

**Nicholson School of Communication and Media (NSCM)
Non-Tenure Earning Faculty
AESP Clean Draft for Approval January 21, 2022**

NOTE TO FACULTY:

This document creates standards whereby all full-time, non-tenured faculty in every NSCM program may be evaluated annually for their contributions primarily in the areas of teaching, service, and other assigned duties. In those instances where faculty are engaged in scholarly research and/or creative activity as part of or outside of their annual assignment of duties, there are options for them to include this activity as it relates to their teaching, service, or other assigned duties.

I. INTRODUCTION

Faculty members are responsible for reporting their accomplishments based upon their annual Assignment of Duties for the review period. The Director will evaluate the reported work in each assigned category and will provide an overall evaluation. Faculty must earn a minimum rating of **Satisfactory** in each area of assignment to earn an overall rating of **Above Satisfactory** or **Outstanding**. If a faculty member is not **Satisfactory** in each category, the faculty member shall achieve an overall rating of **Conditional**. If the faculty 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 rating in the year following a **Conditional**, this cycle resets (i.e., a faculty member could be **Conditional** one year, **Satisfactory** the year after, then **Conditional** in the third year).

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 on the In-Unit Faculty Assignment of Duties Form. The total FTE for the academic year for a full-time faculty member must add up to 1.00 (or 100%).

It is understood that changing circumstances, such as shifts in teaching assignment, or increased service obligations, may affect the relative productivity in teaching and service. In such cases, a new form should be completed when the assignments are made.

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

according to the table below. The categories of evaluation are weighted according to the Assignment of Duties (see above). For example, based on the formula for evaluation, using the previous example, a faculty member on a “4/4 teaching load” who is **Outstanding** in Teaching (.88), and **Above Satisfactory** in Service (.12) would receive an overall score of 3.66 $[(4 \times .88 = 3.52) + (3 \times .12 = .36) = 3.88]$. The overall evaluation is assigned according to the table below. In the previous example, the faculty member will earn an overall evaluation of **Outstanding**.

<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

Regarding Variations in Assignments (Non-Tenure Track Faculty)

It is recognized that some faculty members may have administrative or other duties that result in variations in their assigned teaching load. 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.

II. 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 that would be listed as **Non-Credit Generating Instructional Efforts** in the Faculty Activity Survey, such as guest lectures in other classes, team teaching, and development and/or revision of course materials or curriculum for future classes.

A. 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.

B. CONDITIONAL RATING

The first year that a faculty member does not fulfill the requirements required for *Satisfactory*, the performance will be marked **Conditional**. Faculty anticipating receiving a *Conditional* rating must provide context explaining why any of the requirements were not fulfilled. If the faculty member achieves a *Satisfactory* rating in the year following

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

C. SATISFACTORY RATING

To achieve a rating of *Satisfactory*, the faculty member must be prepared to teach assigned courses, deliver course content in a manner that is consistent with program objectives and standards, receive course evaluations reflecting acceptable levels of student satisfaction based upon SPIs, and follow UCF policies and practices. The following 15 items must be met to receive a *Satisfactory* rating.

Preparation for Teaching

1. Submit book orders on time as required by state legislation.
2. Prepare a syllabus that follows the current university guidelines.
3. Provide a copy of the syllabus for each class to the appropriate school administrator by the university deadline.
4. Prepare up-to-date content appropriate to the courses assigned.
5. Complete university training, as requested (e.g., FERPA, Safe Zone advocacy, diversity initiatives).

Provide context, as needed:

Course Delivery

6. Meet classes on a regular basis as scheduled and as appropriate to course modality.
7. Be available at scheduled office hours.
8. Follow syllabi that adhere to the current program guidelines.
9. Provide content that aligns with learning objectives and outcomes.
10. Provide effective and accurate advisement based upon student ratings.
11. Reply in a timely manner to student and supervisor inquiries.
12. Provide timely evaluative feedback on student assignments/exams as indicated in course expectations on syllabi.
13. Hold a final exam (or appropriate final project/exercise) during the scheduled final exam period.
14. Submit grades on time.
15. Give timely notification via email and other social media to supervisor and/or students of anticipated absences and accurately indicate leave within Workday.

Provide context, as needed:

Credit Generating Course Evaluation

16. Fulfill ONE of the following options:
 - a. Demonstrate satisfactory performance in the classroom instruction as evidenced by Student Perception of Instruction (SPI) Reports ratings of at least 50% in the "Good," "Very Good," and "Excellent" categories (accumulated across all courses taught) in the category "Overall Assessment of Instruction." *See NOTES below

- b. Submit a summary that contextualizes SPI scores and describes a strategy for improving future SPI evaluations.

Provide context as needed:

A faculty member who does not fulfill one or more of the above criteria establishing a rating of *Satisfactory* may provide an explanation of the circumstances that contributed to the lapse.

NOTES:

1. If the faculty member does not receive a rating of 50% in the “Good,” “Very Good,” and “Excellent” in all categories collectively; then, they should submit a summary that contextualizes SPI scores and describe a strategy for improving future SPI evaluations which then should be submitted to the Director.
2. The following is not an exhaustive list, but may be used to provide context and additional information demonstrating satisfactory performance in the classroom:
 - a. Submit a pretest/posttest assessment of course objectives.
 - b. Submit a grade distribution for each course.
 - c. Submit a peer evaluation of a course.
3. **It is important to recognize the aggregate nature of numerical ratings versus the individual nature of written comments. If referring to written comments, it is critical for faculty and the evaluator to use them judiciously and comprehensively (not selectively to reflect a bias one way or the other).*

D. ABOVE SATISFACTORY RATING

To achieve a rating of *Above Satisfactory*, the faculty member must satisfy ALL *Satisfactory* criteria and accomplish three or more of the activities below spanning TWO categories (e.g., Preparation for Teaching, Course Delivery, and Course Evaluation). *Faculty are expected to provide a brief description (no more than two sentences) of the selected activities in the space provided.* The following list is not rank ordered, equally weighted, or exhaustive:

Preparation for Teaching

1. Attend two short university sponsored teaching-related workshops (e.g., Faculty Center for Teaching and Learning [FCTL]).
2. Engage FCTL or 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 professional conference or workshop or continuing education opportunity (fewer than two days) related to the faculty member’s area of expertise or teaching assignment.
4. Conduct research for an article about teaching and learning in course-related area for publication in a university or local publication.
5. Receive internal funding/compensation through a teaching grant (technology grants count under service).

6. Based upon materials presented to the Director or the Program Area Assistant Director, complete the research to author a textbook, textbook chapter, or scholarly publication related to teaching.
7. Incorporate elements of diversity/inclusivity into course design.
8. Create artwork and/or utilize new technologies and industry prototypes as enhancements for course development.
9. Secure external grant **less than \$5,000** for the preparation of instructional materials.
10. Remain current in area(s) of expertise. For example, one of the following: review a new textbook, attend a webinar or program related to your course(s), participate in continuing education in discipline, attend conferences or instructional workshops, or review FIEA's industry-level standards.
11. Other preparation not included here. Please specify.

Provide context, as needed:

Course Delivery

1. Revise/modify one significant 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 independent undergraduate research, creative, or professional project, or internship that results in an identifiable deliverable. (Supervising more than one student may counted according to the number of students served.)
4. Serve as a committee member for an Honors in the Major student who has successfully completed an undergraduate thesis. (Serving on multiple students' committees may be counted according to the number of students served.)
5. Serve as a committee member for one M.A./M.F.A./Ph.D. thesis/project during this evaluation period. (May be used for more than one student.)
6. Guide students in a class who present their work in a campus or community setting or who present their work through off-campus media such as:
 - a. Debate or other speech presentation
 - b. Newspaper/Radio/TV activities
 - c. Film-related activities
 - d. Present course-related work to representatives of a campus, community, or non-profit organization.
7. Engage students in one or more university approved service-learning activities.
8. Present course-related work to representatives of a campus, community, or non-profit organization.
9. Guide students on a fieldtrip to an off-campus discipline-related setting.
10. Teach an existing course for the first time as a new prep.
11. Develop and gain approval for a new course at the school level.
12. Substantially revise an existing course (e.g., Translating F2F to online).
13. Play a significant role (e.g., lead the effort, write the proposal, design the changes) in developing, maintaining, and/or upgrading a classroom, studio, laboratory, or academic display venue.

14. Mentor a student in a discipline-related activity outside of classroom instruction.
15. Deliver comprehensive guest lecture or learning session for a colleague's class or other UCF unit.
16. Individually teach a large course (as defined by the norms of the faculty member's primary program area) as Teacher of Record.
17. Teach an undergraduate UCF class as part of your FIEA assignment.
18. 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 SPI ratings, reach course objectives, use of innovative techniques, and other measures of quality).
19. Other activities related to course delivery not included here. Please specify.

Provide context, as needed:

**NOTE: It is important to recognize the aggregate nature of numerical ratings versus the individual nature of written comments. If referring to written comments, it is critical for faculty and the evaluator to use them judiciously and comprehensively (and not used selectively to reflect bias one way or the other).*

Course Evaluation

1. Demonstrate satisfactory performance in the classroom as evidenced by Student Perception of Instruction (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. *See NOTE below. Faculty have the option of including SPI reports from their summer assignments. If summer SPI reports are included, the percentage of time for teaching will reflect the summer assignment.
2. Solicit and receive a favorable peer review evaluation conducted by FCTL or NSCM faculty (May be used for more than one course evaluation).
3. Collect and submit data for an assessment of teaching effectiveness regarding student knowledge and/or skills gained in a course that may be used for program assessment.
4. Collect and submit data for an assessment of teaching effectiveness regarding improvement in critical thinking (e.g., analyze analogies, create categories and classify items appropriately, identify relevant information, construct and recognize valid deductive arguments, test hypotheses, and recognize common reasoning fallacies) in a course that may be used for program assessment.
5. Provide evidence of achieving personal teaching goals identified for the academic year.
6. Provides compelling evidence of significant teaching effectiveness and rigor (e.g., modifying one or more major components of a course that are assessed as having contributed to student learning).
7. Receive a majority of *Very Good* or *Excellent* SPI ratings in the category of *Overall Assessment of Instruction* for teaching an undergraduate class as part of your FIEA assignment. * See NOTES below.
8. Evaluate student performance with a level of rigor that is appropriate to the curriculum (oral or written critique).

9. Other - Perform some other noteworthy teaching activity that is not listed. Please specify.

Provide context, as needed:

*NOTES:

1. If the faculty member does not receive a rating of 50% in the “Very Good,” or “Excellent” categories combined; then, they should submit a summary that contextualizes SPI scores and describes a strategy for improving future SPI evaluations should be submitted to the Director.
2. The following is not an exhaustive list, but may be used to provide context and additional information demonstrating satisfactory performance in the classroom:
 - a. Submit a pretest/posttest assessment of course objectives.
 - b. Submit a grade distribution for each course.
 - c. Submit a peer evaluation of a course.
3. **It is important to recognize the aggregate nature of numerical ratings versus the individual nature of written comments. If referring to written comments, it is critical for faculty and the evaluator to use them judiciously and comprehensively (not selectively to reflect a bias one way or the other).*

OUTSTANDING RATING

It is presumed that to receive an **Outstanding** rating, the requirements for Satisfactory and Above Satisfactory will have been met. To achieve a rating of **Outstanding**, faculty must **either** complete TWO additional activities (spanning two categories) in the options for Above Satisfactory **or** ONE option from the activities listed in Outstanding.

Preparation for Teaching

1. Attend a campus-based multi-day teaching workshop (e.g., FCTL summer conference).
2. Author a textbook chapter about some aspect of teaching.
2. Author a teaching article published in a university, local or regional publication.
3. Play a leadership role in a local, regional, or national teaching and learning conference and/or organization.
4. Secure external grant greater than or equal to \$5,000 for the preparation of instructional materials.
5. Secure external grant funding for the preparation of instructional materials (technology grants count under service).
6. Develop a UCF approved service-learning course.
7. Present at a professional conference or workshop or continuing education opportunity.
8. Attend three or more short university sponsored teaching-related workshops (e.g., FCTL).
9. Develop course materials that ensure that sources include representation across cultural identities.
10. Other preparation activities not included here. Please specify.

Provide context, as needed:

Course Delivery

1. Demonstrate the application of an innovative teaching technique.
2. Supervise one or more Honors in the Major thesis to completion.
3. Supervise one or more M.A. theses.
4. Guide students who present their work in a regional or national setting or who present their work through regional or national media.
5. Engage students in a regional initiative involving a significant community challenge related to course objectives (e.g., hunger, homelessness, quality of life, public health).
6. Organize a co-curricular or instructional effort outside the classroom that serves the unit, school or the university (e.g., student workshops or summits; plan and lead educational student trips; lead efforts to have representation at student exhibitions or competitions; organize and manage co-curricular tournaments or competitions).
7. Teach a UCF-approved service-learning or study abroad course.
8. Incorporate culturally centered or inclusive teaching practices.
9. Other examples of effective course delivery not included here. Please specify.

Provide context, as needed:

Course Evaluation

1. Receive external recognition of outstanding student performance that resulted from work presented in the faculty member's course.
2. Receive recognition through teaching awards (e.g., teaching awards from professional organizations, UCF, NSCM, etc.).
3. Receive a Quality or High-Quality Online Course Design designation from CDL.
4. Demonstrate satisfactory performance in the classroom as evidenced by Student Perception of Instruction (SPI) Reports ratings of at least 70% in the "Very Good," and "Excellent" categories for both semesters (i.e., not an average) in the category "Overall Assessment of Instruction" on the "Instructor Summary" page. * See NOTES below. Faculty have the option of including SPI reports from their summer assignments.
5. Provide evidence of significant teaching/mentoring effectiveness through distinctive achievement of student(s) in the discipline (e.g., student awards from work generated in the faculty member's classes, outstanding graduate school acceptances, and/or comparable entry level positions for students directly supervised by the faculty member).
6. Other - Perform some other noteworthy teaching activity that is not listed here. Please specify.

Provide context, as needed:

*NOTES:

1. If the faculty member does not receive a rating of 70% in the “Very Good,” or “Excellent” categories combined; then, they should submit a summary that contextualizes SPI scores and describes a strategy for improving future SPI evaluations should be submitted to the Director.
2. The following is not an exhaustive list, but may be used to provide context and additional information demonstrating satisfactory performance in the classroom:
 - a. Submit a pretest/posttest assessment of course objectives.
 - b. Submit a grade distribution for each course.
 - c. Submit a peer evaluation of a course.
3. **It is important to recognize the aggregate nature of numerical ratings versus the individual nature of written comments. If referring to written comments, it is critical for faculty and the evaluator to use them judiciously and comprehensively (not selectively to reflect a bias one way or the other).*

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

III. SERVICE

Service includes all institutional, community, and professional activities for which the faculty is involved 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 Collective Bargaining Agreement. 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 program area, NSCM, or university mission” in judging the impact of the activity. At all levels, faculty are expected to provide a brief description (no more than two sentences) of the selected activities in the space provided.

A. UNSATISFACTORY RATING

When a faculty member receives two consecutive *Conditional* ratings, an **Unsatisfactory** rating will be assigned. In rare instances where evidence of deficiencies can be documented, an *Unsatisfactory* rating may be given when first identified.

B. CONDITIONAL RATING

The first year that a faculty member fails to achieve the requirements for *Satisfactory*, the performance will be marked **Conditional**. Faculty anticipating receiving a *Conditional* rating must provide context explaining why any of the requirements were not fulfilled. If the faculty member achieves a *Satisfactory* rating in the year following a *Conditional*, this cycle resets

(i.e., a faculty member could be *Conditional* one year, *Satisfactory* the year after, then *Conditional* in the third year).

C. SATISFACTORY RATING

To achieve a rating of ***Satisfactory***, the faculty member must participate in program area meetings (based on attendance at over one half of the scheduled meetings during the year) and engage in ONE additional activity from among the following:

Service to Program Area/School/College

1. Serve as an active member (based on attendance at over half of the scheduled meetings) on a School/College committee.
2. Serve as an elected/appointed college representative/liaison.
3. Lead a (Transfer) Orientation session virtually or in person.
4. Attend a scheduled student, colleague, or visiting artist screenings within faculty's discipline.
5. Other service activity for program area/school/college not listed here. Please specify:
Add context, as necessary:

D. ABOVE SATISFACTORY RATING

Faculty members seeking an ***Above Satisfactory*** rating shall have met the *Satisfactory*-level criteria, PLUS at least TWO of the following:

Service to Program Area/School/College/University

1. Serve as an active member of an additional Program Area or School committee.
2. Serve on a College or a University committee.
3. Supervise a School program activity (e.g., grammar test, master's comprehensive).
4. Supervise a Program Area or School activity (e.g., student club, film showcase).
5. Conduct a peer-review of teaching and write feedback statement for a colleague.
6. Participate in the completion of a college/university report (e.g., annual assessment reports, program review, accreditation).
7. Contribute (e.g., solicit bids from vendors, write proposals, attend planning meetings) to the submission of a successful application for the purchase of equipment needed for UCF classroom.
8. Advise or sponsor a student organization whose mission is part of the academic program of the School, College, or University.
9. Serve as a judge, coordinator, or administrative staff for a co-curricular activity (e.g., debate, forensics, Knight-thon, activity fair, intern event, or other NSCM activity/event) for a minimum of 4 hours/rounds.
10. Receive a service award from School or College.
11. Perform some other noteworthy service accomplishment or receive public recognition for service that is not adequately represented in this evaluation. (Note: Activity must be specified, and faculty must provide satisfactory documentation.)

12. Identify three or more recipients of letters of recommendation for students pursuing graduate school admission, national internships, Order of Pegasus, Founders Day Scholarship, or other University, state or national organization placement or honor, to name a few.
13. Advise students on class schedules and career advice from assigned advising list.
14. Identify how service promoted diversity, equity, and inclusion.
15. Other not identified here. Please provide context.

Provide context, as needed:

Public Service in the Community

1. Serve as a board member of community organization related to the faculty member's area of academic expertise.
2. Engage with a public-school group in an area of the faculty member's area of professional expertise.
3. Engage with a local or civic organization in the faculty member's area of professional expertise.
4. Involve students in community projects related to area of expertise or professional interest.
5. Chair or serve as an officer for a local academic or professional group.
6. Deliver speech or presentation in the faculty member's area of expertise to local, state, regional, or national group.
7. Provide professional work or unpaid consulting for local group or schools in the faculty member's area of professional expertise.
8. Provide service to a charitable organization utilizing the faculty member's area of professional expertise.
9. Other not mentioned here. Please provide context.

Provide context, as needed:

Professional Service

1. Serve as a committee member of state, regional, national academic or professional association.
2. Write or edit a newsletter, website, blog, or form of social media for a professional association or group related to area of expertise (e.g., blog about communication skills, website about video editing).
3. Conduct a workshop or seminar for state, regional, national, or international academic or professional organization, school, etc.
4. Serve as a scholarly critic/respondent/discussant at a state, regional, national, or international academic or professional program.
5. Review manuscripts or abstracts for academic conferences (local, regional, national, international; member's area of professional expertise).
6. Participate as an active member in a professional organization: national, regional, or state. Description of specific activity required.

7. Serve as a moderator or respondent for a program or session at a local, state, regional, national, or international convention.
8. Serve as a juror for a state or regional professional competition related to area of expertise or professional interest (e.g., film festival, art exhibitions, journalism awards, etc.).
9. Participate in partnership activities or prototype developments with outside agencies such as the Navy, Lockheed Martin, Advent Health, to name a few.
10. Collaborate or serve as Co-PI on grant opportunities pertaining to teaching or service assignments.
11. Perform some other noteworthy service accomplishment that is adequately represented in this evaluation. Please provide context.

Provide context, as needed:

E. OUTSTANDING RATING

Faculty members seeking an **Outstanding** rating must meet the requirements for *Satisfactory* and *Above Satisfactory*, plus (2) complete TWO more activities across two areas (e.g., program area/school/college, community public service, professional service) from the *Above Satisfactory* level OR satisfy ONE of the following:

1. Chair a state, regional, or national academic or professional group.
2. Serve as an executive officer for national organization in faculty member's area of expertise.
3. Chair a national or international committee in discipline.
4. Serve as an editorial board member or be an *ad hoc* reviewer for an established journal, grant agency, or book publisher [evidence of more than 2 completed reviews within reporting period].
5. Serve as Editor, Associate Editor, or Assistant Editor of professional journal or magazine in faculty member's professional field.
6. Receive a service award (University, regional, national, or international) related to the faculty member's area of academic or professional expertise.
7. Chair or direct state, regional, national, international non-profit organizations related to the faculty member's area of professional expertise.
8. Chair a major university or SUS committee (e.g., FCTL, University Senate, Budget).
9. Serve as a juror for national and international academic or professional competition (e.g., film festival, art exhibitions, journalism awards, etc.).
10. Perform some other noteworthy service accomplishment that is adequately represented in this evaluation. (Note: Activity must be specified, and faculty must provide satisfactory documentation.)
11. Curate film festival and/or art gallery presentations of films (may be used more than once).
12. Other not mentioned here. Please specify.

Provide context, as needed:

IV. OTHER ASSIGNED DUTIES

Consistent with the most current Collective Bargaining Agreement (CBA), faculty who assume (and/or are assigned) other duties, such as those consistent with assistant director, program coordinator, deputy director, may have internal titles, and their other assigned duties would be reflected on their official Assignment of Duties form and would be evaluated separately from Service or other categories. Because different assignments have different criteria (i.e., program coordinator would be different from assistant director), the basis for evaluation will be drawn from the Memorandum of Understanding and mutually agreed to by the Director and the faculty member. If an instructor or lecturer were assigned to a project involving scholarly research or creative activity, these assignments may be reflected in this area based upon the administrative or project related tasks to which they were assigned.