

**ANNUAL EVALUATION STANDARDS AND
PROCEDURES DEPARTMENT OF LEGAL STUDIES**

Revised 7/9//2020

The purpose of this document is to provide guidelines, standards, and procedures to evaluate the annual performance of legal studies faculty, including professors and lecturers. The document is not designed for the evaluation of the faculty's tenure and promotion application. The results of a faculty member's annual evaluations represent just one of numerous components that are examined in the university tenure and promotion process. Therefore, it should not be construed that achieving a satisfactory or above rating in any or all annual evaluations (each annual evaluation covers assignments in the summer, fall, and spring semesters) will automatically result in a positive tenure or promotion decision.

For the purposes of faculty evaluation, the listed standards are intended to be illustrative and to emphasize an evolution of faculty activities. Quality and quantity of activity will both be assessed. The lists below are not intended to be all-inclusive; that is, they do not exhaust all activities that could be performed, nor should it be interpreted that all listed activities are required. A faculty member's overall rating will be determined in accordance with the Annual Evaluation Matrix as follows:

**DETERMINING OVERALL RATING UNDER ANNUAL EVALUATION
MATRIX**

Each faculty member's overall rating will be based upon points scored in each applicable category when calculated with the percentage of responsibility designated to each category. These individual scores will be weighted based upon the faculty member's annual assignment of duties, as determined in the sole discretion of the department chair.

In determining a faculty member's annual assignment of duties, the department chair may take into account the faculty member's rank and the point on the faculty member's career path. For example, the chair may decide to decrease a tenure track professor's assigned service percentage commitment while increasing that professor's scholarly activity percentage commitment to permit the professor to concentrate more on scholarly activity. A professor is expected to undertake more leadership in service as the professor advances in rank so as to become active in leading the college; this college leadership role might be reflected in the chair assigning to the professor a higher percentage to service and a lower percentage to teaching or scholarly activity or both. This leadership in service may involve the professor taking a more active role in student research projects and chairing committees.

Once the scores are weighted, the faculty member's overall rating will be determined. The following charts provide examples of three faculty profiles, the weights accorded to each faculty profile, and the point ranges for the overall rating.

<u>FACULTY PROFILE</u>	<u>TEACHING</u>	<u>SCHOLARLY ACTIVITY</u>	<u>SERVICE/OTHER DUTIES ASSIGNED</u>
Teaching-Intensive (4-4 teaching load)	90%	0%	10%
Standard (3-3 teaching load)	65%	25%	10%
Research (3-2 or 2-2 teaching load)	45%	45%	10%

Overall Rating after Weighted Scores	Outstanding	Above Satisfactory	Satisfactory	Conditional	Unsatisfactory
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TOTAL POINTS	4.0 - 3.5	3.4 - 3.0	2.9 - 2.5	2.4 - 1.0	0.9 - 0
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In addition to the above, faculty members are required to earn a minimum of a Satisfactory evaluation in each area of assignment (5% or higher) in order to earn a Satisfactory or higher overall evaluation. All faculty members are encouraged to actively engage in the Annual Assignment process, as outlined in the current BOT-UFF Collective Bargaining Agreement (CBA) which occurs no later than six weeks prior to the academic year, if practicable. It is at the time of annual assignment that specific questions concerning expectations for performance should be raised with the Chair. Open communication and informal resolutions of evaluation disputes are encouraged. If there remains disagreement, the CBA contains further information on possible steps toward resolution.

DOCUMENTATION IN SUPPORT OF ANNUAL REPORT

In addition to University and College requirements, the faculty CV, and a summary or self-evaluation of the annual evaluation criteria satisfied and the expected evaluation rating, the Department of Legal Studies requires that faculty provide documentation of each criteria for annual evaluations. The following is a non-exhaustive list of documentation examples that should be submitted by the faculty member through a method provided by the college or department:

- A. Teaching
 - 1. Changes to course materials with an explanation
 - 2. Evidence of mentoring, who was mentored, how and why
 - 3. A list of recommendation letters written for students along with exemplars of those letters
 - 4. Confirmation receipt of attendance at CLE and/or Teaching workshops
 - 5. Class GPAs (available through IKM) along with a discussion and explanation
 - 6. Copies of teaching-related papers or presentations given at conferences or workshops
 - 7. Syllabi (highlighting any new or significant revisions or additions)
- B. Scholarship
 - 1. Evidence of publications, letters of acceptance, and/or drafts of work
 - 2. Receipts for attendance at scholarly conferences
 - 3. Copies of papers presented at scholarly or professional conferences
 - 4. Evidence of revisions to textbooks
 - 5. Drafts of works in progress, including submission of internal and external grant applications
- C. Service
 - 1. A discussion of the activities and contributions related to committee service (beyond mere membership)
 - 2. Correspondence or other evidence documenting community or professional service, including but not limited to service as a member of an editorial board and engagement as a scholarly reviewer
 - 3. Email confirmation of attendance at events
 - 4. Membership and involvement with professional or other organizations
- D. Other – Same examples as above, depending on individual criteria

I. TEACHING: ALL FACULTY - TENURED/ TENURE TRACK/LECTURERS

Teaching constitutes a major component of the assignment of all faculty in the department, regardless of rank. We expect all faculty to be effective classroom teachers, to engage with individual students outside of assigned classes, and to advise students. We also encourage faculty to engage in professional development opportunities that improve teaching, and to contribute to discussions on teaching on campus and at conferences. It is important that all faculty use teaching strategies that are appropriate for a diverse student body and support UCF's mission of broadening access to higher education. Quality of instructional activities is measured in a variety of ways including student perceptions and student learning, self-reflection and reporting, and chair and peer review.

In calculating student evaluation scores, a faculty member will include all courses evaluated as required by university

policy. SPI scores are calculated as the percentage of the total student perception of instruction ratings for the year for the question rating the “Overall effectiveness of instructor.” Individual student instruction, such as Honors in the Major, Internships, or Independent Research, shall be excluded from this calculation.

Minimum expectations for all evaluation categories:

1. ___ Meets assigned classes regularly as scheduled, including giving the final assessment during the final exam period, unless a prior arrangement has been made with the Chair.
2. ___ Keeps office hours according to college policy.
3. ___ Replies to student inquiries in a timely fashion.
4. ___ Provides effective and accurate advisement when requested.
5. ___ Submits book orders on time as required by state legislation.
6. ___ Informs students of their grades on graded materials in a timely manner (i.e., no later than three weeks beyond the student submission date, unless an extension is granted by the Department Chair or the syllabus provides a longer period of time in which to return graded materials)
7. ___ Submits all grades on a timely basis pursuant to established university policies and deadline, and/or as directed by the Department Chair.
8. ___ Prepares a syllabus for each course, including all information required by university policy (4-403), and submits syllabi on a timely basis to the appropriate person each semester.
9. ___ Receives at least 60% of the total student perception of instruction ratings for the year at “Excellent,” “Very Good,” and “Good” combined for “Overall assessment of instructor.”
10. ___ Provides a reflective statement of no more than 500 words that summarizes teaching activities and discusses pedagogical approaches, course innovations and revisions, student learning activities and assessments/evaluation methods, grade distribution, and learner outcomes that demonstrate course quality. Faculty should provide their reflective statement as part of the documentation for their annual report.
11. Teaches effectively, with appropriate content, learning objectives, rigor, and pedagogical approaches; demonstrates dignity and respect for all learners. Academic freedom includes encouraging robust classroom discussion.
12. Adheres to the standards of conduct described in the UCF Employee Code of Conduct.

A. Unsatisfactory - Fails to Meet Level I Standard (-1 point)

A faculty member who exhibits poor performance of teaching assignments by failing to accomplish substantial compliance with the twelve minimum expectations listed above.

Or

A faculty member who is the subject of at least two non-anonymous student complaints on material matters related to teaching (involving different incidents) during the academic year. These complaints must be found to be meritorious and material by the Department Chair after an investigation by the Department Chair or where appropriate, another supervisor or UCF-employed university official.

Or

A rating of Conditional for two consecutive years

Or

At the discretion of the Department Chair and after meeting with the faculty member, a rating of Unsatisfactory may be awarded to a faculty member whose Student Perceptions of Instruction show a clearly established pattern of negative narrative comments that indicate poor teaching.

B. Conditional – Fails to Meet Level I Standard (0 points)

In order to receive a rating of Conditional, a faculty member fails to meet the criteria for Satisfactory, but is rated above Unsatisfactory.

C. Satisfactory – Level I (2 points):

Must have a minimum of **2 points** from the following list of activities.

D. Above Satisfactory – Level II (3 points)

Must have a minimum of **4 points** from the following list of activities.

E. Outstanding – Level III (4 points)

Must have a minimum of **6 points** from the following list of activities.

Activities:

Faculty can score points by engaging in a variety of teaching-related activities in the areas of classroom teaching, individual student supervision and advising, activities to improve teaching, and teaching-related publications. Other documented activities or contributions not identified in this section may be awarded credit at the sole discretion of the Department Chair. The faculty member has the option of asking the Department Chair to determine in advance whether another documented activity or contribution will receive credit.

- 1) Teaches one course of 3 credit hours or more that is new to the faculty member, or teaches a course for the first time in a new modality, or otherwise documents substantial revisions to a course previously taught. (1 point each, maximum of 2 points total)
- 2) Teaches one course of 3 credit hours or more that includes an innovative teaching pedagogy or community-engaged activity. (1 point each, maximum of 2 points total)
- 3) Contributes to student development through participation in student academic activities (maximum of 4 point total) (not available to faculty of record for the courses):
 - working with individual teams or participating in at least two practice sessions for moot court and/or mock trial (1 point)
 - mentoring students on conference or other academic papers and presentations (1 point)
 - other documented student academic activity (1 point)
- 4) Serves as the chair of a committee for graduate or undergraduate student research projects (e.g., Thesis, Dissertation, Honors in Major). (2 points each, maximum of 4 points total) (a project for a particular student is limited to being counted a single time as an activity)
- 5) Serves on a committee, other than as chair, for graduate or undergraduate student research projects (e.g. thesis, dissertation, Honors in the Major). (1 point each, maximum of 2 points total)
- 6) Participates in the Faculty Center for Teaching and Learning Student Consultants on Teaching program (SCOT) (.5 point each, maximum of 1 point total) (participation must be voluntary to receive credit)
- 7) Participates in at least one 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. (.5 point each, maximum of 1 point total) (must be other than SCOT)
- 8) Incorporates material from a teaching workshop/seminar into a class, with evidence provided to the Department Chair. (.5 point each, maximum of 1 point total) (must be other than SCOT)
- 9) Receives departmental or professional organization recognition, teaching awards, or curricular 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, Scholarship of

- Teaching and Learning Award (SoTL), et cetera. (1 point each, maximum of 2 points total)
- 10) Serves as an instructor in a university sponsored teaching workshop, conducts a university-sponsored workshop, or conducts a workshop or presents a paper at a regional or national professional meeting on teaching related topics. (1 point each, maximum of 2 points total)
 - 11) Has directed an independent research or independent study or supervised a student in research credit hours (xxx4912) or has mentored a student to present a paper or poster at a professional conference or submit a manuscript to an academic journal. (.5 point each, maximum of 1 point total) (no more than one point per student)
 - 12) Has co-authored a conference paper with an undergraduate or graduate student. (.5 point each, maximum of 1 point total)
 - 13) Receives at least 70% of the total student perception of instruction ratings for the year at “Excellent” and “Very Good” combined for “Overall assessment of instructor.” (1 point)
 - 14) *For faculty not assigned scholarly activity duties only:* publishes a law review or peer reviewed article, a commercial or edited text book or a revised edition of a book. Tenured and tenure earning faculty receive credit for this activity under the scholarly activity section (Section II) below. (2 points)

II. SCHOLARLY ACTIVITY: ALL FACULTY OTHER THAN LECTURERS

Research and scholarship form an important part of UCF’s and the department’s mission. All tenure-earning and tenured faculty members are expected to have an active research agenda. Research activity includes presenting papers at conferences, publishing scholarship in high quality outlets, and pursuing external funding. The quality of journals is particularly important for faculty with a research assignment.

In addition, faculty will provide documentation of all scholarship to the Department Chair, including being an editor or reviewer. Faculty should provide documentation as part of their annual report.

For purposes of evaluating the scholarly activity for tenured and tenure earning faculty, the Department of Legal Studies employs a rubric which assigns points to various possible scholarly endeavors. The sum total of possible points will dictate the overall rating the faculty member will receive for his or her scholarly activity.

Other documented activities or contributions not identified in this section may be awarded credit at the sole discretion of the Department Chair. The faculty member has the option of asking the Department Chair to determine in advance whether another documented activity or contribution will receive credit.

To receive credit for scholarly activity, faculty will provide a reflective statement of no more than 500 words that summarizes scholarly activity and discusses the quality and impact of their research. Faculty should provide their reflective statement as part of the documentation for their annual report.

A. OVERALL POINT ALLOCATION FOR SCHOLARLY ACTIVITY

The following point allocations and conversions will be utilized in analyzing a faculty member’s scholarly activity:

Total Number of Scholarship Points Awarded (for various activities delineated below)	Scholarship Evaluation	Conversion/ Correlation of Scholarship Points (Column One) into Rubric Points Awarded for Overall Faculty Evaluation Matrix
Eight or More Points, at least three of which must be earned through publications identified in Section II.B	Outstanding	Four Points
Seven	Above	Three Points
Six	Satisfactory	Two Points

Five	Conditional	One Point
Four or less	Unsatisfactory	Zero Points

B. VALUE AND POINT ALLOCATION FOR PUBLICATIONS

The following points will be awarded for publications published or “in press” during the evaluation period. As indicated below, a carry forward provision permits the research period to extend beyond one annual evaluation period.

At the discretion of the Department Chair, one point, up to a maximum of two points, may be awarded to a faculty member who publishes in a more prestigious publication outlet or whose scholarship is otherwise meritorious as documented by the faculty member.

Scholarly book in academic press (author)	Sole or co-authored: 16 points (faculty member may choose to carry forward up to 6 points to the following evaluation period) More than two authors: 8 points
Multi-volume scholarly book of substantial length and quality (editor)	Sole or co-edited: 16 points (faculty member may choose to carry forward up to 6 points to the following evaluation period) More than two editors: 8 points
Scholarly book in other press (author)	Sole or co-authored: 12 points (faculty member may choose to carry forward up to 4 points to the following evaluation period) More than two authors: 6 points each
Scholarly book requiring substantial work of the editor (editor)	Sole or co-edited: 10 points (faculty member may choose to carry forward up to 5 points to the following evaluation period) More than two authors: 5 points each
Scholarly book (editor)	Sole or co-edited: 8 points (faculty member may choose to carry forward up to 4 points to the following evaluation period) More than two editors: 3 points each
Textbook, anthology, encyclopedia, or other reference book(s) (author)	Sole or co-authored: 10 points (faculty member may choose to carry forward up to 5 points to the following evaluation period) More than two authors: 5 points each
Textbook, anthology, encyclopedia, or other reference book(s) (editor)	Sole or co-edited: 8 points (faculty member may choose to carry forward up to 4 points to the following evaluation period) More than two editors: 3 points each
Peer-reviewed journal ¹ article of 30 or more published pages	Peer-reviewed top tier journal: Sole or co-authored: 8 points

¹ The Washington and Lee University School of Law’s Law Journals Rankings Project’s “Combined Score”: (<https://managementtools4.wlu.edu/LawJournals/>), or a similar ranking, will be used in determining the overall ranking of peer-reviewed journals. For those peer-reviewed journals not appearing on the Washington and Lee University

	<p>More than two authors: 4 points each</p> <p>Peer-reviewed second tier journal: Sole or co-authored: 6 points</p> <p>More than two authors: 3 points each</p> <p>Peer-reviewed third tier journal: Sole or co-authored: 4 points</p> <p>More than two authors: 2 points each</p>
Peer-reviewed journal article of fewer than 30 published pages	<p>Peer-reviewed top tier journal: Sole or co-authored: 6 points</p> <p>More than two authors: 3 points each</p> <p>Peer-reviewed second tier journal: Sole or co-authored: 4 points</p> <p>More than two authors: 2 points each</p> <p>Peer-reviewed third tier journal: Sole or co-authored: 2 points</p> <p>More than two authors: 1 points each</p>
Law review ² article of 30 or more published pages	<p>Law review ranked 1 – 200: Sole or co-authored: 8 points</p> <p>More than two authors: 4 points each</p> <p>Law review ranked 201 – 1000: Sole or co-authored: 6 points</p> <p>More than two authors: 3 points each</p> <p>Law review ranked above 1000: Sole or co-authored: 4 points</p> <p>More than two authors: 2 points each</p>
Law review article of fewer than 30 published pages	<p>Law review ranked 1 – 200: Sole or co-authored: 6 points</p> <p>More than two authors: 3 points each</p> <p>Law review ranked 201 – 1000: Sole or co-authored: 4 points</p> <p>More than two authors: 2 points each</p> <p>Law review ranked above 1000: Sole or co-authored: 2 points</p> <p>More than two authors: 1 points each</p>
Substantial revision of existing book, resulting in new edition published during review period	<p>5 points</p> <p>More than two authors: 2 points each</p>
Revision of existing book, resulting in new edition published during review period	<p>3 points</p> <p>More than two authors: 1 point each</p>
Book contract issued during evaluation period (sole or co-authored only; cannot be used if receiving points for publishing the book or making substantial progress on the book during same evaluation period)	<p>3 points</p>
Substantial progress on the draft of a book (sole or co-authored only; cannot be used if receiving points for publishing the book or making substantial progress on the book during same evaluation period)	<p>3 points</p>
Book chapter	<p>3 points; 6 points maximum per evaluation period</p>

website, faculty should provide evidence of ranking.

² The Washington and Lee University School of Law’s Law Journals Rankings Project’s “Combined Score” : (<https://managementtools4.wlu.edu/LawJournals/>), or a similar ranking, will be used in determining the overall ranking of law reviews.

Article in magazine or newspaper, article in professional journal, encyclopedia entry, professional report, or book review	1 point each; 2 points maximum per evaluation period
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C. VALUE AND POINT ALLOCATION FOR SCHOLARLY ACTIVITIES OTHER THAN PUBLICATIONS

The following points will be awarded for scholarly activities other than publications; however, as noted above in IIA, at least three points of the eight required for an outstanding rating must be earned through publications identified in Section II.B:

- 1) One Point (for achieving any of the following items on the below list) (only one point maximum may be earned for completing an activity or activities under this category)**
 - i) Submits a research manuscript to a peer-reviewed journal or submits a completed book manuscript, documentation required.
 - ii) Submits an internal or small external research grant proposal or contract (less than \$ 20,000).

- 2) Two Points (for achieving any of the following items on the below list) (only two points maximum may be earned for completing an activity or activities under this category)**
 - i) Applies for external research funding or submits a grant proposal of over \$20,000.
 - ii) Demonstrates significant professional recognition through receipt of grants, fellowships, other outside funding, and/or receipt of awards from nationally recognized bodies.
 - iii) Participates on an interdisciplinary team that submits a completed grant application (with proof to Department Chair of an active level of participation by the faculty member seeking credit).
 - iv) Presents a paper at a regional, national, or international professional conference.

- 3) Two Points (for achieving any of the following items on the below list) (only four points maximum may be earned for completing an activity or activities under this category)**
 - i) Review a manuscript submitted to a scholarly journal (if not counted as service).

- 4) Three Points for achieving any of the following items on the below list) (only three points maximum may be earned for completing an activity or activities under this category)**
 - i) Serves as an editor-in-chief of a peer-reviewed scholarly journal
 - ii) Receives external funding for a grant project of \$20,000 or greater (assuming grant is through the University)

III. SERVICE (ALL FACULTY - PROFESSORS/ LECTURERS)

All faculty members are expected to engage in service. Areas of service include the university, the profession, and the community. Minimum expectations for service are:

1. ___ Regularly attends department meetings.
2. ___ Actively participates in any assigned department committee (credit for the committee is listed below; if assigned to a committee, must be actively participating to meet minimum expectations).
3. ___ Provides an updated professional CV at least once a year for posting on the departmental website.
4. ___ Provides a reflective statement of no more than 300 words that summarizes and discusses their service. Faculty should provide reflective statement as part of the documentation for their annual report.
5. Adheres to the standards of conduct described in the UCF Employee Code of Conduct.

Failure to meet the above minimum expectations will result in an automatic “unsatisfactory” rating in service.

Faculty members can engage in any of the following service activities. Other documented activities or contributions not identified in this section may be awarded credit at the sole discretion of the Department Chair. The faculty member has the option of asking the Department Chair to determine in advance whether another documented activity or contribution will receive credit. Faculty members must meet the following requirements for ratings in service:

UNSATISFACTORY

A faculty member who scores 0 pts from the list below, or who has two consecutive years of Conditional, will be rated “unsatisfactory.”

CONDITIONAL

A faculty member who scores between **1 and 3** points from the list below will be rated “conditional.”

SATISFACTORY

A faculty member who scores **4 or 5** points from the list below will be rated “satisfactory.”

ABOVE SATISFACTORY

A faculty member who scores **6 or 7** points from the list below will be rated “above satisfactory.”

OUTSTANDING

A faculty member who scores **8 or more points** from the list below will be rated “outstanding.”

The following points will be awarded for service activities:

A. One-half Point (for achieving any of the following items on the below list):

1. Attends a Department of Legal Studies Advisory Board meeting.
2. Attends graduation.
3. Is an active member of a professional organization.
4. Participates in departmental and college activities, such as serving as a department representative at a majors fair, registration, recruiting, or orientation (maximum one point).
5. Volunteers for academically related local community organizations or activities (maximum one point).
6. Performs public activities that bring favorable attention to UCF (e.g., performing consulting activities, serving on academically related boards of and/or participating in community organizations) (maximum one point).
7. Serves as editorial board member or book review editor for a professional journal (faculty not receiving credit for scholarly activities may earn credit here for serving as an editorial board member for a scholarly journal).
8. Presenting a workshop to students such as the Law School Admission Workshop.

B. One Point (for achieving any of the following items on the below list):

1. Serves as a Chair-assigned mentor for a tenure-earning member of the department.
2. Leads a teaching related workshop for the department, college, university or profession.
3. Is an active member of an academically-related professional organization.
4. Reviews a manuscript for a professional journal, a professionally related book manuscript, a book proposal, or a proposal from a federal granting agency, such as the NSF (3 points maximum) (may only count toward scholarly activities or service).
5. Serves as an external reviewer of faculty materials from other universities for purposes of promotion and tenure.
6. Is the chairperson, discussant, or roundtable participant, for/on a panel at a state, regional, national, or international professional meeting.
7. Is an invited keynote speaker at a local or state organization or meeting.
8. Serves as a principal officer, meeting organizer or member or chair of a major committee for a state, regional, national, or international professional association.

9. Publishes a book review in a professional journal (may only count toward scholarly activities or service).
10. Engages the public in discussions about legal issues by publishing an op-ed in a newspaper or publishing postings on professional blogs (may only count toward scholarly activities or service).
11. Represents the department in providing media interviews on issues of legal importance.
12. Receives official departmental, university or student-organization recognition as an outstanding contributor to student life at UCF.
13. Performs satisfactory student advising for career options and post-graduation planning, as evidenced by writing a least ten letters of recommendation for students for graduate school, law school, or employment, or other written documentation that illustrates such student support.

C. Two Points (for achieving any of the following items on the below list):

1. Is an active member or chair of a department, college, or university committee.
2. Advises an active student organization, or has an appointed advising function (e.g. low-GPA advisor), or has conducted an advising workshop, such as a Careers or Law School Admissions workshop, or has conducted a Transfer or FTIC orientation, or has engaged in other appointed advising functions.
3. Is awarded a major grant of any type that provides benefit to the Department (may only count toward scholarly activities or service).
4. Holds office in a regional scholarly organization.
5. Organizes a scholarly symposium or conference with multiple speakers or panels on campus.
6. Is an invited keynote speaker at a regional organization or meeting.
7. Serves as editor of a professional journal (may only count toward scholarly activities or service).
8. Receives official recognition for outstanding service to the university, community, or profession.
9. Conducts a program review for a department at another university.

D. Three Points for achieving any of the following items on the below list):

1. Chairs a department, college, or university committee.
2. Holds office in a national or international scholarly organization.
3. Serves as program chair for a regional, national, or international professional conference.
4. Organizes conferences or develops symposia for national or international professional organizations.
5. Is an invited keynote speaker at a national or international organization or meeting.