

School of Performing Arts AESP

INTRODUCTION

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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 in a way that is fair and equitable. Ultimately, the AESP provides the Director a means to evaluate your work but does not guarantee that the rating you arrive at will be the rating you are granted. However, the Director will provide compelling grounds for deviation from your findings should the evaluation s/he offers differ from the one you have arrived at through the mechanism of this document. Those deviations will be based on the AESP document parameters. The very nature of research and creative activities presupposes knowledge and meaning that were previously unknown, undiscovered, or unmade. Furthermore, the multidisciplinary interests and methodologies (including engagement with the interdisciplinary research clusters at UCF, participation within or engagement with interdisciplinary centers at UCF, co-teaching a cross-disciplinary class with a faculty from another department, co-advising students from another department) in the school require that performance standards be implemented in a flexible manner, and the annual evaluation of faculty be a matter of individual assessment respecting each faculty member's specific circumstances.

Faculty members are evaluated on their record of teaching, scholarship/creativity, and service as assigned through Annual Assignment of Duties and FTE. It is a fundamental philosophy in the UCF School of Performing Arts that excellence in teaching is a prerequisite to faculty receiving favorable annual evaluations as well as tenure or promotion. As per Article 10 of the CBA, the overall evaluation rating will be proportionally consistent with the annual assignment and evaluations in each assigned area, with the caveat that the AESP requires that faculty receive a minimum rating of satisfactory in each assigned area of 5% or more to receive an overall rating of satisfactory. 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 and music scholarship, production, performance, etc. Finally, appropriate professional service to the university, profession, and community is an obligation of all full-time faculty members with FTE in service.

In addition, 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.

Application of the standards should be complementary to departmental and university standards for promotion and tenure. However, 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 for assistant and associate professors and the promotion process for instructors and lecturers is separate from the annual evaluation process and follows separate guidelines. Faculty members should reference Department, College, and University Promotion and Tenure Guidelines for further clarification.

Each faculty member’s annual performance evaluation will be based upon his or her assignment using information obtained through the University Faculty Annual Report, student evaluation forms, annual assignment forms, additional data provided by the faculty member, and other data obtained by and provided to the school director, consistent with UCF CBA. It is each faculty member’s responsibility to maintain accurate, complete records and provide clear, accurate information in this **Annual Evaluation Form**. After reviewing each faculty member’s University Faculty Annual Report, this SPA Annual Evaluation Form and other relevant data, the director will evaluate each faculty member as honestly, objectively, and accurately as possible in the context of approved school standards.

Possible ratings are:

- **Unsatisfactory**—indicating substandard performance for a second year, or egregious unprofessional behavior in the professional performance of assigned duties or violation of policy.
- **Conditional**—indicating satisfactory expectation has not been reached; specific areas of work need improvement.
- **Satisfactory**—indicating performance that is at adequate or minimal expectation for the assignment.
- **Above Satisfactory**—indicating performance above expectation for the assignment.
- **Outstanding**—reserved for exceptional performance. It indicates excellence and adherence to the highest standards.

Special considerations, such as split appointments or other assignments, unusually heavy teaching loads, or severely limited resources might modify, but not eliminate, expectations in the research/creative activity area. The annual evaluation period shall be the academic year, and shall include the preceding summer as appropriate. The final evaluative metric will be directly correlated to FTE which is presented in the grid that is an attachment to this document. Keep in mind examples listed under each area are illustrative and should not be construed to be exclusionary or exhaustive. If accomplishments do not fall under listed categories, the faculty member can make a case (with evidence) for inclusion, and the director shall consider this .

In cases where a faculty member who has a research and/or creative activity assignment has voluntarily assumed a teaching assignment significantly above a full assignment as defined by the unit’s assignment policies, the Director shall adjust FTE to reflect such change(s). Guidelines for this proportional reduction in research/creative activity expectations include:

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1. The increased teaching load is agreed upon by both the Director and the faculty member.
2. The resulting teaching assignment and research/creative activity expectations are agreed upon and documented by the Director and the faculty member and in the best interests of the School.
3. Any reduction in research assignment or increase in teaching assignment, or the reverse, will be reflected in FTE.

How to use this form:

There will be an editable PDF form available on the department server that you fill out.

School of Performing Arts Annual Evaluation Form:

Points are recorded on the assessment grid which will be used by the director to help determine the annual evaluation. See Addendum one for this grid and instructions.

TEACHING

Unsatisfactory:

A faculty member may be evaluated as “Unsatisfactory” in Teaching if she/he fails to meet any two or more of the standards for “Satisfactory.” An “Unsatisfactory” rating in Teaching will result in an improvement plan developed by the director with a timeline for improvement and consequences for failing to meet the desired targets.

Conditional:

A faculty member may be evaluated as Conditional in Teaching if she/he fails to meet any one of the standards for Satisfactory below. A conditional rating would result in a teaching improvement plan.

Satisfactory:

You cannot receive a **Satisfactory** rating or higher if you do not meet all of the following minimum criteria. These minimum criteria do not count toward your overall point total. It is the faculty’s responsibility to provide evidence that these criterion are met, so you are expected to keep records of meeting these minimum requirements in case you are asked to provide documentation. If you were not assigned these activities, you will not be evaluated on them.

1. Meet courses as scheduled and, unless prior arrangements are made with the Director, administer the final during the scheduled final exam period.
2. For each course taught, provide to the Director a syllabus that meets current UCF policy and SPA guidelines regarding syllabi and make it accessible it through one of the following methods: upload it to Mr. Manager, Email it to the Coordinator of Academic Services, or Webcourses by the first class period. Indicate where the Director can find copies of your syllabi to review (Mr. Manager, Coordinator of Academic Services, or attached PDFs to this document). The syllabus must also be provided to all students enrolled in the course.

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3. Demonstrate a methodology and pedagogy that adequately and clearly convey course objectives and course requirements in the syllabus. NOTE: For applied music, demonstrated student progress shall be considered in evaluating achievement of objectives. Progress shall be demonstrated in Area Recital and Music Forum performances and jury examinations. In addition, demonstrated organizational skill is essential.
4. Create a fair and clearly stipulated evaluation system (detailed in your syllabi) capable of adequately measuring and demonstrating each student's achievement in the course.
5. Participate fully in program assessment in support of SPA and university program assessment goals (e.g.: assessment rubrics for juries, portfolio reviews, exit critiques, etc.). Provide or attach details and evidence.
6. Schedule, post, and hold 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 for or find you during those times.
7. 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.
8. 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.).
9. For those (whether in Music or Theatre) with production-related responsibilities, adhere to policies and procedures set forth in the Theatre Production Handbook.

Above Satisfactory:

The faculty member will receive an "Above Satisfactory" rating in teaching if he/she:

- 1) Meets all of the standards for a Satisfactory rating,

AND

- 2) Has evidence of success in teaching supporting an above-satisfactory rating. Evidence may include:
 - student evaluations with an overall evaluation of instructor at least at 60% favorable across all classes taught during the academic year (ratings of good or above),
 - Positive faculty peer and/or director observations,

- and other documentation (e.g., well-crafted syllabi, quality course materials, demonstrated student achievement other than course grades).

Note: When weighing student evaluations, factors such as large classes versus smaller classes, classes designed for SPA majors versus classes designed for non-SPA majors, and the instructor's grade distribution shall be considered to account for particular teaching challenges and circumstances.

AND

3) Is able to demonstrate, in a quantity determined by individual FTE, quality achievement in the categories listed below. See FTE Grid for the minimum number of points required for Above Satisfactory based on your individual FTE. See grid for your individual circumstance.

One Point Teaching Activities:

- Completion of a voluntary additional course assignment (beyond the typical load) or applied music students without substantially diminished effectiveness.
- Excellence with multiple different course preparations (i.e.: three or more during the academic year), ensembles, or an unusually high number of applied music students performing junior or senior recitals.
- Substantial revision/creation of course materials or development of new course offerings.
 - Examples include: Creating a Media-Enhanced component, self-publishing or custom publishing teaching materials/textbooks, changing all textbooks or substantially upgrading software or technology, substantially revising syllabus and methodology. (no point limit, and can only be taken once, in the academic year in which the new materials are created.)
- Teaching of a writing intensive course (e.g.: Gordon Rule, Graduate Research), officially designated Service-Learning course, a College of Undergrad Studies new "integrative learning" and "research intensive" course, or an Interdisciplinary course. (one point per course/section)
- Exceptional success in recruiting and/or retaining SPA majors or minors
- Evidence of an unusually high level of student achievement in scholarship or performance. Examples include student awards; publications; competitions won; undergraduate/graduate showcase; fellowships or assistantships awarded; professional positions won; significant invitations to perform at state, regional, and national conferences; etc.
- Based on official Student Perception of Instruction forms, faculty average rating of all courses taught during the academic year meets or exceeds the mean College or Department score on a 5-point scale.
- Service as a chairperson or member for a graduate thesis, terminal project or dissertation committee where the student is making demonstrated academic progress. In the year the student completes their thesis and successfully defends two points will be applied for the chairperson. (Can be used 3 times per year).
- Independent Study
 - Individual Independent Studies: one point per student (up to 2) for individual
 - Group Independent Studies: 2 or more students in the same independent study results in one point (up to 2).

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- Mentorship of a student through any UCF recognized undergraduate research initiative or capstone project, e.g., RAMP, McNair, SMART, LEAD, HIM (research mentoring programs).
- Mentorship of students for participation in regional or national competitions outside of class time (KCACTF, SETC, FTC, NATS, MTNA, etc.). one point per 8 hours of mentorship/coaching with maximum of 3 points
- Evidence of efforts to improve teaching. Examples: External or Internal evaluations of teaching, FCTL or HR workshops, clinics, training, or conferences, etc. Limited to 3 points per year, points based on amount of time and effort devoted to the initiatives taken, at director's discretion.
- Service as Assessment or Area Coordinator if not taken in Service (This may be counted once for program/internship/assessment coordinators unless you are the Grad or Undergrad Coordinator in which case you can take a point in both teaching and service).
- Beyond the teaching load, supervision of student direction, stage management, or design (can be taken by directors, designers, or managers) (no more than 2 points per production)
- Covering a significant number of classes for another professor (e.g., covering a leave of absence)
- For large classes, one point will be given for individual classes 100-199, and two points will be given for individual classes 200-299, and three points will be awarded to classes in excess of 300 students.
- Applied faculty teaching 18 or more students weekly
- Creating an unusual number of student performance opportunities or unusually complex student performance opportunities
- Demonstrated extra effort in mentoring student recital preparation
- Creating professional experiences or opportunities for students
- 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. This standard may count for multiple points as appropriate

Outstanding:

A faculty member will be rated as "Outstanding" when she/he:

- Receives a teaching award from the college or university (e.g., a TIP, Undergraduate Teaching Excellence Award, Outstanding Advising Award, etc.) (Advising Award can be taken in teaching or service)

OR

A) Meets all standards for a "Satisfactory" rating;

AND

B) Evidence of success in teaching, such as student evaluations, faculty peer observations, chair observation, and other documentation (e.g.; syllabi, course materials, student achievement, etc.)

AND

C) Is able to demonstrate, in a number of points as determined by individual FTE, quality achievement in categories listed above. See Assessment Grid in Addendum One for the minimum number of points required for Outstanding based on your individual FTE.

Research and Creative

Standards for Research and Creative Activities

The expectation of research and creative activities is that such efforts should lead to some visible manifestation either as a performance, written work or some other form of formal presentation/performance related to one's professional activities. A high priority is given to research/creative 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 his/her discipline. Faculty members often participate in diverse activities; they perform, direct, choreograph, stage manage, design, write, edit, compose, publish, consult, 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 his/her appointment. However, the chair's annual assignment shall give the faculty member specific direction with regard to their activities. If the faculty member's annual assignment for research/creative activity is significantly different from that in his/her original appointment, then the standards for this area should be adjusted to the new assignment

Artistic performances or other creative activities should be judged on the basis of quality 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. Consideration will be given a faculty member who has achieved a positive national or international recognition in a specific area. Quality is often difficult to evaluate objectively. Factors to evaluate quality include level of impact, reviews, peer evaluations and other methodologies. Below are ranked examples of common research / creative activities. 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:

- A faculty member's Research and Creative rating will be determined by demonstrating, in a quantity determined by individual FTE, quality achievement in categories listed below. See FTE Grid for the minimum number of points required for each rating based on your individual FTE.

- Multiple points may be counted for each criterion, but must be for performing separate activities unless otherwise noted
- Activities or publications will be counted when completed or accepted, respectively, (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 first performance.

General note: You can't take credit for the same project twice unless noted. Take credit in the highest category possible for each project.

Please note: "local" refers to an organization or entity that has no significance beyond its local area. "State" or "regional" refers to an organization or entity with a state-wide or multi-state significance, in other words, a conference could occur in Orlando and still have state, regional, national or international significance. "National" refers to an organization or entity with a national significance, and "international" refers to an organization or entity with an international significance. Not all international activities will have international significance; some national activities will have international significance. *Each faculty member must provide documentation and make a case of significance.*

One-point Research and Creative activities

- Demonstrated progress on a book, article for a journal, script, paper or composition
- Submitting a book proposal to a publisher
- One solo or chamber ensemble music performance of local or state significance
- Publish a review of a book or performance in a peer reviewed journal
- Submission of an external grant or contract for creative activities
- Creating or participating in an interdisciplinary project at the college/university level
- One presentation or adjudication at local conference
- Working on UCF Theatre, opera or dance production as a director, actor, choreographer, providing technological services, designer, performer, Technical Director, Stage Manager, Production Manager, Dramaturg, vocal coach or director, fight director, musical director. (If you serve in multiple roles, i.e., Technical Director and lighting designer, value increases to two points) *can be used up to five productions*)
- Successful grant or award of state significance
- One completed composition commission or publication of local significance
- Presenting a paper for a moderated session at a conference of local or state significance

Two-point Research and Creative activities

- One completed composition commission or publication of state or regional significance
- One presentation, workshop or clinic at state or regional conferences
- One grant or award of state or regional significance
- Presenting a paper or invited panelist at state or regional conference

- Creating or participating on an interdisciplinary/multi-disciplinary project with an internal or external organization with state or regional significance
- One solo or chamber ensemble music performance of notable state or regional significance
- One guest conducting appearance of local, state, or regional significance (including all-county ensembles outside of Florida)
- Demonstrated progress on a book, article for a refereed or peer-reviewed national journal, in a sole or co-authorship status, or a book chapter for a book contracted to be published by an A-level publishing house (similar to a peer reviewed journal)
- Demonstrated progress on a script that has been optioned for a production
- Publication of a book or article for a non-refereed national journal, or publication/production of a play/film script
- Serving as an invited adjudicator or reviewer at a regional or state conference
- Working as an applied theatre artist in a theatre or community setting
- Working at a small professional theatre, dance or opera company on a production as a director, actor, choreographer, providing technological services, designer, performer, Technical Director, Stage Manager, Production Manager, Dramaturg, vocal coach or director, fight director, musical director, teaching artist, or other leadership capacity
- Serving as an assistant on a major regional theatre, opera or dance, off-Broadway or Broadway production or TV/Film project.
- Having curated work presented in a state or regional venue
- Presenting a paper for a moderated session at a conference of regional or national significance

Three-point Research and Creative activities

- Presenting a paper or workshop, or as an invited panelist at a national conference recognized in the field as a major conference.
- Serving as an invited adjudicator or reviewer at a national conference
- One presentation or clinic at a national conference
- Co-edited publication of a work (ie: book, composition, music recording, or a full-length script) with a regional or national publisher or impact.
- One solo or chamber ensemble music performance of notable national significance
- One award or grant of national significance
- Editing an academic journal or book (if part of a series, maximum of 6 points can be taken)
- Publication/production of a play/film script
- One guest conducting appearance of national significance (including all-state ensembles outside of Florida)
- Interdisciplinary co-authorship of a published article.
- Creating a digital application approved and distributed by a major distributor
- Permanent performing member of an orchestra with local, state or regional significance
- Creating or participating on an interdisciplinary/multi-disciplinary project with an internal or external organization with national significance

Four-point Research and Creative activities

- Presenting a paper or invited panelist at an international conference
- One composition, commission or publication of international significance
- Publication of an article for a refereed national or international journal, OR a book chapter for a book published by a major publishing house. Must have national distribution. Could be co-authored.
- Serving as an invited adjudicator or reviewer at an international conference
- One solo or chamber ensemble music performance of notable international significance
- Earning a major award or fellowship
- Successful award for an external grant or contract for creative activities that conveys national or international recognition.
- One presentation or clinic at international conference
- Publication of a work (ie: book, composition, music recording, or a full-length script) with a regional or national publisher or impact. Could be co-authored or co-edited.
- Interdisciplinary co-authorship of a book or full-length script.
- Working at a major regional theatre, dance or opera company (LORT C – D or equivalent) or off-Broadway theatre on a production as a director, actor, choreographer, providing technological services, designer, performer, Technical Director, Stage Manager, Production Manager, Dramaturg, vocal coach or director, fight director, musical director, teaching artist, or other leadership capacity (*includes* Orlando Repertory and Orlando Shakespeare)
- Permanent performing member of an orchestra with national significance
- Creating or participating in an interdisciplinary/multidisciplinary or transdisciplinary project at the international level
- Having curated work presented in a national venue
- One guest conducting appearance of international significance
- Creating or participating on an interdisciplinary/multi-disciplinary project with an internal or external organization with international significance
- Presenting a paper for a moderated session at a conference of international significance

Automatic Research and Creative Outstanding

- Participation in a presentation or production of high impact and major national or international recognition
- Publish a Peer-reviewed work through a major publisher
- Earn a RIA or Excellence in Research Award, Pegasus Professor appointment, Scroll and Quill Society induction, or Luminary Society inductive
- Have work presented in a juried show in a major internationally-renowned venue
- Conduct a work for a major internationally-recognized music organization
- Compose a script or composition premiered by a major national or internationally-recognized music or theatre organization
- Receive a major research or creative external grant
- Receive a major industry award or nomination
- Permanent performing member of an orchestra with international significance

SERVICE

Guidelines

- All 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.
- Additional points may be given in cases of extraordinary activity. Justification must be provided.
- Some activities (e.g., national/international invited adjudications or workshops) may be placed in the Research/Creative Activities category.
- Each category may have multiple entries.
- Regardless of category used, each activity may be counted only once.
- All service/professional development activity must be completed in the year under review.
- 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.

A faculty member's Service rating will be determined by demonstrating, in a quantity determined by individual FTE, quality achievement in categories listed below. See FTE Grid for the minimum number of points required for each rating based on your individual FTE.

One Point Service Activities

- Serve on school committee (Curriculum, Graduate, Public Relations, Recruiting, faculty search or ad hoc committee) excludes P&T and area meetings
- Faculty advisor for registered student organization
- Serve as a reviewer for a manuscript or book proposal for a professional publication
- Being selected for the outstanding advising Award as the CAH nominee
- Serving on the Board of a UCF partner organization
- Committee or board member of community, regional, or state professional organization
- External reviewer for promotion/tenure candidate
- Reviewer for nationally distributed book, recording, play script, etc. (if not taken elsewhere)
- Presentation for local arts committee or board (i.e. WP University Club, LIFE, etc.) (if not taken elsewhere)
- Adjudication, clinic or workshop for in-state, non-local organization (e.g., FBA, FMEA NATS, KCACTF)
- Contributing to the planning and operation of a professional national or international conference, workshop, or competition
- Representing UCF SPA at a single day recruiting event
- External guest teaching as service to a high school or community organization
- Mentorship of a student involved in a university recognized organization
- Serving as a panel chair for a session at a conference of local or state significance.

Two Point Service Activities

- Committee or board member of national/international professional organization
- Hosts a state or regional profession conference of more than one day
- Committee chair of regional/state professional organization
- Adjudication, clinic or workshop for national organization (if not taken under research)
- Serve as area or assessment coordinator (if not taken under teaching)

Three Point Service Activities

- Chair school committee (P&T, Curriculum, Graduate, Public Relations, Recruiting, faculty search or ad hoc committee)
- Serve on college committee (P&T, Curriculum, Executive, awards, faculty search or ad hoc committee)
- President or officer of regional/state professional organization
- Officer in local arts organization
- Adjudication, clinic or workshop for international organization (if not taken under research)
- Committee chair of national/international professional organization
- Organizing and/or hosting an on-campus summer camp
- Representing UCF SPA at a Multi-Day recruiting event

Four Point Service Activities

- Chair college committee (P&T, Awards, search committee)
- Serve on university committee (e.g., Faculty Senate, P&T, search committee or ad hoc task force)
- Editor-in-Chief of regional/state professional organization journal (if not taken in Research / Creative)
- President or officer of national/international professional organization

Five Point Service Activities

- Chair or Co-Chair university committee or task force (e.g., Faculty Senate, P&T, search committee or ad hoc task force).
- Hosts or chairs a professional conference at the national/international level
- Editor-in-Chief of national/international professional organization journal

Automatic Service Outstanding

- University Outstanding Service Award
- Outstanding Advising Award (can be taken in teaching or service)
- Outstanding/Lifetime Service award from national/international professional organization

ADDENDUM ONE: Assessment Grid Instructions and Sample Grid

Because your evaluation outcome is tied to your FTE, this table is provided to calculate your overall score as a result of the entries you have made in each category in the AESP PDF document and weighted to your FTE. Follow these instructions to determine your overall score. Please note that this grid should be submitted with the AESP document, fully filled out electronically (PDF or Excel file)

1. Complete your AESP PDF scoring document which can be found on the department server.
2. Add all points scored under teaching.
3. Determine your level by consulting the Assessment Grid. Look at the teaching section, find your FTE column, and determine, based on the number of points you have scored, what category you will assess in. Put your FTE in the corresponding box to the right in that same row under “multiply by FTE” and the calculation will be done for you.

In Teaching example 1, the faculty member has an FTE of .66 and has gotten 11 points in the teaching category. That places her/him in the outstanding category. To the right of the outstanding category the faculty keys in their FTE in teaching. The form has calculated 7.2 towards the overall evaluative outcome score automatically.

Teaching Example 1:

TEACHING **								multiply by FTE	weighted assessment value
FTE	1.00	0.90	0.66	0.60	0.50	0.40	0.30		
outstanding	14+	13+	10+	10+	7+	5+	4+	0.66	7.2
above satisfactory	11-13	10-12	7-9	7-9	4-6	2-4	2-3		0
satisfactory	0-10	0-9	0-6	0-6	0-3	0-1	0-1		0
conditional	see document								0
unsatisfactory	see document								0

In Teaching example 2, the faculty member with .9 teaching FTE scored 6 points, which puts them in the satisfactory category. They enter .9 in the “multiply by FTE” column and the form automatically calculates 5.4 towards the overall evaluate outcome score.

Teaching Example 2:

TEACHING **								multiply by FTE	weighted assessment value
FTE	1.00	0.90	0.66	0.60	0.50	0.40	0.30		
outstanding	14+	13+	10+	10+	7+	5+	4+	0	
above satisfactory	11-13	10-12	7-9	7-9	4-6	2-4	2-3	0	
satisfactory	0-10	0-9	0-6	0-6	0-3	0-1	0-1	.9 5.4	
conditional	see document							0	
unsatisfactory	see document							0	

4. Continue to the creative/research section and input your final score as demonstrated in #3
 5. Continue to the service section and input your final score as demonstrated in #3
- NOTE: If you have no FTE in an area, do not enter anything in that section.
6. At the conclusion you will see a final score in the bottom of the form.

TOTAL
WEIGHTED
ASSESSMENT
VALUE
(add
weighted
assessment
values from
above)

8.75

TOTAL WEIGHTED ASSESSMENT VALUE:	ANTICIPATED EVALUATION:
9.1 - 10 points	outstanding
8.1 - 9 points	above satisfactory
7.1 - 8 points	satisfactory
6.1 - 7 points	conditional
Below 6.1 points	unsatisfactory

**** Anyone with 1.0 FTE in teaching will not have requirements in service and creative, so overall determination will be equal to teaching score**