

DEPARTMENT OF THEATRE
Annual Evaluation Standards and Procedures

Evaluation and Standards Guidelines

Approved by Faculty Relations on 5/7/2012 for first use in the 2012-2013 academic year

SECTION I: RATINGS

The multidisciplinary interests and methodologies in the Theatre Department require that performance standards be flexible, and the annual evaluation of faculty be a matter of individual assessment by the Department Chair in terms of the general guidelines and specific circumstances pertaining to each person. The standards described in this document are meant to serve as examples and guidelines. They are not intended to be all-inclusive or exclusionary. The very nature of creative activities involves discovery and application of research and new ideas previously unknown or undiscovered.

The ratings are:

- Unsatisfactory—indicating substandard performance for a second year.
- Conditional—indicating normal expectation has not been reached; specific areas of work need improvement.
- Satisfactory—indicating performance that is at expectation for the assignment.
- Above Satisfactory—indicating performance above expectation for the assignment.
- Outstanding—reserved for exceptional performance. It indicates excellence in the profession and adherence to the highest standards.

The basis of the annual performance evaluation will be information obtained through the faculty annual report, student evaluation forms, annual assignment forms, additional data provided by the faculty member and other data obtained by and provided by the Department Chair.

For effective evaluation, two responsibilities are involved. The faculty member must maintain records and provide a clear, concise report on the value and impact of the work in each category. The Chair must review the annual report and other relevant data in the context of Department standards, and evaluate the performance of the faculty member as honestly, objectively and accurately as possible.

Because “Promotion decisions are not merely a totaling of an employee’s annual performance evaluations” (UCF BOT/UFF Collective Bargaining Agreement, 14.1.a), faculty should not assume that positive ratings in the annual evaluations process will automatically lead to a positive recommendation for tenure or promotion. The cumulative evaluation toward tenure/promotion process is separate from the annual evaluation process and follows separate guidelines. Additional effort may be required to satisfy tenure and promotion requirements. Faculty members should reference Department, College, and University Promotion and Tenure Guidelines for further clarification.

The standard load in the department is 4/3 (though a few individuals, including Visiting Instructors and Instructors, have a different load), which is higher than those in other departments in the College of Arts and Humanities. Faculty members receive a course release for teaching, production assignments, and coordinating programs at UCF. Faculty do not receive a course release for thesis committee chairing or thesis advising, a record of independent study teaching, directed research, Honors in the Major Chair or Committee, outside creative activity, research, publishing, coaching, RAMP, McNAIR, SMART, LEAD, supervision of student designers, search committee chairing or membership, and many other activities that are required for the life of the department and education of our students.

Faculty members are evaluated on their record of teaching, scholarship/creativity, and service. It is a fundamental philosophy in the UCF Department of Theatre that excellence in teaching is a prerequisite to faculty receiving favorable annual evaluations as well as tenure or promotion. Additionally, all tenured and tenure-earning faculty must continue their creative activities and research to remain current in their disciplines as well as advance theatrical scholarship, production, performance, etc. Finally, appropriate professional service to the university, profession, and community is an obligation of all full time faculty members. Additionally, faculty will be evaluated on their ability to participate in the life of the department. Examples include, but are not limited to: regular attendance and participation in faculty and committee meetings, appropriate use of facilities, availability to students and colleagues, willingness to engage in meaningful professional dialogue, and positive response to reasonable assignments. Application of these standards will not infringe upon faculty individual rights or academic freedom as outlined in Article 5 of the BOT-UFF Collective Bargaining Agreement.

SECTION II: PROCEDURAL GUIDELINES

- The evaluation check sheet form should accompany the Faculty Annual Report when it is submitted to the Department Chair for the annual faculty evaluation.
- Whether on a nine or twelve month contract, all activities during the academic year should be included in the faculty member's annual report. For the purposes of this document, activities have been assigned to the Teaching, Creative Activities/Research, and Service categories. However, theatrical activities are often not easily assigned to categories, and the faculty member should exercise their own best judgment and confer with their Chair/Director in assigning an activity when the appropriate category is not obvious. For example, some activities normally considered Teaching may be considered as creative activity/research depending upon the formal invitation/selection process and level of exposure (national, international, etc.).
- Place a check beside each item where an activity has been performed. Unless otherwise noted, an activity may be used only once on the evaluation check sheet. In cases where an activity may be applicable to more than one category or checked item, the faculty member must choose **only one**.
- Justification must be provided in the annual report for each checkmark explaining the value and impact of the activity.
- Dates of performances, presentations, publications, etc., should be included for all activities as appropriate. The date should be that of when the activity occurs, and normally it can count in only one evaluation period.
- Reflecting the inclusion of creative activities/research and service in their annual assignments, faculty holding the rank of Assistant Professor or higher, including those on a "Visiting" status, will be evaluated on assigned instructional activities, creative activities/research, and service and professional development.
- Faculty holding the rank of Assistant in Theatre will be evaluated on assigned instructional activities, assigned departmental creative activities, assigned service activities and other duties as assigned.
- For faculty holding the ranks of Lecturer, Instructor, or Visiting Instructor, evaluation will be based upon assigned teaching, creative, and service activities as specified by their employment agreement and based upon their annual assignments.
- Faculty with a substantial assignment in the "Other" category should discuss evaluation of activities with the Chair at the beginning of the evaluation year. If, following this discussion, the Chair determines the evaluation standards must deviate from this document for a faculty member with a substantial assignment in "Other Duties", those standards must be placed in writing and on file in the department.
- Regarding committees; evaluation is based not simply on membership, but on degree of participation or on how active the faculty member was on the committee. For a rank of "Outstanding", service activity should be regular and significant and extend beyond the departmental level.
- The faculty member or chair may request a conference regarding the evaluation materials or ratings.

Based on the annual report, self-evaluation, any previous discussion with the faculty member, and the Chair's determination of the faculty member's ability to positively participate in the life of the department as listed previously, the Chair determines an evaluation for each faculty member in each relevant category, as well as an overall evaluation.

SECTION III: APPEAL OR REVIEW

The first recourse for anyone dissatisfied with the result of this process is a detailed discussion of the evaluation with the Chair. If for any reason the faculty member is still not satisfied following this meeting, the faculty member has the option to request that the chair convene an Evaluation Peer Review Panel. This request for formal review is entirely voluntary on the part of the faculty member concerned. This request for a formal departmental review must occur within 30 days of the faculty member's detailed discussion of the evaluation with the Chair. Faculty members should be aware that this review is entirely separate from the Grievance process delineated in the Collective Bargaining Agreement. However, the two processes cannot be pursued simultaneously. If a faculty member chooses to pursue the departmental appeal procedure, a grievance may not be filed until the departmental process is complete.

The Evaluation Peer Review Panel, composed of three tenured faculty members at the Associate or Full Professor rank (1. Evaluation Peer Review Chair elected annually, 2. Member selected by Department Chair, 3. Member selected by Faculty member) will, with the faculty member's approval, review the faculty member's file. The faculty member requesting the appeal has 10 days following the request for a formal appeal to provide all supporting documentation to the Evaluation Peer Review Chair (Annual Evaluation Guidelines, Chair's Annual Evaluation, Annual Report, a brief (250 words), specific letter from the faculty member to the Evaluation Peer Review Chair explaining the exact nature of the dispute or concern citing specific language/rating in the evaluation, and any supporting evidence that explains or contextualizes the faculty member's concerns about the evaluation. The committee then must independently review the documentation prior to meeting, meet to discuss their findings, and make a recommendation within 14 days after the faculty member supplies the supporting documentation.

The Evaluation Peer Review Chair will write a report explaining the committee's findings to the faculty member and Department Chair. The panel may recommend that the original rating stand, be raised, or lowered. Though not bound by this recommendation, the Chair must acknowledge and consider the report of the Review Panel before assigning the faculty member a final rating. The review panel's report shall be included as an attachment to the faculty member's annual evaluation report, acknowledging that the review has occurred.

Personnel documents are confidential and must not be discussed or shared outside of this committee. Copies will be made for all three members of the committee and shredded upon completion of deliberation.

SECTION IV: STANDARDS

Standards for Teaching and Service are clearly defined in that section of the evaluation check sheet. Additional definition and explanation are needed, however, for research and creative activities.

The expectation of creative activities and research is that such efforts should lead to some visible manifestation either as formal presentation/performance, written work or some other form related to one's professional activities. These projects may include any of a wide variety of activities, depending upon the field of specialization and interests of the faculty member. Faculty members often participate in diverse creative activity; they perform, design, direct, choreograph, write, edit, publish, consult, etc. Such breadth of activity is encouraged. Each faculty member's primary efforts are usually directed toward those activities expected in the area of his/her appointment. If the annual assignment is outside the area of the faculty member's original appointment, then the expectation and evaluation standards must be consistent with the annual assignment and not the area of the original appointment.

Artistic performance or other creative activities should be judged on the basis of quality without reference to compensation. It is usual and customary that an artist would receive compensation for most, if not all, of the work he or she performs. It would be unusual for a professional artist to not receive compensation for their work. It is the position of the Theatre Department that activities should be considered whether or not payment is received.

Additional consideration must be given to level of difficulty and proximity of venue. Quality, scope of influence, and preparation will be assessed in regard to creative growth.

As a general rule, satisfactory evaluation for research requires evidence of sustained work.

Although quality is often difficult to evaluate objectively, the following standards and definitions may be useful measures of quality:

1. Blind Peer Review
2. External Peer Review/Published Performance Review
3. Awards/Prizes
4. A Professional Invitation or Commission (where invitations or commissions are prestigious) for performance/article/book chapter/design etc. in one of the following categories. These are suggested examples based on impact and value to the discipline:

"A"—Internationally recognized venue with a prestigious reputation: NY Shakes, Santa Fe Opera, Lincoln Center, Broadway, Off-Broadway, International Film Festival, Internationally recognized or distributed Publication, Dance venue, Film, prestigious Commercial or comparable venue.

"B"—A National venue, producing organization or production with a prestigious reputation: Guthrie, Arena Stage, Actor's Theatre Louisville, La Jolla, Steppenwolf, Goodman, Off-Off Broadway, National Film Festival, Nationally Recognized or Distributed Publication, Dance Venue, Film, or prestigious Commercial or comparable venue.

"C"—Regionally recognized venue, producing organization or production or Academic production: OST, REP, IRT, Alabama Shakes, Regional Film Festival, Regionally Recognized or Distributed Publication, Dance Venue, Film or Commercial with comparable reputation or venue.

"D"—Regionally recognized producing organization connected to or affiliated with an Academic institution: UCF, University of Florida, UT-Knoxville, Film or Commercial with comparable reputation or venue.

"E"—Local Professional Theatres, Local Film Festival, Locally Distributed or Recognized Publication, Dance Venue, Film, or Commercial with comparable reputation or venue.

"F"—Local Non-Professional Theatres—These activities will usually only count in the service area.

NOTE: For the purposes of this document activities have been assigned to qualitative categories. Theatrical activities and venues are often not easily assigned to categories, and the faculty member should exercise one's best judgment in assigning an activity when the appropriate category is not obvious. Individual faculty members will be responsible for making a case to the chair for a higher ranking.

In circumstances of questions regarding measures of quality it is the responsibility of the faculty member to provide documentation supporting the measure (eg: formal invitation letters, certificates, editorial review procedures, etc.)

The following are examples of research and creative activities that might be used for most theatre faculty. The general categories are considered to be equivalent. The activities within each category are in order of importance or significance.

PRODUCTION (Directing, Design, Choreography, Technical Direction, Shop Management, Artistic Production, Playwright, Performer, etc.)

1. Production or role for "A" or "B" level venue
2. Production or role for "C" level venue
3. Production or role for "D" level venue
4. Production or role for "E" level venue
5. Production or role for "F" level venue —"F" level activities will usually only count in the service area.

RESEARCH

1. Award or grant of international importance
2. Award or grant of national importance
3. Presentation of research/lecture/workshop/master class for professionals at a meeting of international significance (i.e., Federation of International Theatre Research)
4. Presentation of research/lecture/workshop/master class for professionals at a meeting of national significance (i.e., the Association of Theatre in Higher Education)
5. Award or grant of regional importance (i.e., Southeastern Theatre Conference)
6. Presentation of research/lecture/workshop/master class for professionals at a meeting of regional significance
7. Presentation of research/lecture/workshop/master class for professionals at a meeting of local significance
8. Award or grant of local significance.

If it is not immediately apparent from the award or activity itself, it is up to each faculty member to make the case to the Department Chair / Director of the significance of the award, the awarding body, or professional organization.

PUBLICATIONS

1. Significant Book or play by a publishing company of national or international significance and distribution.
2. Article in industry publication or Book Chapter by a publishing company with national or international distribution and prestigious reputation. Those with peer review or those refereed are of more significant weight.
3. Book review in industry publication with national or international distribution and prestigious reputation
4. Publication in regionally distributed publication with prestigious reputation.

If it is not immediately apparent from the activity itself, it is up to each faculty member to make the case to the Department Chair / Director of the significance of the publication or publisher.

DEPARTMENT OF THEATRE EVALUATION CHECK SHEET

NAME _____ RANK _____ ACADEMIC YEAR _____

Place a check beside each item where an activity has been performed. You can only use each activity once. In cases where the activity may fit in more than one place, it is up to the faculty member as to where to place it.

No more than 2 checks may be marked in each criterion and must be for performing separate activities unless otherwise noted.

The line below each item is for notation of item used to earn that check or checks. Dates of performances, presentations, publications, etc., should be included for all activities as appropriate. The date should be that of when the activity occurs, and normally it can count in only one evaluation period. Additional documentation and/or evidence of each activity is strongly encouraged and may be required.

Faculty members are encouraged to provide supplemental information to the Chair in the form of syllabi, letters or actual work for which they have completed, which supports their case for special meritorious performance.

INSTRUCTIONAL ACTIVITIES

Part I.

You cannot receive a Satisfactory rating or higher if you do not meet all of the following **MANDATORY** criteria. These checkmarks do not count toward your overall checkmark total. The Chair will confirm that these items have been met so you are advised to keep records of meeting these minimum requirements. If you were not assigned these activities, you will not be evaluated on them.

_____ 1. Evaluate courses with official University evaluation forms or approved alternatives.

Provide or attach details and evidence: _____

_____ 2. Meet courses as scheduled and, unless prior arrangements are made with the Chair, administer the final during the scheduled final exam period **in compliance with University regulations**.

Provide or attach details and evidence: _____

_____ 3. Provide and follow a syllabus that follows the current department guidelines regarding syllabi and provide a copy of the syllabus to the department office for each course taught by the end of the second week of classes.

Provide or attach details and evidence: _____

_____ 3a. Demonstrate a methodology and pedagogy that adequately convey the knowledge base defined by the course objectives and course requirements as listed in each course syllabus. Objectives should be stated in the course syllabus, demonstrating clarity of instructor's expectation and all major objectives should be met.

Provide or attach details and evidence: _____

_____ 3b. Create a fair and clearly stipulated evaluation system capable of adequately measuring and demonstrating each student's achievement in the course.

Provide or attach details and evidence: _____

_____ 4. Participate fully in program assessment in support of departmental and university program assessment goals (e.g.: assessment rubrics for juries, portfolio reviews, etc.— *applies to Assistant in Theatre, Assistant, Associate, and Full Professors*)

Provide or attach details and evidence: _____

_____ 5. Schedule and attend office hours providing regular availability to students outside the classroom. Those assigned academic advisees must keep regular and special advisement appointment hours and handle paperwork associated with advisement in a timely and accurate manner. Submit with your annual report how you schedule and hold office hours including average number of hours per week and how students sign up or find you during those times.

Provide or attach details and evidence: _____

_____ 6. Demonstrate a current knowledge base for each course taught. This may require additional effort on the part of the faculty member.

Provide or attach details and evidence: _____

_____ 7. Actively participate in recruitment as appropriate—*applies to Assistant in Theatre, Assistant, Associate, and Full Professors* (e.g.: letters, emails, visits with prospective students, etc.)

Provide or attach details and evidence: _____

_____ 8. Submit grades on time for all courses taught, according to University schedule.

Provide or attach details and evidence: _____

_____ 9. Submit book orders on time each semester as required by the Florida State Legislature.

Provide or attach details and evidence: _____

Part II.

___1. Receiving a teaching award from the college or university (e.g., a TIP) shall result in the awarding of an "outstanding" rating.

Provide or attach details and evidence: _____

No more than 2 checks may be marked for each of the following criteria.

___2. Average student ratings using official University evaluation forms meet or exceed the College mean score on a 5 point scale for all courses.

Provide or attach details and evidence: _____

___3. Average student ratings using official University evaluation forms are 4.0 or better on a 5 point scale for all courses (one check) or 4.25 or better on a 5 point scale for all courses (two checks).

Provide or attach details and evidence: _____

___4. Teaches three or more different course preparations during the academic year.

Provide or attach details and evidence: _____

NOTE: The same course may be counted only one time for criteria 5, 6 and 7.

___5. Teaches an Honors course, Graduate course, Service-Learning course, Gordon Rule course, M (media enhanced) or W (full web) designated course, Lab and Lecture course (same person), Studio course with extra contact hours, Interdisciplinary course.

Provide or attach details and evidence: _____

___6. In the course of the year, teaches one large course (more than 60 students = one check, more than 125 = two checks, more than 250 = three checks) If you teach two courses with more than 250 students you can take six checks.

Provide or attach details and evidence: _____

___7. Teaches one new course or makes substantial changes to an existing course (For example: Created Media-Enhanced component, or changed all textbooks)

Provide or attach details and evidence: _____

___8. Serves as a member for a M.F.A. thesis, M.A. thesis, or Honors in the Major thesis where the student is making academic progress.

Define your contribution to the student's academic progress: _____

___9. Serves as a chairperson for a M.F.A. thesis, M.A. thesis, or Honors in the Major thesis where the student is making academic progress. Two checks for chairperson in the year the student completes thesis and defends.

Define your contribution to the student's academic progress: _____

___10. Directs students through independent study, practicum, directed reading, directed research and/or internship courses. (Note: 1 check indicates 2 or more students in I.S ; 2 checks indicate 2 or more I.S.courses.)

Provide or attach details and evidence: _____

___11. Documented progress on a textbook. Progress checks (contracted or not) may not be taken for more than two years. (This item can only be checked in one area – Teaching or Creative Activity/Research. Faculty member may choose which area is most appropriate to published material)

Value and Impact? _____

___12. Publishes a textbook (2 checks), workbook or study guide (one check). (This item can only be checked in one area – Teaching or Creative Activity/Research. Faculty member may choose which area is most appropriate to published material)

Value and Impact? _____

___13. Receives funding/compensation through a teaching grant (a grant in the SoTL area can count here OR under creative activity/research).

Value and Impact? _____

___14. Mentors a student through any UCF recognized undergraduate research initiative, e.g., RAMP, McNair, SMART, LEAD (research mentoring programs). One check per student.

Value and Impact? _____

___15. Evidence of efforts to improve teaching Examples: External or Internal evaluations of teaching, FCTL or HR workshops, and other).

Value and Impact? _____

___16. Service as Area Coordinator (This may be checked only once for program/internship coordinators (either in Teaching or Service) unless you are the Grad or Undergrad Coordinator in which case you can take a check in both).

Value and Impact? _____

___17. Supervision of student direction, stage management, or design (can be taken by directors, designers, or managers) (no more than 2 checks per production)

Provide details of each individual activity: _____

___18. Significant guest teaching (i.e. covering a leave of absence)

Provide details of each individual activity counted here _____

___19. Outstanding achievement by a student at the regional or national level for which you provided significant one-on-one coaching or mentoring—one check per recognition.

Provide or attach details and evidence: _____

___20. Faculty member may submit other teaching-related activities. Substantiating narrative and additional documentation should be included. This standard may count for multiple checks as appropriate.

Value and Impact? _____

Provide or attach details and evidence: _____

Did you meet and document all of the criteria in Part I? YES NO

If NO, why? _____

Your Total Number of Checks for Instructional Activities _____

Your Evaluation Rating for Instructional Activities must be based upon the number of check marks when taken into consideration and weighed against assigned FTE in this area. The number of checks required for each Rating level is dependent upon the FTE assigned in this area.

CREATIVE ACTIVITIES AND RESEARCH

NOTES:

- Multiple checks may be counted for each criterion, but must be for performing separate activities unless otherwise noted
- Activities or publications will be counted when accepted or completed (but not both), books and book chapters when in press or when published (but not both). Grants will be counted after receipt of a letter of award, or when funding is received (but not both).

ONE CHECK ACTIVITIES:

- ___1. **Two** of the activities in item 1 (a, b, c) equal one check. List students/events:
- a. Presents a workshop/panel, which has been chosen through volunteering rather than a formal peer selection process at a professional meeting.
 - b. Serves as adjudicator/respondent to a single performance for a state or regional organization at the University level.
 - c. Serves as a reviewer for a manuscript for a professional publication.

Provide details of each individual activity counted here and the value and impact: _____

- ___2. Documented progress on a non-contracted book length *manuscript* or *play*. Progress checks (contracted or not) may not be taken for more than two years.

Value and Impact? _____

- ___3. Serving as a *respondent/adjudicator* for a state festival for a professional or educational theatre organization..

Value and Impact? _____

- ___4. Working as a *Director, Designer, or Actor* on a *new script* as part of play development (can be taken in addition to the check for the production).

Value and Impact? _____

- ___5. *Playwright* for one "*E*" level *production* of an original script(s)

Value and Impact? _____

- ___6. *Movement/Dialect/Voice/Choreography* component for *two* "*E*" level *productions*.

Value and Impact? _____

- ___7. *Directing* one "*E*" level *production* produced for public viewing

Value and Impact? _____

___8. **Choreographer** for a musical theatre or concert dance production performed for public viewing at the **"E" level**

Value and Impact? _____

___9. **Artistic Director** for one **"E" level production** produced for public viewing

Value and Impact? _____

___10. **Designing** one **"E" level production** produced for public viewing

Value and Impact? _____

___11. Performing a **major role** in one **"E" level production** produced for public viewing

Value and Impact? _____

___12. Providing technology (**TD, Carpenter, Shop Manager, Cutter/Draper** etc.) for one **"E" level production** produced for public viewing.

Value and Impact? _____

___13. **Submission** of a **paper** to a **refereed publication**.

Value and Impact? _____

___14. **Submission** of an **external grant** or **contract** for creative activities or research

Value and Impact? _____

___15. **Publication** of **non-refereed article**

Value and Impact? _____

TWO CHECK ACTIVITIES:

___16. Giving a *workshop* or presentation, *chosen through a formal peer selection process*, consisting of a *new approach or technique*, at a *state, regional, national, or international meeting or event*.

Value and Impact? _____

___17. Serving as a *respondent/adjudicator* for a *regional or national festival* for which you received a *formal invitation* (This is intended to be for a *multi-day festival* at the regional or national level, not for a single production at the University level).

Value and Impact? _____

___18. *Documented progress* on a *contracted book length manuscript or play*. Progress checks (contracted or not) may not be taken for more than two years.

Value and Impact? _____

___19. *Playwright* for one *"C" or "D" level production* of an original script(s) – premier production only.

Value and Impact? _____

___20. *Director* for one *"C" or "D" level production* produced for public viewing

Value and Impact? _____

___21. *Movement/Dialect/Voice/Choreography* component for *two "C" or "D" level productions*.

Value and Impact? _____

___22. *Choreographer* for a musical theatre or dance production performed for public viewing at the *"C" or "D" level*

Value and Impact? _____

___23. *Artistic Director* for one *"C" or "D" level production* produced for public viewing

Value and Impact? _____

___24. *Designing* one *"C" or "D" level production* produced for public viewing

Value and Impact? _____

___25. Performing a **major role** in one "**C**" or "**D**" level production produced for public viewing

Value and Impact? _____

___26. Providing technology (*TD, Carpenter, Shop Manager, Cutter/Draper* etc.) for one "**C**" or "**D**" level production produced for public viewing.

Value and Impact? _____

FOUR CHECK ACTIVITIES:

___ 27. *Editor* of an *academic journal*.

Value and Impact? _____

___28. Serving as an *Assistant* for one "**A**" or "**B**" level production produced for public viewing.

Value and Impact? _____

SIX CHECK ACTIVITIES:

___ 29. One *refereed publication or book chapter* with *national or international distribution*.

Value and Impact? _____

AUTOMATIC OUTSTANDING ACTIVITIES (EIGHT POINT ACTIVITIES):

Completing one of these activities will garner an automatic rating of outstanding for 1 year. The faculty member may request, through documentation, that their activity be awarded Outstanding for more than one year.

___30. *Playwright* for one "**A**" or "**B**" level production of an *original script(s)* produced for public viewing

Value and Impact? _____

___31. *Director* for one "**A**" or "**B**" level production produced for public viewing

Value and Impact? _____

___32. *Choreographer* for a musical theatre or concert dance production performed for public viewing at the "**A**" or "**B**" level

Value and Impact? _____

___33. *Movement/Dialect/Voice/Choreography* for one "**A**" or "**B**" level production.

Value and Impact? _____

___34. **Artistic Director** for one **"A" or "B" level production** produced for public viewing

Value and Impact? _____

___35. **Designing** one **"A" or "B" level production** produced for public viewing

Value and Impact? _____

___36. Performing a **major role** in one **"A" or "B" level production** produced for public viewing

Value and Impact? _____

___37. Providing technology (**TD, Carpenter, Shop Manager, Cutter/Draper** etc.) for one **"A" or "B" level production** produced for public viewing.

Value and Impact? _____

___38. **Publishing of a book as author or editor** through a **contractual arrangement with a reputable publisher** (Vanity and online publication excluded).

Value and Impact? _____

___39. Receiving **funding** through a **new external creative/research grant or contract**.

Value and Impact? _____

___40. A **research award** (including a RIA or SoTL) from the college or university or other major public recognition of creative activity/research.

Value and Impact? _____

___41. A faculty member may submit **other creative/research-related activities** that merit consideration with substantiating narrative and documentation.

Value and Impact? _____

Your Total Number of Checks for Creative Activities and Research _____

Your Evaluation Rating for Creative Activities and Research must be based upon the number of check marks when taken into consideration and weighed against assigned FTE in this area. The number of checks required for each Rating level is dependent upon the FTE assigned in this area.

SERVICE AND PROFESSIONAL DEVELOPMENT

Each of your activities (i.e. committees) can only count once in the criteria below. If you have multiple activities that meet one criteria (for example multiple university level committees) you can take multiple checks per line as long as they are unique activities that were not already counted on another line. Two or more activities for the same criteria are permitted but each activity should only be counted once unless otherwise noted.

___1. Serves the university by service on 2 or more departmental committees or task forces through regular participation.

Provide details and evidence of attendance: _____

___2. Serves the university by service on a college committee or task force (chairing a college committee counts for two checks)

Provide details and evidence of attendance: _____

___3. Serves the university by service on a university committee or task force (chairing a university committee counts for two checks).

Provide details and evidence of attendance: _____

___4. Serves the university by serving as advisor for active, recognized student organization.

Provide details and evidence of attendance: _____

___5. Serves the community by giving a professionally-related talk to a local or regional group, organization or public school; or in some other way sharing professional expertise with the public schools or community.

Provide details and evidence of attendance: _____

___6. Serves the community by serving on a committee as an officer, meeting organizer or chair for a local, regional, state, national or international organization, in profession-related service.

Provide details and evidence of attendance: _____

___7. Serves as a reviewer for a manuscript for a professional publication.

Provide details and evidence of attendance: _____

___8. Serves as a reviewer for a proposal from a federal (national or international) or private granting agency.

Provide details and evidence of attendance: _____

___9. Serves as a reviewer for a professionally-related book prior to publication.

Provide details and evidence of attendance: _____

___10. Serves as an invited consultant to, respondent or adjudicator to, or spokesperson for at least two national or international organizations, university, or meeting.

Provide details and evidence of attendance: _____

___11. Serves as the chairperson for, or a discussant on, a panel at a regional or national or international professional meeting (Faculty member may place a check here or under creative activity/research, but not both for same panel).

Provide details and evidence of attendance: _____

___12. Is funded for one substantial service grant.

Provide details and evidence of attendance: _____

___13. Serves the profession by reviewing and providing written response to three or more new play scripts.

Provide details and evidence of attendance: _____

___14. Receives public recognition for outstanding service to the university, community, or profession.

Provide details and evidence of attendance: _____

___15. Otherwise documents outstanding service to the university, community, or profession.

Provide details and evidence of attendance: _____

___16. Brings a symposium or extended professional workshop presentation to the campus or area (2 checks).

Provide details and evidence of attendance: _____

___17. Serves on an editorial board for a professional publication or book series.

Provide details and evidence of attendance: _____

___18. Service as Area Coordinator (This may be checked only once for program coordinators – either in Teaching or Service unless you are the Grad or Undergrad Coordinator in which case you can take a check in both).

Provide details and evidence of attendance: _____

___19. Otherwise documents outstanding service to the university, community, or profession by submitting substantiating narrative and documentation of other service and professional development activities.

Provide details and evidence of attendance: _____

Your Total Number of Checks for Service and Professional Development Activities _____

Your Evaluation Rating for Service must be based upon the number of check marks when taken into consideration and weighed against assigned FTE in this area. The number of checks required for each Rating level is dependent upon the FTE assigned in this area.

OTHER DUTIES

This category is likely to be exceptional and unique to the individual. Other university duties are occasionally assigned for special activities such as administrative duties or other special projects. Evaluation will be provided by the administration directly served. It is incumbent on the Chair to discuss any imbalance with the faculty member concerning the impact it may have on individual professional development and on the welfare of the Department. For the evaluation at hand, it is clear that no faculty member should experience a lowered annual rating for having accepted a responsible assignment. It is incumbent upon the faculty member to provide the necessary documentation related to the other duties sufficient for the Chair to evaluate the activity.

OVERALL ASSESSMENT

You must achieve a minimum of a Satisfactory evaluation in each area of assignment in order to earn a Satisfactory or higher overall evaluation.

FTE percentage consideration:

Consulting your **Annual Assignment Form and FTE distribution**, determine which type of assignment you have from the **seven columns** on the attached grid (A-1 through A-7). In your appropriate column, circle the amount of checks from your Evaluation Check Sheet.

ASSESSMENT GRID ON SEPARATE PAGE / ATTACHMENT

- *Unsatisfactory—indicating substandard performance for a second year.*
- *Conditional—indicating normal expectation has not been reached; specific areas of work need improvement.*
- *Satisfactory—indicating performance that is at expectation for the assignment.*
- *Above Satisfactory—indicating performance above expectation for the assignment.*
- *Outstanding—reserved for exceptional performance. It indicates excellence in the profession and adherence to the highest standards.*

Instructions for Overall Assessment Grid

INTRODUCTION

1. On the following pages are the [Overall Assessment Grid](#) and [Evaluation Score Chart](#) used to determine your [Annual Evaluation Score](#).
2. Columns A through G in the [Overall Assessment Grid](#) present the range of [Faculty FTE Assignments](#) in the [Assessment Categories](#) of “Instructional Activities”, “Creative Activity and Research”, “Service and Professional Development”, and “Other”.
3. At the beginning of the academic year, faculty members will receive an employment agreement that will specify FTE’s according to the [Faculty FTE Assignment](#) types (A-1 through A-7) listed in the [Overall Assessment Grid](#).
4. The typical standard [Faculty FTE Assignment](#) type is “A-3” (Column C in the [Overall Assessment Grid](#)) – This signifies .60 FTE for Instructional Activities, .25 FTE for Creative Activity and Research, .10 - .15 for Service and Professional Development, and .05 for Other where applicable.
5. An appropriate [Faculty FTE Assignment](#) type (A-1 through A-7) will be included in the employment agreement.

SCORING

1. Below each [Faculty FTE Assignment](#) type (A-1 through A-7) is listed the number of checks required from the [Evaluation Check Sheet](#) to earn an assessment level of “Outstanding”, “Above Satisfactory”, “Satisfactory”, “Conditional”, or “Unsatisfactory” in each [Assessment Category](#).
2. For example, if your [Faculty FTE Assignment](#) type is “A-3”, on the [Evaluation Check Sheet](#) you need: 10 checks to receive an “Outstanding” in Instructional Activities; 8 checks to receive an “Outstanding” in Creative Activity and Research, and 5 checks to receive an “Outstanding” in Service.

CALCULATING YOUR FINAL EVALUATION SCORE

1. Column “H” lists the amount of assessment points earned for the levels of “Outstanding”, “Above Satisfactory”, “Satisfactory”, “Conditional”, or “Unsatisfactory” in each [Assessment Category](#).
2. Assessment points from column “H” are then multiplied by the FTE percentage (written in column “I”) assigned for that [Assessment Category](#). This number is written in column “J”.
3. Point totals are added from column “J”, producing an [Evaluation Score](#) to be compared on the [Evaluation Score Chart](#) to determine an overall evaluation level of “Outstanding”, “Above Satisfactory”, “Satisfactory”, “Conditional”, or “Unsatisfactory”.
4. *Please see the sample evaluation grid below.*

OVERALL ASSESSMENT GRID

<i>INSTRUCTIONAL ACTIVITIES</i>				--	<i>TOTAL CHECKS FROM EVALUATION CHECK SHEET:</i>						
	A	B	C	D	E	F	G	H	I	J	
ASSIGNMENT TYPE:	A-1	A-2	A-3	A-4	A-5	A-6	A-7	assessment points	multiply by FTE	point total	
FTE %	.80	.70	.60***	.60	.60	.50	.40				
OUTSTANDING	12	11	10	10	10	7	5	10			
ABOVE SATISFACTORY	9	8	7	7	7	4	2	8			
SATISFACTORY	6	5	4	4	4	1	1	6			
CONDITIONAL	3	2	1	1	1	0	0	4			
UNSATISFACTORY	1	1	0	0	0	0	0	2			
<i>CREATIVE ACTIVITY and RESEARCH</i>				--	<i>TOTAL CHECKS FROM EVALUATION CHECK SHEET:</i>						
ASSIGNMENT TYPE:	A-1	A-2	A-3	A-4	A-5	A-6	A-7	assessment points	multiply by FTE	point total	
FTE %	.10	.20	.25	.20	.10	.30	.10				
OUTSTANDING	5	7	8	7	5	9	5	10			
ABOVE SATISFACTORY	3	5	6	5	3	7	3	8			
SATISFACTORY	1	3	4	3	1	5	1	6			
CONDITIONAL	0	1	2	1	0	3	0	4			
UNSATISFACTORY	0	0	0	0	0	0	0	2			
<i>SERVICE and PROFESSIONAL DEVELOPMENT</i>				--	<i>TOTAL CHECKS FROM EVALUATION CHECK SHEET:</i>						
ASSIGNMENT TYPE:	A-1	A-2	A-3	A-4	A-5	A-6	A-7	assessment points	multiply by FTE	point total	
FTE %	.10 - .15	.10 - .15	.10 - .15	.10 - .15	.10 - .15	.10 - .15	.10				
OUTSTANDING	5	5	5	5	5	5	5	10			
ABOVE SATISFACTORY	4	4	4	4	4	4	4	8			
SATISFACTORY	2	2	2	2	2	2	2	6			
CONDITIONAL	0	0	0	0	0	0	0	4			
UNSATISFACTORY	0	0	0	0	0	0	0	2			
<i>OTHER -- SUPERVISOR:</i>				--	<i>Signature:</i>						
ASSIGNMENT TYPE:	A-1	A-2	A-3	A-4	A-5	A-6	A-7	assessment points	multiply by FTE	point total	
FTE %	.10 - .15	.10 - .15	.05	.10	.20	.05	.40				
OUTSTANDING	*	*	*	*	*	*	*	10			
ABOVE SATISFACTORY	*	*	*	*	*	*	*	8			
SATISFACTORY	*	*	*	*	*	*	*	6			
CONDITIONAL	*	*	*	*	*	*	*	4			
UNSATISFACTORY	*	*	*	*	*	*	*	2			
ASSESSMENT TOTAL											

TOTAL AMOUNT OF CHECKS FROM EVALUATION CHECK SHEET ABOVE: _____

Check box below:	Evaluation	Total from all categories	Adjunct – Teaching only
<input type="checkbox"/>	<i>OUTSTANDING</i>	9.1 - 10 points	Complete Part I Teaching
<input type="checkbox"/>	<i>ABOVE SATISFACTORY</i>	8.1 - 9 points	
<input type="checkbox"/>	<i>SATISFACTORY</i>	7.1 - 8 points	
<input type="checkbox"/>	<i>CONDITIONAL</i>	6.1 - 7 points	
<input type="checkbox"/>	<i>UNSATISFACTORY</i>	Below 6.1 points	

- *Unsatisfactory—indicating substandard performance for a second consecutive year.*
- *Conditional—indicating normal expectation has not been reached; specific areas of work need improvement.*
- *Satisfactory—indicating performance that is at expectation for the assignment.*
- *Above Satisfactory—indicating performance above expectation for the assignment.*
- *Outstanding—reserved for exceptional performance. It indicates excellence in the profession and adherence to the highest standards.*

Instructions for Sample Evaluation – Overall Assessment Grid (below)

CASE EXAMPLE

1. Faculty Member Dr. Jane Doe has been assigned a **Faculty FTE Assignment** type of "A-3" (.60 FTE for Instructional Activities, .25 FTE for Creative Activity and Research, .15 for Service and Professional Development).

2. On her **Evaluation Check Sheet**, she had the following:

7 checks for "Instructional Activities", earning an "Above Satisfactory"

8 checks for "Creative Activity and Research", earning an "Outstanding"

2 checks for "Service and Professional Development", earning a "Satisfactory"

3. The levels above earned her the following assessment points (column H)

Instructional Activities 8

Creative Activity and Research 10

Service and Professional Development 6

4. She then takes into account the FTE's assigned to each category (multiplying by column "I")

Instructional Activities 8 x .60 FTE = 4.8

Creative Activity and Research 10 x .25 FTE = 2.5

Service and Professional Development 6 x .15 FTE = .90

POINT TOTAL 8.20

5. Comparing her point total to the **Evaluation Score Chart**, Dr. Doe finds she has earned an "Above Satisfactory" overall evaluation.

