

ANNUAL EVALUATION STANDARDS & PROCEDURES

Games and Interactive Media
Nicholson School of Communication and Media
College of Arts and Humanities
University of Central Florida

INTRODUCTION

Annual Faculty Evaluation

All Games and Interactive Media (GaIM) faculty members are evaluated annually for their activities in teaching, research, and service. The faculty supervisor will use the standards outlined in this document as a guide for annual evaluations of all faculty. This section describes the evaluation procedures, productivity measures, and expected faculty performance characteristics. *NOTE: Submitting a complete Faculty Annual Report (FAR) is part of each faculty member's contractual obligation, and doing so in a timely manner ensures each complete FAR will be reviewed by the faculty supervisor and College administrators in adherence with UCF requirements.*

Procedures

Each full time or visiting GaIM faculty member will prepare and submit a completed FAR to the faculty supervisor; the FAR is due no later than fifteen (15) calendar days after distribution of faculty Student Perception of Instruction (SPOIs) for their assigned spring courses. This due date, which occurs after grades are submitted for the spring semester, is consistent with the language in the current Collective Bargaining Agreement (CBA), *Article 10: Employee Performance Evaluations, section (g), number 1: Processes for and Sources of Evaluation*. A complete FAR should clearly describe the faculty member's accomplishments in teaching, research, and service activities during the academic year. A current CV should be submitted along with the annual FAR. *NOTE: The academic year begins August 8th and shall include the previous summer semester as applicable.*

Incomplete FARs, like those submitted more than fifteen (15) calendar days after SPOI distribution, will be considered late, which could result in any, or all, of the following:

- Delayed or disrupted processing of the faculty member's FAR

- Lower ratings by categories: teaching, research, service, and overall categories
- Informal non-disciplinary interventions
- Formal non-disciplinary actions
- Formal disciplinary action

The following apply to all full-time faculty members in GaIM regardless of their assignment load:

Documentation may be requested for each annual report and can include detailed information about where each claimed work product appeared (e.g., level of competition: international, national, regional publication/venue; acceptance rate; role in outcome). Activities are ranked according to discipline specific standards of accepted levels of adjudication, audiences reached, and established venues (e.g. international, national, statewide, regional and local). For example, claimed accomplishments maybe represented by a letter of acceptance, a copy of a published article, a catalog or review of the relevant exhibition, or other dated documentation. Substantial works in progress are also allowed, as deemed appropriate by the faculty member and their faculty supervisor; however, sufficiently documented detail and verifiable progress toward completion must be provided upon request.

While evaluating faculty performance in areas related to their assigned duties, the faculty supervisor will use the FAR, and any interpretive comments and supporting documentation that the faculty member deems appropriate, resulting in a set of ratings that accurately describes the performance of each faculty member. *NOTE: For more information concerning the evaluation process, please refer to the current Collective Bargaining Agreement's Processes for and Sources of Evaluation section.*

As part of the faculty member's annual evaluation, the faculty supervisor will issue a written evaluation to the faculty member within sixty (60) days after GaIM's due date for the FAR. After receiving the written evaluation from the faculty supervisor, each faculty member will be asked to sign the AA-17 Form. This act of signing simply indicates the faculty member has received the AA-17. It does not indicate that all contents are agreed upon. Moreover, the faculty member may choose to respond to the annual review in writing; this written response also becomes a part of that faculty member's file.

Assistant Professors will also be offered the opportunity to discuss the evaluation with the evaluator (face-to-face). This review should provide feedback on research, teaching, and service. All faculty have the opportunity to discuss the evaluation with the faculty supervisor upon request. The purpose of the face-to-face meetings will be to discuss:

- a. Productivity during the evaluation period
- b. Rating of teaching, research, and service
- c. Overall rating
- d. Next year's plan and goals
- e. Open time to discuss any other issues, needs, or concerns

NOTE: If the faculty member is not satisfied with the outcome of this meeting with the faculty supervisor, the faculty member may elect to raise any concerns to the College level, amongst other options.

Rating Scales

Each faculty member will be given an overall performance assessment based on the individual ratings earned in activities including teaching, research, service, and other assigned duties. The overall rating will be determined mathematically using the portion of 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%).

The percentage of FTE allocated to course assignment is to be determined and weighted following the policies set forth in the GaIM Equitable Workload document, which includes considerations for course size, availability of grading support, and administrative or research merit release. The remaining FTE is apportioned between research and service pursuant to the faculty member's rank and assigned duties, with service generally assigned at .12 (or 12%) of a faculty member's load.

The rating scale for all professional activity areas and the overall evaluation score will be based on the scale in the following table:

Evaluation	Point Values	Rating Scale Points
Outstanding	4	3.50 — 4.00
Above Satisfactory	3	2.50 – 3.49
Satisfactory	2	1.50 – 2.49
Conditional	1	0.50 – 1.49

Unsatisfactory	0	.49 or below
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The Annual Evaluation and its Relation to Other Kinds of Evaluation

Article 10 of the Collective Bargaining Agreement provides for three separate evaluations: Annual Evaluation (for which this AESP defines the terms of reference), Cumulative Progress Evaluations (CPE), and Sustained Performance Evaluations (SPE).

Annual Evaluations (AA-17):

While Annual Evaluations are included in promotion and tenure applications, their primary intent is to evaluate all faculty on an annual basis, regardless of rank, assignment, or promotion/tenure intentions. The Annual Evaluation is the central evaluative document in relation to a faculty member's annual assignment. AESP ratings are used to determine merit pay, where appropriate and when available.

Cumulative Progress Evaluations (CPE):

CPEs serve explicitly as a multi-year assessment of a faculty member's progress toward promotion/tenure. As such, it is conceivable that someone could earn a satisfactory or higher on Annual Evaluations for multiple years, and yet receive a CPE that indicates that he/she is not on track for promotion/tenure. It is crucial that candidates for promotion/tenure regard the CPE as the central evaluative document and most useful guide in that process.

Sustained Performance Evaluation (SPE):

Tenured faculty will follow the guidelines provided in Article 10 of the BOT-UFF Collective Bargaining Agreement in carrying out the SPE as summarized in this section. A faculty member's sustained performance will be evaluated at the end of seven (7) years of tenured or post-promotion service, and re-evaluated after each subsequent seven-year (7) period.

EXPECTED PERFORMANCE MEASURES

SECTION 1: TEACHING

Teaching is primary to the mission of the institution and a key aspect of a faculty member's assigned duties. Therefore, solid proof of ongoing teaching excellence is a major component of the annual evaluation.

Teaching Examples

While not exhaustive or rank ordered, the examples listed below represent the types of activities that should show evidence of strong performance in the teaching section of a faculty member's dossier. However, not all bullet points hold equal value or meaning, nor do the sub-categories within a given description. It is the responsibility of the faculty member to substantiate all claims with clear and compelling evidence upon request.

- a. Possesses comprehensive and original knowledge of the subject(s) and demonstrates the proven ability to consistently and effectively communicate that knowledge to students in a relevant and inspiring manner, as demonstrated through external recognition or adoption of course material, documented success of students and student work (such as external recognition, competition, media release, awards, or placement), invitations to teach external workshops on pedagogy or teaching, or other engagement
- b. Earns a significant external teaching award (from national or regional arts, games, or media organization), a UCF Teaching Incentive Performance Award (TIP), or other kinds of formal recognition for teaching (e.g., Fulbright Fellowship, invitation to teach at another institution)
- c. Earns consistently high ratings from students who complete Student Perceptions of Instruction (SPOIs), including, but not limited to, the numerical tabulations and written comments. *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 use them selectively to make a point)*
- d. Supervises rigorous student academic undertakings (e.g., research projects, theses, independent studies, internships, service-learning courses, portfolio reviews or other capstone work and/or courses, HIM theses, teaching of Honors courses, graduate thesis or dissertation committee participation)
- e. Develops and implements new academic programs of study (e.g., new courses, revisions to existing courses)
- f. Plays a significant role in developing, maintaining, and/or upgrading a research or teaching lab, or display venue

- g. Actively participates in ongoing teaching related development. (e.g. curriculum, recruitment, ADL/IDL training etc.)
- h. Participates in academic functions, events, and activities
- i. Provides required office hours scheduled during normal hours of operation
- j. Mentors students outside of classroom instruction by being readily available (e.g.; supervises independent study, internships, etc.)
- k. Develops and implements innovative pedagogical techniques and/or leadership (e.g., interdisciplinary teaching, team teaching) as documented through workshops, blog
- l. Demonstrates reliable course organization and management
- m. Performs scholarly activity related to teaching. NOTE: teaching-related research or grants can also be evaluated under the heading of research
- n. Leads/participates in seminars, workshops, or other forums that are focused on curricular concerns, teaching, or the learning process
- o. Engages in significant and ongoing discipline-related professional development (e.g., software/hardware self-training, Faculty Center for Teaching and Learning (FCTL), peer evaluations)
- p. Leads/organizes field trips and/or speaker series for a student group, class, area, or unit
- q. Demonstrates leadership or involvement in the graduate program (e.g., chair and/or serve on multiple master's thesis committees, maintaining graduate faculty/graduate scholars status)
- r. Is professional with students, staff, colleagues, and supervisors when carrying out teaching-related responsibilities
- s. Provides evidence of significant teaching effectiveness through distinctive achievements of students in the discipline

- t. Delivers guest lectures in other courses at UCF and/or at other institutions outside the university
- u. Designs/directs/leads in an academic study abroad program
- v. Provides/performs extracurricular student professional development tasks (e.g., writes recommendation letters for a significant number of students and/or furnishes guidance in resume authoring/portfolio assembly/website development, graduate school applications, festival submissions)
- w. Supports the university's diverse student populations by creating an inclusive classroom environment

Performance Definitions: Teaching

Note: The following categories may contain lists that are not rank-ordered, equally weighted, or exhaustive. Faculty members are required to maintain clear documentation to verify their accomplishments.

Unsatisfactory:

Fails to show significant improvement following a previous evaluation of *Conditional*. In rare instances where evidence of egregious deficiencies can be documented, *Unsatisfactory* ratings may be given.

Conditional:

Fails to achieve a *Satisfactory* rating. This evaluation is given when deficiencies are first noted. The evaluator will consult with the faculty member and develop a plan to remedy identified deficiencies during the next evaluation period. *NOTE: Typically performance that is less than Satisfactory will be given a rating of Conditional in the first year and Unsatisfactory in subsequent years.* However, as noted above, in rare instances where evidence of egregious deficiencies can be documented, *Unsatisfactory* ratings may be given.

Satisfactory:

To achieve *Satisfactory*, the faculty member is expected to:

- a. Possess comprehensive and original knowledge of the subject(s) and demonstrates the proven ability to communicate that knowledge to students

- b. Provide a syllabus to the students and GaIM that complies with the GaIM syllabus template
- c. Appropriately responds to, and follows up on, student concerns (e.g., openly listens to class-related criticism, responds to grade disputes in a timely and polite manner, files UCF Student of Concern Reports when prompted)
- d. Maintain accurate records of student performance and furnishes students with regular constructive feedback and updates on their progress for all assigned courses
- e. Meet with students during regularly scheduled office hours and the designated final examination period in compliance with UCF regulation
- f. Provide required office hours scheduled at varied times during the week during normal hours of operation
- g. Is respectful to students, staff, and faculty
- h. Regularly attend and participate in teaching-related GaIM, NSCM, CAH, COS, and University-level meetings/committees (e.g., Curriculum Committee, Portfolio reviews, BFA/MFA Reviews, Scholarship Committees)
- i. Submit grades, book orders and any related class materials on time, as required by UCF policy
- j. Give timely notification to the office and/or students of absences and accurately complete Leave and Personnel Form (e.g., LAPER, TAR, etc.) without repeated assistance/prompting
- k. Does not cancel or miss class unless necessary, and does not leave the classroom for extended periods of time (more than 10 minutes) or habitually release students from class early
- l. Maintain an acceptable record of classroom performance, willingly accepts teaching assignments based on areas of expertise and GaIM need
- m. Require little or no monitoring in the course of normal business operations (e.g., anticipates and adheres to deadlines: submits paperwork on time, attends meetings, etc.)

- n. Provides sufficient and organized documentation for evaluation on or before due date
- o. Teaches appropriate content relevant to the course objectives as defined by the program curriculum

Note: *The numerical tabulations and written comments on SPOIs are among the criteria that are factored into the faculty member's annual evaluation. However, given the evidence of systemic bias and other underlying problems with student evaluations as a mechanism, SPOIs will be weighted in the context of other evidence provided.*

Above Satisfactory:

To achieve *Above Satisfactory*, the faculty member must satisfy the criteria required to earn a *Satisfactory* rating and accomplish several (3 or more) of the activities outlined below and provide adequate documentation. The following list is not rank-ordered, equally weighted, or exhaustive:

- a. Earns an average rating of "very good" or above from students who complete SPOIs, including, but not limited to, the numerical tabulations and written comments. *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)*
- b. Supervises rigorous student academic undertakings (e.g., participation on HIM theses, graduate thesis or dissertation committees)
- c. Serves on graduate review boards or exam committees for graduate students
- d. Supervises research projects, service-learning courses, portfolio reviews or other capstone work and/or courses, internships and/or independent study courses (of three credit hours each) above and beyond the standard teaching load with evidence of adequate monitoring and professional performance resulting in student completion of the internship contractual obligation (minimum hours required for service and documentation of work produced for organization, company, or individual)

- e. Guides or co-guides students on a fieldtrip, or organizes opportunities for a class to present their work to a local group or convention, or organizes opportunities for a class to present their work through off-campus media
- f. Assists students outside the classroom through game and web development or other performances or scholarly/creative presentations; developing and operating a student organization; developing client-driven projects; or other related activities
- g. Develops and implements new academic programs of study (e.g., new courses, revisions to existing courses)
- h. Plays a significant role in developing, maintaining, and/or upgrading a classroom, technical area/shop, digital lab, or academic display venue

Outstanding:

To achieve *Outstanding*, the faculty member must satisfy the criteria required to earn an *Above Satisfactory* rating (as listed above) during the academic year, and demonstrate exemplary performance in teaching as evidenced by completing at least two of the activities outlined below. The following list is not rank-ordered, equally weighted, or exhaustive:

- a. Earns an average rating of “excellent” from students who complete Student Perceptions of Instruction (SPOIs), including, but not limited to, the numerical tabulations and written comments. *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)*
- b. Engages in ongoing and innovative teaching development of undergraduate and graduate programs, events, activities, and in content area responsibility that results in major initiatives, curriculum changes, or other substantial department development
- c. Performs a significant leadership role in academic functions, events, and activities

- d. Develops and implements innovative pedagogical techniques (e.g., interdisciplinary teaching, team teaching) and/or engages in significant and ongoing discipline-related professional development (e.g., software and hardware self-training)
- e. Leads/organizes seminars, workshops, or other forums focused on curricular concerns, teaching, or the learning process
- f. Leads/organizes field trips and/or speaker series for a student group, class, area, or unit
- g. Demonstrates active and ongoing leadership or involvement in the graduate program (e.g., chair and/or serve on multiple master's thesis committees, maintaining graduate faculty/graduate scholars status)
- h. Provides compelling evidence of significant teaching effectiveness through ongoing, distinctive achievements of students in the discipline (e.g., student awards from material generated in the faculty member's classes, outstanding graduate school acceptance rates, and/or comparable entry-level professional positions for students directly supervised by the faculty)
- i. Receives regional or national recognition for teaching or curriculum development, receives a TIP award or other NSCM, CAH, COS, or UCF recognition and/or other kinds of formal recognition for teaching (e.g., Fulbright Fellowship, invitation to teach at another institution), secures a significant external grant for the preparation of instructional materials
- j. Demonstrates leadership in the field through authoring a textbook with a reputable publisher

SECTION 2: RESEARCH AND CREATIVE ACTIVITIES

Criteria for Overall Categories of Accomplishment

In recognition of the various components of GaIM, and the diversity of experimentation involved in pursuit of new knowledge, scholarly research, creative activity, and client-driven projects may be specialized and/or evolve into interdisciplinary or collaborative activities that bridge traditional disciplines. Therefore, if part of the assignment of duties on the FAR (AA-46) for a faculty member of any rank includes a research assignment,

the evaluator and the faculty member will refer to the appropriate criteria to determine the annual performance rating for this review cycle. It is the responsibility of the faculty member to be able to furnish evidence to verify all a listed activities upon request.

In recognition of the various components of the GalM area, and the many areas of expertise needed to staff the area, a candidate's research and/or creative endeavors should relate to each individual's specific focus. The publication of books, scholarly texts, monographs, articles in peer reviewed journals, essays in books, and/or the presentation of research and creative activities through exhibitions, festival screenings, panels and/or conferences is crucial to establishing a substantial contribution in the field.

The evaluation of creative activities will be judged on a basis commensurate with the quality of the work's achievement as related to the candidate's discipline. In evaluating the quality of research and creative work, GalM ranks activities accordingly:

- a. international and national activities more highly than regional or local activities
- b. regional activities are rated more highly than local activities

GalM also considers the level of competitiveness to help determine the quality of research and creative work:

- a. Publishing houses, journals, festivals, galleries, museums, and conferences with world-class reputations that have been in continuous operation for more than a decade which have exceedingly low, peer-reviewed acceptance rates (single digits); select from an international applicant pool; and attract international sponsorship, judges, speakers and audience rank more highly than the following items
- b. Publishing houses, journals, festivals, galleries, museums, and conferences that have been in operation for more than three years, which have low, peer-reviewed acceptance rates (35% or less); and draw from an international applicant pool, and attract national sponsorship/ speakers rank more highly than the following items
- c. New publishing houses, journals, festivals, galleries, museums, and conferences that have been in operation for two years or less. These venues may have moderate acceptance rates (greater than 35%), may only draw from a local applicant pool, and attract local sponsorship and/or audience

Joint authorship is the norm in the GaIM field, as most research projects and creative activities are collaborative. Given this norm, and the fact that such work is more laborious and interdisciplinary than solo authorship, each author of a GaIM work (which can include research, creative, and hybrid forms) is to receive full credit for purposes of evaluation. However, in some cases faculty may play a more minor role (data collection, consulting, etc.) and should describe their contribution accordingly.

In funded research, the proportional credit for dollar amounts among PIs and co-PIs for grants funded is negotiated and specified on the Office of Research and Commercialization (ORC) cover sheet and must be provided in the faculty member's Annual Report.

Works in GaIM—which can include large-scale exhibitions, released games and simulations, book-writing, and other digital projects—often take two or more years to complete and disseminate, comparable to a multi-year horizontal study in the social sciences, rather than the more frequent publication schedule of traditional scholars in typical journals. Therefore, it is critical for the evaluators not to expect adjudicated work on an annual basis. For example, a faculty member might have only one or two projects that have received impactful national recognition within a multi-year time frame.

Listed below are examples of the various types of research and creative activities that might designate distinction in the GaIM area. The list is not rank-ordered or necessarily equivalent in value. It is expected that meritorious performance of faculty involved in research activities will be evidenced by indicators of research success. The activities listed within each of the bulleted items, where a ranking is delineated, are ranked according to institutional standards of accepted levels of adjudication, audiences reached, and established venues (e.g. international, national, statewide, regional and local). It is the responsibility of the candidate to substantiate all claims with clear and compelling evidence upon request.

- a. Contributes to the field through numerous publications and conference presentations at the local, statewide, regional, national and international level
- b. Contributes and active participation in the presentation of research and creative work at local, statewide, regional, national and international conferences
- c. Shows sustained evidence of significant completed creative works, gallery or festival exhibitions, patents on products, authoring or editing a highly acclaimed scholarly book, authoring or editing peer-reviewed journal articles, editing or

publishing a catalog and/or museum entry for a major institution, authoring reviews of esteemed discipline relative publications, etc.

- d. Shows consistent evidence of notable progress toward a creative work, publication of a book or journal article, grant applications, development of a chapter or essay within an edited text, or editing a text, publication of a catalog or museum entry, publishing reviews of discipline relative publications
- e. Actively participates in local, statewide, regional, national and international archival or collections research, the curation or creation of national or international exhibitions, and presentation of research on panels and as guest lecturer at the national and international level, etc.
- f. Earns awards for scholarship, grants, fellowships, positive reviews, and invited lectures at the local, statewide, regional, national and international level
- g. Submits and secures extramural funded grants
- h. Receives a UCF Research Incentive Award (RIA)

Evaluation Criteria

The annual evaluation process may necessarily have some variance due to the GaIM unit's academic diversity, as it is impossible to list every possible activity appropriate for its faculty members. As a result, faculty members may engage in activities not discussed herein, but have the burden of demonstrating their appropriateness to their research or creative agenda.

In the Faculty Annual Report, a faculty member will classify work in the following categories:

- works-in-progress (with milestones)
- completed works
- works submitted for review
- accepted works
- disseminated works

The quality of faculty work is indicated by peer/external review. The quantity of work should be commensurate with the total percentage assigned in the Annual Assignment Document.

A faculty member's research and creative activity are evaluated using the following categories: Unsatisfactory, Conditional, Satisfactory, Above Satisfactory, or Outstanding.

Unsatisfactory:

Fails to show significant improvement following a previous evaluation of *Conditional*. In rare instances where evidence of egregious deficiencies can be documented an *Unsatisfactory* rating may be given when first identified.

Conditional:

Fails to achieve a *Satisfactory* rating. This evaluation is given when deficiencies are first noted. The evaluator will consult with the faculty member and develop a plan to remedy identified deficiencies during the next evaluation period. *NOTE: Typically performance that is less than Satisfactory will be given a rating of Conditional in the first year and Unsatisfactory in subsequent years.* However, as noted above, in rare instances where evidence of egregious deficiencies can be documented an Unsatisfactory rating may be given when first identified.

Satisfactory:

The following list provides examples of the kinds of accomplishments expected. This list is not rank-ordered, equally weighted, or exhaustive. To achieve a *Satisfactory* rating the faculty member undertakes activities such as the following:

- a. Demonstrate progress toward completion of scholarship or creative work
- b. Contribute to the preparation and submission of a grant proposal and/or professional proposal for research or creative work
- c. Speak, exhibit work, or perform at venues appropriate to the discipline
- d. Present new work at meetings of a discipline-related professional or academic association
- e. Disseminates at least one work accepted or disseminated in a peer-approved venue at the regional or state level that results from special/juried invitation or peer review sponsored by:
 1. Academic, commercial, or professional presses, publishers, etc.
 2. University or commercial galleries, museums, and media art centers
 3. Professional meetings, conferences, competitions, etc.
 4. Media companies, electronic media including commercial and/or public television, cable, satellite systems and internet, etc.

5. Recognized arts or media organizations, festivals, competitions, retrospectives, etc.

Above Satisfactory:

To achieve *Above Satisfactory*, the faculty member must exceed the criteria required for a *Satisfactory* rating (as listed above) by engaging in at least two of the activities outlined below. This list is not rank-ordered, equally weighted, or exhaustive:

- a. Demonstrates substantial progress toward completion of scholarship or creative work (including research with human subjects, development of educational and innovative games, academic books, etc) that has not yet received recognition. The faculty member must provide the appropriate documentation. Criteria include, but are not limited to:
 1. Reaching accepted milestones beyond that achieved in the previous evaluation period (e.g., the finishing of or multiple drafts of a book, the iterative development of a major game or simulation, etc)
 2. Unusual size and/or complexity of project
- b. Completes a scholarly or creative project that has previously been listed as a work-in-progress
- c. Disseminates or has accepted at least two works in a peer-approved venue at the regional or state level that results from special/juried invitation or peer review sponsored by:
 1. Academic, commercial, or professional presses, publishers, etc.
 2. University or commercial galleries, museums, and media art centers
 3. Professional meetings, conferences, competitions, etc.
 4. Media companies, electronic media including commercial and/or public television, cable, satellite systems and internet, etc.
 5. Recognized arts or media organizations, festivals, competitions, retrospectives, etc.
- d. Serves as principal or co-principal investigator, lead researcher, or project director in the preparation and submission of a grant proposal
- e. Makes a presentation or serves as a panelist at professional conference, symposia, etc.

Outstanding:

To achieve *Outstanding*, the faculty member must exceed the criteria required for an *Above Satisfactory* rating (as listed above) by engaging in at least one of the activities outlined below. This list is not rank-ordered, equally weighted, or exhaustive:

- a. Achieves recognition for scholarship or creative work at the international, national or state level. Criteria include, but are not limited to:
 - 1. Funding for project (e.g. grant, investor commitment, donation, talent/crew work on a donated or deferred basis, in-kind donations)
 - 2. Commission for creative work in a key role (e.g. writer, director, producer, game designer, etc)
 - 3. Award, Fellowship, or Residency

- b. Disseminates substantial or lauded work (as demonstrated by reviews, write-ups, citations, etc) in a peer-approved venue at the international, national or regional level that results from special/juried invitation or peer review sponsored by:
 - 1. Academic, commercial, or professional presses, publishers, etc.
 - 2. University or commercial galleries, museums, and media art centers
 - 3. Professional meetings, conferences, competitions, etc.
 - 4. Media companies, electronic media including commercial and/or public television, cable, satellite systems and internet, etc.
 - 5. Recognized arts and media organizations, festivals, competitions, retrospectives, etc.

- c. Disseminates research findings or a technical report in an area related to one's area of expertise resulting from a consultation to industry, community, non-governmental organization, professional, or educational agency

- d. Makes a keynote or featured presentation at an esteemed Regional, National, or International conference in the faculty member's discipline

SECTION 3: SERVICE AND PROFESSIONAL DEVELOPMENT

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 service on committees, councils, and senates, beyond that

associated with the expected responsibility to participate in the governance of the University through participation in regular GaIM, NSCM, CAH, or COS meetings. The following lists of activities are not rank-ordered or exhaustive, and provide examples of the kinds of accomplishments expected.

Unsatisfactory:

Fails to show significant improvement following a previous evaluation of *Conditional*. In rare instances where evidence of egregious deficiencies can be documented, and *Unsatisfactory* rating may be given when first identified.

Conditional:

Fails to achieve a *Satisfactory* rating. This evaluation is given when deficiencies are first noted. The evaluator will consult with the faculty member and develop a plan to remedy identified deficiencies during the next evaluation period. *NOTE: Typically performance that is less than Satisfactory will be given a rating of Conditional in the first year and Unsatisfactory in subsequent years.* However, as noted above, in rare instances where evidence of egregious deficiencies can be documented, a rating of Unsatisfactory may be given when first identified.

Satisfactory:

The following list provides examples of the kinds of accomplishments expected. It is not rank-ordered, equally weighted, or exhaustive. To achieve *Satisfactory*, the faculty member must serve as a member on at least one GaIM, NSCM, CAH, COS, or UCF committee, and engage in at least two service assignments from the list below (categories are repeatable—for instance, a faculty member might fill this requirement by serving on two additional committees):

- a. Serves as a member on an additional GaIM, NSCM, CAH, COS, or UCF committee
- b. Serves the community by providing professional services such as lectures, seminars, serving as a judge for competitions to a local group, organization, or school; serves as moderator at a local conference/convention
- c. Serves the community by participating on a committee or board as an officer for a local organization (profession-related service)
- d. Serves the profession by reviewing a manuscript for a professional journal or by participating as a juror for an exhibition

- e. Involves students in community projects related to academic area
- f. Otherwise demonstrates satisfactory academic service to the University, community, or profession

Above Satisfactory:

To achieve *Above Satisfactory*, the faculty member must exceed the criteria required for a *Satisfactory* rating (as listed above) during the academic year, and demonstrate equivalent performance in two or more of the activities outlined below (with adequate corresponding documentation for each claim) at an exemplary level. It is not rank-ordered, equally weighted, or exhaustive:

- a. Serves as a reviewer for a research manuscript for a national or international journals, grant proposals or competitions
- b. Serves as an invited consultant (non-paid) or spokesperson for a State or national organization
- c. Serves the community by providing professional services (lectures, seminars, serving as a judge for art competitions or shows, etc.) to a regional group, organization, school; or serves as moderator at a regional convention
- d. Serves as a member of regional committee
- e. Serves as Chair of a GaIM, NSCM, CAH, COS, or UCF-level committee
- f. Coordinates a substantial activity or an area with substantial equipment responsibilities (e.g., computer labs, makerspaces, research labs, etc.)
- g. Serves as moderator of a regional, state, or national convention; workshop; or seminar
- h. Significant academic service to a charitable/non-profit organization
- i. Advises or sponsors a student organization whose mission is part of the GaIM academic program

- j. Otherwise demonstrates above satisfactory service to the University, community, or profession

Outstanding:

To achieve *Outstanding*, the faculty member must exceed the criteria required for an *Above Satisfactory* rating (as listed above) during the academic year, and demonstrate equivalent performance in at least one of the activities outlined below (with adequate corresponding documentation for each claim) at an exemplary level. It is not rank-ordered, equally weighted, or exhaustive:

- a. Serves as a principal officer, editor of a professional journal or popular magazine, meeting organizer, or chair of a major committee for a international, national, state-level organization
- b. Serves consistently throughout the year as a member of an Editorial Board for a recognized academic publication
- c. Receives public recognition for outstanding service to the University, community, or profession
- d. Conducts a workshop or seminar for a national, regional, or state-level professional organization, etc.
- e. Conducts multiple workshops or seminars to public school system, or community groups
- f. Chairs or directs a national, regional, or state-level non-profit academic-related organization
- g. Otherwise demonstrates outstanding academic service to the University, community, or profession