

ANNUAL EVALUATION STANDARDS & PROCEDURES

School of Visual Arts and Design
College of Arts and Humanities
University of Central Florida

INTRODUCTION

Annual Faculty Evaluation

All School of Visual Arts and Design (SVAD) faculty members are evaluated annually for their activities in teaching, research, and service. The SVAD Director will use the standards outlined in this document as a guide for annual evaluations of all faculty. This section describes the evaluation procedures, productivity measures, and expected faculty performance characteristics. *NOTE: Submitting a complete Faculty Annual Report (FAR) is part of each faculty member's contractual obligation and doing so in a timely manner ensures each complete FAR will be reviewed by the SVAD Director and College of Arts and Humanities (CAH) administrators in adherence with UCF requirements.*

Procedures

Each full-time, visiting, or reduced FTE SVAD faculty member will prepare and submit a completed FAR to the SVAD Director; the due date is found in the current Collective Bargaining Agreement (CBA), and the specific date will be communicated to faculty in advance of the deadline. Incomplete FARs submitted after published deadlines will be considered incomplete and subject to the following:

- Delayed or disrupted processing of the faculty member's FAR
- Informal non-disciplinary interventions
- Formal non-disciplinary actions
- Formal disciplinary action

The following apply to all faculty members in SVAD regardless of their assignment load:

To demonstrate the impact of all reported activities (rigor, selectivity, etc.), documentation must accompany each annual report and must include detailed information about where each claimed work product appeared (e.g., level of competition: international, national, regional publication/venue; acceptance rate; role in outcome). Activities are ranked according to discipline-specific standards of accepted levels of adjudication, audiences reached, and established venues (e.g., international, national, statewide, regional, and local). For example, each claimed accomplishment must be represented by a letter of acceptance, a copy of a published article, a catalog or review of the relevant exhibition, or other dated documentation. Substantial works in progress are also allowed, as deemed appropriate by the faculty member, their SVAD peers, and

the SVAD Director; however, sufficiently documented detail and progress toward completion must be verifiable. Faculty members must provide sufficient and organized documentation for the faculty annual evaluation on or before the due date.

While evaluating faculty performance in areas related to their assigned duties, the Director will use the FAR, and any interpretive comments and supporting documentation that the faculty member deems appropriate, resulting in a set of ratings that accurately describes the performance of each faculty member. *NOTE: For more information concerning the evaluation process, please refer to the current Collective Bargaining Agreement's Processes and Sources of Evaluation section.*

After receiving the written evaluation from the SVAD Director, each faculty member will be asked to sign their evaluation. This act of signing indicates the faculty member has received their evaluation, but does not indicate that they approve of all contents within it. Moreover, the faculty member may choose to respond to the annual review in writing; this written response also becomes a part of that faculty member's file.

Faculty will also be offered the opportunity to discuss the evaluation with the evaluator face to face. This review should provide feedback on research, teaching, and service. All faculty have the opportunity to discuss the evaluation with the Director upon request. The purpose of the face-to-face meetings will be to discuss:

- a. Productivity during the evaluation period
- b. Rating of teaching, research, and service
- c. Overall rating
- d. Next year's plan and goals
- e. Open time to discuss any other issues, needs, and/or concerns

NOTE: If the faculty member is not satisfied with the outcome of this meeting with the Director, the faculty member may elect to raise any concerns to the appropriate College-level Associate Dean handling personnel issues.

Rating Scales

Each faculty member will be given an overall performance assessment based on the individual ratings earned in activities including teaching, research, service, and other assigned duties as applicable. The overall rating will be determined mathematically using the portion of FTE (Full Time Equivalent) assigned for each activity and listed in the Faculty Activity System (FAS). The total FTE for a full-time faculty member must add up to 1.00 (or 100%). (Faculty members on reduced assignments, such as Transition to Retirement Program (T2RP) participants, will have FTEs adjusted accordingly.) Generally, each three credit-hour course taught is assigned 0.22 FTE (or 22%), resulting in a total teaching assignment of three courses per semester (fall/spring) for a full-time tenured or tenure-earning faculty member (or a total of six courses during an academic year). This assignment translates into a teaching load of 0.66 (or 66%), as shown in the chart below. The remainder of the faculty member's assignment is apportioned between research 0.22 (or 22%) and service 0.12 (12%) respectively, unless agreed upon in writing by the faculty member, SVAD Director, and CAH Dean. While it is understood that these percentages may change in the course of a semester to reflect changing workloads, the chart below shows how a standard three-course load for a faculty member would be weighted.

Professors, Associate Professors, and Assistant Professors:

Assigned Activity	Courses taught (3 per semester/6 per year)	
Teaching	(0.66)	66%
Research	(0.22)	22%
Service	(0.12)	12%

Instructors and Lecturers:

The assigned FTE for Instructors and Lecturers do not require the 0.22 (or 22%) research component. Accordingly, unless agreed upon in writing by the faculty member and the appropriate SVAD and College-level administrators, Instructors and Lecturers perform a 4/4 teaching load (fall/spring), which amounts to 0.88 (or 88%) teaching and 0.12 (or 12%) service.

Assigned Activity	Courses taught (4 per semester/8 per year)	
Teaching	(0.88)	88%
Service	(0.12)	12%

Faculty with Reduced FTE Assignments:

In certain circumstances, such as when a faculty member is participating in the Transition to Retirement Program (T2RP), the FTE of a faculty member will be adjusted in accordance with the plan approved by the SVAD director and the university. In such circumstances, normal weightings of FTE for teaching, service, and research will be adjusted accordingly. Similarly, the evaluation of such activities will consider the amount of effort allocated to each area. An example of a reduced FTE assignment for a tenured faculty member participant of the T2RP is shown below. However, other adjustments to FTE assignments are also possible based on the T2RP agreement and the rank and normal assignment of the participating faculty member; this is only one possibility.

Year 1 Adjusted FTE for T2RP

Assigned Activity	FTE Assignment Year 1 Fall Semester (.75 total)		FTE Assignment Year 1 Spring Semester (.75 total)	
Teaching	(0.66)	66%	(0.44)	44%
Service	(0.06)	6%	(0.06)	6%
Research	(0.03)	3%	(0.25)	25%

Year 2 Adjusted FTE for T2RP

Assigned Activity	FTE Assignment Year 2 Fall Semester (.50 total)		FTE Assignment Year 2 Spring Semester (.50 total)	
Teaching	(0.44)	44%	(0.22)	22%
Service	(0.06)	6%	(0.06)	6%
Research	(0)	0%	(0.22)	22%

The Annual Evaluation and its Relation to Other Kinds of Evaluation

The most current Collective Bargaining Agreement provides for three separate evaluations: Annual Evaluations (for which this AESP defines the terms of reference), Cumulative Progress Evaluations (CPEs), and Sustained Performance Evaluations (SPEs).

Annual Evaluations:

While Annual Evaluations are included in promotion and tenure applications, their primary intent is to evaluate all faculty on an annual basis, regardless of rank, assignment, or promotion/tenure intentions. The Annual Evaluation is the central evaluative document in relation to a faculty member's annual assignment.

Cumulative Progress Evaluations (CPE):

CPEs serve explicitly as a multi-year assessment of a faculty member's progress toward promotion/tenure. As such, it is conceivable that someone could earn a satisfactory or higher on Annual Evaluations for multiple years, and yet, receive a CPE that indicates that they are not on track for promotion/tenure. It is crucial that candidates for promotion/tenure regard the CPE as the central evaluative document and most useful guide in the promotion and tenure process.

Sustained Performance Evaluation (SPE):

Tenured faculty will follow the guidelines provided in the Board of Trustees/UCF United Faculty of Florida (BOT-UFF) Collective Bargaining Agreement in carrying out the SPE as summarized in this section. A faculty member's sustained performance will be evaluated on a specific periodic basis as outlined by the current Collective Bargaining Agreement.

EXPECTED PERFORMANCE MEASURES: ALL FACULTY MEMBERS

SECTION 1: TEACHING

Teaching is primary to the mission of the institution and a key aspect of a faculty member's assigned duties. Therefore, solid proof of ongoing teaching excellence is a major component of the annual evaluation.

Teaching Examples and Guidelines

While not exhaustive or rank ordered, the examples listed below represent the types of activities that should show evidence of strong performance in the teaching section of a faculty member's dossier; however, not all bullet points hold equal value or meaning, nor do the sub-categories within a given description. It is the responsibility of the faculty member to substantiate all claims with clear and compelling evidence.

- a. Possesses comprehensive knowledge of the subject(s) and demonstrates the proven ability to communicate consistently and effectively that knowledge to students
- b. Earns a significant external teaching award (from a National or Regional arts organization), a UCF Teaching Incentive Performance Award (TIP), or other kinds of formal recognition for teaching (e.g., Fulbright Fellowship, invitation to teach at another institution)
- c. Earns consistently high ratings from students who complete Student Perceptions of Instruction (SPOIs), including, but not limited to, the numerical tabulations and written comments. *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 use them selectively to make a point)*
- d. Supervises or mentors students making sustained progress in academic undertakings (e.g., research projects, theses, independent studies, internships, service-learning courses, portfolio reviews or other capstone work and/or courses, Honors theses, teaching of Honors courses, and/or graduate thesis or dissertation committee participation)
- e. Develops and implements new academic programs of study (e.g., new courses, revisions to existing courses)
- f. Develops, maintains, and/or upgrades an art/design studio/shop, lab, or venue
- g. Participates in ongoing teaching-related development. (e.g., curriculum, recruitment, ADL/IDL training, etc.)
- h. Is consistently present for academic activities (e.g., regularly attends critiques, receptions, reviews, thesis defenses, and related SVAD events on the main UCF campus and/or regional campuses at Daytona State College or Valencia College, West Campus)
- i. Provides required office hours scheduled at varied times during the week during normal hours of operation
- j. Develops innovative pedagogical content and techniques (e.g., interdisciplinary

teaching, team teaching)

- k. Demonstrates effective course organization and management as evidenced through feedback on SPOIs or other measures provided by the faculty member
- l. Performs scholarly activity related to teaching. *NOTE: teaching-related research or grants can also be evaluated under the heading of research*
- m. Leads/participates in seminars, workshops, or other forums that are focused on curricular concerns, teaching, or the learning process
- n. Engages in discipline-related pedagogical/professional development (e.g., software/hardware self-training, Faculty Center for Teaching and Learning [FCTL], peer evaluations)
- o. Leads/organizes field trips and/or speaker series for a student group, class, area, or unit
- p. Demonstrates leadership or involvement in the graduate program (e.g., chair and/or service on multiple master's thesis committees, maintaining graduate faculty/graduate scholar status)
- q. Provides evidence of significant teaching effectiveness through documentation of distinctive achievements of students in the discipline or other relevant outcomes
- r. Delivers guest lectures in other courses at UCF and/or at other institutions outside the university
- s. Demonstrates leadership/active involvement in interdisciplinary and/or team teaching
- t. Designs/directs/leads in an academic study abroad program
- u. Provides/performs extracurricular student professional development tasks (e.g., writes recommendation letters for a significant number of students and/or furnishes guidance in résumé authoring/portfolio assembly/website development, graduate school applications, film festival submissions, exhibitions, residencies, grants, student showcases)
- v. Otherwise demonstrates initiative to advance teaching development and growth

Performance Definitions: Teaching

Note: The following categories may contain lists that are not rank ordered, equally weighted, or exhaustive. Faculty members are required to maintain clear documentation to verify their accomplishments.

Unsatisfactory:

Fails to show significant improvement following a previous evaluation of *Conditional*. In rare instances where evidence of egregious deficiencies can be documented, *Unsatisfactory* ratings may be given when first identified.

Conditional:

Fails to achieve a *Satisfactory* rating. This evaluation is given when deficiencies are first noted. The evaluator will consult with the faculty member and develop a plan to remedy identified deficiencies during the next evaluation period. *NOTE: Typically, performance that is less than Satisfactory will be given a rating of Conditional in the first year and Unsatisfactory in subsequent years.* However, as noted above, in rare instances where evidence of egregious deficiencies can be documented, *Unsatisfactory* ratings may be given when first identified.

Satisfactory:

To achieve *Satisfactory*, the faculty member is expected to meet all following criteria:

- a. Possess comprehensive knowledge of the subject(s) and demonstrate the ability to communicate that knowledge consistently and effectively to students as evidenced by the student work produced in their classes (e.g., imagery, learning outcomes, etc.).
- b. Provide a syllabus to the students and SVAD that complies with the template and UCF regulations
- c. Creates meaningful learning activities for students, equips students with an understanding of proper historical context and relevant vocabulary, and/or informs students of emerging developments and trends in the field
- d. Appropriately responds to, and follows up on, student concerns (e.g., openly listens to class-related criticism, responds to grade disputes in a timely and polite manner, files UCF Student of Concern Reports when prompted)
- e. Maintains accurate records of student performance and furnishes students with regular constructive feedback and updates on their progress for all assigned courses
- f. Meets with students during regularly scheduled office hours and the designated final examination period in compliance with UCF regulation
- g. Provides regularly scheduled office hours during the week during normal hours of operation
- h. Respectful to students, staff, and faculty according to the UCF rules of conduct and the UCF Golden Rule
- i. Regularly attends and participates in teaching-related SVAD, CAH, and University-level meetings/committees (e.g., Curriculum Committee, Portfolio reviews, BFA/MFA Reviews, Scholarship Committees)
- j. Submits grades, book orders, course syllabi, and any related class materials on time, as required by UCF policy

- k. Gives timely notification to the office and/or students of absences and accurately completes Leave and Personnel Form (e.g., LAPER, TAR, etc.) without repeated assistance/prompting
- l. Does not cancel or miss class unless necessary and does not leave the classroom for extended periods of time (more than 10 minutes) or habitually release students from class early
- m. Attends curriculum meetings when assigned to those committees, etc.
- n. Teaches appropriate content relevant to the course objectives as defined by the program curriculum

Note: *The numerical tabulations and written comments on SPOIs are among the criteria that are factored into the faculty member's annual evaluation. Other examples of criteria to be considered may include:*

- *students' emails/letters*
- *feedback from optional in-class observations/visits*
- *assessment statement of adjustments to class based on student feedback*
- *acknowledgement of new courses, material, and content to offset student evaluations versus long-term repeated courses, content, and subject*
- *acknowledgement of the variety of courses and subjects taught by individual faculty member*
- *extra teaching responsibilities for teaching grad students (individual research and professional development)*

Above Satisfactory:

To achieve *Above Satisfactory*, the faculty member must satisfy the criteria required to earn a *Satisfactory* rating and accomplish several (three or more) of the activities outlined below and provide adequate documentation. The following list is not rank ordered, equally weighted, or exhaustive:

- a. Demonstrates evidence of above satisfactory student learning outcomes
- b. Generally earns an average rating of "very good" or above from students who complete SPOIs, including, but not limited to the numerical tabulations and written comments.
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 use them selectively to make a point)
- c. Supervises student academic undertakings (e.g., participation on HIM theses, graduate thesis, or dissertation committees)
- d. Serves on graduate committees where students make sustained progress

- e. Supervises research projects, service-learning and/or community-engaged courses (e.g., students working on community projects or participating in UCF Celebrates the Arts), portfolio reviews or other capstone work and/or courses, internships and/or independent study courses (of three credit hours each) above and beyond the standard teaching load with evidence of adequate monitoring and professional performance resulting in student completion of the internship contractual obligation (minimum hours required for service and documentation of work produced for organization, company, or individual)
- f. Guides or co-guides students on a field trip, or organizes opportunities for a class to present their work to a local group or convention, or organizes opportunities for a class to present their work through off-campus media
- g. Assists students outside the classroom through animation, graphic, film/video directing or production, or other performances or scholarly/creative presentations; developing and operating a student organization; developing client-driven projects; and/or other related activities
- h. Develops and implements new academic programs of study (e.g., new courses, revisions to existing courses)

Outstanding:

To achieve *Outstanding*, the faculty member must satisfy the criteria required to earn an *Above Satisfactory* rating (as listed above) during the academic year and demonstrate exemplary performance in teaching as evidenced by three (3) or more of the activities outlined below. The following list is not rank ordered, equally weighted, or exhaustive:

- a. Demonstrate, through relevant evidence (e.g., syllabi, student outcomes, SPOIs, etc.), the breadth of knowledge needed to either cover several areas or relate the results of other areas to their own area of specialty, and has depth of knowledge to awaken students' interests to at least one field of specialization within the disciplines of SVAD
- b. Earns an average rating of "excellent" from students who complete Student Perceptions of Instruction (SPOIs), including but not limited to the numerical tabulations and written comments. *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)*
- c. Engages in ongoing and innovative teaching development of undergraduate and graduate programs, events, activities, and in-content-area responsibility
- d. Performs a leadership role in academic and community functions, events, and activities (e.g., regularly attends critiques, receptions, reviews, thesis defenses, and related university events on the main UCF campus, and/or regional campuses at Daytona State College or Valencia College, West Campus)

- e. Mentors students outside of classroom instruction (is readily available to individual students or student groups or organizations)
- f. Develops and implements innovative pedagogical techniques (e.g., interdisciplinary teaching, team teaching) and/or engages in significant and ongoing discipline-related professional development (e.g., software and hardware self-training)
- g. Leads/organizes seminars, workshops, or other forums focused on curricular concerns, teaching, or the learning process
- h. Leads/organizes field trips and/or speaker series for a student group, class, area, or unit
- i. Demonstrates active and ongoing leadership or involvement in a graduate program where students are making sustained progress (e.g., chair and/or serve on MA, MFA, or PhD committees, maintaining graduate faculty/graduate scholar status)
- j. Serves on Honors in the Major committee or external student thesis committees for other areas of the university where students are making sustained progress
- k. Provides 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)
- l. Receives Regional or National recognition for teaching or curriculum development, receives a TIP award or other CAH or UCF recognition and/or other kinds of formal recognition for teaching (e.g., Fulbright Fellowship, invitation to teach at another institution), and/or secures a significant external grant for the preparation of instructional materials

SECTION 2: RESEARCH AND CREATIVE ACTIVITIES

Criteria for Overall Categories of Accomplishment

In recognition of the various components of SVAD and the diversity of experimentation involved in the pursuit of new knowledge, scholarly research, creative activity, and client-driven projects, research may be specialized and/or evolve into interdisciplinary or collaborative activities that bridge traditional disciplines. Therefore, if part of the assignment of duties on the FAR for a faculty member of any rank includes a research assignment, the evaluator and the faculty member will refer to the appropriate criteria to determine the annual performance rating for this review cycle. It is the responsibility of the faculty member to be able to furnish evidence to verify all listed activities upon request.

Discipline-Specific Guidelines:

Art History

The publication of art historical scholarship such as books (single authored or co-authored, e.g., monographs, subject area studies, edited volumes, or textbooks) and other scholarly texts such as book chapters, journal articles, or exhibition catalogues; the presentation of research at academic panels and conferences or invited lectures at museums or other public venues. These are crucial to establishing a substantial contribution in the field. It is the responsibility of the candidate to substantiate all claims with clear and compelling evidence.

The following list is not rank ordered, equally weighted, or exhaustive. Moreover, in cases where a ranking is delineated in a given category or line item, activities are ranked according to institutional standards of accepted levels of adjudication, audiences reached, and established venues (e.g., international, national, regional, statewide, and local).

- a. Contributes to the field through publications at the international, national, regional, statewide, and/or local level
- b. Participates in the presentation of research at international, national, regional, statewide, and/or local conferences
- c. Provides evidence of progress toward publication of a book or journal article, development of a chapter or essay within an edited text, or editing a text publication of a catalog or museum entry, published reviews of discipline-related publications or published bibliographies
- d. Submits and/or publishes articles or abstracts (i.e., for publication or conference panel)
- e. Participates in international, national, regional, statewide, and/or local-level archival or collections research
- f. Curates exhibitions at international, national, regional, statewide, and/or local level
- g. Earns awards for scholarship at the international, national, regional, statewide, and/or local level
- h. Submits and or secures grants at the international, national, regional, statewide, and/or local level
- i. Earns awards for fellowships at the international, national, regional, statewide, and/or local level
- j. Delivers guest lectures at the international, national, regional, statewide, and/or local level
- k. Receives published positive reviews for scholarship or publications at the international, national, regional, statewide, and/or local level
- l. Receives a UCF Research Incentive Award (RIA), Excellence in Research, and/or is inducted into Scroll and Quill Society

Studio Art

Research and Creative work in the Studio Art area is given the same type of rigorous external review by which scholarly work is judged, but this type of review may take different forms, including exhibitions, performance, publication, and presentations in respected venues combining a variety of approaches and media.

Due to the diversity of research and creative activities in the studio art area, many factors should be taken into consideration in the evaluation processes. For example, evaluative weight may be given for works-in-progress for upcoming contracted solo exhibitions of distinction, or greater or lesser evaluative weights may be given due to the nature or complexity of the creative work. In the case of makers of multiples (i.e., printmakers, photographers, etc.) that often comply with standard commercial shipping sizes/rates, there may be an advantage over makers of large-scale single objects/images or multiples (e.g., sculptures, ceramics, paintings, installations, public art projects), in terms of the expense and effort of packaging and shipping artworks to exhibitions. All activities that may be unique or non-traditional must be clearly documented for evaluation and discussion with the Director and/or faculty mentors.

Authorship:

Creative activities that are collaborative—especially on major creative projects—are not uncommon. Accordingly, the Studio Art area recognizes and rewards the contributions made by individual faculty. In these cases, each artist is to receive accurate credit proportional to their effort for purposes of evaluation.

Project Duration:

Studio Art works often take two or more years to complete and disseminate. This time frame may resemble that of a multi-year horizontal study in the sciences (or the writing or publication of a book), rather than the more frequent publication schedule of traditional scholars in typical journals. A faculty member might have only one or two projects that have received impactful national recognition within a multi-year time frame. Accordingly, it is extremely important for the faculty member to clarify what role they played on a particular project. It is the responsibility of the candidate to substantiate all claims with clear and compelling evidence.

The following list is not rank ordered, equally weighted, or exhaustive. Moreover, in cases where a ranking is delineated in a given category or line item, activities are ranked according to institutional standards of accepted levels of adjudication, audiences reached, and established venues (e.g., international, national, regional, statewide, and local):

- a. Earns awards or fellowships at the international, national, regional, statewide, and/or local level
- b. Receives internationally or nationally competitive fellowship, grant, or award of distinction and multiple regional, statewide, or local competitive fellowships, grants, or awards of distinction (and/or several significant UCF “In-House” grants)
- c. Receives critical recognition for creative works in established print/digital venues of distinction

- d. Provides evidence for having acquired exhibition/representation in a gallery of international, national, regional, statewide, or local venue of distinction
- e. Conducts solo exhibitions at museums or galleries of distinction and/or participates in noteworthy two or three-person invitational exhibitions at international, national, regional, statewide, or local venues of distinction
- f. Exhibits research/creative work in distinguished, competitive international or national juried or curated group exhibition (or other discipline-appropriate venues of merit)
- g. Submits and secures a public artwork commission at an international, national, regional, statewide, or local venue
- h. Curates an exhibition for an international, national, regional, statewide, or local venue of distinction
- i. Submits and publishes articles, abstracts, museum entries, and catalogs in international, national, regional, statewide, or local publications of distinction on a discipline-specific topic (e.g., commercial distribution, conference panels, symposia, etc.)
- j. Submits and/or secures grant applications at the international, national, regional, statewide, and/or local level or secures impactful grants at international, national, regional, statewide, or local level (PI or Co-PI)
- k. Presents research at international, national, regional, statewide, or local conferences
- l. Shows evidence of significant progress toward publication of a books and/or series of journal articles, development of chapter, or essays within an edited text, or editing a text
- m. Participates in international, national, regional, statewide, or local archival or collections research, the curation and care of a public art collection to include grant writing, stewardship policy research or practice, etc.
- n. Participates in numerous competitive international or national juried or curated group exhibitions
- o. Conducts solo exhibition and/or participates in group exhibitions (juried, curated, or invited) at international, national, regional, statewide, and/or local venues of distinction
- p. Receives consistent critical recognition for creative works/practice in established print/digital venues of distinction

- q. Submits articles or abstracts (i.e., for publication, for conference panels, etc.)
- r. Submits proposals for regional, statewide, local, and/or in-house grants (PI or Co-PI)
- s. Participates in professional organizations within the discipline
- t. Receives a UCF Research Incentive Award (RIA)
- u. Has work accepted into museum or gallery permanent collections (in order of prominence: international, national, regional/local)

Emerging Media (Character Animation, Experimental Animation, and Graphic Design)

Research in Emerging Media consists of scholarly or creative works published by a respected press, scholarly articles published in significant peer-reviewed journals, or with creative works published in major shows, exhibitions, competitive festivals, or industry-based peer-reviewed publications.

In evaluating the quality of research and creative work, Emerging Media ranks activities accordingly:

- a. International and national activities rank more highly than regional or local activities
- b. Regional activities rank more highly than local activities

Emerging Media also considers the level of competitiveness to help determine the quality of research and creative work:

- a. Publishing houses, journals, festivals, galleries, museums, and conferences with world-class reputations that have been in continuous operation for more than a decade, which have exceedingly low, peer-reviewed acceptance rates (single digits); select from an international applicant pool; and attract international sponsorship, judges, speakers, and audience rank more highly than the following items
- b. Publishing houses, journals, festivals, galleries, museums, and conferences that have been in operation for more than three (3) years which have low, peer-reviewed acceptance rates (35% or less); select from an international applicant pool; and attract national sponsorship and/or speakers rank more highly than the following items
- c. New publishing houses, journals, festivals, galleries, museums, and conferences that have been in operation for two (2) years or less. These venues may have moderate acceptance rates (greater than 35%), may only draw from a local applicant pool, and attract local sponsorship and/or audience

Authorship:

Creative activities that are collaborative—especially on major creative products, papers, or presentations—are not uncommon. Accordingly, Emerging Media recognizes and rewards the

contributions made by individual faculty. In these cases, each designer or author is to receive full credit for purposes of evaluation.

Project Duration:

Creative works in Emerging Media often take two or more years to complete and disseminate. This time frame may resemble that of a multi-year horizontal study in the social sciences (or the writing or publication of a book), rather than the more frequent publication schedule of traditional scholars in typical journals. A faculty member might have only one or two projects that have received impactful national recognition within a multi-year time frame. Accordingly, it is extremely important for the faculty member to clarify what role they played on a particular project. Cases where the faculty member had *creative responsibility for the entire project* will be ranked higher than other cases when their role might have been that as part of a team.

The following bulleted list is not rank ordered or necessarily equivalent in value. It is expected that meritorious performance of faculty involved in research activities will be evidenced by indicators of research success. The activities listed within each of the bulleted items, where a ranking is delineated, are ranked according to institutional standards of accepted levels of adjudication, audiences reached, and established venues (e.g., international, national, statewide, regional, and local). It is the responsibility of the candidate to substantiate all claims with clear and compelling evidence.

- a. Shows sustained contributions to the field through publications, exhibitions (solo, juried etc.), competitive festivals, or commissioned works at the national and international level. Examples could include receiving an industry-respected award of exceptional merit for individual or collaborative achievement in an applied area (such as the gold medal for editorial illustration by the Society of Illustrators, or the exceptional achievement awards at the Association for Computing Machinery's Special Interest Group on Computer Graphics and Interactive Techniques (SIGGRAPH))
- b. Makes contributions to the field through publications, exhibitions (group, juried etc.), competitive festivals, or commissioned works at the regional and national level. Secondary or tertiary examples could include holding solo exhibitions in a respected state or regional venue or earning an award of a commission for a major creative work, film, or artistic project. *Note: Other accomplishments assessed by the Director as representing solid, first-rate work will also be considered*
- c. Presents research at international, national, regional, statewide, and/or local conferences, e.g., the College Art Association (CAA), SIGGRAPH, and the American Institute of Graphic Arts (AIGA), or widely recognized regional conferences like the Southeastern College Art Conference (SECAC) and the Mid-American College Art Association (MACAA)
- d. Shows evidence of completed creative works or patents on products or other proprietary material
- e. Authors or edits a scholarly book or discipline textbook, authors or edits peer-reviewed journal articles, edits or publishes a catalog and/or museum entries for major institutions,

authors reviews of discipline-relative publications

- f. Actively participates with national and international industry-based organizations as a guest lecturer or professional consultant, paid or pro bono, in area of academic expertise. It is the company profile, not geographic location, that determines the significance of the industry, project, or activity
- g. Achieves multiple examples of awards for scholarship, successful grant applications, fellowships, reviews by highly-regarded authors or premier agencies within the industry, and invited lectures at the national and international level
- h. Participates in professional competitions and/or exhibitions. Performance quality relates to stature of sponsor (international, national, regional, statewide, or local), number selected/number entered, jurors, reputation, and critical reviews
- i. Reproduces work in publications and online. Performance quality relates to stature of publication (refereed/non-refereed; international, national, regional, statewide, or local distribution, area of scholarship), context of coverage (feature article, documentation of exhibition), and critical reviews
- j. Receives client testimony. Performance quality relates to the stature of client, scope of project, and level of critical review of the work by the client (these should not be general letters of recommendation but serious critiques by clients about the faculty member's work in relation to other proponents in the field and the real value of the work to the company). While such testimony may be part of the dossier of the candidate whose scholarship is in professional practice, it cannot serve as the only evidence. Clients should not be contacted without the candidate's permission
- k. Gives lectures or receives invitations to present. Performance quality relates to sponsor and audience (community, university, association), scope of presentation participation (e.g., delivering a paper, portfolio presentation), and critical reviews
- l. Earns grants and sponsored projects. Performance quality relates to development of research proposals, securing of funding, ability to engage graduate students, project execution, and critical evaluation
- m. Publishes works. Performance quality relates to stature of publication, national distribution, area of scholarship, and scope of work (abstract/article, etc.)
- n. Receives citations. Performance quality relates to frequency with which the candidate's research work is cited or serves as a platform for another researcher
- o. Participates in reviews of proposals/editorial boards. Performance quality relates to invitations to the candidate to serve on professional panels that review proposals for funding or editorial boards for publications in his/her area of expertise/scope of work, stature of the funding organization or publication/status of the authors being reviewed

(graduate student/professional), and fellow reviewers' reputations

- p. Shows consistent evidence of progress toward a creative work, publication of a book or journal article, grant applications, development of a chapter or essay within an edited text, or editing a text; publication of a catalog or museum entry; publishing reviews of discipline-relative publications
- q. Participates/presents on a panel or screening of work in progress at a professional meeting, conference, or festival
- r. Learns and uses new technology or software related to creative work or research skills
- s. Receives a UCF Research Incentive Award (RIA)

Architecture

Evidence of performance in the area of research/creative work/practice in Architecture can be exhibited through the publication of books; the publication of articles in refereed journals; electronic publication in a refereed context; papers read at established industry-respected conferences; the generation of new knowledge through theoretical/basic research; and solving problems through applied research. Acknowledgment of research/creative works may include published citations and/or reviews about architecture projects, publications, or exhibits. Additional acknowledgment may be exemplified by being featured as a subject for a published article or having works included in an exhibition catalogue, invitational exhibition, or traveling exhibition, or the publication of articles in other journals, newspapers, etc. Impact of published works should be measured by the degree of exposure each platform provides, such that exposure is measured through quantitative metrics.

Funded Research & Professional Practice/Consulting:

Participants in funded research activity must be able to demonstrate successful completion of the research activity, reporting of this activity, and an ability to engage other faculty and/or students in this activity as appropriate. The process of obtaining commissions for significant building projects is a strenuous form of peer review that is at least as rigorous and competitive as that encountered in the referee process for review of publications. The design process is a creative, synthetic process that combines the state-of-the-art in approach, technology, human values, and community service that is exemplary as a mode of inquiry in its discipline and execution. The products of this process have historical, theoretical, technological, and social significance that places the making of architecture as one of the primary modes of expression and growth in cultural histories. Recognition of the importance of the rigorous, critical review of architectural thought that the realm of practice offers as a form of scholarship is essential to the growth of architecture as a discipline. Evidence of performance in the area of funded research and licensed professional practice and consulting can be exhibited through: The completion of meaningful works of architecture, the completion of schematic, design development, and construction drawings, building design which advances the state-of-the-art, either theoretically or technically; buildings designed and constructed; design awards given by professional organizations or journals at the local, regional, national, or international level; designs published in professional journals or electronically; competitions entered and won; the dissemination of funded research through the publication of books, articles, reports, papers, lectures, and other communications;

and creative work in related disciplines.

Non-Funded Research:

Candidates are expected to have assumed leadership in establishing, conducting, and disseminating research and engaging others in research activity.. It is expected that research findings, knowledge gained, conclusions, etc., will be disseminated through the publication of books, articles, reports, papers, lectures, and other communications.

Design Competitions, Pro Bono, and Unbuilt Design Work (If Engaged):

The pursuit of scholarship in architectural design through unbuilt projects, installations, small-scale projects, or design competition entries may be an important form of research for some faculty. There is a difficulty in obtaining recognition for this work as a series of experiments that compose a research agenda because there are few outlets available for peer review and publication.

Related Work (If Engaged):

Evidence may be established by the formal recognition of other related work in invitational or juried art shows, museums, or galleries. Local or regional exhibitions or art shows, which do not enjoy a national or international reputation, will be considered as contributing to potential.

Where a ranking is delineated in a given category or line item, activities are ranked according to institutional standards of accepted levels of adjudication, audiences reached, and established venues (e.g., international, national, regional, statewide, and local). It is the responsibility of the candidate to substantiate all claims with clear and compelling evidence.

The following list is not rank ordered, equally weighted, or exhaustive. Moreover, in cases where a ranking is delineated in a given category or line item, activities are ranked according to institutional standards of accepted levels of adjudication, audiences reached, and established venues (e.g., international, national, regional, statewide, and local):

- Receives internationally or nationally competitive fellowship, grant, or award of distinction and/or multiple regional, statewide, or local competitive fellowships, grants, or awards of distinction (and/or several significant UCF “In-House” grants)
- Publishes peer-reviewed articles, abstracts, or posters (e.g., for publication, for conference panels, etc.). Examples may include the Association of Collegiate Schools in Architecture (ACSA), the Journal of Architectural Education (JAE), Technology Architecture Design (TAD), etc.
- Completion of conceptual design, design development, and/or construction documents (as a consultant, designer, etc.)
- Receives recognition for research/creative works in established print/digital venues of distinction. Examples may include AIA publications, JAE, TAD, etc.
- Participation in juried architecture competitions
- Receives a significant architectural commission
- Sustains contributions and active participation in the presentation of research at major conferences
- Earns awards for scholarship, successful grant applications, fellowships, positive reviews,

and/or invited lectures at the national and international level

- Receives a research-related UCF award (RIA, Excellence in Research, etc.)
- Submits proposals for funded projects or grants at international, national, regional, and/or statewide level (Principal Investigator [PI] or Co-PI)
- Shows evidence of significant progress toward the completion of architectural projects, industrial designs, publication of a book or journal article, development of a chapter or essay within an edited text, or editing a text
- Exhibits in juried or curated exhibitions of statewide, regional, or local distinction (or other discipline-related venues of merit)
- Has articles, proceedings, or abstracts accepted for publication (i.e., for journals, book chapters, conference panels, etc.)
- Publishes (or has accepted for publication) an article or abstract in a discipline-related regional, statewide, or local venue/conference
- Contributes regularly to the field through publications and/or conference presentations at international, national, regional, statewide, and/or local level

Evaluation Criteria

The annual evaluation process may necessarily have some variance due to the School's academic diversity, as it is impossible to list every possible activity appropriate for its faculty members. As a result, faculty members may engage in activities not discussed herein, but have the burden of demonstrating their appropriateness to their research or creative agenda.

In the Faculty Annual Report, a faculty member will classify work in the following categories:

- works-in-progress (with milestones)
- completed works
- works submitted for review
- accepted works
- disseminated works

The quality of faculty work is indicated by peer/external review. The quantity of work should be commensurate with the total percentage assigned in the Annual Assignment Document.

A faculty member's research and creative activity are evaluated using the following categories: Unsatisfactory, Conditional, Satisfactory, Above Satisfactory, or Outstanding.

Unsatisfactory:

Fails to show significant improvement following a previous evaluation of *Conditional*. In rare instances where evidence of egregious deficiencies can be documented, an *Unsatisfactory* rating may be given when first identified.

Conditional:

Fails to achieve a *Satisfactory* rating. This evaluation is given when deficiencies are first noted. The evaluator will consult with the faculty member and develop a plan to remedy identified deficiencies during the next evaluation period. *NOTE: Typically, performance that is less than Satisfactory will be given a rating of Conditional in the first year and Unsatisfactory in subsequent years.* However, as noted above, in rare instances where evidence of egregious

deficiencies can be documented, an *Unsatisfactory* rating may be given when first identified.

Satisfactory:

The following list provides examples of the kinds of accomplishments expected. This list is not rank ordered, equally weighted, or exhaustive. To achieve a *Satisfactory* rating, the faculty member undertakes activities such as the following:

- a. Demonstrates progress toward completion of scholarship or creative work
- b. Contributes to the preparation and submission of a grant proposal and/or professional proposal for research or creative work
- c. Participates in a course, professional meeting, or workshop that furthers the improvement of a creative work or research
- d. Participates in and/or perform at venues appropriate to the discipline
- e. Participates in and attend meetings of a discipline-related professional or academic association

Above Satisfactory:

To achieve *Above Satisfactory*, the faculty member must meet the criteria required for a *Satisfactory* rating (as listed above) by engaging in the activities outlined below. This list is not rank ordered, equally weighted, or exhaustive:

- a. Demonstrates substantial progress toward completion of scholarship or creative work that has not yet received recognition. The faculty member must provide the appropriate documentation. Criteria include, but are not limited to:
 1. Reaching accepted milestones beyond those achieved in the previous evaluation period (e.g., the finishing of or multiple drafts of screenplay or book, completed principal photography, multiple editorial cuts)
 2. Unusual size and/or complexity of project
- b. Completes a scholarly or creative project that has previously been listed as a work-in-progress
- c. Disseminates work in a peer-approved venue at the regional or state level that results from special/juried invitation or peer review sponsored by:
 1. Academic, commercial, or professional presses, publishers, etc.
 2. University or commercial galleries, museums, and media art centers
 3. Professional meetings, conferences, competitions, etc.
 4. Media companies, electronic media including commercial and/or public television, cable, satellite systems and internet, etc.
 5. Recognized arts or media organizations, festivals, competitions, retrospectives, etc.
- d. Serves as a consultant to government, industry, community, non-governmental

organizations, professional, or educational agency in an area related to one's area of expertise

- e. Serves as principal researcher, investigator, or project director in the preparation and submission of a grant proposal
- f. Makes a presentation and/or serves as a panelist at professional conferences, symposia, etc.

Outstanding:

To achieve *Outstanding*, the faculty member must meet the criteria required for an *Above Satisfactory* rating (as listed above) by engaging in the activities outlined below. This list is not rank ordered, equally weighted, or exhaustive:

- a. Achieves recognition for scholarship or creative work at the international, national, or state level. Criteria include, but are not limited to:
 - 1. Funding for project (e.g., grant, investor commitment, donation, talent/crew work on a donated or deferred basis, in-kind donations)
 - 2. Commission for creative work in a key role (e.g., writer, director, producer, director of photography, editor)
 - 3. Award, Fellowship, or Residency
- b. Disseminates work in a peer-approved venue at the international, national, or regional level that results from special/juried invitation or peer review sponsored by:
 - 1. Academic, commercial, or professional presses, publishers, etc.
 - 2. University or commercial galleries, museums, and media art centers
 - 3. Professional meetings, conferences, competitions, etc.
 - 4. Media companies, electronic media including commercial and/or public television, cable, satellite systems and internet, etc.
 - 5. Recognized arts and media organizations, festivals, competitions, retrospectives, etc.
- c. Disseminates research findings or a technical report in an area related to one's area of expertise resulting from a consultation to industry, community, non-governmental organization, professional, or educational agency
- d. Makes a keynote or featured presentation at an esteemed regional, national, or international conference in the faculty member's discipline

SECTION 3: SERVICE AND PROFESSIONAL DEVELOPMENT

The most current Collective Bargaining Agreement (CBA) describes public service as activities that extend professional or discipline-related contributions to the community; the State, including public schools; and the National and International community. This public service includes contributions to scholarly and professional organizations, governmental boards, agencies, and commissions that are beneficial to such groups and individuals. Service also includes participation in the governance processes of the University through significant

service on committees, councils, and senates, beyond that associated with the expected responsibility to participate in the governance of the University through participation in regular SVAD or CAH meetings. The following lists of activities are not rank ordered or exhaustive and provide examples of the kinds of accomplishments expected.

Unsatisfactory:

Fails to show significant improvement following a previous evaluation of *Conditional*. In rare instances where evidence of egregious deficiencies can be documented, an *Unsatisfactory* rating may be given when first identified.

Conditional:

Fails to achieve a *Satisfactory* rating. This evaluation is given when deficiencies are first noted. The evaluator will consult with the faculty member and develop a plan to remedy identified deficiencies during the next evaluation period. *NOTE: Typically, performance that is less than Satisfactory will be given a rating of Conditional in the first year and Unsatisfactory in subsequent years.* However, as noted above, in rare instances where evidence of egregious deficiencies can be documented, a rating of *Unsatisfactory* may be given when first identified.

Satisfactory:

The following list provides examples of the kinds of accomplishments expected. It is not rank-ordered, equally weighted, or exhaustive. To achieve *Satisfactory*, the faculty member must engage in the kinds of activities listed below (with adequate corresponding documentation for each claim):

- a. Serves as a member on any SVAD, CAH, or UCF committee
- b. Serves the community by providing professional services, such as lectures, seminars, serving as a judge for competitions to a local group, organization, or school; serves as moderator at a local conference/convention
- c. Serves the community by participating on a committee or board as an officer for a local organization (profession-related service)
- d. Serves the profession by reviewing a manuscript for a professional journal or by participating as a juror for an art exhibition
- e. Involves students in community projects related to the faculty member's academic area
- f. Demonstrates multiple participations under any one of the five service categories represented in criteria above (e.g., membership service on several SVAD, CAH, or University committees)
- g. Serves as a faculty mentor for a junior faculty member
- t. Holds membership in an international, national, regional, statewide, and/or local professional or community arts/design organization
- u. Serves as an officer for a regional, state, and/or local professional arts organization

Above Satisfactory:

To achieve *Above Satisfactory*, the faculty member must meet the criteria required for a *Satisfactory* rating (as listed above) during the academic year and demonstrate equivalent performance in two or more of the activities outlined below (with adequate corresponding documentation for each claim) at an exemplary level. This list is not rank ordered, equally weighted, or exhaustive:

- a. Serves as a reviewer for a research manuscript or design project for a peer-reviewed or juried venue
- b. Serves as an external reviewer for a candidate applying for promotion at another peer university
- c. Reviews grant proposals or competitions within SVAD's creative disciplines
- d. Serves as an invited consultant (non-paid) or spokesperson for a state or national organization
- e. Serves the community by providing professional services (lectures, seminars, serving as a judge for art/design competitions or shows, etc.) to a group, organization, or school
- f. Serves as moderator at a conference, convention, panel, etc.
- g. Serves as Chair of a SVAD, CAH, or UCF-level committee
- h. Coordinates a substantial activity within one of SVAD's areas (e.g., architecture, art, and/or emerging media) or a studio-driven area with substantial equipment responsibilities (e.g., ceramics, computer labs, photography, sculpture)
- i. Serves as moderator of a regional, state, or national convention, workshop, or seminar
- j. Significant academic service to a charitable/non-profit organization
- k. Advises or sponsors a student organization whose mission is part of the SVAD academic program
- l. Otherwise demonstrates above satisfactory service to the University, community, or profession
- m. Invited to serve on professional design panels and juries for competitions and publications in their area of expertise
- n. Serves as an active subcommittee member or task force participant for an international, national, other professional arts organization showing significant impact/reach.

Outstanding:

To achieve *Outstanding*, the faculty member must meet the criteria required for an *Above*

Satisfactory rating (as listed above) during the academic year and demonstrate equivalent performance in at least one of the activities outlined below (with adequate corresponding documentation for each claim) at an exemplary level. This list is not rank ordered, equally weighted, or exhaustive:

- a. Serves as a principal officer, editor of a professional journal or popular magazine, meeting organizer, or chair of a major committee for an international, national, or state-level organization
- b. Receives public recognition for outstanding service to the University, community, and/or profession
- c. Conducts a workshop or seminar for a national, regional, or state-level professional organization, etc.
- d. Conducts multiple workshops or seminars to public school system or community groups
- e. Chairs or directs a national, regional, or state-level non-profit academic-related organization
- f. Otherwise demonstrates outstanding academic service to the University, community, or profession
- g. Serves as area coordinators for specializations within SVAD degree tracks—curriculum and degree updates, adjunct training and mentoring, course development, etc.
- h. Serves as an officer for an international, national, or other professional arts organization showing significant impact/reach