

Nicholson School of Communication and Media (NSCM) Tenured and Tenure-Earning Faculty Annual Evaluations Standards and Procedures *Updated 1/27/2025*

NOTE TO FACULTY

This document is designed to guide annual evaluations of faculty. This document is not intended to be promotion and tenure guidelines. However, in Section III: Scholarly Research and Creative Activity, an effort was made to develop a model with applicability to tenured and tenure-earning faculty across NSCM.

SECTION 1. INTRODUCTION

1.1

To foster a culture of excellence and accountability within the Nicholson School of Communication and Media, the annual evaluation process will require faculty members seeking ratings of Satisfactory, Above Satisfactory or Outstanding to provide a narrative that articulates their contributions and impacts in teaching, scholarly research and/or creative activity, and service. **Faculty will be evaluated based on the overall performance and the quality and impact of their work before a rating is given.**

This narrative will serve as a platform for faculty to reflect on their achievements, address challenges overcome, and demonstrate the significance of their work in alignment with NSCM and university goals. This approach not only differentiates levels of performance but also encourages faculty to strive for excellence and innovation in their professional endeavors.

1.2

Tenured and tenure-earning faculty members are responsible for reporting their annual accomplishments based upon their Assignment of Duties for the review period. The Director will evaluate the reported work in each assigned category (teaching, scholarly research and/or creative activity, and service) and will provide an overall evaluation.

Tenured and tenure-earning faculty must earn a minimum rating of **Satisfactory** in each area of assignment of effort of five percent (5%) or more before being eligible for an overall rating of Satisfactory or above. If a faculty member is **not Satisfactory** in each area of assignment, the faculty member shall achieve an overall rating of **Conditional**. If the faculty member is **not Satisfactory** in each category for more than one year, the faculty member shall achieve an overall rating of **Unsatisfactory**.

Note: if the faculty member achieves a **Satisfactory or higher** ratings 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).

1.3

Each faculty member will earn an overall performance assessment based on the individual ratings earned in activities including teaching, scholarly research and/or 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 on the In-Unit Faculty Assignment of Duties in Interfolio.

The total FTE for a full-time faculty member in a [single semester](#) must add up to 1.00 (or 100%).

[Starting from Spring 2025](#), during Spring or Fall semesters, each 3 or 4 credit-hour course taught is assigned .23 FTE (23%).

FTE examples based on SEMESTERS:

	Teaching	Research	Service	Total Semester FTE
2 courses/per semester	.46	.46	.08	1
3 courses/per semester	.69	.23	.08	1

Even though FTE is assigned based on semesters, evaluations are conducted annually.

Therefore, the table below shows the **total annual FTEs**, which will be 2, based on Spring and Fall FTEs.

Teaching Load Per Year	Teaching	Research	Service	Total Annual FTE
2-2	$0.46+0.46=0.92$	$0.46+0.46=0.92$	$0.08+0.08=0.16$	2
2-3 or 3-2	$0.46+0.69=1.15$	$0.46+0.23=0.69$	$0.08+0.08=0.16$	2
3-3	$0.69+0.69=1.38$	$0.23+0.23=0.46$	$0.08+0.08=0.16$	2

* For purposes of calculating the overall evaluation in a manner that distinguishes among the overall ratings (e.g., **Satisfactory, Above Satisfactory, and Outstanding**), individual category evaluations of teaching, scholarly research and creative activity, and service are assigned the following values: **Outstanding** = 4, **Above Satisfactory** = 3, **Satisfactory** = 2, **Conditional** = 1, **Unsatisfactory** = 0.

Using the example of a faculty member who has a “3/3 teaching load,” here is how FTEs and ratings are calculated together:

Outstanding in Teaching (1.38), **Above Satisfactory** in Scholarly Research and/or Creative Activity (0.46), and **Above Satisfactory** in Service (.16) would receive an overall score of 7.38 $[(4 \times 1.38 = 5.52) + (3 \times 0.46 = 1.38) + (3 \times 0.16 = 0.48) = 7.38]$.

1.4

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>
7.0 and above	Outstanding
5.0 – 6.99	Above Satisfactory
3.0 – 4.99	Satisfactory
1.0 – 2.99	Conditional
Below 0.99	Unsatisfactory

1.5

In some circumstances, the assignments in these categories will change due to administrative duties or new scholarly or creative activity opportunities. In such cases, the faculty member and Director should meet as soon as possible to develop a new assignment that more accurately reflects the workload. The Annual Standards described herein apply to the teaching of as many courses as the faculty member is assigned to teach. In the case of service, the standards for faculty service are the same regardless of their teaching assignment.

[End of Section 1]

SECTION 2: TEACHING

Teaching includes all classes for which the faculty is Instructor of Record and related class activities and student interactions both inside and outside of the classroom. This category also includes items such as independent studies, directed research, directed readings, thesis and dissertation committees, guest lectures in other classes, team teaching and development and/or revision of course materials or curriculum for future classes.

It is critical for faculty and the evaluator to use them judiciously and comprehensively (and not used selectively to reflect a bias one way or the other).

2.1

UNSATISFACTORY RATING

If a faculty member receives a *Conditional* rating (does not meet the overall requirements for *Satisfactory*) for two consecutive years, an *Unsatisfactory* rating will be assigned. In instances where evidence of egregious deficiencies can be documented, an *Unsatisfactory* rating may be given when first identified.

2.2

CONDITIONAL RATING

A faculty member who does not meet the overall requirements for *Satisfactory* will be marked as *Conditional*.

2.3

SATISFACTORY RATING

Both quality and quantity assessments are considered before a rating is given.

2.3.1

Quality Assessment

NARRATIVE SECTION (Satisfactory Rating - Teaching): Provide a narrative of how you meet the criteria for a Satisfactory Rating (maximum 500 words). Include related evidence and details of the activities where applicable. There is no need to provide narratives for “Above Satisfactory” or “Outstanding” if the self-assessment is for a

2.3.2

Quantity Assessment

To be considered (not guaranteed) for a rating of **Satisfactory**, the following items are activities required for a consideration of a *Satisfactory* rating.

Preparation for Teaching

- Submit book orders on time as required by state legislation.
- Prepare a course syllabus that follows the current university guidelines.
- Possess comprehensive and original knowledge of the subject(s) through FQMS qualification and the proven ability to communicate that knowledge to students.
- Complete university training in a timely manner, as requested (e.g., FERPA, Safe Zone advocacy, diversity initiatives).

Course Delivery

- Meet classes on a regular basis, as scheduled, and as appropriate to course modality.
- Be available at scheduled office hours.
- Follow syllabi that adhere to the current program guidelines.
- Provide content that aligns with learning objectives and outcomes.
- Reply in a timely fashion to student and supervisor inquiries.
- Provide timely evaluative feedback on student assignments/exams.
- Hold a final exam (or appropriate final project/exercise) during the scheduled final exam period.
- Submit final grades on time.
- Give timely notification to supervisor and/or students of anticipated absences and [accurately report absences in Workday](#).

Course Evaluation

- Demonstrate overall satisfactory performance in the classroom as evidenced by Student Perception of Instruction (SPoI). * See NOTES below.
- Report SPoI ratings of at least 50% in the “Good,” “Very Good,” and “Excellent” categories collectively (accumulated across all courses taught) in the category “Overall Assessment of Instruction.”
- Assess overall teaching effectiveness regarding student knowledge and/or skills gained.

NOTES:

- If the faculty member does not receive a rating of 50% in the “Good,” “Very Good,” and “Excellent” categories collectively; then, she/he/they should submit a summary that contextualizes SPoI scores and describe a strategy for improving future SPoI evaluations should be submitted to the Director.
- The following is not an exhaustive list, but may be used to provide context and additional information demonstrating satisfactory performance in the classroom:

- Submit a pre-test/post-test assessment of course objectives.
- Submit a grade distribution for each course.
- Submit a peer evaluation of a course.

2.4

ABOVE SATISFACTORY RATING

Both quality and quantity assessments are considered before a rating is given.

2.4.1

Quality Assessment

To be considered (not guaranteed) for an **Above Satisfactory** rating in teaching, the faculty member is required to provide a narrative that outlines their teaching philosophy, innovative practices, and specific examples of how they have enhanced student learning and engagement. This narrative serves as a critical reflection tool that allows faculty to connect their quantitative metrics—such as Student Perception of Instruction (SPoI) ratings and grade distributions—to qualitative outcomes, demonstrating the effectiveness and impact of their teaching strategies. By articulating these elements, faculty members not only showcase their commitment to academic excellence but also provide evaluators with a comprehensive understanding of their contributions beyond mere numerical evaluations. Find the Narrative Section at the bottom of the teaching section.

NARRATIVE SECTION (Above Satisfaction Rating - Teaching): Provide a narrative of how you meet the criteria for an Above Satisfactory Rating (maximum 500 words). Include related evidence, details of the activities, context where applicable. There is no need to provide narratives for “Satisfactory” or “Outstanding” if the self-assessment is for an “Above Satisfactory” rating.

2.4.2

Quantity Assessment

In addition, **to be considered** (not guaranteed) *for a Above Satisfactory* rating, the faculty member must achieve the criteria required to be considered for a *Satisfactory* rating and accomplish 3 or more of the activities outlined below, spanning at least 2 categories (Preparation for Teaching, Course Delivery, and Course Evaluation). The following list are some examples of activities, which are not rank ordered, equally weighted, or exhaustive:

Preparation for Teaching

1. Participate in two short university sponsored teaching-related workshops (e.g., Faculty Center for Teaching and Learning (FCTL) one-hour workshops).
2. Engage FCTL/Center for Distributed Learning (CDL) staff in a one-on-one consultation and provide a summary of consultation outcome and goals for course development changes.
3. Attend a campus-based multi-day teaching workshop (e.g., FCTL summer conference).
4. Attend a professional conference or workshop or continuing education opportunity (fewer than two days) related to the faculty member's area of expertise or teaching assignment.
5. Successfully develop and gain approval for a new course.
6. Demonstrate how you have met your personal teaching goals.
7. Other preparation not included here. Please specify.

Course Delivery

1. Revise/modify one aspect of a course with documentation noting purpose and scope of changes.
2. Mentor a student through any UCF recognized undergraduate research initiative (e.g., RAMP, SMART, or McNair) with an identified deliverable.
3. Supervise directed undergraduate or graduate research, creative or professional project that results in an identifiable deliverable. (May be counted more than once.)
4. Serve as a committee member for an Honors Undergraduate Thesis Honors in the Major student who has successfully completed an undergraduate thesis. (May be counted more than once.)
5. Serve as a committee member for one M.A./M.F.A./Ph.D theses/dissertations/projects during current evaluation period. (May be counted more than once.)
6. Evaluate student performance with an advanced level of rigor (for example, providing oral and/or written critique) that is appropriate to the curriculum.
7. Serve on graduate review board or program exam committee for graduate student.
8. Develop and guide/coach/direct students in a class that presents its work in a campus or community setting or who present their work through off-campus media such as:
 - a. Debate or other speech presentation
 - b. Newspaper/Radio/TV activities
 - c. Film screenings or film festivals
 - d. Present course-related work to representatives of a campus, community, or non-profit organization.
 - e. Class "client" activities/Client-driven projects
 - f. Gallery or museum exhibition
8. Engage students in one or more university approved service-learning activities.
9. Present course-related work to representatives of a campus, community, or non-profit organization.

10. Guide students on a school sponsored fieldtrip to an off-campus discipline-related setting.
11. Assist 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.
12. Teach an established course for the first time as a new preparation.
13. Substantially revise an existing course (e.g., Transitioning face-to-face [F2F] to online).
14. Modify instructional design to accommodate adding students (with administrative approval and within safety guidelines) above course caps established by program area while maintaining quality of instruction (e.g., use of SPoI ratings, reach course objectives, use of innovative techniques, and other measures of quality).
15. Play a significant role in developing, maintaining, and/or upgrading a classroom, studio, laboratory, or academic display venue.
16. Write, or substantially contribute to, the writing of a successful application for the purchase of equipment needed for a UCF classroom or lab.
17. Mentor a student in a discipline-related activity outside of classroom instruction.
18. Deliver comprehensive guest lecture or learning session for a colleague's class or other UCF unit, or other invited lecture to an external academic institution (with approval).
19. Teach (individually) a large course (as defined by the norms of the faculty member's primary program area) as Instructor of Record.
20. Organize an instructional effort outside the classroom that serves the program area, School, or UCF (e.g., student workshops or summits, educational student trips, lead effort on student exhibitions or competitions, organization and management of co-curricular tournaments or competitions).
21. Perform other noteworthy teaching activity that is not listed. Please specify.

Course Evaluation

1. Demonstrate satisfactory performance in the classroom as evidenced by Student Perception of Instruction (SPoI). * See NOTES below.
2. Receive (SPoI) 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.
3. Receive a favorable peer review evaluation conducted by FCTL or NSCM faculty/administration.
4. Assess teaching effectiveness regarding improvement in critical thinking in a course that may be used for program assessment.
5. Achieve the personal teaching goals identified for the academic year.
6. Provide compelling evidence (see below) of significant teaching effectiveness and rigor.
7. Other - Perform some other noteworthy teaching activity that is not listed. Please specify.

OUTSTANDING RATING

Both quality and quantity assessments are considered before a rating is given.

2.5.1

Quality Assessment

To be considered (not guaranteed) for an **Outstanding** rating in teaching, the faculty member is required to submit a comprehensive narrative that encapsulates their teaching philosophy, innovative instructional strategies, and the measurable impact of their pedagogical practices on student learning. It is also important to demonstrate the leadership and innovation in teaching. This narrative must not only detail specific quantitative measures, such as Student Perception of Instruction (SPoI) scores and student performance data, but also reflect on the qualitative aspects of their teaching that contribute to an exceptional learning environment. By articulating how their efforts exceed standard expectations, faculty can demonstrate their dedication to fostering an enriching educational experience, which is essential for distinguishing themselves as leaders in teaching excellence.

NARRATIVE SECTION (Outstanding Rating - Teaching): Provide a narrative of how you meet the criteria for an Outstanding Rating (maximum 500 words). Include related evidence, details of the activities, context where applicable. There is no need to provide narratives for “Satisfactory” or “Above Satisfactory” if the self-assessment is for an “Outstanding” rating.

2.5.2

Quantity Assessment

To be considered (not guaranteed) for an **Outstanding rating**, the requirements for Satisfactory and Above Satisfactory should be met. **To be considered** (not guaranteed) for a rating of Outstanding, faculty must either complete 2 additional activities from Above Satisfactory; or 1 option from the activities listed in Outstanding.

Preparation for Teaching

1. Participate in a campus-based multi-day teaching workshop (e.g., FCTL summer conference).
2. Complete the research to author a textbook, textbook chapter, or scholarly publication related to teaching.
3. Play a leadership role in a local, regional, national, or international teaching and learning conference and/or organization.

4. Secure external grant greater than \$5,000 for the preparation of instructional materials (grants in the Scholarship of Teaching and Learning [SoTL] area count under research; technology fee proposals count under service).
5. Author an article focusing on teaching practices that is published in a university, local, regional, or national publication.
6. Develop course materials that ensure that sources include representation across cultural identities.
7. Perform other preparation activities not included here. Please specify.

Course Delivery

1. Supervise a graduate dissertation/thesis/project or Honors Undergraduate Thesis project to completion (may be used more than once). If work extends over multiple years, provide context (see below).
2. Demonstrate through instructional assignment the 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 related to the course objectives involving a significant community challenge (e.g., hunger, homelessness, quality of life, public health, diversity and inclusivity).
5. Organize a co-curricular or instructional effort outside the classroom that serves the school, college, or university (e.g., student workshops or summits; educational student trips; student exhibitions or competitions; co-curricular tournaments or competitions).
6. Lead/organize a visiting speaker/artist series for the program area, school, or university.
7. Develop and deliver a UCF approved service-learning course.
8. Deliver an *approved* course that is new to the curriculum.
9. Incorporate culturally centered or inclusive teaching practices.
10. Perform other activities demonstrating outstanding course delivery not included here. Please specify.

Course Evaluation

1. Receive external recognition of outstanding student performance that resulted from work in the faculty member's course.
2. Receive student evaluations (SPoIs) of overall teaching effectiveness that exceed NSCM norms. * See NOTES below.
3. Demonstrate satisfactory performance in the classroom as evidenced by Student Perception of Instruction (SPoI) 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.
4. Provide 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).

5. Receive regional or national recognition for teaching excellence or curriculum development, receives a TIP award or other UCF recognition and/or other kinds of formal recognition for teaching (e.g., Fulbright Fellowship, invitation to teach at another institution).
6. Perform a leadership role in teaching and learning academic functions, events, and activities at the school, college, university, or professional level.
7. Demonstrate leadership in the field through authoring a textbook, with evidence of external adoption and use.
8. Receive university course recognition (e.g., high impact designation, research intensive designation, quality blended designation).
9. Other - Perform some other noteworthy teaching activity that is not listed. Please specify.

[End of Section 2]

SECTION 3. SCHOLARLY RESEARCH AND CREATIVE ACTIVITY

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

3.1

UNSATISFACTORY RATING

If a faculty member receives a **Conditional** rating for two consecutive years, an **Unsatisfactory** rating will be assigned. In instances where evidence of egregious deficiencies can be documented, an **Unsatisfactory** rating may be given when first identified. Examples of an egregious offense could include research misconduct, or the intentional and overt undermining of research activities or the ability of another faculty member to complete their scholarly research or creative activity.

3.2

CONDITIONAL RATING

A faculty member who does not meet the overall requirements for **Satisfactory** will be marked as **Conditional**.

3.3

SATISFACTORY, ABOVE SATISFACTORY, OUTSTANDING RATING

Both quality and quantity assessments are considered before a rating is given.

3.3.1

General Guidelines for Quantity Assessment

Ratings of **Satisfactory, Above Satisfactory, and Outstanding** are calculated using **Table 1**. **Table 1** factors a faculty member's scholarly research and/or creative activity FTE into their expected scholarly outcomes. A faculty member needs only meet all the requirements in the box matching their Annual FTE to be considered for that ranking.

The examples of elements identified as ideaphoria, production, and dissemination are defined and explained in the following sections for faculty from **communication, film and mass media, and games and interactive media, respectively.**

Faculty members who meet the below criteria are eligible (not guarantee) to be considered for the ratings as described. **But both quality and quantity assessments are considered before a rating is given.**

Table 1

RESEARCH / CREATIVE ACTIVITY ASSIGNMENT (ANNUAL FTE) →	0.46 or lower Annual FTE (3-3 teaching load or more)	0.69 FTE (2-3 or 3-2 teaching load)	0.92 or more Annual FTE (2-2 teaching load of less)
RATING (Below)			
SATISFACTORY	Complete at least one IDEAPHORIA item	Complete two or more IDEAPHORIA items	Complete at least one PRODUCTION item
ABOVE SATISFACTORY	Complete two or more IDEAPHORIA items	Complete one or more PRODUCTION items	Complete two or more PRODUCTION items or at least one DISSEMINATION item
OUTSTANDING	Complete one or more PRODUCTION items	Complete two or more PRODUCTION items or at least one DISSEMINATION item	Complete at least one PRODUCTION item and two or more DISSEMINATION items

At all levels, faculty will also have the opportunity to provide context and supporting information if their work is not fully captured in this document.

The following sections provide the overall criteria for categories of accomplishment pursued by faculty, the general characteristics of scholarly research and creative activity, and specific evaluation criteria for scholarly research and creative activity in the areas of **ideaphoria, production, and dissemination for communication, film and mass media, and games and interactive media.**

3.3.2

General Guidelines for Quality Assessment

3.3.2.1.

Variations in Disciplines: NSCM is a large, collaborative collection of diverse faculty members within diverse disciplines. At the same time, NSCM encourages interdisciplinary scholarly work, both scholarly research-based and creative. In recognition of the various components of NSCM, and the many areas of expertise, a candidate's scholarly research and/or creative endeavors should relate to each individual's specific focus. For example, this could be publishing case studies, designing new games, producing film or television programs, writing history or theory, studying effects and impacts of various media, designing new disciplinary instructional techniques, or examining any variety of communication and media tools and outlets.

Although all areas within the school adhere to the general standards set forth in this document (i.e., rigor, significance, impact), it is valuable and instructive to point out some areas where there are slight differences in how scholarly work is to be evaluated. For example, film and game work can sometimes take multiple years to complete, while some quantitative scholarly research projects might take a few months.

In addition, the significance of collaborative work in some areas of mass media are perceived differently than in others; in communication social science scholarly research, first authorship is considered more prestigious than second or third, whereas in film and game work, collaboration is awarded equal credit. It should be noted that while these differences are defined here within specific programs, they are to be applied across the School's faculty evaluations.

Faculty should indicate how their individual records should be interpreted by those not familiar with their discipline. Faculty also should note that because some faculty engage in scholarly research activity *and* creative activity, their reports may include **both**. Scholarly research or creative activities may involve forms of recognition that demonstrate the quality or importance of the work. "Other" categories are included to allow faculty to make a case for the placement of their scholarly research and creative activity.

3.3.2.2.

Collaboration: While an area of expertise is generally desired for each member of the School, faculty members are also encouraged to expand their skills and areas of concentration, often through collaborative work with other faculty. Faculty-student collaborations in scholarly research and creative activities are encouraged and valued in that faculty member's research activity. Examples include articles, books, films, or games, and must include a detailed explanation of the faculty member's role in production and dissemination of the works.

3.3.2.3.

Grant: Grant activities are encouraged and valued especially when the obtained external grant provides indirect funds to NSCM. The proportional credit for dollar amounts among Principal Investigators (PI) and Co-PIs for grants funded is negotiated and specified on the Office of Research (ORC) cover sheet and must be provided in the faculty member's Annual Report.

3.3.2.4.

Venue: The evaluation of scholarly research and creative activities will be judged on a basis commensurate with the quality of the work's achievement as related to the candidate's discipline. While there may be exceptions, generally, when evaluating the quality of scholarly research and creative work, and in consideration of the university's goal of community engagement, NSCM ranks activities based on a **venue's audience**, not its location, accordingly:

- Generally, international would be regarded as more prestigious than national, national more than regional, regional more than local; and,
- Scholarly research and creative activities in support of UCF's educational goals (e.g., diversity and inclusion) may be ranked as equal to international, even if the audience is local or regional, such as projects driven by university-sponsored grants, initiatives, or community engagement activities.

3.3.2.5.

Quality of Work: NSCM also considers **the level of competitiveness and other measures** that are detailed later in the document to help determine the quality of scholarly research and creative work.

- 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; select from an international applicant pool; and attract international sponsorship, judges, speakers and audience rank more highly than the following entities.
- Publishing houses, journals, festivals, galleries, museums, and conferences that have been in operation from three to ten or more years, which have low, peer-reviewed acceptance rates; and draw from an international applicant pool and attract national sponsorship/speakers rank more highly than the following entities.
- New publishing houses, journals, festivals, galleries, museums, and conferences that have been in operation for fewer than three years. These venues may have moderate acceptance rates, may only draw from a local applicant pool, and attract local sponsorship and/or audience.

3.3.2.6.

Types of Work: Listed below are examples of the various types of scholarly research and creative activities that might designate distinction in NSCM. The following identifies kinds of scholarly research activities and creative activities that may be declared in the annual evaluation. Scholarly research or creative activities may involve forms of recognition that demonstrate the quality or importance of the work. The activities listed within each of the bulleted items, where a level of activity is delineated, are considered according to institutional standards of accepted levels of adjudication, audiences reached, and established venues. It is the responsibility of the candidate to substantiate all claims with clear and compelling evidence. [The following list are some examples of activities, which are not rank ordered, equally weighted, or exhaustive:](#)

- Contributes to the field through publications and conference presentations of scholarly research or creative work at the local, statewide, regional, national, and international level.
- Disseminates work in local, regional, national, or international museum or gallery exhibitions of creative work at the solo, juried, or invited level.
- Contributes to the field through presentations of scholarly research or creative work in film screenings at the local, statewide, regional, national, and international level.
- Shows sustained evidence of significant completed scholarly research and creative works, authoring or editing a scholarly book, authoring or editing peer-reviewed articles where the publishers thereof are well-established and respected in the field, editing or publishing in catalogs, and/or museum entries for major institutions, authoring reviews of esteemed discipline relative publications.
- Documents consistent evidence of notable progress toward scholarly research and 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, or designing a new game, artwork, or application.
- Participates actively in the curation or creation of national or international exhibitions, and presentation of scholarly research on panels and as invited speaker or adjudicator at the national and international level, etc. at the local, statewide, regional, national, and/or international level.
- Distributes or otherwise disseminates completed creative work (not self-published) through film and electronic media channels including but not limited to broadcast, cable, streaming, VOD, DVD, digital distribution services, etc.
- Earns awards for scholarship or creative work at the local, statewide, regional, national and/or international level.
- Receives grants, fellowships, residencies, or published reviews at the local, statewide, regional, national and/or international level.
- Submits proposals for extramural funded grants or investor funding at the local, statewide, regional, national and/or international level.
- Learns and uses new or unique technology or software related to creative work or scholarly research outcomes.
- Receives a UCF scholarly Research Incentive Award (RIA), UCF Excellence in Research Award, or other recognition of research and/or creative activity quality (e.g., Reach for the Stars Award, Pegasus Professor, Luminary Award, Scroll & Quill Society).

3.3.3

Quality Assessment - Narrative Section

3.3.3.1

Satisfactory Rating

To be considered (not guaranteed) for a **Satisfactory** rating in research and creative activities, faculty should provide a narrative indicating whether the **quantity and quality requirements** have been met.

NARRATIVE SECTION (Satisfactory Rating - Research and/or Creative Activity):

Provide a narrative of how you meet the criteria for a Satisfactory Rating (maximum 500 words). Include related evidence and details of the activities where applicable. There is no need to provide narratives for “Above Satisfactory” or “Outstanding” if the self-assessment is for a “Satisfactory” rating.

3.3.3.2

Above Satisfactory Rating

To be considered (not guaranteed) for an **Above Satisfactory** rating in research and creative activities, both quantity and quality assessment are required. The submission of a narrative is essential to illustrate the significance and impact of their scholarly contributions is required. This narrative should detail the context, methodologies, and outcomes of research projects or creative endeavors, thereby linking quantitative measures—such as publication counts, grant funding, and project milestones—to a broader narrative of scholarly achievement. By requiring this narrative, the evaluation process emphasizes the importance of quality and innovation in research and creative activities, allowing faculty to highlight how their work advances knowledge in their field and aligns with the university’s mission of excellence in research.

NARRATIVE SECTION (Above Satisfaction Rating - Research and/or Creative Activity): Provide a narrative of how you meet the criteria for an Above Satisfactory Rating (maximum 500 words). Include related evidence, details of the activities, context where applicable. There is no need to provide narratives for “Satisfactory” or “Outstanding” if the self-assessment is for an “Above Satisfactory” rating.

3.3.3.3

Outstanding Rating

To be considered (not guaranteed) for an Outstanding rating in research and/or creative activities, both quantity and quality assessment are required. The faculty member is required to include a narrative contextualizing their achievements and articulate the significance of their contributions to their discipline and the broader academic community. This narrative should illustrate how the faculty member’s quantitative accomplishments—such as publications, conference presentations, and successful grant applications—align with innovative methodologies and impactful outcomes. By requiring a narrative, the evaluation process emphasizes the importance of both the quality and the quantity of scholarly work, allowing

faculty to highlight their unique contributions and how their research and/or creative activities advance the university's mission of excellence in scholarship.

NARRATIVE SECTION (Outstanding Rating - Research and/or Creative Activity):

Provide a narrative of how you meet the criteria for an Outstanding Rating (maximum 500 words). Include related evidence, details of the activities, context where applicable. There is no need to provide narratives for "Satisfactory" or "Above Satisfactory" if the self-assessment is for an "Outstanding" rating.

3.3.4

Examples of Work in Each Program Area

In cases of interdisciplinary collaboration, faculty members should mutually agree upon the division of credit for their work and refer to the SECTION below corresponding to the primary dissemination discipline. The dissemination outlet/venue should guide the evaluative approach. Because Nicholson School of Communication and Media includes three primary program areas, the following SECTIONS delineate the general approach to be used by the evaluator when considering individual faculty efforts.

3.3.4.1

Communication Program Area

To help faculty excel in their research at the highest quality, the following provides basic guidelines and examples in assessing research activities expected at an R1 university.

Types of publications: Primary emphasis is given to publications in peer reviewed journals. Peer reviewed scholarly books at prestigious publishers are also valued. Scholarly book chapters will be considered positively in the context of a sustained record of peer reviewed journal article publications and where those chapters indicate evidence of national and international recognition. Although some work may be published in other types of publications (e.g., non-peer reviewed publications, forum, essay, invited), they will not be regarded as the same level as other publication types mentioned in this guideline. Journals that are published or affiliated with major, prestigious professional organizations (e.g. ICA, NCA, AEJMC, BEA) are also valued.

Quality and impact of research: The quality and impact of research will be an important component of the assessment of scholarly contributions. It is expected that research articles are published at peer reviewed journals listed in Web of Science (or Index to Journals in Communication Studies Through 1979 compiled by RJ Matlon, the traditional and original index in the discipline of communication), and impact factors must be considered when choosing journals. Other factors, including acceptance rate, significance of outlet, reach of the publication, will be considered to determine the quality and impact of research. For scholarly books and book chapters, reputation and quality of the publisher will be considered.

Authorship order: In the discipline of Communication, authorship order is generally determined based on the level of contributions made by each author. For joint authorships, the order of authorship often reflects mutually agreed-upon levels of contribution, with the first author typically recognized as the lead scholar on the study. Therefore, solo authorship or first-author status is highly regarded, followed by second, third, and subsequent authorships. Although it may not be the norm, in rare cases, this order may not convey the complete context of contributions. If that is the case, faculty members are responsible for providing any necessary explanations/evidence regarding authorship decisions.

3.3.4.2

Film and Mass Media Program Area

Generally, in creative activity, the faculty member will identify the primary role or roles played in the creation of the project when reporting. If a faculty member writes, directs, shoots, and edits their film that should be indicated, and evidence provided. If a faculty member directs their film but raises funds to hire key creative collaborators, that should be indicated. The ultimate duration of the film is also a consideration, with feature length films generally requiring more production time than shorts. The modality of a film is another consideration, since experimental films can require extra production time to process celluloid materials. Creative works in the film area often take two or more years to complete and disseminate. Therefore, evaluators should not expect adjudicated work on an annual basis. For example, a film faculty member might have only one or two projects that have received impactful national recognition within a multi-year time frame.

Unlike papers and books, creative works may be exhibited at multiple different locations over time. Typically, after 5 years works are no longer considered new, but revision of an existing work for further exhibition or distribution may increase its impact or significance. For example, a film that is exhibited for 1-2 years in film festivals may then be revised for national or international distribution on an electronic media channel such as broadcast or streaming. Such revisions could take significant time to complete, resulting in impactful distribution.

A film faculty member may be sought after for a commission, which often reflects the quality of their work. The terms of such a commission should be described in detail. For example, an individual or production company might commission a work, or a team involved with a grant might commission a documentary illustrating its project. Grants often do not list the documentary director as an *investigator*, but that should not reduce the evaluation of the film's significance.

3.3.4.2

Games and Interactive Media (GaIM) Program Area

Joint authorship is the norm in the GaIM field, as most scholarly research projects and creative activities are collaborative. Each author of a GaIM paper, presentation, or creative work shares full credit for purposes of evaluation.

Creative works in GaIM often take two or more years to complete and disseminate. Therefore, evaluators should not 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. Accordingly, it is extremely important for the faculty member to clarify what role they played on a particular project.

Unlike papers and books, creative works in GaIM may be exhibited at multiple different locations over time, with the expectation that the venue increases in reputation or changes in audience with each successive exhibition. Typically, within the discipline, after five (5) years, works are no longer considered new and further exhibition only receives credit as part of a retrospective.

3.3.5

IDEAPHORIA, PRODUCTION, and DISSEMINATION

The annual evaluation process may necessarily have some variance due to NSCM'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 demonstrate appropriateness to their scholarly research or creative agenda.

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 Faculty Assignment of Duties Document.

A faculty member's scholarly research and creative activity are classified in the following three categories: **Ideaphoria, Production, and Dissemination**. These terms are to be conceptualized in the following ways: Ideaphoria is capacity for creative thought and imagination that scholars and artists use when preparing to create knowledge, projects, or art; production is the act or process of making available to the public the products of ideaphoria; dissemination is the act of spreading or presenting scholarly research or creative activity widely among universal and particular audiences.

Presentations and articles will be counted when accepted or delivered/published (but not both) and books and book chapters when published. Grants will be counted after receipt of notification of award, or when received (but not both).

All examples in 3.3.5 are not rank ordered, equally weighted, or exhaustive.

3.3.5.1

IDEAPHORIA

The following list provides examples of the kinds of accomplishments expected at the beginning of a project.

- a. Demonstrate progress toward completion of scholarship or preproduction of a creative work (e.g., book, film, program, artwork, study, manuscript, whitepaper, article, etc.).
- b. Contribute to the preparation and submission of a grant proposal, professional proposal for scholarly research or creative work, or preparation of a book proposal.
- c. Participate in a course, professional meeting, or workshop that furthers the improvement of creative work or scholarly research.
- d. Participate in and attend meetings of a discipline-related professional or academic association.
- e. Participate on a scholarly panel to discuss issues/topics pertinent to faculty area of expertise.
- f. Demonstrate networking efforts toward interdisciplinary scholarship, creative work, or community engagement (e.g., attendance or engagement at interdisciplinary or community events, email exchanges, scheduled meetings, and planned follow-up, scholarly or creative outlines, project planning, etc.).

3.3.5.2

PRODUCTION

The following list provides examples of the kinds of accomplishments expected during production of a project.

- a. Demonstrate *substantial* progress toward completion of scholarship or creative work that has not yet received recognition. Criteria include, but are not limited to:
 - Reach accepted milestones beyond that achieved in the previous evaluation period (e.g., securing a book contract, the finishing of or multiple drafts of a book, entering final production of a film, program, game, or artwork, finishing data analysis stage of a study, etc.)
 - Experience unusual duration and/or complexity of project (longitudinal study, international collaboration, remote research location).
 - Reach benchmarks (e.g., in grant-funded research and/or creative activities; production stages in short or feature, half hour vs. feature films, etc.; or nature of game, scale of installation, etc.).
 - Demonstrate or screening a work-in-progress at venues appropriate to the discipline.
 - Complete a scholarly or creative project that has previously been listed as a work-in-progress.
- b. Serve as a scholarly research consultant or board member in a government, industry, community, non-governmental organizations, arts organization, professional, or educational agency or organization in an area related to one's area of expertise.

- c. Serve as principal investigator, co-investigator, or project director in the preparation and submission of a grant proposal.
- d. Serve as a scholarly research advisor, Co-PI, or collaborator on a grant whose principal investigator (PI) is outside NSCM.

3.3.5.3

DISSEMINATION (Varied by Program Areas)

3.3.5.3.1

Communication Program Area

The following list provides examples of the kinds of accomplishments. Items may be counted more than once (e.g., publishing multiple peer-reviewed journal articles).

Dissemination as Presentation

- Present scholarly or academic papers or manuscripts at a regional, national, or international professional or academic meeting.
- Make a keynote or featured presentation at an esteemed national, or international conference in the faculty member's discipline.

Dissemination as Publication

- Author peer-reviewed journal article.
- Publish an edited book.
- Publish a scholarly book.
- Publish a peer-reviewed article in a Selected Papers series or Proceedings.
- Publish a bibliographic or review essay in a regional, national, or international journal.
- Publish an editorially reviewed book chapter.
- Publish an invited or editor reviewed article.

Dissemination as Recognition

- Be awarded an external grant or contract processed through OR.
- Disseminate scholarly 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, arts organization, professional, or educational agency.
- Receive a scholarly Research Incentive Award (RIA) Program award from UCF.
- Receive external recognition by disciplinary or industry organizations.
- Receive public recognition of scholarly research by mainstream media or professional disciplinary, industry media.

For other noteworthy scholarly research and/or creative accomplishments that are not listed in the document, the faculty member is responsible for providing evidence that supports the level of the quality, rigor, and impact of the work.

3.3.5.3.2

Film and Mass Media Program Area

The following list provides examples of the kinds of accomplishments.

Achieve recognition for scholarship or creative work at the international or national level. Criteria include, but are not limited to:

- Funding for project (e.g., grant, investor commitment, donation, talent/crew work on a donated or deferred basis, in-kind donations).
- Commission for creative work completed through the use of UCF resources in a key role (e.g., writer, director, producer, director of photography, editor).
- Award, Fellowship, or Residency.

Disseminate work in a peer-approved venue or selective electronic media outlet at the international or local level that results from special/juried invitation or peer review sponsored by:

- Academic, commercial, or professional presses, publishers, etc.
- University or commercial galleries, museums, and media art centers
- Professional meetings, conferences, competitions, etc.
- Media companies, electronic media including commercial and/or public television, cable, satellite systems and internet, streaming services, VOD, DVD, etc.
- Recognized arts and media organizations, festivals, competitions, retrospectives, etc.
- Paper or poster at scholarly or professional conference, symposia, etc.

Disseminate scholarly 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, arts organization, professional, or educational agency.

Make a keynote or featured presentation at an esteemed national, or international conference in the faculty member's discipline.

Be awarded ONE external grant or contract processed through OR that provides indirect funds to NSCM.

Author ONE scholarly book, first edition.

Other:

- Perform some other noteworthy scholarly research and/or creative accomplishment that is adequately represented in this evaluation.
- Note: Activity must be specified, and faculty must provide satisfactory documentation.

3.3.5.3.3

Games and Interactive Media & FIEA Program Areas

The following list provides examples of the kinds of accomplishments.

Achieve recognition for scholarship or creative work at the international or national level. Criteria include, but are not limited to:

- Funding for project (e.g., grant, investor commitment, donation, talent/crew work on a donated or deferred basis, in-kind donations).
- Commission for creative work completed through the use of UCF resources in a key role (e.g., writer, project manager, designer, artist).
- Award, Fellowship, or Residency.

Disseminates work in a peer-approved venue that results from special/juried invitation or peer review sponsored by:

- Academic, commercial, or professional presses, publishers, etc.
- University or commercial galleries, museums, and media art centers.
- Professional meetings, conferences, competitions, etc.
- Media companies, electronic media including commercial and/or public television, cable, satellite systems, internet, digital distribution services, etc.
- Recognized arts, design, and media organizations, festivals, competitions, retrospectives, etc.
- Paper or poster at scholarly or professional conference, symposia, etc.

Disseminates scholarly 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.

Makes a keynote or featured presentation at an esteemed national, or international conference in the faculty member's discipline.

Be awarded ONE external grant or contract processed through OR that provides indirect funds to NSCM.

Author ONE scholarly book, first edition.

Other: Perform some other noteworthy scholarly research and/or creative accomplishment that is adequately represented in this evaluation. (Note: Activity must be specified, and faculty must provide satisfactory documentation.)

[End of Section 3]

SECTION 4: SERVICE

4.1

Service includes all institutional, community, and professional activities that the faculty are engaged in outside of the classroom. Based upon the annual assignment of duties, all faculty are expected to engage in a level of public and professional service activities as defined by the most recent Collective Bargaining Agreement (CBA). In addition to the activities listed under each category, faculty have an opportunity to record “Other Service” that is not included among any of the categories below. In assessing the items reported as “Other Service,” the Director will consider variables such as “relevance to the faculty’s area of expertise” and “relevance to the school or university mission” in judging the merit of the activity.

4.2

UNSATISFACTORY RATING

If a faculty member receives a *Conditional* rating for two consecutive years, an *Unsatisfactory* rating will be assigned. In instances where evidence of egregious deficiencies can be documented (e.g., purposefully disrupting or preventing a colleague from completing a service obligation), an *Unsatisfactory* rating may be given when first identified.

4.3

CONDITIONAL RATING

A faculty member who does not meet the overall requirements for *Satisfactory* will be marked as *Conditional*.

4.4

SATISFACTORY RATING

Both quality and quantity assessments are considered before a rating is given.

Quality Assessment

NARRATIVE SECTION (Satisfactory Rating - Service): Provide a narrative of how you meet the criteria for a Satisfactory Rating (maximum 500 words). Include related evidence and details of the activities where applicable. There is no need to provide narratives for “Above Satisfactory” or “Outstanding” if the self-assessment is for a “Satisfactory” rating.

Quantity Assessment

To be considered (not guaranteed) for a rating of **Satisfactory in Service**, faculty members must attend required all-school meetings and program area meetings unless excused (e.g., due to conference travel, medical reasons, or work responsibility conflicts). In addition, to be considered for a Satisfactory Rating, faculty needs to engage in 2 additional activities from among the following examples of activity.

Service to School/College/University

- Serve as an active member of an additional program or school committee, subcommittee, workgroup, or ad hoc committee.
- Serve as an elected or appointed school/college/university representative/liaison.
- Attend a scheduled student, colleague, or visiting artist screenings within faculty's discipline.
- Serve as a judge or administrative staff for a co-curricular activity (e.g., Film screening).
- Conduct a teaching peer-review and write feedback statement for a colleague.
- Perform other service not listed here. Please specify.

Public Service in the Community

- Serve as a member of community organization related to the faculty member's area of academic expertise.
- Engage with a public or private school group in an area of the faculty member's area of professional expertise.
- Engage with a local or civic organization in the faculty member's area of professional expertise.
- Involve students in community projects related to area of expertise or professional interest.
- Perform other service not listed here. Please specify.

Professional Service

- Serve as an active member* (see NOTES below) in one or more professional organizations: national, regional, or state. Active membership is more than paying a membership fee. Examples of specific activity required.
- Serve as a moderator or respondent for a program or session for a division/unit at a local, state, regional, national or international convention.
- Serve as an ad hoc reviewer for an academic journal.
- Review manuscript, abstract, or proposal for an academic conference (may be counted more than once for different conferences).

- Serve as a juror for a local 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. Please specify.

4.5

ABOVE SATISFACTORY RATING

Both quality and quantity assessments are considered before a rating is given.

4.5.1

Quality Assessment

To be considered (not guaranteed) for an **Above Satisfactory rating in Service**, the faculty member is required to provide a narrative that explains the scope and impact of their contributions to the university, community, and profession. This narrative should articulate how their service aligns with the goals of the Nicholson School of Communication and Media and enhances the overall educational environment. By requiring a narrative, the evaluation process seeks to connect quantitative data—such as participation in committees and service projects—with qualitative outcomes, demonstrating the faculty member’s commitment to fostering collaboration, community engagement, and professional development. This emphasis on narrative helps to underscore the vital role of service in achieving a holistic assessment of faculty performance.

NARRATIVE SECTION (Above Satisfaction Rating - Service): Provide a narrative of how you meet the criteria for an Above Satisfactory Rating (maximum 500 words). Include related evidence, details of the activities, context where applicable. There is no need to provide narratives for “Satisfactory” or “Outstanding” if the self-assessment is for an “Above Satisfactory” rating.

4.5.2

Quantity Assessment

To be considered (not guaranteed) for a rating of Above Satisfactory, requirements for satisfactory rating must be met PLUS either of the following options:

- **2 or more additional activities from Satisfactory and 1 activity from the Above Satisfactory list below; or,**
- **2 of the Above Satisfactory activities from the list below.**

Service to School/College/University Service

- Serve as an active member* (see NOTES above) of an additional program or school committee, subcommittee, workgroup, or ad hoc committee.
- Serve on a College or University committee.
- Chair a Program, School, College, or University committee or subcommittee. (Committee chairs of School committees will present a brief committee report to the appropriate unit head.)
- Supervise a Program, or School activity (e.g., student club, film showcase).
- Supervise a Program, or School function (e.g., responsible for annual assessment of Undergraduate Program).
- Advise or sponsor a student organization whose mission is part of the academic program of the School, College or University.
- Attend scheduled student, colleague, or visiting artist screenings or exhibitions.
- Perform other service not listed here. Please specify.

Public Service to Community

- Chair or serve as an officer for a local professional group.
- Deliver speech or presentation in the faculty member's area of expertise to a local, state, regional, or national group.
- Provide professional work or unpaid consulting for local group or schools in the faculty member's area of professional expertise.
- Provide service to a charitable organization utilizing the faculty member's area of professional expertise.
- Engage in recruitment activities for the program, department, or school.
- Perform other public service in the community not listed here. Please specify.

Professional Service

- Serve as a member of state, regional, or national association committee or division.
- Write or edit a newsletter or website for a professional association or group related to area of expertise (e.g., blog about communication skills, website about video editing).
- Conduct workshop or seminar for state, regional, national or international professional organization, schools, etc.
- Serve as a scholarly critic/respondent/discussant at academic or professional program.
- Serve on a published journal editorial review board.
- Review manuscripts, abstracts, or proposals for an academic conference (local, regional, national, international; member's area of professional expertise).
- Review book proposals for publishers in the discipline.
- 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).
- Perform other professional service not listed here. Please specify.

Other Service

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

4.6

OUTSTANDING RATING

Both quality and quantity assessments are considered before a rating is given.

4.6.1

Quality Assessment

To be considered (not guaranteed) for an Outstanding rating in Service, the faculty member must provide a narrative that details their contributions to the university, community, and professional organizations, emphasizing both the scope and the impact of their service activities. This narrative should link quantitative data—such as participation in committees and community engagement initiatives—to qualitative outcomes that illustrate the faculty member’s commitment to enhancing the educational environment and supporting institutional goals. By requiring this narrative, the evaluation process reinforces the importance of service as a critical component of faculty responsibilities, encouraging faculty to reflect on how their service activities exemplify leadership and foster a culture of collaboration and engagement.

NARRATIVE SECTION (Outstanding Rating - Service): Provide a narrative of how you meet the criteria for an Outstanding Rating (maximum 500 words). Include related evidence, details of the activities, context where applicable. There is no need to provide narratives for “Satisfactory” or “Above Satisfactory” if the self-assessment is for an “Outstanding” rating.

4.6.2

Quantity Assessment

To be considered (not guaranteed) for an Outstanding rating in Service, faculty members are required to complete the requirements for a Satisfactory and Above Satisfactory rating PLUS either of the following options:

- **complete 2 more activities from the Above Satisfactory level; or,**
- **1 of the following activities**

1. Chair a state, regional, or national professional group or entity.
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. Receive a 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 major 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.
10. Other: Perform some other noteworthy service accomplishment or receives public recognition for service that is not adequately represented in this evaluation. Please specify.

SECTION 5: OTHER ASSIGNED DUTIES

Consistent with the CBA, faculty may assume (and be assigned) other duties, such as those consistent with program coordinator, assistant director, etc. While these may be internal titles, the assignment is reflected on the 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 required that the faculty member and the 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.

[End of the ASEP Document]