

University of Central Florida
 College of Education
 Department of Educational and Human Sciences

ANNUAL FACULTY EVALUATION STANDARDS AND PROCEDURES

This document is intended as a guide for faculty in the annual evaluation process. Annual reviews serve to create a record of accomplishment of the faculty member for the academic calendar year, to generate constructive feedback, and to provide guidance in the promotion and tenure process where applicable. 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 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. In the development of this document, the College's mission 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 do all activities listed but activities should be appropriate for each faculty member's rank. ***Please note: Exemplars used to support standards may be drawn from a higher 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.

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. A typical teaching assignment is a 3/3 for tenured and tenure-earning faculty.

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	1.4 - 2.3
Conditional	(C) =1	.4 - 1.3
Unsatisfactory	(U) =0	<.4

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 Educational and Human Sciences. It is the expectation that each faculty member will meet class assignments for the scheduled number of sessions as published in the university calendar and that the Department Chair has approved this semester schedule. 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 expected 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 request special consideration should he/she experience an extenuating condition. Extenuating circumstances may include, but are not limited to: a) 1st time course delivery, b) multiple course preparations, c) teaching on multiple campuses, d) teaching large sections (sections that exceed the average class size in the college), e) last-minute course assignment, f) diseases/illnesses, g) catastrophic occurrences, and h) substitution for other faculty.

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.

EVALUATION SCHEMA

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

I. OUTSTANDING

To achieve an evaluation of **OUTSTANDING** in Teaching, faculty must demonstrate competence in teaching by achieving "Good" to "Excellent" course/instructor evaluation ratings from an average of at least 70% of students in each course in the category of "Overall Assessment of Instruction" on the Student Perception of Instruction Reports. In addition, faculty must complete at least three (3) of the teaching effectiveness exemplars. Faculty may request peer review/accommodations should he/she experience an extenuating condition.

II. ABOVE SATISFACTORY

To achieve an evaluation of **ABOVE SATISFACTORY** in Teaching, faculty must demonstrate competence in teaching by achieving "Good" to "Excellent" course/instructor evaluation ratings from an average of at least 60% of students in each course in the category of "Overall Assessment of Instruction" on the Student Perception of Instruction Reports. In addition faculty must complete at least two (2) of the teaching effectiveness exemplars.

III. SATISFACTORY

To achieve an evaluation of **SATISFACTORY** in Teaching, faculty must demonstrate competence in teaching by achieving "Good" to "Excellent" course/instructor evaluation ratings from an average of at least 51% of students in each course in the category of "Overall Assessment of Instruction" on the Student Perception of Instruction Reports. In addition, faculty must 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.

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 student body and curriculum
- h. Teaching awards
- i. Other

TEACHING EFFECTIVENESS EXEMPLARS MATRIX

EXEMPLARS	Instructor	Assistant Professor	Associate Professor	Professor
Support for student research, theses, and/or dissertations	<ul style="list-style-type: none"> Assist students with individual in-class or class-connected assignments 	<ul style="list-style-type: none"> Participates in student research projects, theses, and/or dissertation committees 	<ul style="list-style-type: none"> Participates in and/or chairs/co-chairs student research projects, theses, and/or dissertation committees 	<ul style="list-style-type: none"> Participates in and/or chairs/co-chairs student research projects, theses, and/or dissertation committees
Course/program revisions and/or development	<ul style="list-style-type: none"> Contributes to the development of new courses and/or revisions of existing courses 	<ul style="list-style-type: none"> Contributes to development of a new course(s), revisions of an existing course(s), 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 	<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), and/or programmatic curriculum design Develops a new course(s), revises an existing course(s), and/or programmatic curriculum design Contributes to the subsequent performance and professional

EXEMPLARS	Instructor	Assistant Professor	Associate Professor	Professor
				development of graduates
Mentoring		<ul style="list-style-type: none"> • Mentors teaching assistants and/or adjuncts 	<ul style="list-style-type: none"> • Mentors teaching assistants, adjuncts, and/or new faculty 	<ul style="list-style-type: none"> • Mentors teaching assistants, adjuncts, and/or new faculty
Improving and/or using innovative teaching practices	<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
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 • 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 expertise 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 expertise 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 expertise 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 expertise to develop curriculum addressing future trends in practice • Maintains current level of expertise to inform and enhance teaching • Provides leadership in

EXEMPLARS	Instructor	Assistant Professor	Associate Professor	Professor
				professional development conferences/ workshops that reflect current teaching
Culturally diverse student body and curriculum	<ul style="list-style-type: none"> • Participates in the development and academic achievement of a diverse student body • Creates a classroom atmosphere that is culturally sensitive to diversity • Provides culturally and linguistically relevant course content 	<ul style="list-style-type: none"> • Promotes the development and academic achievement of a diverse student body • Creates a classroom atmosphere that is culturally sensitive to diversity with respectful sharing of diverse philosophical positions on issues • Provides course content that reflects cultural diversity 	<ul style="list-style-type: none"> • Actively participates in activities which promote the development and academic achievement of a diverse student body • Promotes a classroom atmosphere that is culturally sensitive to diversity with respectful sharing of diverse philosophical positions on issues • Develops course content that reflects cultural diversity 	<ul style="list-style-type: none"> • Leads activities which promote the development and academic achievement of a diverse student body • Promotes a classroom atmosphere that is culturally sensitive to diversity with respectful sharing of diverse philosophical positions on issues • Provides consultation on the development of course content that reflects cultural 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 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 renegotiated 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 renegotiated 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 renegotiated 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 renegotiated 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.

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. However, it is acceptable for creative activities to carry over for two evaluation periods. Faculty with higher than average research assignments through buy-outs or other agreements will have higher expectations. Submission of external funding may take the place of a refereed publication in a given 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.

EVALUATION SCHEMA

TENURED OR TENURE-EARNING FACULTY

I. OUTSTANDING

In order to achieve an **OUTSTANDING** evaluation in Research, a faculty member must have an 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 a grant funded. In addition, the faculty member must have at least two (2) research effectiveness exemplars.

II. ABOVE SATISFACTORY

In order to achieve an **ABOVE SATISFACTORY** evaluation in Research, a faculty member must have a clear program of research and an article, under review, accepted (in press) or published in a refereed journal or book, excluding custom or self-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. Serve 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.

**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

I. OUTSTANDING

In order to achieve an **OUTSTANDING** evaluation in Research, Instructors 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 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 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 or Visiting faculty members must remain current in their field by demonstrating 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.

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. Other

Note: Faculty may include multiple evidence from the same category. In addition, they may pick evidence from a higher category if desired, but not evidence from lower ranks.

RESEARCH EFFECTIVENESS EXEMPLARS MATRIX

EXEMPLARS	Instructor	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			<ul style="list-style-type: none"> • Authorship or editorship of 	<ul style="list-style-type: none"> • First-authored or single-

EXEMPLARS	Instructor	Assistant Professor	Associate Professor	Professor
published or in press			scholarly book at an academic or high-visibility press (i.e., no custom or self-published work)	authored book at an academic or high-visibility press (i.e., no custom or self-published work)
Dissemination at scholarly conferences (refereed or invited)	<ul style="list-style-type: none"> Attends conferences with research-related sessions 	<ul style="list-style-type: none"> Disseminates research findings through presentations at national, regional and/or state meetings 	<ul style="list-style-type: none"> Disseminates findings from systematic inquiry through presentations at state, regional, national and/or international conferences Presents with students at state, regional, national or international conferences 	<ul style="list-style-type: none"> Disseminates findings from systematic inquiry through presentations at state, regional, national and/or international conferences Presents with students at state, regional, national or international conferences
Grant proposal/funding	<ul style="list-style-type: none"> Participates with others in pursuing funding for systematic inquiry 	<ul style="list-style-type: none"> Pursues or receives funding for systematic inquiry 	<ul style="list-style-type: none"> Submits a substantial grant proposal as the Principal Investigator (PI) or co-PI Receives extramural funding for research 	<ul style="list-style-type: none"> Submits a substantial grant proposal as the Principal Investigator (PI) or co-PI Receives extramural funding for research
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"> Uses research and educational innovations to enhance curriculum and teaching Participates in research-related activities Serves as an educated consumer of findings from systematic inquiry 	<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 Uses research and educational innovations to enhance curriculum and teaching 	<ul style="list-style-type: none"> Mentors 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

EXEMPLARS	Instructor	Assistant Professor	Associate Professor	Professor
				innovations to enhance curriculum and teaching
Research awards		<ul style="list-style-type: none"> • Receive UCF, state, regional, national or international research award 	<ul style="list-style-type: none"> • Receive UCF, state, regional, national or international research award 	<ul style="list-style-type: none"> • Receive UCF, state, regional, national or international research award
Other	<ul style="list-style-type: none"> • Other research activities that are on the annual performance goals and approved by the chair or as renegotiated with chair 	<ul style="list-style-type: none"> • Other research activities that are on the annual performance goals and approved by the chair or as renegotiated with chair 	<ul style="list-style-type: none"> • Other research activities that are on the annual performance goals and approved by the chair or as renegotiated with chair 	<ul style="list-style-type: none"> • Other research activities that are on the annual performance goals and approved by the chair or as renegotiated with chair

PROFESSIONAL AND COMMUNITY SERVICE EFFECTIVENESS

Professional and community service includes service to the University, the College of Education, and the Department of Educational and Human Sciences, as well as service to professional organizations, and to the community at the local, state, national, and international levels.

Evaluation in the area of Professional and Community Service will include a review of the service activities, recognition, and contributions that the faculty member makes to the university, college, department, profession, and local, state, regional, national, and international communities. Typically, paid consultations or other activities for which the faculty member receives payment should not be counted toward productivity in this area.

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:

- 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 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 one (1) of the following standards during the evaluation period:

- Attend regularly college and departmental meetings and retreats. OR
- Attend college and departmental functions (e.g., Recognition Breakfast and/or the College Graduation Ceremony) at least once a year, OR
- 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

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	Assistant Professor	Associate Professor	Professor
Service to University/ College/ Department	<ul style="list-style-type: none"> • Involvement with one or more departmental committees and/or taskforces 	<ul style="list-style-type: none"> • Participates in program, department, college, and/or university committees and/or taskforces • Participates in one or more activities that promote the professional development of students, staff, and other faculty • Fosters diversity within the university environment 	<ul style="list-style-type: none"> • Participates in department, college, and/or university committees and/or taskforces • Coordinator of or participant in the program area's Institutional Effectiveness plan • 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 • Serves as member of one or more review committees 	<ul style="list-style-type: none"> • Participates and leads in governance 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 • 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 • Attracts outstanding graduate students to program related to

Exemplar	Instructor	Assistant Professor	Associate Professor	Professor
				expertise • Demonstrates leadership in recruitment and mentoring the professional development of students and/or faculty • Serves as a mentor for the professional development of students and/or faculty
Service to Professional Organizations: State, National, and International	<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 • 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 • 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 • 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 • Serves on one or more committees of professional organizations at the state, regional and national levels • Provides keynote address at professional meetings at regional, national, or international levels
Service to Community:	<ul style="list-style-type: none"> • Participates in one or more local professional and 	<ul style="list-style-type: none"> • Presents at and/or organizes one or more workshops/ 	<ul style="list-style-type: none"> • Serves on one or more local agency, community or 	<ul style="list-style-type: none"> • Assumes leadership role on one or more committees/boards of

Exemplar	Instructor	Assistant Professor	Associate Professor	Professor
<p>School, Institution or Agency</p>	<p>community activities</p> <ul style="list-style-type: none"> • Participates in one or more workshops/continuing education programs for professional/community groups • Provides in-service training in schools, and/or school or community organizations • Complies with State Department of Education rule on Recency of Experience 	<p>continuing education programs for community groups</p> <ul style="list-style-type: none"> • Contributes professional expertise or consultation in appropriate settings • Complies with State Department of Education rule on Recency of Experience 	<p>organization boards, commissions, and committees</p> <ul style="list-style-type: none"> • 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 	<p>community agencies, organization or commissions</p> <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 • 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 renegotiated with chair as new project's emerge 	<ul style="list-style-type: none"> • Other service activities that are on the annual performance goals and approved by the chair or as renegotiated with chair as new project's emerge 	<ul style="list-style-type: none"> • Other service activities that are on the annual performance goals and approved by the chair or as renegotiated with chair as new project's emerge 	<ul style="list-style-type: none"> • Other service activities that are on the annual performance goals and approved by the chair or as renegotiated with chair as new project's emerge