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SPA AESP INTRODUCTION

Preamble/Principles

The standards described in this document are meant to serve as examples and guidelines and are not intended to be all-inclusive or exclusionary. To this end, this document incorporates both music and theatre, associating evaluation metrics to the FTE of each faculty. Ultimately, the AESP provides the SPA Director a means to evaluate faculty work.

It is the responsibility of each faculty member to provide a compelling case with evidence for all evaluative materials that are part of the AESP submission each year. A few things to consider:

- 1) To be considered, research and creative activity must occur in the current evaluation cycle. Multi-year projects may be considered if the work spans more than one year and remains current and active.
- 2) Cross- and Inter-disciplinary accomplishments will be taken into consideration.
- 3) Faculty members are evaluated on their assignment, typically in teaching, scholarship/creativity, and service as assigned.
- 4) The overall evaluation rating will be generally consistent with the annual assignment and evaluations in each assigned area. Faculty must receive a minimum rating of satisfactory in each assigned area of 5% or more to receive an overall rating of satisfactory.
- 5) Accomplishments in teaching must meet the basic criteria outlined below to achieve the rating of satisfactory.
- 6) All tenured and tenure-earning faculty must demonstrate their creative activities and research to remain current in their disciplines as well as advance theatrical and music scholarship, production, performance, etc.
- 7) Service to the School, College, University, profession, and community is an obligation of all full-time faculty members with FTE in service.
 - a. Regarding service, parameters for evaluation take into consideration participation in faculty and other meetings, time spent in the recruitment of students, the betterment of the department and college, and advocacy and participation through professional organizations important to the school and the faculty member's discipline.

After reviewing each faculty member's Faculty Annual Report and optional narratives, the Director will evaluate each faculty member according to the standards set forth in this document.

Possible ratings are:

- **Outstanding**—reserved for exceptional performance that indicates excellence and adherence to the highest standards.
- **Above Satisfactory**—indicating performance above expectation for the assignment.
- **Satisfactory**—indicating performance that is meeting expectations for the assignment.
- **Conditional**—indicating satisfactory expectation has not been reached; work needs improvement.

- **Unsatisfactory**—indicating substandard performance, egregious unprofessional behavior, or violation of policy.

How to submit

Fill out the Faculty Activity Report (FAR)

- Provide as much detail as possible with contextualization of activity
- Include at the bottom of the FAR any additional information needed

TEACHING

Unsatisfactory:

A faculty member may be evaluated as “Unsatisfactory” in Teaching if they fail to meet any two or more of the standards for “Satisfactory.” An “unsatisfactory” rating in Teaching will result in an improvement plan with a timeline for improvement and consequences for failing to meet the desired target.

Conditional:

A faculty member may be evaluated as Conditional in Teaching if they fail to meet any one of the standards for Satisfactory. A “conditional” rating could result in a teaching improvement plan.

Satisfactory:

Indicates that the faculty member has achieved a level of success consistent with expectations outlined in the Satisfactory Standard section below. Achievement of a Satisfactory rating indicates the faculty member is contributing to the department, having a positive impact on students, and is a valuable and productive member of the faculty, meeting all expectations of a faculty member.

Above Satisfactory

In addition to the standards required to receive a “Satisfactory” rating, faculty will provide evidence to indicate they have exceeded those base measures and they have met the requirements for above satisfactory.

Outstanding

In addition to the standards required to receive an “Above Satisfactory” rating, faculty will provide evidence to indicate they have exceeded those criteria, achieved an exceptional level of success in all areas of teaching, have achieved a high level of impact, and have met the requirements for outstanding.

Minimum criteria for “Satisfactory” rating

Faculty cannot receive a **Satisfactory** rating or higher if they do not meet all of the following minimum criteria. It is the faculty’s responsibility to provide evidence that these criteria are met.

1. Meet courses as scheduled and administer the final / end of semester project during the scheduled final exam period unless prior approval has been granted by the Director.
2. For each course taught, upload through Simple Syllabus a syllabus that meets current University guidelines regarding syllabi and ensure students have access to the syllabus by the first day of classes, or earlier as in the case of a GEP course, as per university requirements. Instructors will follow the outcomes, grading policies, and procedures set forth in their published syllabus.
3. Submit textbook orders through the University system will be submitted by the deadline.
4. Demonstrate a methodology and pedagogy that adequately and clearly conveys course objectives and course requirements in the syllabus. NOTE: For applied music, demonstrated student progress shall be considered in evaluating achievement of objectives. Student progress shall be demonstrated through Area Recitals, Music Forum performances, and jury examinations. Evidence to document that progress is encouraged.
5. Demonstrated organizational skills are essential.
6. Create a clearly stipulated evaluation system (detailed in your syllabi) capable of adequately measuring and demonstrating each student's achievement in the course.
7. Participate fully in program assessment, as appropriate, in support of SPA and university program assessment goals (e.g.: assessment rubrics for juries, portfolio reviews, exit critiques, etc.).
8. Schedule, post, and hold office hours, providing regular availability to students outside the classroom. One hour per class each week is the minimum expectation. Office hours shall be communicated to your students and noted in your syllabus. For those who serve as advisors, it is expected that you meet with advisees at least once per semester and handle paperwork associated with advisement in a timely and accurate manner.
9. Demonstrate a current knowledge base for each course taught as evidenced by syllabus contents. This may require additional preparation on the part of the faculty member to achieve mastery and currency of content.
10. Actively participate in recruitment and retention as appropriate (e.g.: auditions/interviews, letters, emails, visits with prospective students; course retention; master classes & workshops, student reviews, etc.).
11. For those (whether in Music or Theatre) with production-related responsibilities, adhere to policies and procedures set forth in the Theatre Production Handbook.
12. Reply to substantive, direct student emails and Canvas messages within 2 business days of receipt during the academic semesters. The instructor provides timely (usually within two weeks of submission)

and constructive feedback that supports student learning. Grades must be uploaded in webcourses within 2 weeks of the due date of the assignment. Those teaching larger classes will be given some latitude.

13. If applicable, provide supervision of TAs and other assistants assigned to help with instruction.

14. Uphold a high level of professionalism when communicating with students in and outside of the classroom.

15. For those who received conditional or unsatisfactory ratings in the previous year, the conditions set forth in the Performing Improvement Plan must have been met and remedied.

Above Satisfactory

To achieve a rating of “above satisfactory,” faculty must meet the standards required to receive a “Satisfactory” rating AND surpass the expectation of satisfactory as defined on page 3.

Examples could include, but are not limited to:

- Teaching a course of more than 100 students
- Demonstrated student success as a direct result of the course
- Evidence of professional development that would include workshops, seminars, courses attended, documentation of changes made to teaching because of the pursuit of advanced training
- Completion of a voluntary overload of courses (for Music Ed professors, that would be supervising more than 3 BME interns in 1 semester.)
- Based on official Student Perception of Instruction reports, faculty average rating of all courses taught during the academic year meets or exceeds the mean College or School score on a 5-point scale.
- Earning a new HIP designation for a course
- Taught new courses for which substantial/extensive preparation beyond what is considered normal was necessary
- Substantially revised a course. Substantial revision would include:
 - Moving a F2F course fully online
 - Moving a fully online course to F2F
 - Changed mode of a course
 - Major change in methodology or textbook that requires a substantial overhaul of the course
- Teaching Gordon Rule or writing-intensive graduate course
- For private studios: Evidence of recruitment activity directly resulting in at least 3 new incoming students in any given year or continued full enrollment in their studio.
- Exceptional level of student success. Evidence such as: publications; competitions won; undergraduate/graduate showcase; fellowships or assistantships awarded; professional positions won; significant invitations to perform at state, regional, and national conferences; etc. Evidence of your direct impact must be documented.
- Serve as a committee member for a graduate thesis or terminal project.

- Taught a registered Independent Study (IS), Directed Research, or other teaching assignments to a single student, or a group independent study of two students or more. Please provide course name and syllabus for the IS.
- Serves as instructor of record for a practicum course in theatre.
- Chairing 2 or more capstone projects and / or serving on 3 or more capstone project committees.
- Mentoring 2 or more students for theatre productions (stage management, assistant / associate directing, dramaturgy, design/technology)
- Serve as an officially designated area coordinator.
- Preparation of students for participation in regional or national competitions outside of studio or regular class hours.
- Covering a significant number of classes for another professor without additional release (e.g., covering a leave of absence, 2-week or more research leave, etc.)
- Creating unusually complex student performance opportunities such as supervising a student-directed performance in theatre, overseeing the opera program, arranging for students to go to a competition. For this measure, the effort must be proven as substantial, impactful, and beyond the scope of assigned duties.
- Facilitating professional experiences or opportunities for students in the discipline, directly resulting in the hiring/engagement of students in a professional career-advancing environment (e.g. paid OPO performance(s), jazz performances, summer stock for theatre).
- External guest teaching at a college or university as approved by the director and cleared through conflict-of-interest process as necessary
- Other teaching-related activities. Substantiating narrative and additional documentation of success and/or quality must be included. To qualify, the effort must clearly support student achievement, a substantial amount of time on the part of the faculty, and the result should have a clear and measurable impact.

Outstanding:

To achieve an Outstanding Rating, your teaching activity reaches an exceptional level of quantity, quality, and / or impact.

Examples include but are not limited to:

- Service as a chairperson for a graduate thesis, capstone, undergraduate thesis, terminal project or dissertation committee where the student is making demonstrated academic progress
- Winning a college/university teaching award, e.g., a TIP, will be taken into consideration
- For music studio teachers, have a full studio (for faculty with assigned academic courses, definition of a full load will vary)
- Guest teaching at major national or International universities
- Have a student that wins the Aria/Concerto competition
- Mentoring 4 or more students for theatre productions (stage management, assistant/associate directing, dramaturgy, design/technology)
- Create/maintain a significant teaching program that is outside of assigned duties. Current examples include Dramaturgy, Opera, Flying Horse Big Band, Project Spotlight, etc.

Research and Creative

Standards for Research and Creative Activities

For those with assigned FTE in Research and Creative Activities, the expectation of research and creative activities is that such efforts should lead to impactful, visible manifestation either as a performance, conference presentation, written work, or some other form of formal presentation/performance related to one's professional activities. Creative and professional activity may include any of a wide variety of activities, depending upon the field of specialization and interests of the faculty member.

Each faculty member is expected to pursue professional activities appropriate to their assignment. Faculty members often participate in diverse activities; they conduct, perform, direct, choreograph, stage manage, design, write, edit, compose, publish, consult, build, and record. Such breadth of activity is encouraged. Each faculty member's primary efforts are usually directed toward those activities expected in the area of their appointment.

Artistic performances or other creative activities should be judged on the basis of Quality and Impact without reference to compensation. It is the position of the School of Performing Arts that activities may be considered for which payment is received. Performance quality, scope of influence, and preparation will be assessed in regard to creative growth.

It is the responsibility of the faculty member to provide documentation to support their classification of activities. (e.g., invitation letters, certificates, editorial review procedures, etc.)

NOTES:

- 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). Productions will be counted on or after the first performance.
- All works in progress can only be documented one time except for multi-year projects with continued activity in each year.

Definition of Impact

Significance/Impact is evidenced by program participants, outside audiences, and other measures such as reviews, websites, etc. Impact also includes the activity's level of prestige, noting the scale and reputation of the performance venue, organization, theatre, publisher, etc.

Local: Refers to an activity or organization limited to the local level. UCF Campus recitals and theatre productions qualify in this category. Examples include but are not limited to the Orlando Philharmonic Orchestra (OPO), the Bach Festival, Theatre West End, and the REN.

State or Regional: Refers to an activity or organization with a state or regional impact. Examples include but are not limited to the Jacksonville / Florida and Sarasota Orchestras, Naples Philharmonic, Orlando Shakes, and Orlando Family Stages. Conference examples include FMEA and Regional Chapters of National Societies.

National: Refers to an activity, organization, or entity with national significance or impact. This means the activity, event, or organization is known or defined as nationally or reaches a national audience. Examples include, but are not limited to, Cincinnati Symphony Orchestra, LORT A and B Regional Equity Theaters, Off-Broadway Professional Theaters, SETC, ATHE, USITT, ASTA, ASTR, and Hackett and Arcadia Publishing.

International: Refers to an activity, organization, or entity with international significance and participation in activities outside the United States. This also includes projects with international reach and cross-cultural impact. Examples of international impact include, but are not limited to, the Los Angeles Philharmonic, Guthrie Theater, Broadway, Edinburgh Fringe Festival, Oxford Press, guest teaching at an international university, Prague Quadrennial, American Musicological Society, and Newport Jazz Festival.

Definition of Prestige

Prestige is the level of reputation, recognition, and scale of the activity.

Different levels of prestige with examples are listed below. If your project does not fit within one of these levels, please address this in your narrative. It is understood that many projects are unique and may not fit neatly into a category.

Moderate Scale/Prestige: Smaller scale in scope, budget, support, organization, and audience size. The reputation of the organization is relatively local, with moderate professional standing. Activity and effort are on a smaller scale or in the early and developing stages. Recognition, reviews, and awards are on a local level. Examples include local / state and non-peer reviewed publications with small to moderate reach, small regional/local theatres, and local performances. Self-published / performances, and recordings with limited reach.

Significant To High Scale/Prestige: Activities with prominent, well-known organizations or publishers. The scale and scope of the activity are significant. The audience size and impact are notable. There are substantial levels of innovation and creativity. The commissioning organizations or publishers have a high professional standing and reputation on a regional / national level (e.g., well-known regional theatres and orchestras). Recognition, reviews, and awards are on a regional level. Examples include well-known national publishers and conferences, significant productions and performances that receive national attention, and large audiences. Self-published / performances, and recordings that are reviewed and have gained significant recognition on the regional or national level.

Prestigious And Exceptional Scale: The most prestigious and reputable. Commissioning organizations and publishers are highly acclaimed with international reputations. These projects dramatically elevate your professional standing. They have the highest level of scale, scope, support, and audience size. Recognition, reviews, and awards are on national / international levels (e.g., reviewed by multiple major

publications or receiving a national prestigious award). Examples include designing for a LORT A regional theatre, performing in / with a major national orchestra, and publishing with a major national / international publisher.

Each faculty member must provide documentation and make a case for significance in their Faculty Annual Review list, as a performance could occur in Orlando and still have state, regional, national or international significance, for example.

Satisfactory

Please highlight research / creative activity. A satisfactory rating is awarded based on the effort assigned relative to your designated FTE (Full-Time Equivalent). Activities include but are not limited to:

- Primary role in a UCF theatre, opera or local production
- Presenting a faculty recital on campus
- Guest conducting outside of UCF
- Presenting, adjudicating, or participation on a panel at a conference/event
- Performing with an outside organization
- Serving as an adjudicator for a publication, panel, or other event(s)
- Creating a new work
- Demonstrated progress on a book, article for a journal, script, paper or composition
- Submitting a book proposal to a publisher with evidence of receipt of the submission (can only be used once per the life of the project)
- One solo or chamber ensemble music performance
- Publish a review of a book or performance in a peer reviewed journal
- Submission/Award of an external grant or contract for creative activities
- Creating or participating in an interdisciplinary project at the college/university level
- Working as a teaching artist in a community setting

To achieve an **Above Satisfactory** rating, your research and creative activity exceeds the norm of quantity, quality, and / or impact. Parameters considered will be:

- Higher quantity of satisfactory activity
- State / regional impact
- Activities that meet the definition of significant to high scale/prestige

To achieve an **Outstanding** rating, your research and creative activity reaches an exceptional level of quantity, quality, and/or impact. Parameters considered can be:

- Exceptional quantity of activity
- UCF Research Award
- National / International impact
- Prestigious and exceptional scale

SERVICE

Guidelines

- Qualifying service is understood to be professional service related to one's employment at UCF. Non-professional service; e.g., youth sports team coaching, church service, HOA advisory boards, etc., are valuable and laudable but not included in the university service categories.
- Regardless of the category used, each activity may be counted only once.
- All service/professional development activity must be engaged in the year under review.
- Claiming service on any official committee, but not attending meetings, will not be considered
- Faculty must be prepared to provide documentation or other evidence that a given activity qualifies as professional service. In disputes the decision of the Director will prevail, subject to possible appeal according to Article 10 in the Collective Bargaining Agreement.

The following activities are required to achieve a satisfactory rating:

- Serve on SPA committee and actively attending meetings
- Actively attending P & T meetings as scheduled (tenured faculty only)
- Assist with assessment as assigned
- Assist with recruitment events, such as auditions (if applicable)

To achieve an **Above Satisfactory** Rating, your service activity exceeds the expectations of satisfactory in quantity, quality, and / or impact. Examples include but are not limited to:

- Large quantity of active School and/or College service
- Leadership in a professional service organization
- Serving as an advising or assessment coordinator

To achieve an **Outstanding** Rating, your service activity reaches an exceptional level of quantity, quality, and / or impact. Examples include but are not limited to:

- Develop and coordinate a summer camp
- Large quantity of University service
- Significant leadership roles in School, College or University service
- Significant leadership roles in professional organizations

Other Assigned Duties:

Those with other assigned duties should write a narrative outlining their activities and please note this in the narrative section of the Faculty Annual Report (FAR).