

UNIVERSITY OF CENTRAL FLORIDA

Public Affairs Program

ANNUAL FACULTY EVALUATION STANDARDS AND PROCEDURES

The standards listed below should be seen as a representative set of items to be considered in the evaluation process. It is impossible to list exhaustively all items to be considered since faculty perform a wide variety of tasks that differ by area of specialization. Thus, in evaluating faculty, the Program Director will consider the total contribution that a faculty member makes to the Public Affairs program, the college and the university in the context of the mission of each organizational unit. The following guidelines illustrate the type and quantity of contributions that are associated with ratings of Outstanding, Above Satisfactory, Satisfactory, Conditional and Unsatisfactory.

Where faculty meet a criterion item more than once, that item can be used more than once (e.g. publication of two peer reviewed papers *or* teaching two on line courses for the first time or directing two thesis committees).

Merit raises will be earned only by faculty whose performance is above satisfactory or outstanding in one or more category with no category evaluated as below satisfactory.

Process:

1. At the beginning of each calendar year, faculty will meet with the Program Director to determine his or her work load in the areas of teaching, research and service. This distribution later will serve as a basis for weighing the relative contribution that each area has when making overall faculty evaluations.
2. As part of the year-end evaluation, faculty will include a self-assessment indicating how he or she satisfy the standards in teaching, research and service for merit awards, along with a statement of goals and objectives for the upcoming year. These statements will be provided to the Program Director along with the annual report.
3. The Program Director will prepare the faculty evaluation based on the faculty member's annual report, self-assessment statement and the Program Director's observations of the faculty member's performance during the year.
4. Upon receipt of the annual activity and self assessment report, the Program Director shall compare the activities to the Public Affairs Doctoral Program's Annual Evaluation Standards for faculty and determine at which level the faculty member has performed. A numerical score will be assigned to each evaluation criterion (e.g., teaching, research, service, and other). The numerical score for Outstanding will be 4, for Above Satisfactory 3, for Satisfactory 2, for Conditional 1, and for Unsatisfactory 0. The score for each category will be multiplied by the FTE assigned to that category/criterion. A weighted aggregate score will then be calculated for each faculty member. Only if the aggregate score is Above Satisfactory or Outstanding will the faculty member be considered for merit. Merit funds will be distributed in

each cycle in accordance with the number of faculty deemed to be at each of the designated performance levels by the Program Director. Additionally, the distribution of merit funds will be in accordance with the formula agreed upon between BOT and UFF in their signed and approved agreement.

4. If a faculty member disputes the evaluation of the Program Director, a committee of faculty will be formed to review faculty the documentation in light of the evaluation. The Committee will make a recommendation to accept or revise the Program Director's evaluation.

INSTRUCTIONAL ACTIVITIES

Unsatisfactory

The faculty fails to meet the standards for conditional performance. The distribution of all student evaluations on faculty instruction is 2 standard deviations from the mean of the COHPA faculty.

Conditional

An evaluation of Conditional in Teaching will be assigned if a faculty member receives “Fair” to “Poor” course/instructor evaluations from at least 50% of the students in each course taught 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, other assignments or tests on a timely basis, failure to communicate with students, failure to serve as a responsible advisor to students.

Satisfactory

Demonstrates skills of an effective teacher as follows:

1. Meets classes as scheduled and gives the final during the scheduled final exam period unless prior arrangement has been made with Program Director. Uses appropriate instruction techniques, covers appropriate course topics and materials
2. Keeps regular and special advisement appointment hours, is well informed and professional in advising assigned students and handles paperwork associated with advisement in a timely manner.
3. Evaluates student's performance in a fair and equitable manner.
4. Receives Program Director and peer and/or student evaluations which indicate that the faculty member has met obligations to the students in a satisfactory manner.
5. Demonstrates current knowledge and expertise in assigned areas of teaching.
6. Collaborates with course faculty to support the implementation of the curriculum.
7. Integrates appropriate technology in course presentation (e.g. class e-mail, web CT enhancement. videotape. CAIs)
8. Provides and follows a syllabus that follows the current university guidelines regarding syllabi and provides a copy of the syllabus to the

program office for each class taught.

Above Satisfactory

9. Meets standards 1-8.

AND

10. Program Director, peer/or student evaluation indicate that Instructor has not only met obligation to the student but has also imparted knowledge beyond the minimum requirements for successful presentation of the course.

AND ANY TWO OF THE FOLLOWING:

11. Directed student Independent. Study/honors project/masters thesis completed during the year.

OR

12. Provided significant input to Public Affairs program curriculum matters

OR

13. Developed or substantially updated course syllabus.

OR

14. Substantially modified a clinic learning experience

OR

15. Recognized for teaching expertise at college, university, or local level.

OR

16. Developed material on teaching methods.

OR

17. Demonstrated leadership in curriculum development.

OR

18. Implemented a course using extensive technology (e.g. ITV, Web based)

OR

19. Served on two or more thesis/honors/project committees

OR

20. Coordinated course taught simultaneously on two or more campuses or involving multiple adjunct instructors

OR

21. Recognized for teaching expertise at regional, national or international level

Outstanding

22. Meets Standards 9& 10.

AND

23. Meets an additional four of standards 11 through 21.

RESEARCH, SCHOLARSHIP AND CREATIVE ACTIVITIES

Unsatisfactory

The faculty fails to meet the standards for conditional performance.

Conditional

A faculty member will receive a Conditional evaluation in research and scholarly activities if s/he has no focused research agenda but 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

Satisfactory

1. Reflects current research in public affairs in course presentation (all faculty).

AND ANY ONE OF THE FOLLOWING (applies to all faculty with less than 0.8 FTE assigned to instruction)

2. Submits a small grant proposal for research, clinic or education project.
OR
3. Publishes a scholarly manuscript in a professional newsletter or publication at the state level.
OR
4. Publishes a non-peer-reviewed paper in a national publication.
OR
5. Authors a scholarly paper or media (video, CD, photo exhibit etc.) presented at a local or regional professional meeting.

OR

6. Submits a scholarly manuscript for peer-review in a professional journal.

OR

7. Serves as a peer reviewer for a professional journal or professional organization

OR

8. Publishes a book review for an appropriate journal

Above Satisfactory

9. Complete standard 1 and any two of standards (2-8) above.

AND ANY ONE OF THE FOLLOWING

10. Has a peer reviewed scholarly manuscript in a professional journal appropriate to the discipline accepted for publication.

OR

11. Authors a scholarly paper, or other media (videotape, CD, photo exhibit) presented at a national professional meeting.

OR

12. Publishes a chapter in a professional book appropriate to the discipline.

OR

13. Implements a funded grant or contract from a recognized source for work in progress.

OR

14. Presents 1 peer-reviewed poster at a national meeting.

OR

15. Recognized as an expert in the area of research, scholarship or creative activity at college, university or local level .

OR

16. Maintains a publicly accessible resource of substantial benefit to the profession or public

OR

17. Mentors student in research, scholarship or creative activity in some way not indicated above (e.g. helps students publish research, present poster at a conference)

OR

18. Submits a major grant proposal for research, clinical, or education project.

OR

19. Publishes a professional book appropriate to the discipline.

OR

20. Presents a report of a funded grant at a local, regional or national meeting.

OR

21. Renews funding for an internal or external competitive grant proposal.

OR

22. Serves as keynote speaker at a national meeting.

OR

23. Recognized as expert in area of scholarship, research or creative activities at regional, national or international level.

OR

24. Serves on an editorial board

OR

25. Edits professional journal

OR

26. Serves on a national review panel

Outstanding

27. Satisfies Standard 9 and meets an additional two of standards 10-26 AND

28. Produces two or more peer-reviewed publications in scientific journals by tenured and tenure-earning faculty.

SERVICE AND PROFESSIONAL DEVELOPMENT

Unsatisfactory

The faculty fails to meet the standards for conditional performance.

Conditional

To achieve a Conditional in the area of Service and Professional Development faculty fail to meet the standards necessary to achieve a rating of Satisfactory, complete poorly the usual service assignments made by Program Director or Department Chair (of the joint appointment) during the evaluation period, and do not respond to the needs of the university, the profession, and the community by engaging in service activities.

Satisfactory: Meet two of the following three standards.

1. Adequately performs all university and professional development assignments as directed by Program Director.
2. Is an active member of at least one professional organization.
3. Actively serves on Public Affairs program committees.

Above satisfactory:

4. Meets Standards 1, 2 and 3 above.

AND ANY TWO OF THE FOLLOWING

5. Serves college and university through other campus activities.
OR
6. Provides service to government or non-profit agencies
OR
7. Holds office (or other position of responsibility) in professional organization.
OR
8. Is involved in public affairs related community activities (i.e. science fairs, speaking at community groups)
OR
9. Serves on college or university committees.
OR
10. Appointed role at national regional level (If responsibilities are such that substantial effort is required, documentation can be provided to support a request that this be rated as outstanding)
OR
11. Recognized for service or professional activities at college, university or local level
OR
12. Presents consumer oriented publication/media (e.g. news article/television/radio program) Note: if activity is substantial and on a regular basis this might be included under scholarship or creative activities after consultation with the Program Director.
OR
13. Holds elected regional or national office in a professional organization
OR
14. Recognized for service or professional activities at regional, national or international level.

Outstanding

15. Standard 4 above
AND
16. Meets an additional three or more of standards 5 through 14.

OTHER ASSIGNMENTS

Unsatisfactory

The faculty fails to meet the standards for conditional performance.

Conditional

The faculty fails to perform some of the assigned tasks that are required for the program development and professional activities specified by Program Director.

Satisfactory: Meet two of the following three standards.

1. Adequately performs all university and program development assignments as directed by Program Director or Dean.
2. Is an active member of at least one community organization.
3. Actively participates in Public Affairs program promotion activities.

Above satisfactory:

4. Meets Standards 1, 2 and 3 above.

AND ANY TWO OF THE FOLLOWING

5. Serves college and university through other campus activities.
OR
6. Provides service to government or non-profit agencies
OR
7. Holds office (or other position of responsibility) in community organization.
OR
8. Is involved in public affairs related community activities.
OR
9. Serves on college or university committees.
OR
10. Appointed role at national level (If responsibilities are such that substantial effort is required, documentation can be provided to support a request that this be rated as outstanding).
OR

11. Recognized for developmental activities at community or local levels.

Outstanding

12. Standard 4 above

AND

13. Meets an additional three or more of Standards 5 through 11.

Joint Appointments

Given the interdisciplinary nature of the Public Affairs program, faculty are expected to hold joint appointments in other departments. In situations where a joint appointment exists, the faculty member will be evaluated by the department in which his or her primary appointment is held. In making these evaluations, standards specific to the department that holds the primary appointment will be used. In this evaluation, due consideration should be given to the faculty member's workload assignment across the various units.

Appendix A. Exemplars of Effectiveness in Teaching, Research and Service

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 will do all activities listed, but activities should be appropriate for the faculty member's rank. Also, faculty assignments can vary across domains of teaching, research and service, and these differences should be reflected in evaluation standards. For example, Instructors may not be assigned to research, in which case the research standards would not apply. The statements below are good general statements about what is expected. They are included as a basic philosophy about what is expected.

TEACHING EFFECTIVENESS

Teaching takes place in academic courses, clinical teaching, continuing education courses and academic advisement. All teachers demonstrate expert knowledge in a specific area of public affairs.

- *Generates enthusiasm for learning, critical thinking, intellectual inquiry, and academic achievement.*
- *Incorporates student feedback for programmatic improvements.*
- *Serves as a clinical practice role model.*

Subcategory	Instructor	Assistant Professor	Associate Professor	Professor
General Statement	<ul style="list-style-type: none"> ○ Demonstrates competence in teaching activities 	<ul style="list-style-type: none"> ○ Demonstrates competence in teaching activities 	<ul style="list-style-type: none"> ○ Demonstrates above average quality in teaching activities 	<ul style="list-style-type: none"> ○ Demonstrates excellence and leadership in the development of creative teaching strategies
Teaching performance	<ul style="list-style-type: none"> ○ Participates in student project and thesis committees ○ Receives positive peer and student evaluations of classroom and clinical teaching ○ Receives positive evaluation of teaching by agency staff and clients 	<ul style="list-style-type: none"> ○ Chairs student project and thesis committees ○ Receives positive peer and student evaluations of classroom and clinical teaching ○ Receives positive feedback from teaching by agency staff and clients ○ Contributes to development of new courses, major revisions of existing courses, and programmatic curriculum design 	<ul style="list-style-type: none"> ○ Chairs student project and thesis committees and participates in dissertations ○ Receives above average to outstanding ratings by students and peers for classroom and clinical teaching ○ Receives positive feedback from teaching by agency staff and clients ○ Demonstrates mature level of critical thinking and knowledge in the field ○ Shares expertise with students at a level appropriate to their stage of professional development 	<ul style="list-style-type: none"> ○ Chairs student project, thesis, and dissertation committees ○ Receives above average to outstanding ratings by students and peers for classroom and clinical teaching ○ Receives positive feedback from teaching by agency staff and clients ○ Contributes to the subsequent performance and professional development of graduates
Dissemination about knowledge of	<ul style="list-style-type: none"> ○ Applies research and educational innovations to curriculum and teaching 	<ul style="list-style-type: none"> ○ Evaluates research findings for application in teaching ○ Shares information related to 	<ul style="list-style-type: none"> ○ Implements research projects to evaluate teaching ○ Shares information related to 	<ul style="list-style-type: none"> ○ Acts as a leader in promoting the scholarship of teaching ○ Shares information related to

Subcategory	Instructor	Assistant Professor	Associate Professor	Professor
teaching and learning	<ul style="list-style-type: none"> ○ Encourages the professional development of novice clinicians 	<ul style="list-style-type: none"> ○ curriculum or teaching through publication ○ Facilitates the professional development of novice clinicians 	<ul style="list-style-type: none"> ○ curriculum or teaching through peer reviewed publications ○ Serves as a consultant to promote the scholarship of teaching ○ Mentors colleagues and students in their professional role development ○ Assists colleagues to become more effective teachers and is a role model of teaching effectiveness 	<ul style="list-style-type: none"> ○ curriculum or teaching through peer reviewed publications and presentations ○ Serves as a consultant to other educational institutions to promote the scholarship of teaching ○ Serves as faculty sponsor and mentor for postdoctoral fellows and visiting scholars ○ Mentors the professional development of colleagues across disciplines and at multiple levels of expertise ○ Provides expert teaching services beyond UCF such as visiting professor or invited scholar ○ Provides consultation as a site visitor to evaluate educational effectiveness of other institutions
Using new approaches to teach	<ul style="list-style-type: none"> ○ Uses innovative teaching strategies including distributive learning strategies to create a community of learners ○ Contributes to development of new courses and revisions of existing courses 	<ul style="list-style-type: none"> ○ Participates in the development of innovative teaching strategies including distributive learning strategies to create a community of learners ○ Contributes to development of new courses, major revisions of existing courses, and programmatic curriculum design ○ Participates in activities related to the acquisition of equipment that enhances student learning 	<ul style="list-style-type: none"> ○ Develops innovative teaching strategies including distributive learning strategies to create a community of learners ○ Develops new courses, major revisions of existing courses, and programmatic curriculum design ○ Contributes to activities related to the acquisition of equipment that enhances student learning 	<ul style="list-style-type: none"> ○ Provides leadership in development and evaluation of innovative teaching strategies including distributive learning strategies to create a community of learners ○ Provides leadership in the development and evaluation of new courses, major revisions of existing courses, and programmatic curriculum design ○ Provides leadership in activities related to the acquisition of equipment that enhances student learning
	○	○	○	○
Culturally diverse student body and curriculum	<ul style="list-style-type: none"> ○ Participates in the development, retention, and academic achievement of a diverse student body 	<ul style="list-style-type: none"> ○ Promotes the development, retention, and academic achievement of a diverse student body 	<ul style="list-style-type: none"> ○ Actively participates in activities which promote the recruitment, retention, and academic 	<ul style="list-style-type: none"> ○ Leads activities to promote the recruitment, development, retention, and academic achievement of a diverse

Subcategory	Instructor	Assistant Professor	Associate Professor	Professor
	<ul style="list-style-type: none"> ○ Creates a classroom atmosphere that is culturally sensitive to diversity ○ Provides course content that reflects cultural diversity related to clients and the profession 	<ul style="list-style-type: none"> ○ Creates a classroom atmosphere that is culturally sensitive to diversity with respectful sharing of diverse philosophical positions on issues ○ Provides course content that reflects cultural diversity related to clients and the profession 	<ul style="list-style-type: none"> achievement of a diverse student body ○ Promotes a classroom atmosphere that is culturally sensitive to diversity with respectful sharing of diverse philosophical positions on issues ○ Develops course content that reflects cultural diversity related to clients and the profession ○ Attracts outstanding graduate students to program related to expertise 	<ul style="list-style-type: none"> student body ○ Promotes a classroom atmosphere that is culturally sensitive to diversity with respectful sharing of diverse philosophical positions on issues ○ Provides consultation on the development of course content that reflects cultural diversity related to clients and the profession ○ Attracts outstanding graduate students to program related to expertise
Funded support for teaching efforts	<ul style="list-style-type: none"> ○ Participates in the implementation of training grants and other funded projects 	<ul style="list-style-type: none"> ○ Participates in the initiation and implementation of grants and other funded projects to advance teaching ○ Contributes to activities related to the acquisition of resources (books, journals, equipment, AVs, computer software etc.) that enhances student learning 	<ul style="list-style-type: none"> ○ Submits grants or other funding mechanisms, which advance the teaching mission ○ Initiates activities related to the acquisition of resources (books, journals, equipment, AVs, computer software etc.) that enhances student learning 	<ul style="list-style-type: none"> ○ Provides leadership for and/or submits grants or other funding mechanisms which advance the teaching mission ○ Leads projects related to the acquisition of resources (books, journals, equipment, AVs, computer software etc.) that enhances student learning

Evidence for teaching effectiveness is provided through student and peer evaluations and teaching portfolios when available.

- Student evaluations: Ratings on standardized University forms or other evaluation forms
- Peer evaluations:
 - Evaluation of course syllabi, study materials, learning experiences, lectures, bibliographies, and audiovisual materials
 - Clinical and classroom teaching using departmental/school forms
- Teaching portfolios:
 - Evaluation of course syllabus
 - Examples of students work
 - Examples of lectures, seminar-facilitation notes, or web-based/CD-ROM materials

RESEARCH EFFECTIVENESS

Research effectiveness encompasses both interpretive and empiric analytic paradigms. Systematic inquiry reflects the equal valuing of both paradigms and includes traditional research inquiry, clinical practice inquiry, historical and policy analyses, and systematic reviews of knowledge.

Subcategory	Instructor	Assistant Professor	Associate Professor	Professor
General Statement	Participates in research	Demonstrates research productivity and competence	Demonstrates research competence within a specialized area of systematic inquiry as recognized within and beyond the institution and region	Demonstrates excellence in research activities as recognized within and beyond the institution and region
Focused scholarship	<ul style="list-style-type: none"> • Begins to develop a content area of expertise 	<ul style="list-style-type: none"> • Demonstrates development of a focused area of scholarship 	<ul style="list-style-type: none"> • Demonstrates productivity within a focused area of scholarship 	<ul style="list-style-type: none"> • Demonstrates excellence over time within a focused area of scholarship
Conduct of systematic inquiry	<ul style="list-style-type: none"> • Participates in the conduct of research projects 	<ul style="list-style-type: none"> • Conducts systematic inquiry within specialized field • Demonstrates increasing competence in systematic inquiry • Articulates a clear plan for the continued development of scholarship 	<ul style="list-style-type: none"> • Demonstrates increasing creativity, insight, and sophistication in focused area of scholarship • Receives recognition within and beyond the institution (at the local and/or regional level) for systematic inquiry competence and contribution to the body of knowledge in the specialized field • Collaborates in interdisciplinary research 	<ul style="list-style-type: none"> • Receives recognition within and beyond the institution for excellence, creativity, and innovation in systematic inquiry • Receives recognition within and beyond the institution (at the national and/or international level) for substantial contributions to the body of knowledge in a selected field • Provides leadership in interdisciplinary research
Research funding	<ul style="list-style-type: none"> • Participates with others in pursuing funding for systematic inquiry 	<ul style="list-style-type: none"> • Pursues or receives funding for systematic inquiry 	<ul style="list-style-type: none"> • Receives extramural funding for systematic inquiry within focused area 	<ul style="list-style-type: none"> • Demonstrates consistent record of funded systematic inquiry activities
Dissemination of findings from systematic inquiry	<ul style="list-style-type: none"> • Attends research-related conferences • Serves as an educated consumer of findings from systematic inquiry 	<ul style="list-style-type: none"> • Disseminates findings from systematic inquiry through publications in refereed journals, and presentations at local and/or regional meetings • Serves as a reviewer for professional journals 	<ul style="list-style-type: none"> • Disseminates findings from systematic inquiry through publications in refereed journals and presentations at regional and/or national meetings • Disseminates material analyzing the interrelationship among theory, research, and practice within specialty area • Serves as a reviewer or member of editorial board for scholarly journals 	<ul style="list-style-type: none"> • Disseminates findings from systematic inquiry through publications in refereed journals and presentations at national and/or international meetings • Publishes papers reflecting advanced theory development, policy analysis, complex case analysis, or methodological issues • Develops and demonstrates programs based on evidence based practice

			<ul style="list-style-type: none"> • Disseminates findings from systematic inquiry to diverse audiences including lay media 	<ul style="list-style-type: none"> • Serves as an editor or member of editorial board for scholarly journals • Disseminates findings from systematic inquiry to diverse audiences including the lay media
Activities in systematic inquiry	<ul style="list-style-type: none"> • Supports research activities 	<ul style="list-style-type: none"> • Supports research activities • Participates in scholarly inquiry activities of professional organizations • Serves on scholarly inquiry committees within the institution or for specialty organizations • Assists students in their systematic inquiry 	<ul style="list-style-type: none"> • Supports interdisciplinary research activities • Provides local/regional scholarly inquiry consultation • Contributes to advancement of nurse practice standards through participation in policy-making boards, commissions, or consensus panels • Contributes to theory development of clinical phenomena through publication and presentations • Demonstrates expertise in advising students in their systematic inquiry 	<ul style="list-style-type: none"> • Provides leadership in professional organizations whose primary focus is systematic inquiry • Provides consultation in areas of systematic inquiry nationally/internationally • Serves on or is an external reviewer for national review committees, boards or commissions • Receives recognition from within and beyond the institution for sustained leadership in developing systematic inquiry excellence in self and others • Receives recognition from former students as having influenced their subsequent performance and achievement in systematic inquiry • Mentors junior faculty in systematic inquiry
	•	•		•

EFFECTIVENESS IN PROFESSIONAL AND COMMUNITY SERVICE

Professional and community service includes service to the University, the Public Affairs program, the profession and the community at the local, state, national and international levels. An administration assignment in the Public Affairs program, College or University is not viewed as a part of the service responsibility.

Subcategory	Instructor	Assistant Professor	Associate Professor	Professor
University/ College/ Departmental	<ul style="list-style-type: none"> • Involved in departmental committees and taskforces 	<ul style="list-style-type: none"> • Attends professional conference to enhance knowledge and visibility of the program • Participates in Public Affairs program, COHPA committees and taskforces • Contributes to the climate for growth of the department and/or college 	<ul style="list-style-type: none"> • Participates in and leads Public Affairs program, COHPA, and UCF committees and taskforces • Works to enhance knowledge and visibility of the institution • Contributes to the recruitment and promotion of diverse students and faculty 	<ul style="list-style-type: none"> • Participates in and leads in governance at all university levels • Assumes chair and/or serves on special review groups, task forces and policy making bodies • Serves as member of review committees • Demonstrates leadership in recruitment, mentoring the professional development of students and faculty
Professional	<ul style="list-style-type: none"> • Member of professional/service organizations 	<ul style="list-style-type: none"> • Participates in activities of professional organizations • Provides consultation in practice settings • Participates in conduct of peer review • Plans and presents continuing education programs 	<ul style="list-style-type: none"> • Advances the profession through continuing education, workshops and conferences • Contributes expertise to peers through consultation, mentoring and practice • Serves on committees of professional organizations at the state and regional and national • Provides consultation to professional groups • Provides keynote address at professional meetings at local or regional meetings 	<ul style="list-style-type: none"> • Fosters diversity within the university environment • Provides leadership which generates a climate conducive of professional growth • Contributes expertise in theory and practice in agency settings • Demonstrates leadership in professional and service activities • Serves as a member of extramural training review committees • Evaluates materials of persons from other universities for purposes of promotion/tenure • Provides keynote address at professional meetings at regional, national or international meetings
Community	<ul style="list-style-type: none"> • Participates in local professional and community activities • Participates in workshops/continuing education programs for professional/community groups 	<ul style="list-style-type: none"> • Serves on agency, community or organization boards, commissions, and committees at the local level • Enhances program and service delivery in the community 	<ul style="list-style-type: none"> • Assists in the evaluation of community research/educational projects • Collaborates with community in the development of programs and/or services 	<ul style="list-style-type: none"> • Assumes leadership role on committees/boards of community agencies, organization or commissions • Assists in the evaluation of community projects/programs

Subcategory	Instructor	Assistant Professor	Associate Professor	Professor
	<ul style="list-style-type: none"> • Participates in professional development activities in agencies and communities 	<ul style="list-style-type: none"> • Participates actively in community organizations • Presents at and/or organizes workshops/ continuing education programs for professional/community groups 	<ul style="list-style-type: none"> • Serves on committees/boards of community agencies, organization or commissions 	<ul style="list-style-type: none"> • Organizes professional presentation in community (e.g. develops of symposium) • Contributes professional expertise to schools, industry, business, state and federal organizations