



UNIVERSITY OF CENTRAL FLORIDA

**Nicholson School of Communication and Media**

## Annual Evaluation Standards and Procedures

### **Department of Film and Mass Media Non-Tenure Earning Faculty**

Faculty members are responsible for reporting their annual accomplishments in teaching, research/creative activity, and service. The Assistant Director/Department Chair will evaluate the reported work in each category and will also provide an overall evaluation. Faculty are required to earn a minimum rating of Satisfactory in each area of assignment in order to earn an overall rating of Above Satisfactory or Outstanding.

Each faculty member will earn an overall performance assessment based on the individual ratings earned in activities including teaching, research/creative activity, service and other assigned duties. The overall rating will be determined mathematically using the portion of the FTE (Full Time Equivalent) assigned for each activity and listed in the Faculty Activity System. The total FTE for a full-time faculty member must add up to 1.00 (or 100%). Generally, each three credit-hour course taught is assigned .11 FTE (11%). For example, a faculty member on a "4/4" load (teaching four courses a semester) would typically have a Teaching assignment of .88 (88%), a and a Service assignment of .12 (12%).

It is understood that changing circumstances, such as shifts in teaching assignment, increased service obligations, or new research and creative activity opportunities, may affect the relative productivity in teaching, research or creative activity, and service. In such cases, the faculty member and Assistant Director/Department Chair should meet as soon as possible before the end of the annual evaluation period to agree on a new weighting that more accurately reflects the workload.

The first year that a faculty member fails to achieve all requirements for an overall rating of Satisfactory the performance will be marked Conditional. In the second year of not achieving all requirements for Satisfactory, the rating will be Unsatisfactory. Note: if the faculty member achieves a Satisfactory rating in the year following a Conditional, this cycle resets (i.e., a faculty member could be Conditional one year, Satisfactory the year after, then Conditional in the third year).

\* For purposes of calculating overall evaluations in a manner that distinguishes among the levels (e.g., Satisfactory, Above Satisfactory and Outstanding), individual evaluations of teaching and service are assigned the following values: Outstanding = 4, Above Satisfactory = 3,

Satisfactory =2, Conditional = 1, Unsatisfactory =0. The overall evaluation is assigned according to the table below. The categories of evaluation are weighted according to the Assignment of Duties (see above). The overall evaluation is assigned according to the table below.

<u>Weighted Total</u>	<u>Overall Evaluation</u>
3.5 and above	Outstanding
2.5 – 3.49	Above Satisfactory
1.5 – 2.49	Satisfactory
0.5-1.49	Conditional
Below 0.49	Unsatisfactory

**Example:** Based on the formula for evaluation, a faculty member who is Outstanding in Teaching and Above Satisfactory in Service will earn an overall evaluation of Outstanding  $[(4 \times .88 = 3.52) + (3 \times .12 = .36) = 3.88]$

## I. OVERALL

### SUMMARY OF TEACHING AND SERVICE ACCOMPLISHMENTS AND FUTURE GOALS

At the end of each evaluation period, faculty members will summarize their teaching, research/creative activity, and service accomplishments during the evaluation period. Please provide a list identifying teaching, research and service accomplishments during the evaluation period (please be succinct and limit your list to no more than 250 words).

## II. TEACHING

### I: CONDITIONAL/UNSATISFACTORY

The first year that a faculty member fails to achieve all requirements for Satisfactory the performance will be marked Conditional. In the second year of not achieving all requirements for Satisfactory, the rating will be Unsatisfactory. [Note: if the faculty member achieves a Satisfactory rating in the year following a Conditional, this cycle resets (i.e., a faculty member could be Conditional one year, Satisfactory the year after, then Conditional in the third year).]

### II: SATISFACTORY

In order to achieve a rating of Satisfactory the faculty member must satisfy ALL of the following criteria for all courses taught:

#### Preparation for Teaching

1. Submit book orders on time as required by state legislation.
2. Prepare syllabi that follow the current university guidelines.
3. Provide a copy of the syllabus for each class to the Department office.
4. Remain current in appropriate area of expertise.

### Course Delivery

5. Follow syllabi that follow the current Department guidelines
6. Meet classes on a regular basis as scheduled.
7. Be available at scheduled office hours.
8. Provide content that aligns with learning objectives.
9. Provide effective and accurate advisement when so assigned.
10. Reply in a timely fashion to student inquiries.
11. Submit grades on time (per Department Calendar).
12. Submit course assessment data on time (per Department Calendar).
13. Provide timely feedback on student assignments.
14. Unless previously approved by the Assistant Director/Department Chair or teaching an online course (M or W designation), hold a final exam (or appropriate class meeting) during the scheduled final exam period.
15. Evaluate student performance with a level of rigor that is appropriate to the curriculum.

A faculty member who does not fulfill one or more of the above criteria may provide a description of the extenuating circumstances that contributed to the lapse.

### Course Evaluation

16. Fulfill ONE of the following two options\*:
  - a. Demonstrate satisfactory performance in the classroom as evidenced by Student Perception of Instruction (SPI) Reports ratings of at least 50% in the “Good,” “Very Good,” and “Excellent” categories for both semesters (i.e., not an average) in the category “Overall Assessment of Instruction” on the “Instructor Summary” page. Faculty have the option of including SPI reports from their summer assignments.
  - b. Submit a summary that contextualizes SPI scores (e.g. low response rates, etc.) and describes a strategy for improving future SPI evaluations.

*\*NOTE: It is important to recognize the aggregate nature of numerical ratings versus the individual nature of written comments. If referring to written comments, it is critical for faculty and the evaluator to use them judiciously and comprehensively (and not used selectively to make a point).*

### III: ABOVE SATISFACTORY

In order to achieve a rating of Above Satisfactory, the faculty member must satisfy the requirements for Satisfactory and accomplish at least THREE of the following across at least TWO categories

*Faculty are expected to provide a brief description (no more than two sentences) of the selected activities in the space provided.*

### Preparation

1. Attend two or more short university sponsored teaching related workshops (e.g., FCTL one- hour workshops).
2. Attend a campus-based multi-day teaching workshop (e.g., FCTL summer conference).
3. Engage FCTL/CDL staff in a one-on-one consultation about teaching.
4. Attend a professional conference or workshop or continuing education opportunity related to the faculty member’s area of expertise.
5. Conduct research for an article about teaching and learning for publication in a

university or local publication.

6. Receive internal funding/compensation through a teaching grant (a grant in the SoTL area counts under research; writing a technology grant counts under service).

### Delivery

1. Revise/modify one aspect of a course based on teaching workshop or continuing education experience, as identified in the "Preparation" section above.
2. Serve as a committee member for one or more Honors in the Major students to successful completion of an undergraduate thesis. (May be counted more than once.)
3. Active service as a committee member for one M.A./M.F.A./Ph.D. theses/projects during this evaluation period (may be counted more than once).
4. Formally mentor a student through any UCF recognized undergraduate research initiative, e.g., RAMP, SMART, or McNair with an identified deliverable. (May be counted more than once.)
5. Supervise an independent undergraduate research, creative or professional project that results in an identifiable deliverable. (May be counted more than once.)
6. Supervise three or more internships (that are not included in a course assignment).
7. Guide students in a class who present their work in a campus or community setting or who present their work through off-campus media such as:
  1. Film related activities
  2. Newspaper/Magazine/Online news outlets
  3. Radio/TV activities
8. Engage students in one or more recognized service learning activities.
9. Guide students on a fieldtrip to an off-campus discipline-related setting
10. Teach a course for the first time that involves new preparation.
11. Successfully propose a new course approved at the Department level.
12. Substantially revise an existing course (e.g. Translating F2F to online).
13. Plays a significant role in developing, maintaining, and/or upgrading a classroom, studio, laboratory, or academic display venue.
14. Mentors a student in a discipline-related activity outside of classroom instruction
15. Delivers guest lecture or learning session for a colleague's class or other University unit (at UCF or another institution).

### Evaluation

1. Demonstrate satisfactory performance in the classroom as evidenced by Student Perception of Instruction (SPI) Reports ratings of at least 50% in the "Very Good," and "Excellent" categories for both semesters (i.e., not an average) in the category "Overall Assessment of Instruction" on the "Instructor Summary" page.\* Faculty have the option of including SPI reports from their summer assignments.
2. Receive a favorable peer review evaluation conducted by FCTL or NSCM faculty/administration.
3. Conduct an assessment of teaching effectiveness regarding student knowledge and/or skills gained in a course that may be used for program assessment.
4. Conduct an assessment of teaching effectiveness regarding improvement in critical thinking in a course that may be used for program assessment.
5. Provides compelling evidence of significant teaching effectiveness and rigor.

Other - Perform some other noteworthy teaching activity that is not listed. (Note: Activity must be specified and faculty must provide satisfactory documentation.)

*\*NOTE: It is important to recognize the aggregate nature of numerical ratings versus the individual nature of written comments. If referring to written comments, it is critical for faculty and the evaluator to use them judiciously and comprehensively (and not used selectively to make a point)*

#### **IV: OUTSTANDING**

Faculty members seeking an Outstanding rating in teaching shall present appropriate evidence to the Assistant Director/Department Chair (i.e., a brief description of the activity comprising no more than two sentences wherever appropriate). To achieve a rating of Outstanding, faculty must complete the requirements for Satisfactory and Above Satisfactory, plus do two additional activities from Above Satisfactory OR one from Outstanding.

##### Preparation

1. Author a textbook or trade book published during this or the prior academic year (counts for two consecutive reporting periods; please provide inclusive dates).
2. Create and deliver a new course.
3. Author textbook chapter.
4. Play a leadership role in a local, regional or national teaching and learning conference and/or organization.
5. Secure external grant funding for the preparation of instructional materials (grants in the SoTL area count under research; technology grants count under service).
6. Develop an approved service learning course or study abroad course.

##### Delivery

1. Active Supervision of one M.A. thesis or Honors in the Major project.
2. Demonstrate application of an innovative teaching technique.
3. Guide students who present their work in a regional or national setting or who present their work through regional or national media.
4. Engage students in a regional initiative involving a significant community challenge (e.g., hunger, homelessness, quality of life, public health).
5. Organize a co-curricular or instructional effort outside the classroom that serves the unit, school or the university (e.g., student workshops or summits; plan and lead educational student trips; lead efforts to have representation at student exhibitions or competitions; organize and manage co-curricular tournaments or competitions).
6. Leads/organizes a visiting speaker/artist series
7. Deliver an approved service learning or study abroad course.

##### Evaluation

1. Receive external recognition of outstanding student performance that resulted from work presented in the faculty member's course.
2. Provide evidence of significant teaching/mentoring effectiveness through distinctive achievement of student(s) in the discipline (e.g. student awards from work generated in the faculty member's classes, outstanding graduate school acceptances, and/or comparable entry level positions for students directly supervised by the faculty member).
3. Receive recognition through teaching awards (e.g., teaching awards from professional organizations, UCF, etc.).
4. Demonstrate satisfactory performance in the classroom as evidenced by Student Perception of Instruction (SPI) Reports ratings of at least 70% in the "Very Good," and

“Excellent” categories for both semesters (i.e., not an average) in the category “Overall Assessment of Instruction” on the “Instructor Summary” page. Faculty have the option of including SPI reports from their summer assignments.

Other - Perform some other noteworthy teaching activity that is not listed. (Note: Activity must be specified and faculty must provide satisfactory documentation.)

*\*NOTE: It is important to recognize the aggregate nature of numerical ratings versus the individual nature of written comments. If referring to written comments, it is critical for faculty and the evaluator to use them judiciously and comprehensively (and not used selectively to make a point)*

### **III. SERVICE**

Regardless of their teaching loads, all faculty are expected to engage in service activities to the School, College, University, State, and Profession or Community.

The Collective Bargaining Agreement (CBA) describes public service as activities that extend professional or discipline-related contributions to the community; the state, including public schools; and the National and International community. This public service includes contributions to scholarly and professional organizations, governmental boards, agencies and commissions that are beneficial to such groups and individuals. Service also includes participation in the governance processes of the University through significant services on committees, councils and senates, beyond that associated with the expected responsibility to participate in the governance of the University through participation in regular Program, Department, or School meetings. The following lists of activities are not exhaustive and provide examples of the kinds of accomplishments expected.

In addition to the activities listed under each category, faculty have an opportunity to record “Other Service” which is not included among any of the categories below. In assessing the items reported as “Other Service,” the Assistant Director/Department Chair will consider variables such as “relevance to the faculty’s area of expertise” and “relevance to the NSCM or university mission” in judging the merit of the activity.

*Faculty are expected to provide a brief description (no more than two sentences) of the selected activities in the space provided.*

### **I: CONDITIONAL/UNSATISFACTORY**

The first year that a faculty member fails to achieve all requirements for Satisfactory the performance will be marked Conditional. In the second year of not achieving all requirements for Satisfactory, the rating will be Unsatisfactory. Note: if the faculty member achieves a Satisfactory rating in the year following a Conditional, this cycle resets (i.e., a faculty member could be Conditional one year, Satisfactory the year after, then Conditional in the third year).

If the faculty member achieves a Satisfactory rating following a Conditional, this cycle resets (i.e., a faculty member could be Conditional one year, Satisfactory the year after, then Conditional in the third year).

## II: SATISFACTORY

In order to achieve a rating of Satisfactory, the faculty member must actively participate\* in at least ONE Program, Department or School (standing or ad hoc) committee or working group; as well as, TWO of the following:

Department/School/College

1. Serve as an active member\* of an additional program or department working group/committee. (*May be selected more than once.*)
2. Serve as an elected or appointed department/school/college/university representative/liaison.
3. Serve as an active member\* in an *ad hoc* committee.
4. Attend at least one graduation ceremony in the evaluation period.
5. Lead an Orientation session.
6. Conduct a peer-review and write feedback statement for a colleague.

Other: Perform some other noteworthy service accomplishment or receives public recognition for service that is not adequately represented in this evaluation. (Note: Activity must be specified and faculty must provide satisfactory documentation.)

\*Regular attendance is expected for all Program meetings and committee meetings unless the faculty member has been otherwise excused (e.g., due to conference travel, medical reasons, or work responsibility conflicts). The Assistant Director/Department Chair will receive meeting minutes of attendance or a report from the committee chair and determine whether attendance obligations have been fulfilled.

## III: ABOVE SATISFACTORY

In order to achieve a rating of Above Satisfactory, requirements for Satisfactory must be met PLUS

- Complete two or more additional activities from Satisfactory AND one activity from the list below; OR
- Two of the activities from the list below:

Department/School/College/University

1. Chair a Program, Department, School, College, or University committee. (Committee chairs of School committees will present a brief committee report to the appropriate unit head.)
2. Supervise a Program, Department or School activity (e.g., student club, film showcase).
3. Supervise a Program, Department or School function (e.g., responsible for annual assessment of Undergraduate Program).
4. Write a successful application for the purchase of equipment needed for a UCF classroom.
5. Advise or sponsor a student organization whose mission is part of the academic program of the School, College or University.
6. Attend scheduled student, colleague, or visiting artist screenings

Community

1. Chair or serve as an officer for a local professional group.

2. Deliver speech or presentation in the faculty member's area of expertise to a local, state, regional, or national group.
3. Provide professional work or unpaid consulting for local group or schools in the faculty member's area of professional expertise.
4. Provide service to a charitable organization utilizing the faculty member's area of professional expertise.

#### Professional

1. Serve as a member of state, regional, or national association committee or division.
2. Write or edit a newsletter or website for a professional association or group
3. Conduct workshop or seminar for state, regional, national or international professional organization, schools, etc.
4. Serve as a scholarly critic/respondent/discussant at academic or professional program.
5. Serve on a published journal editorial review board. (What about ad hoc review?)
6. Review manuscripts for an academic conference (local, regional, national, international; member's area of professional expertise).
7. Review book proposals for publishers in the discipline.
8. Serve as a juror for a state or regional professional competition related to area of expertise or professional interest (e.g.: film festival, art exhibitions, journalism awards, etc).

Other: Perform some other noteworthy service accomplishment or receives public recognition for service that is not adequately represented in this evaluation. (Note: Activity must be specified and faculty must provide satisfactory documentation.)

\*Regular attendance is expected for all scheduled committee meetings unless the faculty member has been otherwise excused (e.g., due to conference travel, medical reasons, or work responsibility conflicts).

#### **IV: OUTSTANDING**

Faculty members seeking an Outstanding rating in service shall present appropriate evidence to the Assistant Director/Department Chair (e.g., a brief description of the activity comprising no more than two sentences wherever appropriate). To achieve a rating of Outstanding, faculty must complete all requirements for Satisfactory and Above Satisfactory, plus complete two more activities from the Above Satisfactory level OR satisfy one of the following:

1. Chair a state, regional, or national professional group.
2. Serve as an executive officer for national or international organization in faculty members' area of expertise.
3. Chair a national or international committee in faculty member's area of expertise.
4. Serve as an editor, associate editor, or assistant editor of professional journal or magazine in faculty member's professional field.
5. Recipient of service award (University, regional, national or international) related to the faculty member's area of professional expertise.
6. Chair or direct state, regional, national or international non-profit organization related to the faculty member's area of expertise.
7. Chair a college, university or SUS committee (e.g., college tenure and promotion

committee, faculty senate).

8. Serve as a juror for national and international professional competition (e.g.: film festival, art exhibitions, journalism awards, etc).
9. Review book manuscripts for publishers in the discipline.

Other: Perform some other noteworthy service accomplishment or receives public recognition for service that is not adequately represented in this evaluation. (Note: Activity must be specified and faculty must provide satisfactory documentation.)

#### **IV. Other assigned duties**

Consistent with the CBA, faculty may assume (and/or be assigned) other duties, such as those consistent with program coordinator, assistant director, etc. While those may be internal titles, the assignment would be reflected in the official Assignment of Duties form and would be evaluated separately from Service or other categories.

Because different assignments have different criteria (i.e., program coordinator would be different from assistant director), it is difficult to enumerate standard criteria in this document. In this case, it is recommended that the faculty member and his/her evaluator determine the evaluation criteria for these duties before or at the start of the academic semester/year in which the duties will be evaluated. The faculty member can use the space provided to outline their accomplishments in relationship to the duties assigned to them; the faculty member and the evaluator can then meet to discuss the final annual evaluation of those duties.