a peer-reviewed journal (recognized for research or service, but not both)
- Serves as external grant reviewer (e.g., National Science Foundation, National Institute of Justice, Department of Justice, National Institute of Health, Bureau of Justice Assistance) (recognized for research or service, but not both)
- Speaks as a research-focused invited speaker at a National or International Conference
- Receives an internal or external research award
- Receives an internal or external research “fellow” designation
- Completes an agreed upon deliverable with Department Chair prior to semester start

#### Examples of “Other” Research Activities

- Publishes an article in a peer-reviewed journal with an impact factor  $< 2.0$  or h5-index mean of  $< 30$
- Submits or receives an internal or external grant award with total percent effort below 12.5% of 9-month effort
- Serves as editor for a book/textbook
- Serves as editor for special issue of a journal
- Publishes a book (not as first or second author)
- Publishes a peer-reviewed article with a student as (non-lead) co-author
- Publishes a book chapter
- Presents a refereed presentation at a state, national, or international conference
- Presents a refereed poster at a state, national, or international conference
- Serves as a judge for research presentations/publications
- Works on sustained contract/grant proposal/funding
- Serves on an editorial board for a journal (recognized for research or service, but not both)
- Completes “other” research activities and creative works (as articulated by the faculty member)

3.18.2025

- Engages in public scholarship activities, such as media invitations, print, radio, TV interviews (recognized for research or service, but not both)
- Completes an agreed upon deliverable with Department Chair prior to semester start

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

- Example 1: A faculty member who publishes an average of two peer-reviewed articles and publishes a book chapter, would receive a Satisfactory rating in research.
- Example 2: A faculty member who publishes a book, publishes a peer-reviewed article, and presents a poster at a national conference, would receive a Satisfactory rating in research.
- Example 3: A faculty member who submits an external grant/contract as PI or co-PI, publishes a peer-reviewed article, and serves on the editorial board for an academic journal, would receive a Satisfactory rating in research

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.

The following are examples of research activities necessary to receive a rating of *above satisfactory* rating in research for a faculty member with a research FTE of 45% or higher.

- Example 1: A faculty member who publishes an average of two peer-reviewed articles, publishes an article in a journal with an impact factor  $\geq 2.0$  or h5-index mean of  $\geq 30$ , and presents a refereed paper at a national conference, would receive an Above Satisfactory rating in research.
- Example 2: A faculty member who publishes a book, publishes a peer-reviewed article, receives an internal or external research award, and presents a paper at a national conference, would receive an Above Satisfactory rating in research.
- Example 3: A faculty member who submits an external grant/contract as PI or co-PI, publishes a peer-reviewed article, serves as an external grant reviewer, and manages an existing grant/contract, would receive an Above Satisfactory rating in research.

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.

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

- Example 1: A faculty member who publishes an average of two peer-reviewed articles, publishes an article in a journal with an impact factor  $\geq 2.0$  or h5-index mean of  $\geq 30$ ,

presents a refereed paper at an international conference, and serves as editor for a special issue of a journal, would receive an Outstanding rating in research.

- Example 2: A faculty member who publishes a book, submits an external contract/grant proposal as PI or co-PI with total percent effort  $\geq 12.5\%$  of 9-month effort, receives an internal or external research “fellow” designation, presents a paper at a national conference, and serves on the editorial board of a journal, would receive an Outstanding rating in research.
- Example 3: A faculty member who is awarded an external grant/contract as PI or co-PI with total percent effort  $\geq 12.5\%$  of 9-month effort, publishes a peer-reviewed journal article, serves as an editor of a special issue for a peer-reviewed journal, and serves as a judge for research presentations, would receive an Outstanding rating in research.

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.

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

- Example 1: A faculty member who publishes an average of one peer-reviewed article and presents a poster at a national conference, would receive a Satisfactory rating in research.
- Example 2: A faculty member who publishes a book and a book chapter, would receive a Satisfactory rating in research.
- Example 3: A faculty member who submits an external grant/contract as PI or co-PI and serves as a judge for research presentations, would receive a Satisfactory rating in research.

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.

The following are examples of research activities necessary to receive a rating of *above satisfactory* in research for a faculty member with a research FTE of less than 45%.

- Example 1: A faculty member who publishes an average of one peer-reviewed article, publishes an article in a journal with an impact factor  $\geq 2.0$  or h5-index mean of  $\geq 30$ , and submits a contract/grant proposal to an external funding organization, would receive an Above Satisfactory rating in research.
- Example 2: A faculty member who publishes a book, receives an internal or external research award, and presents a paper at a national conference, would receive an Above Satisfactory rating in research.
- Example 3: A faculty member who submits an external grant/contract as PI or co-PI and publishes an article in a journal with an impact factor  $\geq 2.0$  or h5-index mean of  $\geq 30$ , would receive an Above Satisfactory rating in research.

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.

The following are examples of research activities necessary to receive an *outstanding* rating in research for a faculty member with a research FTE of less than 45%.

- Example 1: A faculty member who publishes an average of one peer-reviewed article, receives an internal or external grant/contract award with total percent effort  $\geq 12.5\%$  of 9-month effort as PI or co-PI., and presents at an international conference, would receive an Outstanding rating in research.
- Example 2: A faculty member who publishes a book, publishes an article in a journal with an impact factor  $\geq 2.0$  or h5-index mean of  $\geq 30$ , and serves on the editorial board of a journal, would receive an Outstanding rating in research.
- Example 3: A faculty member who submits an external grant/contract as PI or co-PI, publishes a peer-reviewed article with a student who serves as first author, and presents a poster at a state conference, would receive an Outstanding rating in research.

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.

## Section IV: Service Activities

Faculty 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). Faculty must complete a Faculty Activity Report (Form A) to document all activities associated with service in the past academic year.

### Evaluation of Service Activities

- Outstanding (4): satisfies basic expectations and significantly exceeds performance expectations.
- Above Satisfactory (3): satisfies basic expectations and exceeds performance expectations.
- Satisfactory (2): satisfies basic expectations.
- Conditional (1): fails to satisfy basic expectation for one year.
- Unsatisfactory (0): fails to satisfy basic expectations for two consecutive years.

### Overall Evaluation of Service

The following baseline service activities must be completed to receive a rating above conditional in service, regardless of FTE assignment.

### Baseline Expectations:

- Serve on a minimum of one standing committee providing service to Department, College, University, or Profession and attend meetings regularly.
- Participate regularly in department meetings (unless excused by Department Chair).
- Participate in student orientations when called upon.
- Participate in college faculty meetings when available.
- Participate in all faculty searches in some capacity in interacting (i.e., attend job talks, open meetings, and/or meals) with candidates (unless excused by Department Chair).

Faculty 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 faculty responsibilities vary and quality or impact can be illustrated in multiple ways, it is not necessary to address each of the points below.

### Examples of Service Quality Metrics:

- Chairs a Department, College, University, or Professional committee
- Serves on a committee at three of the following four levels: Department, College, University, or Professional
- Participates and significantly leads (whether named as a chair or not) a department, college, and/or university committees and/or task forces, with a reflection statement in annual report
- Serves as a coordinator for institutional effectiveness
- Serves as an external reviewer for promotion and tenure
- Serves on one or more national or international special review groups, task forces and/or policy making bodies
- Attends graduation ceremony (including CCIE Doctoral Pre-Commencement)
- Serves on the editorial board of a national or international refereed journal (recognized for service or research, but not both)
- Serves in a leadership position on a National/International Board
- Serves as the primary faculty advisor for a student organization
- Serves on a Board of a National Organization related to the discipline
- Serves a leadership role for a local agency or community organization
- Receives an internal or external service award
- Completes an agreed upon deliverable with Department Chair prior to semester start

### Examples of “Other” Service Activities

- Serves on a Department, College, University, or Professional committee
- Organizes and/or actively participates in one or more workshops/continuing education programs for professional growth
- Serves as a reviewer for institutional effectiveness
- Reviews manuscripts/abstracts for a peer-reviewed journal
- Serves on the editorial board of a journal
- Reviews grant proposals for funding agency (recognized for service or research, but not both)

- Serves on program committee for professional conference (e.g., American Society of Criminology, Academy of Criminal Justice Sciences, Southern Criminal Justice Association, Midwestern Criminal Justice Association)
- Serves as a secondary faculty advisor for a student organization
- Provides public lectures related to discipline in the community (if research oriented can be recognized for service or research, but not both)
- Conducts a media interview
- Completes an agreed upon deliverable with Department Chair prior to semester start

The following are examples of service activities necessary to receive a *satisfactory* rating in service for a faculty member with a service FTE of 10% or higher. Additional combinations of service activities may receive a rating of *satisfactory* based on demonstration of quality service metrics and activities provided by the faculty member in a written narrative.

- Example 1: A faculty member who completes all baseline activities, serves as primary faculty advisor for a student organization, and reviews manuscripts for peer-reviewed journals, would receive a Satisfactory rating in service.
- Example 2: A faculty member who completes all baseline activities, serves on the program committee for a professional conference, and gives a public lecture in the community, would receive a Satisfactory rating in service.
- Example 3: A faculty member who completes all baseline activities, serves as a reviewer for Institutional Effectiveness and provides a media interview related to discipline, would receive a Satisfactory rating in service.

The following are examples of service activities necessary to receive an *above satisfactory* rating in service for a faculty member with a service FTE of 10% or higher. Additional combinations of service activities may receive a rating of *above satisfactory* based on demonstration of quality service metrics and activities provided by the faculty member in a written narrative.

- Example 1: A faculty member who completes all baseline activities, chairs a Department committee, serves as faculty advisor for a student organization, and reviews manuscripts for peer-reviewed journals, would receive an Above Satisfactory rating in service.
- Example 2: A faculty member who completes all baseline activities, serves on a Board of a National Organization, provides a media interview related to discipline, and serves on a community committee, would receive an Above Satisfactory rating in service.
- Example 3: A faculty member who completes all baseline activities, serves as a coordinator for Institutional Effectiveness, organizes a professional growth workshop, and serves as secondary faculty advisor for a student organization, would receive an Above Satisfactory rating in service.

The following are examples of service activities necessary to receive an *outstanding* rating in service for a faculty member with a service FTE of 10% or higher. Additional combinations of service activities may receive a rating of *outstanding* based on demonstration of quality service metrics and activities provided by the faculty member in a written narrative.

- Example 1: A faculty member who completes all baseline activities, chairs a College committee, serves in a leadership position on a National Board, serves on a professional committee, and provides a media interview related to discipline, would receive an Outstanding rating in service.
- Example 2: A faculty member who completes all baseline activities, receives a service award from the university, serves on a Board of a National Organization, gives public lectures related to discipline, and serves on a community board, would receive an Outstanding rating in service.
- Example 3: A faculty member who completes all baseline activities, serves as an external reviewer for promotion and tenure, chairs a University committee, serves as a reviewer for Institutional Effectiveness, and reviews manuscripts for peer-reviewed journals, would receive an Outstanding rating in service.

The following are examples of service activities necessary to receive a *satisfactory* rating in service for a faculty member with a service FTE of less than 10%. Additional combinations of service activities may receive a rating of *satisfactory* based on demonstration of quality service metrics and activities provided by the faculty member in a written narrative.

- Example 1: A faculty member who completes all baseline activities and reviews manuscripts for peer-reviewed journals, would receive a Satisfactory rating in service.
- Example 2: A faculty member who completes all baseline activities and serves as a reviewer for Institutional Effectiveness, would receive a Satisfactory rating in service.
- Example 3: A faculty member who completes all baseline activities and serves on a community committee related to discipline, would receive a Satisfactory rating in service.

The following are examples of service activities necessary to receive an *above satisfactory* rating in service for a faculty member with a service FTE of less than 10%. Additional combinations of service activities may receive a rating of *above satisfactory* based on demonstration of quality service metrics and activities provided by the faculty member in a written narrative.

- Example 1: A faculty member who completes all baseline activities, chairs a Department committee, and serves as secondary faculty advisor for a student organization, would receive an Above Satisfactory rating in service.
- Example 2: A faculty member who completes all baseline activities, serves on a Board of a National Organization, and reviews manuscripts for peer-reviewed journals, would receive an Above Satisfactory rating in service.
- Example 3: A faculty member who completes all baseline activities, serves as receives an external service award, and serves as a reviewer for Institutional Effectiveness, would receive an Above Satisfactory rating in service.

The following are examples of service activities necessary to receive an *outstanding* rating in service for a faculty member with a service FTE of less than 10%. Additional combinations of service activities may receive a rating of *outstanding* based on demonstration of quality service metrics and activities provided by the faculty member in a written narrative.

- Example 1: A faculty member who completes all baseline activities, chairs a College committee, serves as primary faculty advisor for a student organization, and reviews manuscripts peer-reviewed journals, would receive an Outstanding rating in service.
- Example 2: A faculty member who completes all baseline activities, serves on a Board of a National Organization, gives public lectures related to discipline, and serves on a community board, would receive an Outstanding rating in service.
- Example 3: A faculty member who completes all baseline activities, serves as an external reviewer for promotion and tenure, serves as a reviewer for Institutional Effectiveness, and reviews manuscripts peer-reviewed journals, would receive an Outstanding rating in service.

## Section V: Other Activities

Consistent with the Collective Bargaining Agreement (CBA), faculty may assume (and be assigned) other duties, such as those consistent with the Program Directors. While these may be internal titles, the assignment is reflected on the Assignment of Duties form 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 activities" assignment of duties requirement. The faculty member should provide a written narrative (no longer than 300 words) to outline their accomplishments in relation to the duties assigned to them.

### Evaluation of Other Activities

- Outstanding: satisfies basic expectations and significantly exceeds performance expectations of their supervisor.
- Above Satisfactory: satisfies basic expectations and exceeds performance expectations of their supervisor.
- Satisfactory: satisfies basic expectations of their supervisor.
- Conditional: fails to satisfy basic expectations of their supervisor for one year.
- Unsatisfactory: fails to satisfy basic expectations of their supervisor for two consecutive years.

## Section VI: 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).

Evaluative ratings for instruction, research, and service will be assigned to the following numerical values and will be multiplied by FTE in each category.

<b>Rating</b>	<b>Value</b>
Outstanding	4
Above Satisfactory	3
Satisfactory	2
Conditional	1
Unsatisfactory	0

Overall evaluation will be rated on the following scale:

<b>Rating</b>	<b>Weighted Average</b>
Outstanding	4.0-3.7
Above Satisfactory	3.69-3.0
Satisfactory	2.99-2.0
Conditional	1.99-1.0
Unsatisfactory	Less than 1.0

For example, a tenured/tenure earning faculty member on a 2/2 teaching load who earned an outstanding (4 points) in instruction (.46 FTE), above satisfactory (3 points) in research (.46 FTE), and outstanding (4 points) in service (.08 FTE) would be calculated as follows:

$$\begin{array}{r}
 4 \times .46 = 1.84 \\
 3 \times .46 = 1.38 \\
 4 \times .08 = \underline{0.32} \\
 3.54
 \end{array}$$

For example, a tenured/tenure earning faculty member on a 3/3 teaching load who earned an outstanding (4 points) in instruction (.69 FTE), above satisfactory (3 points) in research (.23 FTE), and outstanding (4 points) in service (.08 FTE) would be calculated as follows:

$$\begin{array}{r}
 4 \times .69 = 2.76 \\
 3 \times .23 = 0.69 \\
 4 \times .08 = \underline{0.32} \\
 3.77
 \end{array}$$

For example, a(n) lecturer /instructor faculty member on a 4/4 teaching load who earned an outstanding (4 points) in instruction (.92 FTE), no research assignment (0 FTE), and outstanding (4 points) in service (.08 FTE) would be calculated as follows:

$$\begin{array}{r}
 4 \times .92 = 3.68 \\
 4 \times .08 = \underline{0.32} \\
 4.00
 \end{array}$$

A faculty must receive a minimum rating of Satisfactory in each area with an assigned effort of five percent (5%) or more to receive an overall rating of Satisfactory or above. – page 38 ([2024-2027 Full Book.pdf](#))