Department of Legal Studies
UCF | UNIVERSITY OF CENTRAL FLORIDA

ANNUAL EVALUATION STANDARDS & PROCEDURES (AESP)
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). *Activities not included in Form A will not be evaluated by the Department Chair*. 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 LS AESP 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: Evaluation

Ratings - Possible performance ratings in each area of assigned activities and overall are:
- **Outstanding** – indicates that the faculty member <u>significantly exceeded</u> the department's performance expectations.
- **Above Satisfactory** – indicates that the faculty member satisfies basic expectations and <u>exceeds</u> the department's performance expectations.
- **Satisfactory** – indicates that the faculty member satisfies the college and department baseline expectations.
- **Conditional** – indicates that the faculty member fails to satisfy college and department basic expectations for one year.
- **Unsatisfactory** – indicates that the faculty member fails to satisfy the college and 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, p.38 (2024-2027 Full Book.pdf)

Based on LS AESP guidelines for the evaluation of instruction, research, service, and other assigned duties (if assigned), the "Overall Evaluation Assessment" in the *Annual Evaluation of In-Unit Faculty Performance* will be determined by the weighted categories as stated in the faculty member's in-unit faculty assignment.

Evaluative ratings will be assigned 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 Scale

Rating	Weighted Average
Outstanding = 4	4.0 - 3.7
Above Satisfactory = 3	3.69 - 3.0
Satisfactory = 2	2.99 - 2.0
Conditional = 1	1.99 - 1.0
Unsatisfactory = 0	Less than 1.0

Note: Overall values are calculated from weighted scores for each area (instruction, research, service, other duties assigned) 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 Scholarship, and Above Satisfactory **(5%)** for Service, the Overall Range calculation would be (4.0 x .70 = 2.8) + (2.0 x .20 = .4) + (3.0 x .10 = .3) = Total = 3.5 (**Above Satisfactory**).

Section III: 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 of 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 require faculty to submit specific materials like course syllabi and assessment.

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:** Summary of teaching activities during the review period which explains the impact of those activities.

Legal Studies Baseline Instructional Expectations

The following **Baseline Instructional Expectations** are required for all faculty members and need to be met to receive a rating above **Conditional.** Classroom teaching (all courses taught during the evaluation period 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):

- Submits syllabi by required deadline to the proper location, using Simple Syllabus or other university method, with clear, student learning objectives and appropriate accreditation standards.

- 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, such as being present online at least once every day (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 academic unit, college, and university policy.

- Submits textbook orders on time and to the proper location, using the required university platform, as required by state law, university, college and department policy.

- Complies with state, university, and college policies and deadlines pertaining to teaching, including syllabus policies and final grade submission deadlines.

- Maintains 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.

- Holds final examinations in compliance with university regulations and policies.

- Appropriately supervises and evaluates any graduate teaching associates / assistants (GTAs) and other assistants (graduate or undergraduate) assigned to help with instruction.

- Upholds a high level of professionalism when communicating with students in and out of the classroom.

- Provides 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.

- Assessment of students' performance is varied (formative and summative assessment methods) and includes multiple methods. Grading procedures and policies are clear (e.g., grading scale, plagiarism, and use of Artificial Intelligence)

- Ensure course content is grounded in current research and best practices.

LS 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 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.

Rating	Expectations
Outstanding	- Faculty member meets baseline teaching expectations; *and* - High-Quality Teaching Indicators (see examples) - Such other achievements which would otherwise ordinarily warrant a rating below "Outstanding" but which demonstrate an elevated level of quality and impact, or the furtherance of the Department, College, or University strategic goals, or the promise thereof, as determined at the discretion of the Department Chair.
Above Satisfactory	- Faculty member meets baseline faculty teaching expectations; *and* - Quality Teaching Indicators (see examples) - Such other achievements which would otherwise ordinarily warrant a rating below "Above Satisfactory" but which demonstrate an elevated level of quality and impact, or the furtherance of the Department, College, or University strategic goals, or the promise thereof, as determined at the discretion of the Department Chair.
Satisfactory	Faculty member meets baseline faculty teaching expectations
Conditional	Faculty member does not meet baseline teaching expectations
Unsatisfactory	Faculty member fails to satisfy baseline expectations for two consecutive years

Legal Studies Teaching Activities

High-Quality Teaching Indicators include, but are not limited to, the following:

- Serves as a chair or member of a graduate committee (capstone project, thesis, dissertation) or chair of an Honors Undergraduate Thesis committee. If committee service spans multiple evaluation periods, the activity may be counted twice and be counted as teaching or service.
- Receives departmental or professional organization recognition, teaching awards, or curriculum grants for the creation of innovative classroom materials, such as cases, projects, exercises, or computer software, or receives departmental or student recognition or awards for excellence in participation in student academic life, such as receiving a Teaching Incentive Award (TIP), Excellence in Teaching Award, etc…
- Organizes, conducts or serves as an instructor or presenter in a university-sponsored teaching workshop or presents a paper at a regional, national, or international professional meeting on teaching, learning or pedagogical topic.
- Serves in a leadership role for a teaching-related subgroup of a professional association.
- Creates or redesigns a 3-credit course for High Impact Practices (HIPS) designation (can only count the first-time designation for the course offering).
- Obtains a Center for Distributed Learning (CDL) quality online course designation.
- Leads a Study Abroad Program
- Participates in a semester or significant portion of a semester in a teaching related course, book circle, or collaborative effort on enhancing teaching activities across the curriculum
- Serves as a judge for an institution's graduate or undergraduate student symposium related to student academic activities. Faculty may count this activity as teaching or service, but not both.
- Completion of IDL Course for New Faculty (IDL 6543)
- Co-authored publication with student
- Instructor receives at least 90% of the total Student Perception of Instruction (SPI) ratings for the year at "excellent" "very good" "good" combined for "overall assessment of instructor."
- *Applies to faculty without assigned research duties* - publishes a law review or peer reviewed article, a commercial or edited textbook or a revised edition of a book, a book chapter in an edited anthology, or other teaching related articles distributed through media channels and publication outlets.
- Other instructional activity agreed upon by the Department Chair which is consistent with faculty assignment of duties, department needs, goals and strategic objectives, as well as promotion and tenure guidelines.

Quality Teaching Indicators include, but are not limited to, the following:

- Serves as a committee *member* for graduate or undergraduate student research projects (e.g. thesis, dissertation, or Honors Undergraduate Research)
- Develops a new three-credit hour course for the department (may count only once)
- Teaches and delivers a new three-credit hour course for the department (may count only once and within the semester the course is taught)
- Serves as a panelist for an organized conference (department, college, university level) or other organized conference related to teaching activities or pedagogy
- Participates in a teaching workshop/seminar to improve teaching through the Faculty Center for Teaching and Learning, a state bar, a local bar association, or any other appropriate institute or professional conference

- Contributes to student development through participation in student academic activities (not available to faculty of record for the course): working with individual teams or participating in at least one practice session for moot court, mediation, or mock trial; mentoring students on conference or other academic papers and presentation; or other documented student academic activity
- Directed or supervised student research (xxx4912) or has mentored a student to present a paper or poster at a professional conference or submit a manuscript to an academic journal (faculty may count once and may elect to count within teaching, research or service)
- Co-authored a conference paper with an undergraduate or graduate student
- Organizes field-based learning opportunity (field trips or similar experiential activity)
- Teaches a course for the first time (new prep)
- Improvement or continued efforts by faculty member to maintain Center for Distributed Learning (CDL) quality online course designation. See Tier A for initial quality online designation for the course.
- Instructor receives at least 70% of the total Student Perception of Instruction (SPI) ratings for the year at "excellent" "very good" "good" combined for "overall assessment of instructor."
- Other instructional activity agreed upon by the Department Chair consistent with assignment of duties, department needs, goals and strategic objectives, as well as promotion and tenure guidelines.
- Teaches one three-credit course that includes an innovative teaching pedagogy or community engagement activity (e.g. court observation, community or law-related activity)
- Update or revision of existing course content or materials in a significant manner, including, but not limited to incorporation of best practices or enhanced pedagogical strategy as a result of professional development activities, e.g. teaching workshop/seminar, with appropriate documentation.
- Improvement and maintenance of previously-designated HIP course. See Tier A for initial design/conversion to meet HIP criteria.
- Teaching a course in a new modality (conversion from online to face-to-face or vice versa)
- Incorporates a guest speaker as part of the student academic experience
- Participates as a guest speaker/facilitator/panelist in a course or similar learning experience offered/sponsored by an institution of higher learning or similar entity (may not be instructor of record for the course or learning experience)
- Promotes increased student engagement in assigned classes as evidenced by documentation on student participation in class activities, such as attendance records, discussion board activities, in class student presentations and student peer review, or other like engagement in group work.
- Submits self-reflection statement and documentation to department chair explaining the impact of teaching activities during evaluation period, analyzing and highlighting areas of needed improvement, and a performance plan to improve teaching performance in the next academic term. Self-reflection statement should include documentation of changes made to teaching practices based on student feedback, and reflections on new teaching methods, or updated course materials. Faculty may submit a self-reflection on teaching practices once every three years.
- Other instructional activity agreed upon by the Department Chair which is consistent with faculty assignment of duties, department needs, goals and strategic objectives, as well as promotion and tenure guidelines.

Section IV: Evaluation Research, Scholarship, and Creative Activities

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. For example, when the AESP is submitted in May 2026 it should include the following three academic years: 2023-2024, 2024-2025, and 2025-2026.

The Department Chair will adjust expectations for research 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 research and scholarship activities, LS looks at the quality and quantity of research products. Although a certain frequency of 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. LS also looks for evidence that research products are of high quality and have an impact in their relevant fields, on the broader discipline, and on policy and practice.

Documentation of LS faculty members' research and scholarly productivity will be provided on their *Faculty Activity Report* (Form A) and should include a list and description of (a) publications in law reviews; (b) publications in international, national, and regional peer-reviewed and refereed journals; (c) scholarly books or textbooks; (d) book contracts & grants; (e) other peer-reviewed publications; (f) papers presented at refereed conferences; and (g) 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.

Because the nature of legal scholarship and the resulting expectations of publication quantity differ markedly from that of other disciplines within CCIE, in the development of the CCIE Tenure and Promotion Guidelines, the college wisely adopted a policy that accommodates the unique standards of legal studies without deviating from the norms of other disciplines within CCIE and UCF. Specifically, in relevant part, the CCIE policy provides (with emphasis added from original): "The standard for CCIE tenure-earning faculty members to be competitive in seeking P&T is a minimum of ten (10) publications of articles in international and/or national refereed journals (or a combination of peer-reviewed and/or law reviews articles for faculty members in Legal Studies) **or equivalent scholarly work in quality publications as defined and weighted by academic unit P&T guidelines, including monographs, book chapters, and books over a five-year period."** The first part of the above quoted language reflects the expectations of other disciplines within CCIE. The second part of the above quoted language (in bold) was inserted to accommodate the well-documented differing quantitative standards for publications within Legal Studies (both at UCF and nationwide) in terms of scholarly productivity. In short, sole authorship is highly valued in legal scholarship, and as a result the opportunities for co-authorship in legal scholarship are limited. In addition, law review articles are often long, heavily cited, written by only one or two authors, and require relatively significant investments of time. Thus, one solo authored law review article often reflects an investment of time and effort equivalent to that of multiple joint-authored refereed publications. Annual accomplishments for research, as set forth below, should place the tenure track candidate on pace for both tenure and promotion under accepted national norms for the legal studies discipline as prioritized in this document.

Legal Studies Baseline Research Expectations

45% research assignment, e.g., two course teaching assignment during fall and spring semesters
The research expectations for those faculty with a 45% research assignment in the Legal Studies department, while evaluated on an annual basis, should correspond to an average 3-year accomplishment of one of the below, or a combination of parts thereof:

1. Three publications in national or international peer-reviewed or refereed journals or as book chapters; or two publications in national or international law reviews; or one published scholarly book in either an academic or commercial press, either authored or edited; or
2. An equivalent investment of time, as reasonably determined by the department Chair, in other scholarly activities including but not limited to: other publications not listed above; application for funding; serving as an editor for a scholarly journal; obtaining a contract for a book or textbook; writing progress towards a publication; revision of existing text; presenting work at conferences or other outlets for dissemination; participating as a reviewer in a scholarly journal; serving as a: guest lecturer, colloquia participant, panel discussant, conference organizer, or tenure reviewer; presenting testimony based on scholarship to government bodies; or engaging with the media on topics related to their scholarship.

25% research assignment, e.g., three course teaching assignment during fall and spring semesters (and first-year tenure track faculty with a 45% research assignment)
The research expectations for those faculty with a 25% research assignment in the Legal Studies department, while evaluated on an annual basis, should correspond to an average 3-year accomplishment of one of the below, or a combination of parts thereof:

1. Two publications in national or international peer-reviewed or refereed journals or as book chapters; or one publication in national or international law reviews; or one published scholarly book in either an academic or commercial press, either authored or edited; or
2. An equivalent investment of time, as reasonably determined by the department Chair, in other scholarly activities including but not limited to: other publications not listed above; application for funding; serving as an editor for a scholarly journal; obtaining a contract for a book or textbook; writing progress towards a publication; revision of existing text; presenting work at conferences or other outlets for dissemination; participating as a reviewer in a scholarly journal; serving as a: guest lecturer, colloquia participant, panel discussant, conference organizer, or tenure reviewer; presenting testimony based on scholarship to government bodies; or engaging with the media on topics related to their scholarship.

All LS faculty members (both 45% and 25% research assignments) 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 that are outlined below. Because LS 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.

Rating	Expectations
Outstanding	- Baseline Research Expectations *plus*: - One High-Quality Indicator or two Quality Indicators over the course of an academic year; or - Such other achievements which would otherwise ordinarily warrant a rating below "Outstanding" but which demonstrate an elevated level of quality and impact, or the furtherance of the Department, College, or University strategic goals, or the promise thereof, as determined at the discretion of the Department Chair.
Above Satisfactory	- Baseline Research Expectations *plus*: - One Quality Indicator over the course of an academic year; or - Such other achievements which would otherwise ordinarily warrant a rating below "Above Satisfactory" but which demonstrate an elevated level of quality and impact, or the furtherance of the Department, College, or University strategic goals, or the promise thereof, as determined at the discretion of the Department Chair.
Satisfactory	Faculty member meets a 3-year average of the baseline research Expectations
Conditional	Faculty member does not meet baseline research expectations and demonstrates a limited research agenda
Unsatisfactory	Faculty member does not meet baseline research expectations for two consecutive years and does not demonstrate a baseline research agenda expected for tenure-stream faculty

*Faculty may choose to count publications either upon acceptance or upon publication but may only count them once.

High-Quality Indicators include but are not limited to the following:
- Authoring or editing a scholarly book or textbook (either university or commercial press) (can be used only on year of publication).
- Publication of a law review article or essay that is ranked within the top 100 (for national journals) or top 25 (for international journals) of Washington and Lee University School of Law's Law Journals Rankings Project's Combined Score, (or a similar ranking in another service, such as HeinOnline Law Journals Most Cited, InCites Journal Citation Reports, SJR Journal Indicator Rankings, etc.).
- Publication of a refereed article in a journal with an impact factor of 5.00 or above.
- Two *additional* publications in one year (in addition to the Baseline Research Expectations).
- Receipt of funding (either internal or external) for a grant project in amount of $25,000 or above and for which the faculty member is either the principal investigator or co-PI with at least 20% contribution on grant or contract (can be used only once, even if the reward of the grant is over multiple years).
- Serving as an editor-in-chief of a scholarly journal (may only be used if faculty does not use towards their service obligation).
- Receipt of a high honor as a result of scholarly reputation such as a fellowship or keynote presentation at a national or international academic conference.

Quality Indicators include but are not limited to the following:

- Sole or first-authorship on a publication.
- Publication of a law review article or essay that is ranked within the top 400 (for national journals) or top 100 (for international journals) of Washington and Lee University School of Law's Law Journals Rankings Project's Combined Score, (or a similar ranking in another service, such as HeinOnline Law Journals Most Cited, InCites Journal Citation Reports, SJR Journal Indicator Rankings, etc.).
- Publication of a refereed article in a journal with an impact factor of 1.00 or above.
- One *additional* publication in one year (in addition to the Baseline Research Expectations).
- Receipt of funding (either internal or external) for a grant project for which the faculty member is either the principal investigator or co-PI with at least 20% contribution on grant or contract (can be used only once, even if the reward of the grant is over multiple years).
- Submission of a proposal for funding (either internal or external) for a grant project in amount of $25,000 or above and for which the faculty member is either the principal investigator or co-PI with at least 20% contribution on grant or contract.
- Receipt of professional recognition (through awards, press coverage, etc.) of scholarly achievements such as publications, grant awards, fellowships, etc.

Section V: Service Activities

LS 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/0.10 FTE is equivalent to 4 hours per week*) and quality (service must contribute to the desired goals of the activity). LS faculty members must complete a Faculty Activity Report (Form A) to document all activities associated with service in the past academic year.

Baseline Faculty Service Activities

Regardless of FTE assignment, the following LS baseline service activities must be completed to receive a rating of Satisfactory:

- LS faculty members serve, contribute to and actively participate on a minimum of one department committee
- LS faculty serve, contribute to, and actively participate on a minimum of one college or university committee, *if available*
- LS faculty members attend faculty meetings (unless excused by the Department Chair)
- LS faculty members attend at least one college meeting
- LS faculty members must answer emails, telephone calls, and requests from staff, students, colleagues, and the Department Chair in a timely manner. LS 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).
- LS faculty members have regular involvement at department, college, or university events/functions (e.g., attending commencement, faculty search interviews, department events, advisory board meeting, recruitment, advising or orientation, faculty/staff hiring activities/meetings, etc….).
- LS faculty members who represent the department on committees must inform the department of pertinent information discussed during department, 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.
- LS faculty must complete and UCF-mandated training in a timely manner

Overall Evaluation of Service
➢ **10% Service Assignment**

Rating	Expectations
Outstanding	Complete baseline faculty service expectations; and displays High-Quality Service Indicators or leadership activities
Above Satisfactory	Completes baseline faculty service activities, and displays Quality Service Indicators
Satisfactory	Completes baseline faculty service activities
Conditional	Faculty member did not meet baseline service activities
Unsatisfactory	Faculty member did not meet baseline service activities for two consecutive years

LS 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 indicators and activities outlined below. Because LS 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.

High-Quality Service Indicators include, but are not limited to the following:
- Conducts program review of an academic unit or program at another university
- Competition team coach, e.g., mediation, mock trial or moot court
- Serves as editor, associate or managing editor of an academic, scholarly or professional journal *may count in research or service, but not both
- Conference program organizer for academic, scholarly or professional association or organization
- External reviewer for tenure and promotion
- Receives a service award from academic, scholarly or professional organization (internal or external)
- Elected to a leadership role for academic, scholarly or professional association or organization
- Invited speaker or keynote presenter by academic, scholarly or professional association or organization *may count in research or service, but not both
- Serve as an Institutional Effectiveness (IE) Coordinator

Quality Service Indicators include, but are not limited to the following:
- Service to professional association or organization
- Attendance at university, college or department commencement event (which exceeds the activity required for baseline)
- Manuscript reviewer for academic or scholarly publication outlet (article, book, etc…)
- Grant proposal reviewer
- Serves as faculty marshal for commencement
- Member of executive, academic, professional, community board or task force
- Faculty mentor as requested and approved by Department Chair
- Organize, facilitate, chair or moderate a panel for an academic, scholarly or professional conference
- Serve as faculty advisor for student organization
- Serve as an Institutional Effectives (IE) Reviewer
- Serve as guest speaker on matters related to academic or professional expertise which impacts university, college or department profile
- Volunteer judge for student competition, completes letters of reference/recommendation for student or alumni, or engages in student mentoring or advising
- Active member of academic, scholarly or professional association

Section VI: 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. 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

- Lead academic program scheduled meetings and maintain meeting minute notes
- Provide input to 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 department as necessary
- Update and maintain all academic program student handbooks
- Lead information and orientation sessions for new students in collaboration with Department Chair
- Lead orientation sessions for adjunct instructors in collaboration with Department Chair
- Collaborate on continuous improvement initiatives for the academic programs' curriculum and procedures
- Hold regularly scheduled office hours for a minimum of 5 hours per week and be available for an additional 5 hours per week to provide and/or coordinate advisement for students as well as potential students seeking admission into the program
- Collaborate with Department Chair in work with the CCIE Office of Accreditation, Assessment, and Data Management
- Serve as liaison to the CCIE Offices of Graduate Affairs and where appropriate serve as program representative on CCIE Graduate Council committees
- Collaborate with Department Chair in program accreditation and reaccreditation process at the academic program level
- Collaborate with Department 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 Department Chair relating to adjunct instructors' performance
- Collaborate with Department Chair on providing the academic program website updates in digital format to CCIE web developer
- Collaborate with Department Chair on Community Advisory Board meetings, as applicable