

University of Central Florida
College of Community Innovation & Education
Department of Learning Sciences & Educational Research

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 of performance may be drawn from those listed for a higher faculty 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 weighted categories as stated in the faculty member's (Tenured/Tenure-Earning/Non-Tenure-Earning) in-unit faculty assignment.

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

Rating	Numeric	Overall Range
Outstanding	(O) =4	3.3 – 4.0
Above Satisfactory	(AS) =3	2.4 - 3.2
Satisfactory	(S)=2	1.4 - 2.3
Conditional	(C) =1	0.4 - 1.3
Unsatisfactory	(U) =0	<.4

Note: Overall range values are calculated based on scores for each area (teaching, research, and service), and FTE % allocations. For example, if ratings and the annual assignment allocation was as follows: **Outstanding/75%** for Teaching; **Satisfactory/20%** for Research, and **Conditional/5%** for Service, the Overall Range calculation would be $(4.0 \times .75) + (2.0 \times .20) + (1.0 \times .05)$, for a total of 3.45. In this case, because such a high percentage of the FTE was allocated to teaching, the overall rating would be **Outstanding**.

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 Learning Sciences & Educational Research. It is the requirement 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 from the department chair, should he/she experience an extenuating condition. At the discretion of the department chair, and prior to submission of the annual report of activities, extenuating circumstances may allow for a re-calculation of Teaching Effectiveness ratings. 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, h) low SPI completion rates, and i) 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 (4 points)**

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 the category of “Overall Assessment of Instruction” on the Student Perception of Instruction Reports. In addition, faculty must complete at least three (3) separate teaching effectiveness exemplars. Faculty may request Teaching Effectiveness Rating accommodations, in consultation with the Department Chair, should he/she experience an extenuating condition.

II. **ABOVE SATISFACTORY (3 points)**

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 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 (2 points)**

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 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 (1 point)**

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 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 (0 points)**

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, theses, and dissertations.
- b. Course/program revisions, development and improvement
- c. Mentoring.
- d. Use of current, proven, and innovative teaching practices, and emerging technologies
- e. Teaching awards
- f. Other

TEACHING EFFECTIVENESS EXEMPLARS MATRIX

Instructors should cite and/or otherwise provide evidence for selected exemplars when completing their annual reviews. Evidence may vary by exemplar and faculty member.

EXEMPLARS	Instructor/Lecturer	Assistant Professor	Associate Professor	Professor
Support for student research, theses, and dissertations	<ul style="list-style-type: none"> ● Contributed to or facilitated student research and assignments. 	<ul style="list-style-type: none"> ● Served as an active member or Co-Chair for student research projects, theses, and/or dissertations. 	<ul style="list-style-type: none"> ● Served as an active member, Co-Chair or Chair for student research projects, theses, and/or dissertations. 	<ul style="list-style-type: none"> ● Served as an active member, Co-Chair or Chair for student research projects, theses, and/or dissertations.
Course and program revisions, development, and improvement	<ul style="list-style-type: none"> ● Contributes to the design and development of new and/or revised courses. ● Revises course materials and experiences based on reviews by an evaluator, evaluator's designee, or peers who have formally observed and provided feedback on teaching methods and materials. 	<p>Contributes to the design and development of:</p> <ul style="list-style-type: none"> ● New and/or revised courses ● New and/or revised programs of study ● New and/or revised curriculum materials, procedures and policies <p>Revises course materials and experiences based on:</p> <ul style="list-style-type: none"> ● Reviews by an evaluator, evaluator's designee, or peers who have formally observed and provided feedback on teaching methods and materials. ● Use of formative evaluation tools, methods and data. 	<p>Leads or contributes to the design and development of:</p> <ul style="list-style-type: none"> ● New and/or revised courses. ● New and/or revised programs of study ● New and/or revised curriculum materials, procedures and policies <p>Revises course materials and experiences based on:</p> <ul style="list-style-type: none"> ● Reviews by an evaluator, evaluator's designee, or peers who have formally observed and provided feedback on teaching methods and materials ● Use of formative evaluation tools, methods and data. 	<p>Leads or contributes to the design and development, and evaluation of</p> <ul style="list-style-type: none"> ● New and/or revised courses. ● New and/or revised programs of study ● New and/or revised curriculum materials, procedures and policies <p>Revises course materials and experiences based on:</p> <ul style="list-style-type: none"> ● Reviews by an evaluator, evaluator's designee, or peers who have formally observed and provided feedback on teaching methods and materials

				<ul style="list-style-type: none"> ● Use of formative evaluation tools, methods and data.
Mentoring	<ul style="list-style-type: none"> ● Mentors other instructors. 	<ul style="list-style-type: none"> ● Mentors teaching assistants, adjuncts, or other faculty who receive satisfactory to exemplary course evaluations at the end of the mentoring year. 	<ul style="list-style-type: none"> ● Mentors teaching assistants, adjuncts, or other faculty who receive satisfactory to exemplary course evaluations at the end of the mentoring year. 	<ul style="list-style-type: none"> ● Mentors teaching assistants, adjuncts, or other faculty who receive satisfactory to exemplary course evaluations at the end of the mentoring year.
Use of innovative practices and/or emerging technologies	<p>Demonstrate use of:</p> <ul style="list-style-type: none"> ● Innovative strategies to facilitate learning based on research, theory, and/or documented best practices, including distributive, service learning strategies, sensitivity to and the promotion of cultural and philosophical diversity ● Emerging technologies to facilitate learning based on research, theory, and/or documented best practices. 	<p>Demonstrate use of:</p> <ul style="list-style-type: none"> ● Innovative strategies to facilitate learning based on research, theory, and/or documented best practices, including distributive, service learning strategies, sensitivity to and the promotion of cultural and philosophical diversity ● Emerging technologies to facilitate learning based on research, theory, and/or documented best practices. 	<p>Demonstrate use of:</p> <ul style="list-style-type: none"> ● Innovative strategies to facilitate learning based on research, theory, and/or documented best practices, including distributive, service learning strategies, sensitivity to and the promotion of cultural and philosophical diversity ● Emerging technologies to facilitate learning based on research, theory, and/or documented best practices. 	<p>Demonstrate use of:</p> <ul style="list-style-type: none"> ● Innovative strategies to facilitate learning based on research, theory, and/or documented best practices, including distributive, service learning strategies, sensitivity to and the promotion of cultural and philosophical diversity ● Emerging technologies to facilitate learning based on research, theory, and/or documented best practices.
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 traditional standard for Research at the ranks of Assistant, Associate, and Professor is the blind, refereed scholarly journal article. Articles may **only be counted once**, either when they are “in press” or when they are published. However, if warranted by the duration of a creative activity exemplar, it is acceptable for a creative activity to carry over for two evaluation periods. Other scholarly activities that are a result of one’s research also may be counted as exemplars, such as scholarly books, grants, and creative works that have high-impact on the community. Faculty with higher than average research assignments through buy-outs or other agreements will have expectations aligned with annual assignment weights. At the discretion of the Department Chair, submission of significant external funding grant proposal may take the place of a refereed publication in a given year.

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 (PROFESSORS, ASSOCIATE PROFESSORS, AND ASSISTANT PROFESSORS)

I. OUTSTANDING (4 points)

In order to achieve an **OUTSTANDING** evaluation in Research, a faculty member must have an established program of research and either (a) an article accepted (in press) or published in a scholarly peer-reviewed journal OR (b) a completed major creative work (book, book chapter, evaluation report, etc.) of high-impact to the community. In addition, the faculty member must have attained at least three research effectiveness exemplars. (Note: For promotion and tenure, it is highly recommended that at least two refereed articles be published or in-press each year.)

II. ABOVE SATISFACTORY (3 points)

In order to achieve an **ABOVE SATISFACTORY** evaluation in Research, a faculty member must have either (a) an article accepted (in press) or published in a scholarly peer-reviewed journal OR (b) evidence of contribution toward a major creative work (book, book chapter, evaluation report, etc.) of high-impact to the community. In addition, the faculty member must have attained at least one research effectiveness exemplars. (Note: For promotion and tenure, it is highly recommended that at least two refereed articles be published or in-press each year.)

III. SATISFACTORY (2 points)

In order to achieve a **SATISFACTORY** evaluation in Research, a faculty member must have at least one article per year or evidence of contribution toward a major creative work (book, book chapter, evaluation report, etc.) of high-impact to the community, which is new or substantially revised in progress (submitted but not yet accepted or in press). In addition, the faculty must have attained at least one research effectiveness exemplars.

V. CONDITIONAL* (1 point)

A faculty member will receive a **CONDITIONAL** evaluation in Research and Creative Activities if s/he has at least two of the following:

1. An article in progress
2. Substantial work completed on a grant application
3. A presentation accepted at a national/international conference
4. A book chapter accepted for publication
5. Served as evaluator for a local community partner
6. Membership on an editorial board or served as reviewer for a journal

V. UNSATISFACTORY* (0 points)

A faculty member who does not complete activities necessary for a **CONDITIONAL** evaluation will receive an **UNSATISFACTORY** evaluation in Research and Creative Activities.

NON-TENURE-EARNING FACULTY

- I. OUTSTANDING (4 points)**
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 (3 points)**
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 (2 points)**
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 (1 point)**
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 (0 points)**
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 exemplars listed at a higher faculty rank, if desired, but may not include evidence from lower faculty ranks as exemplars.

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"> 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. Chapters in self-edited books can only serve as exemplars either when evaluated by external reviewers, or at the discretion of the Department Chair. 	<ul style="list-style-type: none"> Publication of book chapter in regional, national, and/or international peer-reviewed, scholarly press. Chapters in self-edited books can only serve as exemplars either when evaluated by external reviewers, or at the discretion of the Department Chair. 	<ul style="list-style-type: none"> Publication of book chapter in regional, national, and/or international peer-reviewed, scholarly press. Chapters in self-edited books can only serve as exemplars either when evaluated by external reviewers, or at the discretion of the Department Chair.
Book published or in press		<ul style="list-style-type: none"> Authorship or editorship of textbook or scholarly book at an academic or high-visibility 	<ul style="list-style-type: none"> Authorship or editorship of textbook or scholarly book at an academic or high-visibility 	<ul style="list-style-type: none"> First-authored or single-authored textbook or scholarly book at an academic or high-

		press (i.e., no custom or self-published work)	press (i.e., no custom or self-published work)	visibility press (i.e., no custom or self-published work)
Dissemination at scholarly conferences (refereed or invited)	<ul style="list-style-type: none"> Attends one or more conferences with research-related sessions 	<ul style="list-style-type: none"> Disseminates research findings through presentations at one or more national, regional and/or state meetings Presents with students at one or more state, regional, national or international conferences 	<ul style="list-style-type: none"> Disseminates findings from systematic inquiry through one or more presentations at state, regional, national and/or international conferences Presents with students at one or more 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 one or more 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"> Submits 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"> Manuscript reviewer for recognized regional and/or national journal. 	<ul style="list-style-type: none"> Serves as a guest editor of a journal issue Editor-in-Chief- Research Journal Editorial board member 	<ul style="list-style-type: none"> Serves as a guest editor of a journal issue Editor-in-Chief- Research Journal Editorial board member for top-tier journal in field
Research Activities	<ul style="list-style-type: none"> Participates in research-related activities 	<ul style="list-style-type: none"> Mentors faculty and/or students in research and publications Evaluates research findings for application in curriculum or teaching through publication 	<ul style="list-style-type: none"> Mentors faculty and/or students in research and publications Evaluates research findings for application in curriculum or teaching through publication 	<ul style="list-style-type: none"> Mentors faculty and/or students in research and publications Evaluates research findings for application in curriculum or teaching through publication
Research awards	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 	<ul style="list-style-type: none"> Receive UCF, state, regional, national or international research award
Creative activities	<ul style="list-style-type: none"> Creative activities with direct relationship to field of expertise and beyond normal scope of teaching expectations that has a HIGH impact on the local community. 	<ul style="list-style-type: none"> Creative activities with direct relationship to field of expertise and beyond normal scope of teaching expectations that has a HIGH impact on the local community. 	<ul style="list-style-type: none"> Creative activities with direct relationship to field of expertise and beyond normal scope of teaching expectations that has a HIGH impact on the local community. 	<ul style="list-style-type: none"> Creative activities with direct relationship to field of expertise and beyond normal scope of teaching expectations that has a HIGH impact on the local community.

<p>Other</p>	<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
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PROFESSIONAL AND COMMUNITY SERVICE EFFECTIVENESS

Professional and community service includes service to the University, the College of Community Innovation & Education, and the Department of Learning Sciences & Educational Research, 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 (i.e., salary/stipend compensation) may be counted toward productivity in this area, at the discretion of the Department Chair.

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 (4 points)**

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 (3 points)**

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 (2 points)**

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 (1 point)**

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 (0 points)**

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 (4 points)

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 (3 points)

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.

III.SATISFACTORY (2 points)

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, AND
- 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 (1 point)

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 (0 points)

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/Lecturer	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 task forces • Participates in one or more activities that promote the professional development of students, staff, and other faculty. 	<ul style="list-style-type: none"> • Participates in department, college, and/or university committees and/or task forces • 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 • 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 task forces • 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

				<p>forces and/or policy making bodies</p> <ul style="list-style-type: none"> • Attracts outstanding graduate students to program related to expertise. • Serves as a mentor for the professional development of students and/or faculty.
<p>Service to Professional Organizations: State, National, and International</p>	<ul style="list-style-type: none"> • Member of professional/service organizations. 	<ul style="list-style-type: none"> • Serves on one or more committees and/or participates in one or more activities of professional organizations • Presents at conferences or programs for professional organizations (activities may not be used as Research exemplars) • 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 (activities may not be used as Research exemplars) • 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 • Participates in conference planning and presentations. 	<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 (activities may not be used as Research exemplars) • 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

				<ul style="list-style-type: none"> ● Provides keynote address at professional meetings at regional, national, or international levels ● Participates in conference planning and presentations.
<p>Service to Community: School, Institution or Agency</p>	<ul style="list-style-type: none"> ● Participates in one or more local professional and community activities ● 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. 	<ul style="list-style-type: none"> ● Presents at and/or organizes one or more workshops/ continuing education programs for community groups ● Contributes professional expertise or consultation in appropriate settings. 	<ul style="list-style-type: none"> ● Serves on one or more local agency, community or organization boards, commissions, and committees ● Presents at and/or organizes one or more workshops/ continuing education programs for community groups ● Collaborates with community in the development of programs and/or services ● Contributes professional expertise or consultation in appropriate settings ● Participate on accreditation site visit teams or review boards ● Participate in external reviews for faculty promotion and tenure. 	<ul style="list-style-type: none"> ● Assumes leadership role on one or more committees/boards of community agencies, organization or commissions ● Serves on one or more local agency, community or organization boards, commissions, and committees ● Presents at and/or organizes one or more workshops/continuing education programs for community groups ● Assists in the evaluation of one or more community projects/programs ● Collaborates with community in the development of programs and/or services ● Contributes professional expertise or consultation in appropriate settings ● Participate on accreditation site visit teams or review boards ● Participate in external reviews for faculty promotion and tenure.
<p>Service Award</p>	<ul style="list-style-type: none"> ● Local/state/regional award, University award, or national/international award 	<ul style="list-style-type: none"> ● Local/state/regional award, University award, or national/international award 	<ul style="list-style-type: none"> ● Local/state/regional award, University award, or national/international award 	<ul style="list-style-type: none"> ● Local/state/regional award, University award, or national/international award

External Reviewer			<ul style="list-style-type: none"> • Participates in external reviews for faculty promotion and tenure 	<ul style="list-style-type: none"> • Participates in external reviews for faculty promotion and tenure
Other	<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 projects emerge. 	<ul style="list-style-type: none"> • Other service activities that are on the annual performance goals and approved by the chair or as renegotiated with chair as new projects emerge. 	<ul style="list-style-type: none"> • Other service activities that are on the annual performance goals and approved by the chair or as renegotiated with chair as new projects emerge. 	<ul style="list-style-type: none"> • Other service activities that are on the annual performance goals and approved by the chair or as renegotiated with chair as new projects emerge.