

Nicholson School of Communication and Media (NSCM)

Non-Tenure Earning Faculty

Annual Evaluations Standards and Procedures

Approved in Spring 25 by Faculty Excellence

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, research, and service.

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

1.2

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, 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 one academic year must add up to 1.00 (or 100%).

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

workload.

Teaching Load Per Year	Teaching	Service	Total Annual FTE
4-4	0.88	0.12	1

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.

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>
3.5 and above	Outstanding
2.5 – 3.49	Above Satisfactory
1.5 – 2.49	Satisfactory
0.5 – 1.49	Conditional
Below 0.49	Unsatisfactory

Example: Based on the formula for evaluation, a faculty member who is Above Satisfactory in Teaching and Outstanding in Service will earn an overall evaluation of Outstanding [$(3 * 0.88 = 2.64) + (4 * 0.12 = 0.48) = 3.12$]

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.

Quality Assessment

NARRATIVE SECTION (Satisfactory Rating - Teaching): Provide a narrative of how you meet the criteria for a Satisfactory Rating (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**, 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 (SPI). * 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 (SPI) 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 (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 (SPI). * See NOTES below.
2. Receive (SPI) 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.

2.5

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 members 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 (SPI) 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 (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

- Participate in a campus-based multi-day teaching workshop (e.g., FCTL summer conference).
- Complete the research to author a textbook, textbook chapter, or scholarly publication related to teaching.
- Play a leadership role in a local, regional, national, or international teaching and learning conference and/or organization.
- 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).
- Author an article focusing on teaching practices that is published in a university, local, regional, or national publication.
- Develop course materials that ensure that sources include representation across cultural identities.
- Perform other preparation activities not included here. Please specify.

Course Delivery

- 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).
- Demonstrate through instructional assignment the application of an innovative teaching technique.

- Guide students who present their work in a regional or national setting or who present their work through regional or national media.
- 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).
- 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).
- Lead/organize a visiting speaker/artist series for the program area, school, or university.
- Develop and deliver a UCF approved service-learning course.
- Deliver an *approved* course that is new to the curriculum.
- Incorporate culturally centered or inclusive teaching practices.
- Perform other activities demonstrating outstanding course delivery not included here. Please specify.

Course Evaluation

- Receive external recognition of outstanding student performance that resulted from work in the faculty member's course.
- Receive student evaluations (SPoIs) of overall teaching effectiveness that exceed the NSCM norms. * See NOTES below.
- 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.
- 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).
- 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).
- Perform a leadership role in teaching and learning academic functions, events, and activities at the school, college, university, or professional level.
- Demonstrate leadership in the field through authoring a textbook, with evidence of external adoption and use.
- Receive university course recognition (e.g., high impact designation, research intensive designation, quality blended designation).
- Perform some other noteworthy teaching activity that is not listed. Please specify.

SECTION 3: SERVICE

3.1

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.

3.2

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.

3.3

CONDITIONAL RATING

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

3.4

SATISFACTORY RATING

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

3.4.1

Quality Assessment

NARRATIVE SECTION (Satisfactory Rating - Service): Provide a narrative of how you meet the criteria for a Satisfactory Rating (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.

3.4.2

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.

3.5

ABOVE SATISFACTORY RATING

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

3.5.1

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 and the community. 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 Satisfactory Rating - Service): Provide a narrative of how you meet the criteria for an Above Satisfactory Rating (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.

3.5.2

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

- Chair a Program, Department, School, College, or University committee. (Committee chairs of School committees will present a brief committee report to the appropriate unit head.)
- Supervise a Program, Department or School activity (e.g., student club, film showcase).
- Supervise a Program, Department or School function (e.g., responsible for annual assessment of Undergraduate Program).
- Write a successful application for the purchase of equipment needed for a UCF classroom.
- 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
- Perform other service not listed here. Please specify.

Public Service in the 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.
- 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 a member of state, regional, or national association committee or division.
- Write or edit a newsletter or website for a professional association or group
- 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
- 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).
- Review manuscripts 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 service not listed here. Please specify.

3.6

OUTSTANDING RATING

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

Quality Assessment

3.6.1

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 (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.

3.6.2

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. Perform other service not listed here. Please specify.

SECTION 4: 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]