

3/21/2025



School of Global Health Management and Informatics

Annual Evaluation Standards and Procedures (AESP)

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, 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 School Director's review. The School Director 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 also submit a current CV. Faculty may also 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 IV 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 School Director. 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 School of Global Health Management & Informatics, 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: satisfies basic expectations and significantly exceeds performance expectations.
- Above Satisfactory: satisfies basic expectations and exceeds performance expectations.
- Satisfactory: satisfies basic expectations.
- Conditional: fails to satisfy basic expectations for one year.
- Unsatisfactory: 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 School Director and obtain approval for alternate teaching expectations as soon as practicable. Faculty must document the following expectations in their Faculty Activity Report:

Baseline Expectations:

- Submits syllabi by the required deadline with clear and measurable student learning objectives and appropriate accreditation standards (AUPHA, CAHIIM, CAHME).
- Convenes all classes with regularly scheduled class meetings (such as face-to-face, mixed mode, and synchronous online) as scheduled (unless there is prior approval) and teaches all classes in the modality they were scheduled.
- Maintains a regular online presence (via email and within the learning management system) when teaching online courses.
- Holds all scheduled office hours in the appropriate modality and location and provides opportunities for student appointments outside of office hours pursuant to the academic unit, college, and university policy.
- Submits book orders on time as required by university and unit policy.
- Complies with state, university, and college policies and deadlines pertaining to teaching, including syllabus policies and final grade submission deadlines.
- Maintains accurate grades on Webcourses, which reflect the grade students are receiving in the class and makes those grades visible and available to students.
- Holds final examinations in compliance with university regulations and policies.
- Upholds a high level of professionalism when communicating with students in and out of the classroom.
- Provide timely feedback to students' inquiries within two business days (except when students have been notified through class announcements or other extenuating circumstances) as well as feedback on assignments within two weeks when appropriate.
- Assessment of students' performance is varied (formative and summative assessment methods) and multiple, as well as clear grading procedures and policies (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. This may include self-reflection, implementing student feedback to improve a class, and other activities that contribute to improving teaching practices.
- All courses had clear and measurable learning objectives.
- The course content was aligned with the stated learning objectives.
- Assessments (tests, quizzes, assignments) effectively measured student learning outcomes as evidenced by score distributions and/or grading rubrics.
- Based on collected data (e.g., grades, pre-and post-tests, standardized

assessments), students demonstrated significant progress towards reaching the learning objectives of the class.

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.

Teaching Quality Metrics:

- Design and create a High Impact Practice designated class
- Teach a High Impact Practice designation course
- Obtain Quality course designation
- Obtain High Quality course designation
- Receive a teaching award at the college or university level or from a professional organization
- Student Perception of Instruction (SPI) rating in “Overall Assessment of Instructor” category at 90% as “very good” (4) to “excellent” (5) average of all classes across all semesters (summer, fall, spring)
- Chairing a dissertation or honors in the major thesis to completion
- Lead a study abroad program
- Present as an invited keynote or panelist on teaching and learning related workshops, presentations, and/or webinars.
- Agreed upon deliverable with the School Director prior to the semester start

Teaching Activities:

- Teach an independent study course
- Attend Faculty Center of Teaching and Learning (FCTL), Center for Distributed Learning (CDL), or Pegasus iLab workshop with reflection statement in annual report
- Attend instructional professional development activity with reflection statement in the annual report
- Complete an Interactive Distributed Learning (IDL) course
- Mentor a student or post-doc scholar (e.g., dissertation committee, thesis committee, honor in the major committee, faculty advisor). One activity per student per semester
- Participate in international student group visit
- Develop a new course per academic unit agreement
- Redesign a course per academic unit agreement
- Serve as lead faculty for a course
- Serve in a leadership role for a teaching related subgroup of a professional association (AUPHA, AMIA, CAHME, AHIMA, etc.)

- Present a peer-reviewed poster or podium presentation related to teaching and learning
- Agreed upon deliverable with School Director prior to the semester start

The following are examples of instructional activities necessary to receive each ranking. Additional combinations of teaching activities 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.

For Faculty with 85% FTE or Higher in Teaching (Typically 8 courses)

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

For Faculty with 84%-65% FTE in Teaching (Typically 6-7 courses)

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

For Faculty with 64%-45% FTE in Teaching (Typically 4-5 courses)

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

lead faculty for a course, and participates in an international student group visit to UCF would receive an Outstanding rating in teaching.

For Faculty with Less than 45% FTE in Teaching (Typically 3 or fewer courses)

- **Satisfactory – Example:** A faculty member who completes all baseline activities would receive a Satisfactory rating in teaching.
- **Above Satisfactory – Example:** A faculty member who completes all baseline activities, obtains Quality course designation, and attends an FCTL workshop with reflection would receive an Above Satisfactory rating in teaching.
- **Outstanding – Example:** A faculty member who completes all baseline activities, obtains Quality course designation, and attends a CDL workshop with reflection, develops a new course per academic unit agreement would receive an Outstanding rating in teaching.

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 School Director 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 School 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 School looks at the quality and quantity of research products. 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 School 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 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 School Director, 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: satisfies basic expectations and significantly exceeds performance expectations.
- Above Satisfactory: satisfies basic expectations and exceeds performance expectations.
- Satisfactory: satisfies basic expectations.
- Conditional: fails to satisfy basic expectations for one year.
- Unsatisfactory: 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.

Baseline Research Expectations

- All faculty with a research assignment are expected to publish regularly in peer-reviewed academic journals

Research Quality Metrics:

- Publish an article in a journal with an impact factor equal to or above 2 or top-quartile journal
- Receive an internal or external grant award with a percent effort of 12% or above or serve as Principal Investigator.
- Speak as an invited speaker at a National or International Conference
- Publish an article in a peer-reviewed publication as the first, second, or corresponding author
- Earn an internal or external research award
- Serve on a grant/contract review panel (e.g. AHRQ, NIH)
- Publish a book or textbook as solo author (not editor)
- Serve as an editor for a peer-reviewed journal (international/national)
- Complete another deliverable agreed upon with the School Director

Research Activities:

- Publish a peer-reviewed article
- Receive an internal or external grant award with percent effort below 12%
- Serve on an editorial board for a journal
- Present a refereed presentation at a state, national, or international conference
- Present a refereed poster presentation at a state, national, or international conference
- Publish an article in conference proceedings
- Publish a peer-reviewed article with a student
- Submit grant and/or contract proposal to external funding organization

- Serve as editor for a book/textbook
- Publish a book chapter
- Serve as a judge for research presentations/publications
- Chair a symposium or track at an academic conference
- Complete another deliverable agreed upon with the School Director

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 serves on an editorial board for a journal would receive a Satisfactory rating in research.
- **Example 2:** A faculty member who publishes an average of two peer-reviewed articles and presents a refereed poster at a national conference would receive a Satisfactory rating in research.
- **Example 3:** A faculty member who publishes an average of two peer-reviewed articles and submits a grant proposal to an external funding organization 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 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 one article in a journal with an impact factor above 2, and presents a refereed paper at a national conference would receive an Above Satisfactory rating in research.
- **Example 2:** A faculty member who publishes an average of two peer-reviewed articles, serves as Principal Investigator on an internal grant award, and publishes an article in conference proceedings would receive an Above Satisfactory rating in research.
- **Example 3:** A faculty member who publishes an average of two peer-reviewed articles, publishes as corresponding author, and serves as a judge for research presentations at a conference 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 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, receives an external grant as Principal Investigator, and presents at two international conferences would receive an Outstanding rating in research.
- **Example 2:** A faculty member who publishes an average of two peer-reviewed articles, publishes in a top quartile journal as first author, and chairs a symposium at an academic conference would receive an Outstanding rating in research.
- **Example 3:** A faculty member who publishes an average of two peer-reviewed articles, speaks as an invited speaker at an international conference, and publishes a peer-reviewed article with a student 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 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 an average of one peer-reviewed article and publishes an article in conference proceedings would receive a Satisfactory rating in research.
- **Example 3:** A faculty member who publishes an average of one peer-reviewed article 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 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 less than 45%.

- **Example 1:** A faculty member who publishes an average of one peer-reviewed article, publishes as first author, and submits a grant proposal to an external funding organization would receive an Above Satisfactory rating in research.

- **Example 2:** A faculty member who publishes an average of one peer-reviewed article, publishes in a journal with an impact factor above 2, and serves on an editorial board would receive an Above Satisfactory rating in research.
- **Example 3:** A faculty member who publishes an average of one peer-reviewed article, earns an internal research award, and chairs a symposium at an academic conference 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 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, publishes in a top quartile journal, and presents at an international conference would receive an Outstanding rating in research.
- **Example 2:** A faculty member who publishes an average of one peer-reviewed article, serves as Principal Investigator on an internal grant, and publishes a book chapter would receive an Outstanding rating in research.
- **Example 3:** A faculty member who publishes an average of one peer-reviewed article, speaks as an invited speaker at a national conference, and publishes a peer-reviewed article with a student 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 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 School. 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 to document all activities associated with service in the past academic year.

Evaluation of Service Activities

- Outstanding: satisfies basic expectations and significantly exceeds performance expectations.

- Above Satisfactory: satisfies basic expectations and exceeds performance expectations.
- Satisfactory: satisfies basic expectations.
- Conditional: fails to satisfy basic expectations for one year.
- Unsatisfactory: 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 Service Activities:

- Serve on a minimum of one committee providing service to School, College, University, or Profession and attend meetings regularly
- Attend at least one UCF commencement ceremony or SGHMI graduation celebration
- Attend faculty meetings (unless excused by the School Director)
- Attend at least one College meeting when available
- All faculty must answer emails, phone calls, and requests from staff, students, colleagues, and the School Director in a timely manner. Faculty must respond within 2 non-holiday weekdays (except when students have been notified through class announcements or due to circumstances such as illness or unforeseen emergency or when the university is closed).
- Regular involvement at school events/functions is expected.
- Faculty must show active involvement on assigned committees (e.g., regular attendance and meaningful contribution). This includes all standing and ad hoc committees, as well as grading for qualifying exams for doctoral students.
- Faculty must contribute meaningfully to assigned committees by being prepared for meetings, timely submitting all committee work, being responsive to other committee members, etc.
- Faculty who represent the School on external committees must inform the School of pertinent information discussed during these college/university committee meetings when permissible. For example, the School representative for the Faculty Senate should share meeting minutes/notes with the School.

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.

Quality Service Metrics:

- Chair a School, College, University, or Professional committee

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

Service Activity:

- Review manuscripts/abstracts for conference or journal
- Serve as a member of a site visit team for an accreditation/certification agency
- Serve as the faculty advisor for a student organization
- Serve on a community committee/board related to discipline and/or college initiative
- Serve on a School, College, University, or Professional committee
- Provide media interviews related to the discipline
- Give public lectures related to discipline in the community
- Serve as a reviewer for Institutional Effectiveness
- Complete another deliverable agreed upon with the School Director

The following are examples of service activities necessary to receive a satisfactory rating in research 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 and service metrics provided by the faculty member in a written narrative.

- **Example 1:** A faculty member who completes all baseline activities and serves as faculty advisor for a student organization (Service Activity) and reviews manuscripts for a conference (Service Activity) would receive a Satisfactory rating in service.
- **Example 2:** A faculty member who completes all baseline activities and serves on a community board related to discipline (Service Activity) and gives a public lecture in the community (Service Activity) would receive a Satisfactory rating in service.
- **Example 3:** A faculty member who completes all baseline activities and serves as a reviewer for Institutional Effectiveness (Service Activity) and provides a media interview related to discipline (Service Activity) would receive a Satisfactory rating in service.

The following are examples of service activities necessary to receive an above satisfactory rating in research 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 and service metrics provided by the faculty member in a written narrative.

- **Example 1:** A faculty member who completes all baseline activities, chairs a School committee, and serves as faculty advisor for a student organization and reviews manuscripts for a conference 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 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, and serves as a member of a site visit team for an accreditation agency and reviews manuscripts for a conference would receive an Above Satisfactory rating in service.

The following are examples of service activities necessary to receive an outstanding rating in research 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 and service metrics 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, and serves as faculty advisor for a student organization 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, and 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, chairs a site visit team for an accreditation agency, serves as an external reviewer for promotion and tenure, and serves as a reviewer for Institutional Effectiveness and reviews manuscripts for a conference would receive an Outstanding rating in service.

The following are examples of service activities necessary to receive a satisfactory rating in research 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 and service metrics provided by the faculty member in a written narrative.

- **Example 1:** A faculty member who completes all baseline activities and reviews manuscripts for a conference 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 research 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 and service metrics provided by the faculty member in a written narrative.

- **Example 1:** A faculty member who completes all baseline activities, chairs a School committee, and serves as 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 a conference would receive an Above Satisfactory rating in service.
- **Example 3:** A faculty member who completes all baseline activities, serves as a member of a site visit team for an accreditation agency, 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 research 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 and service metrics provided by the faculty member in a written narrative.

- **Example 1:** A faculty member who completes all baseline activities, chairs a College committee, and serves as faculty advisor for a student organization and reviews manuscripts for a conference 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, and 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, and serves as a reviewer for Institutional Effectiveness and reviews manuscripts for a conference 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 Assistant Director and Program Director. 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 (School Director) 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.
- Above Satisfactory: satisfies basic expectations and exceeds performance expectations.
- Satisfactory: satisfies basic expectations.
- Conditional: fails to satisfy basic expectations for one year.
- Unsatisfactory: fails to satisfy basic expectations 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 will be assigned to the following numerical values and will be multiplied by FTE in each category.

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

Overall Evaluation Scoring	Weighted
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	Average
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

See the example below:

	Evaluation Rating	Value	FTE	Total
Instruction	Above Satisfactory	3	.50	1.5
Research	Satisfactory	2	.45	0.9
Service	Outstanding	4	.05	0.2
Other	N/A			
Total	Satisfactory			2.6

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 (r)