

03.07.25



**College of Community
Innovation and Education**

ANNUAL EVALUATION STANDARDS & PROCEDURES (AESP)

Department of Learning Sciences and Educational Research

Available for First Use in the 2025–2026 academic year

Section 1: Introduction

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

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

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

The AESP for the department of Learning Sciences and Educational Research (LSER) includes activities a faculty member might participate in as part of their professional responsibilities, but it is not exhaustive. Faculty members whose activities are not specifically listed are encouraged to

explain the activities' relevance and importance. In such situations, it is the responsibility of the faculty members to provide the documentation to make their case to the Department Chair. Unassigned activities compensated by sources other than the University (except academic books or textbooks for which the author may receive royalties) generally will not be included in the annual evaluation.

Section II: Orientation to the Department of Learning Sciences and Educational Research

LSER offers graduate programs that focus on how people learn through analysis and examination of what makes educational programs effective, including how to design and deliver high-quality instruction for all learners. Instruction, research and scholarship, and service of faculty in the department aim to support student professional development and enhance fields related to learning sciences and educational research. Excellence in instruction within LSER facilitates the development of knowledge, skills, and professional dispositions in alignment with standards of professional competencies and ethical responsibilities. Rigorous, impactful research and scholarship within the department advance the knowledge base, inform practice, and address critical issues in local, national, and international contexts. Meaningful institutional, community, and professional service demonstrate an investment in the university, the local community, and the field.

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

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

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

Section III: Evaluation Structure

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

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

Overall Evaluation

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

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 weighted categories as stated in the faculty member’s (Tenured/Tenure-Earning/Non-Tenure-Earning) in-unit faculty assignment.

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

Rating	Value
Outstanding	4

Above Satisfactory	3
Satisfactory	2
Conditional	1
Unsatisfactory	0

Overall evaluation will be rated on the following scale:

Rating	Weighted Average
Outstanding	3.50 – 4.00
Above Satisfactory	2.50 – 3.49
Satisfactory	1.50 – 2.49
Conditional	0.50 – 1.49
Unsatisfactory	< .50

Note: Overall values are calculated from weighted scores for each area (teaching, research, service, other) based on FTE % allocations. For example, if ratings and the annual assignment allocation were as follows: **Outstanding/70%** for Teaching; **Satisfactory/20%** for Research, and **Satisfactory/10%** for Service, the Overall Range calculation would be $(4.0 \times .70) + (2.0 \times .20) + (2.0 \times .10) = 3.40$. In this case, because such a high percentage of the FTE was allocated to teaching, the overall rating would be **Above Satisfactory**.

Section IV: Evaluation of Instructional Activities

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

1. **Syllabi**
2. **Course Materials** – Examples of textbooks, readings, and other resources used
3. **Evidence of varied and appropriate teaching methods** – Lecture notes, multimedia presentations, technology integration, active learning activities
4. **Grade Distributions** – Data on grade distributions, highlighting improvements or trends over time
5. **Pre- and Post-Test Results** – Evidence of learning gains through comparative analysis of pre-course and post-course assessments

6. **Student Evaluations** – Summary of student evaluation scores and comments, with emphasis on teaching effectiveness and learning experience
7. **Engagement Metrics** – Data on student participation in class activities, such as attendance records, discussion board activity, or engagement in group work
8. **Professional Development Activities** –List of workshops, seminars, or courses attended focused on teaching and learning with certificates of completion or evidence of participation. Documentation of changes made to teaching practices based on student feedback, self-reflection, or professional development, such as revised syllabi, new teaching methods, or updated course materials
9. **Self-reflection statement that explains the impact of teaching activities**

LSER Baseline Instructional Activities Expectations

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

CCIE and LSER's Baseline Instructional Activities Expectations

1. Submit syllabi by the required deadline with clear student learning objectives and appropriate accreditation standards, if applicable.
2. Convene 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.
3. Maintain a regular online presence when teaching online courses.
4. Hold all scheduled office hours in the appropriate modality and location (unless there is prior approval or special circumstances) pursuant to academic unit, college, and university policy.
5. Submit book orders on time as required by university and unit policy.
6. Comply with state, university, and college policies and deadlines pertaining to teaching, including syllabus policies and final grade submission deadlines.
7. Maintain accurate and up-to-date grades on Webcourses, which reflect the grade students are receiving in the class and makes those grades visible and available to students.

8. Hold final examinations in compliance with university regulations and policies.
9. Appropriately supervise and evaluate any graduate teaching associates / assistants (GTAs) and other assistants (graduate or undergraduate) assigned to help with instruction.
10. Uphold a high level of professionalism when communicating with students in and out of the classroom.
11. Provide timely feedback to student inquiries, including email responses within two business days (except when students have been notified through class announcements) and assignment feedback within two weeks when appropriate.
12. Assess students' performance using varied approaches (formative and summative assessment methods) and adhere to clear grading procedures and policies (e.g., grading scale, plagiarism, and use of Artificial Intelligence).
13. Ensure course content is grounded in current research and best practices.

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

LSER Instructional Activities Quality Metrics

- Student Perception of Instruction (SPI) rating in “Overall Assessment of Instructor” category at 80% as “good” (4) to “excellent” (5), averaged across all courses – with minimum student response rate of 25%.
- Lead study abroad program
- Complete a course re-design or course development
- Receive a teaching award at college or university level or from professional organization
- Chair (or co-chair) a dissertation to completion
- Publish article in a referred, indexed journal related to SoTL (cannot count for both research and teaching)
- Publish book chapter aligned with instructional activities
- Invited keynote on teaching and learning-related workshops, presentations, or webinars.
- Invited speaker representing UCF on instructional related topic in an educational setting
- Receive an externally funded SoTL grant as PI (cannot count for both research and teaching)
- Earn approval of High-Impact Practices (HIPs), service learning, research-intensive, or global learning designation
- Lead significant program revision
- Coordinating/hosting a teaching-focused institute or conference

- Developing and leading a teaching-focused university-level professional development workshop/training
- SPI comments highlight a trend of high engagement with students, innovative instructional methods, and providing timely/comprehensive feedback

LSER Instructional Activities

- Attend Faculty Center of Teaching and Learning (FCTL) workshop with deliverable
- Complete instructional professional development activity with deliverable
- Completion of IDL6543 or equivalent
- Earn CDL quality online course designation
- Conduct significant student mentorship (e.g., dissertation committee, theses committee, honor in the major committee, faculty advisor)
- Present a paper at a national or international conference related to the Scholarship of Teaching and Learning (SoTL; cannot count for both research and teaching)
- Serve as a specialization area liaison for a doctoral program
- Develop a new course or significantly revise/improve an existing course (approved prior to academic year)
- Employs a variety of interactive teaching methods, including case studies, simulations, and group projects, to enhance student engagement and foster expertise
- Dissertation committee member
- Honors in the major committee member
- Supervise directed independent studies
- Participate in doctoral mentorship program (assigned doctoral mentee)
- Evaluate oral and written comprehensive exams
- Attend an FCTL or CDL teaching workshop or conference
- Participate in student recruiting activities (e.g., Graduate Fair, virtual information sessions) for LSER programs

Section V: Evaluation Research, Scholarship, and Creative Activities

We acknowledge that research and scholarship include a wide range of activities with varying levels of impact on scientific knowledge. For the Research, Scholarship, and Creative Activities section of the AESP, faculty must include activities during the past three academic years.

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

In evaluating faculty members' research and scholarship activities, LSER looks at the quality and

quantity of research products. Although a certain frequency of publications in refereed journals is generally necessary for establishing a research reputation, the sheer number of publications is neither the only nor the most important index of productivity. LSER 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 LSER faculty members' research and scholarly productivity will be provided on their *Faculty Activity Report* (Form A) in the structure a list and description of (a) contracts & grants; (b) publications in international, national, and regional refereed journals; (c) other peer-reviewed publications; (d) papers presented at refereed conferences; and (e) other research and scholarship activities. Since the impact of faculty members' work may be unclear to the Department Chair, individual faculty member has the responsibility of providing evidence that will allow assessment of the quality and impact of research activities.

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

Research Quality Metrics:

- Publish an article in an international or national refereed journal with one of the following journal quality metrics: (a) Quartile 1 (Q1) or Quartile 2 (Q2) journal; (b) Impact Factor of at least 1.0 during year of publication (as reported by journal); (c) Acceptance rate of less than 25%; (d) H-index of at least 20; (e) CiteScore of at least 1.5; (f) Scimago Journal Rank (SJR) of at least 0.40; or (g) another agreed upon metric.
- Receive an external contract or grant award with a substantive percentage of effort or serve as Principal Investigator.
- Publish an article in an international or national-referred journal
- Selected as an invited speaker at a national or international conference
- Serve as lead or co-author or lead or co-editor of a book
- Serve as editor or associate editor of a refereed journal (can count as either research or service)
- Serve as lead contributor/author on negotiated creative work (e.g., patent, software package)
- Conduct an invited or keynote presentation at national or international refereed conference
- Earn an internal or external research award
- Publish a book or textbook as solo author (not editor)

Research Activities

- Present paper(s) a refereed presentation at discipline-specific professional conference
- Disseminates research to a non-academic audience or the public at large
- Submits or receives an externally funded research or training grant
- Publishes a textbook or discipline-specific trade book
- Publishes a peer-reviewed book chapter
- Secures a book contract

- Serves as an editor or reviewer for a refereed academic journal
- Mentoring graduate student in research, resulting in co-author publication in refereed journal
- Contributions to policy development or advisory committees through research expertise
- Serves a documented expert witness who demonstrates research impact to real-world legal situations
- Serves as a media expert to translate research findings into practical and accessible information
- Serves as primary mentor to a graduate student or postdoctoral researcher who receives a discipline-specific research award
- Organizes and chairs a major research conference or symposium
- Gives keynote address at a notable research conference
- Speak as an invited speaker at a national or international conference
- Publish an article in a peer reviewed publication as first or second author or corresponding author
- Receive an internal or external research award
- Serve on a grant review panel
- Author a book or textbook
- Engage in collaborative, community-engaged and student mentored research
- Complete another deliverable agreed upon with Department Chair

Whereas faculty with a research FTE of 20% are asked to articulate their case for research productivity, and as previously stated, number of publications may not be the most important index of productivity, faculty with a research FTE of 45% or higher are expected to demonstrate a greater number of publications than those with a FTE of 20%. The following are examples of research, scholarship, and creative activities necessary to receive a **Satisfactory** rating in research for a faculty member with a research FTE of 45% or higher. Additional combinations of faculty members' research, scholarship, and creative activities may receive a **Satisfactory** rating based on demonstration of quality and impact provided by the faculty member in a written narrative regarding research, scholarship, and creative activities.

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

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

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

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

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

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

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

A faculty member who does not satisfy one of the examples in this section may be evaluated as

Outstanding based on the assessment of information included in the *Faculty Activity Report* (Form A) and a written narrative that highlights the impact of their research activities.

Section VI: Service Activities

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

Baseline Service Activities

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

1. LSER faculty members serve on a minimum of one committee providing service to Department, School, College, University, or Profession and attend meetings regularly
2. LSER faculty members attend at least one UCF commencement ceremony or CCIE doctoral pre-commencement graduation celebration
3. LSER faculty members attend faculty meetings (unless excused by the Department Chair)
4. LSER faculty members attend at least one College meeting
5. LSER faculty members must answer emails, telephone calls, and requests from staff, students, colleagues, and the Department Chair in a timely manner. LSER faculty members must respond within two non-holiday weekdays (except when students have been notified through class announcements or due to circumstances such as illness or unforeseen emergency or when the university is closed).
6. LSER faculty members have regular involvement at department events/functions (e.g., faculty search interviews, student admissions interviews, new student orientations, and program meetings).
7. LSER faculty members must show active involvement on assigned department, college, and university committees (e.g., regular attendance and meaningful contribution), including all standing and ad hoc committees.
8. LSER faculty members must contribute meaningfully to assigned committees by being prepared for meetings, timely submitting all committee work, being responsive to other committee members, etc.
9. LSER faculty members who represent the department on external committees must

inform the department of pertinent information discussed during these college and/or university committee meetings when permissible. For example, the department representative for the UCF Faculty Senate should share meeting minutes/notes with the department.

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

Quality Service Metrics:

- Chair a Department, College, University, or Professional committee
- Receive a service award at college or university level or from a professional organization
- Serve as an external reviewer for promotion and tenure
- Chair site visit team for accreditation organization
- Lead a student competition team
- Serve in a leadership position on a National and/or International Board
- Serve on a committee at the Department, College, University, and Professional level
- Serve on the Board of a National and/or International Organization related to the discipline
- Serve on one or more national or international special review groups, task forces, and/or policy making bodies
- Serve on the editorial board of a national or international refereed journal
- Serve as chair or co-chair of a professional organization committee or special interest group
- Elected to a national board or professional organization executive leadership position
- Serve as a coordinator for Institutional Effectiveness
- Serve a leadership role on a local agency or community organization
- Serve in a leadership position for a National and/or International Professional Organization
- Serve as a coordinator for Institutional Effectiveness
- Other service leadership activities that are approved by the chair or negotiated with chair as new projects emerge

Service Activity:

- Review manuscripts and/or abstracts for conference
- Serve as a member of a site visit team for an accreditation organization
- Serve as the faculty advisor for a student organization
- Serve on a community committee and/or board related to discipline and/or college initiative
- Serve on a Department, College, University, or Professional committee
- Provide media interviews related to the discipline
- Give public lectures related to discipline in the community
- Serve as a reviewer for Institutional Effectiveness
- Complete another deliverable agreed upon with the Department Chair
- Receive a service award
- Serve as a member of a professional organization committee, or university, college, or department-level committee

- Organize one or more workshops/continuing education programs for professional growth
- Review manuscripts for refereed journals and/or professional organizations' annual conferences
- Serve as a discussant or chair at conferences or programs for professional organizations (activities may not be used as Research exemplars)
- Mentor adjuncts or teaching assistants
- Provide expertise via media requests (e.g., television, radio, or print interview)
- Other service activities that are approved by the chair or negotiated with chair as new projects emerge

Section VII: Other Assigned Duties

Consistent with the Collective Bargaining Agreement (CBA), faculty may assume (and be assigned) "Other Assigned Duties," such as those consistent with the Program Coordinator (e.g., 20+% assignment of duties). While these "Other Assignment of Duties" may be internal titles, the assignment is reflected on the Assignment of Duties Form (AA-46) and is evaluated separately from Service or other categories. The supervisor (Department Chair) and the faculty member will meet at the beginning of the evaluation period and agree in writing on the criteria that will be used to evaluate the faculty member's "other assigned duties" assignment of duties requirement. A common "other duties assigned" is serving as program coordinator, with general responsibilities listed below. 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.

General Responsibilities of Program Coordinator in LSER:

- Lead academic program scheduled meetings and maintain meeting minute notes
- Provide input to LSER department chair relating to the academic program scheduling, including the identification and verification of appropriate adjunct instructors in collaboration with the chair
- Complete Institutional Effectiveness (IE) plan and result reports with input from program faculty members for all degrees within the academic program, including collecting and entering data, analysis of the results, and closing the loop in the assessment process within appropriate timeframe as specified by the College
- Provide input on recruitment, retention, and admissions processes within LSER as necessary
- Update and maintain all academic program student handbooks
- Lead information and orientation sessions for new students in collaboration with LSER Chair
- Lead orientation sessions for adjunct instructors in collaboration with LSER Chair
- Collaborate on continuous improvement initiatives for the academic programs' curriculum and procedures
- Will be available to meet with faculty, students, or other stakeholders as needed.
- Collaborate with LSER Chair in work with the CCIE Office of Accreditation, Assessment, and Data Management
- Serve as liaison to the Offices of Graduate Affairs and where appropriate serve as program representative on CCIE Graduate Council committees
- Collaborate with LSER in program accreditation and reaccreditation process at the academic program level

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- Collaborate with LSER Chair on maintaining curriculum and competencies according to accrediting and approving bodies
- Review catalog and provide suggested changes regarding degree program area
- Provide input to LSER Chair relating to adjunct instructors' performance
- Collaborate with LSER Chair on providing the academic program website updates in digital format to CCIE web developer
- Collaborate with LSER Chair on the annual program Community Advisory Board meeting as applicable