

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 or visiting SVAD faculty member will prepare and submit a completed FAR to the SVAD Director. This 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 full-time faculty members in SVAD regardless of their assignment load:

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.

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 for and Sources of Evaluation section.*

After receiving the written evaluation from the SVAD Director, each faculty member will be asked to sign the AA-17 Form. This act of signing indicates the faculty member has received the AA-17, 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, 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. 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. The total FTE for a full-time faculty member must add up to 1.00 (or 100%). 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, Lecturers, and Research Associates:

The assigned FTE for Instructors, Lecturers, and Research Associates 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%

The rating scale for all professional activity areas and the overall evaluation score will be based on the scale in the following table:

Evaluation	Point Values	Rating Scale Points
Outstanding	4	3.50 — 4.00
Above Satisfactory	3	2.50 – 3.49
Satisfactory	2	1.50 – 2.49
Conditional	1	0.50 – 1.49
Unsatisfactory	0	.49 or below

The Annual Evaluation and its Relation to Other Kinds of Evaluation

The 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 (AA-17):

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 he/she is 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 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 and original knowledge of the subject(s) and demonstrates

the proven ability to consistently and effectively communicate that knowledge to students in a relevant and inspiring manner

- b. Earns a significant external teaching award (from 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 rigorous student academic undertakings (e.g., research projects, theses, independent studies, internships, service-learning courses, portfolio reviews or other capstone work and/or courses, HIM 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. Plays a significant role in developing, maintaining, and/or upgrading an art studio/shop, digital lab, or display venue
- g. Participates in ongoing teaching related development. (e.g. curriculum, recruitment, ADL/IDL training etc.)
- h. Assumes a leadership role in academic functions, events, and activities (e.g., regularly attends critiques, receptions, reviews, thesis defenses, and related SVAD events on the main UCF campus, at the Center for Emerging Media, and/or regional campuses at Daytona or West Valencia)
- i. Provides required office hours scheduled at varied times during the week during normal hours of operation
- j. Develops and implements innovative pedagogical techniques (e.g., interdisciplinary teaching, team teaching)
- k. Demonstrates reliable course organization and management
- 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 significant and ongoing discipline-related 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 serve on multiple master's thesis committees, maintaining graduate faculty/graduate scholar status)
- q. Is professional with students, staff, colleagues, and supervisors when carrying out teaching-related responsibilities
- r. Provides evidence of significant teaching effectiveness through distinctive achievements of students in the discipline
- s. Delivers guest lectures in other courses at UCF and/or at other institutions outside the university
- t. Demonstrates leadership/active involvement in interdisciplinary and/or team teaching
- u. Designs/directs/leads in an academic study abroad program
- v. Provides/performs extracurricular student professional development tasks (e.g., writes recommendation letters for a significant number of students and/or furnishes guidance in resume authoring/portfolio assembly/website development, graduate school applications, film festival submissions)

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:

- a. Possess comprehensive and original knowledge of the subject(s) and demonstrates the proven ability to communicate that knowledge to students
- b. Provide a syllabus to the students and SVAD that complies with the SVAD syllabus template and UCF regulations regarding course syllabi.
- c. Appropriately respond to, and follow 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)
- d. Maintain accurate records of student performance and furnishes students with regular constructive feedback and updates on their progress for all assigned courses
- e. Meet with students during regularly scheduled office hours and the designated final examination period in compliance with UCF regulation
- f. Provide regularly scheduled office hours during the week during normal hours of operation
- g. Be respectful to students, staff, and faculty
- h. Regularly attend and participate in teaching-related SVAD, CAH, and University-level meetings/committees (e.g., Curriculum Committee, Portfolio reviews, BFA/MFA Reviews, Scholarship Committees)
- i. Submit grades, book orders and any related class materials on time, as required by UCF policy
- j. Give 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
- k. Not cancel or miss class unless necessary, and not leave the classroom for extended periods of time (more than 10 minutes) or habitually release students from class early
- l. Willingly accept teaching assignments based on areas of expertise and SVAD need

- m. Require little or no monitoring in the course of normal teaching business (e.g., anticipates and adheres to deadlines to submit course syllabi and book orders, attends curriculum meetings when assigned to those committees, etc.)
- n. Provide a sufficient and organized documentation for evaluation on or before due date
- o. Teach 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.*

Above Satisfactory:

To achieve *Above Satisfactory*, the faculty member must satisfy the criteria required to earn a *Satisfactory* rating and accomplish several (3 or more) of the activities outlined below and provide adequate documentation. The following list is not rank-ordered, equally weighted, or exhaustive:

- a. Maintains strong classroom performance, accepts teaching assignments based on areas of expertise and SVAD need
- b. 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 rigorous student academic undertakings (e.g., participation on HIM theses, graduate thesis or dissertation committees)
- d. Serves on graduate review boards or exam committees for graduate students
- e. Supervises research projects, service-learning courses, 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 fieldtrip, 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; or other related activities
- h. Develops and implements new academic programs of study (e.g., new courses, revisions to existing courses)
- i. Plays a significant role in developing, maintaining, and/or upgrading a classroom studio, technical area/shop, digital lab, or academic display venue

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 the activities outlined below. The following list is not rank-ordered, equally weighted, or exhaustive:

- a. Demonstrates the breadth of knowledge needed to either cover several areas or relate the results of other areas to his/her 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. Shows innovation in the creation of meaningful learning activities for students, equips students with an understanding of proper historical context and relevant vocabulary, informs students of emerging developments and trends in the field
- c. 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)*
- d. Engages in ongoing and innovative teaching development of undergraduate and graduate programs, events, activities, and in content area responsibility
- e. Performs a leadership role in academic functions, events, and activities (e.g., regularly attends critiques, receptions, reviews, thesis defenses, and related SVAD events on the main UCF campus, at the Center for Emerging Media, and/or regional campuses at Daytona or West Valencia)
- f. Regularly mentors students outside of classroom instruction (readily available to individual students or student groups or organizations)

- g. 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)
- h. Leads/organizes seminars, workshops, or other forums focused on curricular concerns, teaching, or the learning process
- i. Leads/organizes field trips and/or speaker series for a student group, class, area, or unit
- j. Demonstrates active and ongoing leadership or involvement in the graduate program (e.g., chair and/or serve on multiple master's thesis committees, maintaining graduate faculty/graduate scholar status)
- 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), 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 pursuit of new knowledge, scholarly research, creative activity, and client-driven projects 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 (AA-46) 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 books, scholarly texts, monographs, and/or textbooks, articles in peer reviewed journals, essays in books, and the presentation of research through panels and conferences is 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 local level
- b. Participates in the presentation of research at international, national, regional, statewide, and local conferences
- c. Provides evidence of notable 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
- d. Submits and or publishes articles or abstracts (i.e. for publication or conference panel)
- e. Participates in international, national, regional, statewide, and local level archival or collections research
- f. Curates exhibitions at international, national, regional, statewide, and/or local venue
- g. Earns awards for scholarship at the international, national, regional, statewide, and local level
- h. Submits and or secures grants at the international, national, regional, statewide, and local level
- i. Earns awards for fellowships at the international, national, regional, statewide, and local level
- j. Delivers guest lectures at the international, national, regional, statewide, and local level
- k. Receives published positive reviews for scholarship or publications at the international, national, regional, statewide, and local level
- l. Receives a UCF Research Incentive Award (RIA)

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 (sculptors, ceramists, painters), 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.

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 for fellowships at the international, national, regional, statewide, and 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
- 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 grants applications at the international, national, regional, statewide, and local level 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. Receives an international, national, regional, statewide or local competitive fellowship, grant, or award of distinction (or a significant UCF "In-House" grant)
- o. Participates in numerous competitive international or national juried or curated group exhibitions
- p. Exhibits in juried or curated exhibitions of international, national, regional, statewide or local distinction (or other discipline-appropriate venues of merit)
- q. Conducts solo exhibition and/or participates in group exhibitions (juried, curated, or invited) at international, national, regional, statewide or local venues of distinction
- r. Receives consistent critical recognition for creative works/practice in established print/digital venues of distinction
- s. Submits articles or abstracts (i.e., for publication, for conference panels, etc.)
- t. Submits proposals for regional, statewide, local, or in-house grants (PI or Co-PI)
- u. Participates in professional organizations within the discipline
- v. Receives a UCF Research Incentive Award (RIA)

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 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 his/her 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 award for editorial illustration by the Society of Illustrators, or the Directors Guild Award at SIGGRAPH)
- b. Makes contributions to the field through publications, exhibitions (group, juried etc.), competitive festivals, or commissioned works at the regional and national and 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 or local conferences (e.g., CAA, SIGGRAPH and AIGA) or widely recognized regional conferences like SECAC and MACAA
- d. Holds membership in an international, national, regional, statewide or local professional arts organization. Performance quality relates to invitations to serve on professional design panels and juries for competitions and publications in his/her area of expertise; stature of international, national, regional, state, or local, or academic panels/juries; and the professional affiliation or reputation of fellow jurors and/or and stature of sponsor (e.g., university, association, publication, etc.)
- e. Serves as an officer for an international, national, regional, state, or local professional arts organization. Performance quality relates to invitations to serve on professional design panels and juries for competitions and publications in his/her area of expertise; stature of international, national, regional, state, or local, or academic panels/juries; and the professional affiliation or reputation of fellow jurors and/or and stature of sponsor (e.g., university, association, publication, etc.)
- f. Shows evidence of completed creative works, or patents on products or other proprietary material
- g. Authors or edits a scholarly book or discipline text book, 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

- h. 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
- i. 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
- j. 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
- k. 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
- l. 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
- m. Gives lectures or receives invitations to present. Performance quality relates to sponsor and audience (community, university, association), scope of presentation participation (delivering a paper, portfolio presentation), and critical reviews
- n. 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
- o. Publishes works. Performance quality relates to stature of publication, national distribution, area of scholarship, and scope of work (abstract/article, etc.)
- p. Receives citations. Performance quality relates to frequency with which the candidate's research work is cited or serves as a platform for another researcher
- q. 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

- r. 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
- s. Participates/presents on a panel or screening of work in progress at a professional meeting, conference, or festival
- t. Learns and uses new technology or software related to creative work or research skills
- u. 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.

Funded and Non-Funded Research:

Candidates are expected to have assumed leadership in establishing, conducting, and disseminating research and engaging others in research activity. 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. 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.

Independent Research:

All candidates must show evidence of having engaged in independent research activity associated with their particular field, their professional interest, or teaching. It is expected that such research will be done in both a scholarly and professional manner. The candidate must show evidence of continued intellectual growth through participation in formal continuing education programs, professional meetings, symposia, seminars, lectures, travel, self-study, etc.

Professional Practice/Consulting (If Engaged):

The process of obtaining commissions for 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 licensed professional practice and consulting can be exhibited through: building design which advances the state-of-the-art, either theoretically or technically, and/or exhibits high design quality; 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, the popular press, or electronically; competitions entered and won; and creative work in related disciplines.

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 actually compose a research agenda because there are few outlets available for peer review and publication. A review of the candidate's design portfolio confirming the significance of this work is necessary so that an equivalent level of rigor is established relative to others in the university community.

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.

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). It is the responsibility of the candidate to substantiate all claims with clear and compelling evidence.

- a. 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)
- b. Receives critical recognition for creative works in established print/digital venues of distinction

- c. Provides evidence for having acquired exhibition/representation in a gallery of international, national, regional, or statewide venue of distinction
- d. Conducts solo exhibition and/or participated in noteworthy two or three person invitational exhibitions at international, national, regional, or statewide venues of distinction
- e. Establishes exhibition record as evidenced by numerous distinguished, competitive international or national juried or curated group exhibitions
- f. Receives a public artwork commission (international, national, regional, or statewide in scope)
- g. Curates an exhibition for an international, national, regional, or statewide venue of distinction
- h. Publishes articles or abstracts (e.g., for publication, for conference panels, etc.)
- i. Submits successful proposals for grants at international, national, regional, or statewide level (PI or Co-PI)
- j. Actively engages in leadership in a professional organization within the discipline
- k. Sustains contributions and active participation in the presentation of research at major national and international conferences
- l. Shows 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
- m. Publishes catalogs, museum entries, and/or reviews of discipline-related publications
- n. Actively participates in national and international archival or collections research, the curation of national or international exhibitions, and presentation of research on panels and as guest lecturer at the national and international level
- o. Earns awards for scholarship, successful grant applications, fellowships, positive reviews, and invited lectures at the national and international level
- p. Participates in national and international archival or collections research, the curation and care of a public art collection to include significant grant writing, stewardship policy research or practice, etc.

- q. Provides evidence for having acquired exhibition/representation in a regional, statewide, or local gallery (or other discipline-appropriate venue)
- r. Achieves emerging but not established exhibition record as evidenced by numerous competitive international or national juried or curated group exhibition
- s. Exhibits in juried or curated exhibitions of statewide, regional, or local venue (or other discipline-related venues of merit)
- t. Conducts solo exhibition in a regional, statewide, or local venue and/or participates in group exhibitions (juried, curated, or invited) at international, national, regional, or statewide venues
- u. Receives a commission for a public artwork (regional, statewide, or local in scope)
- v. Receives recognition for creative works/practice in established print/digital venues of distinction
- w. Submits articles or abstracts (i.e., for publication, for conference panels, etc.)
- x. Submits proposals for regional, statewide, local, or in-house grants (PI or Co-PI)
- y. Publishes an article in a discipline-related regional, statewide, or local venue of distinction
- z. Participates in professional organizations within the discipline
- aa. Contributes to the field through publications and conference presentations at local, statewide, and regional level
- bb. Participates in the presentation of research at local, statewide, and regional conferences
- cc. 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
- dd. Receives a UCF Research Incentive Award (RIA)

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. Demonstrate progress toward completion of scholarship or creative work
- b. Contribute to the preparation and submission of a grant proposal and/or professional proposal for research or creative work
- c. Participate in a course, professional meeting, or workshop that furthers the improvement of a creative work or research
- d. Participate in and/or perform at venues appropriate to the discipline

- e. Participate in and attend meetings of a discipline-related professional or academic association

Above Satisfactory:

To achieve *Above Satisfactory*, the faculty member must exceed 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 that 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 or serves as a panelist at professional conference, symposia, etc.

Outstanding:

To achieve *Outstanding*, the faculty member must exceed 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 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, and *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. Carries out service activities in at least one of the following categories to fulfill the percentage of full-time as specified in the faculty member's Assignment of Duties
- b. Serves as a member on any SVAD, CAH, or UCF committee
- c. 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
- d. Serves the community by participating on a committee or board as an officer for a local organization (profession-related service)
- e. Serves the profession by reviewing a manuscript for a professional journal or by participating as a juror for an art exhibition
- f. Involves students in community projects related to academic area
- g. 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)
- h. Otherwise demonstrates satisfactory academic service to the University, community, or profession

Above Satisfactory:

To achieve *Above Satisfactory*, the faculty member must exceed 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. It is not rank-ordered, equally weighted, or exhaustive:

- a. Serves as a reviewer for a research manuscript for a National or International journals, grant proposals or competitions within the Schools-creative disciplines
- b. Serves as an invited consultant (non-paid) or spokesperson for a State or National organization
- c. Serves the community by providing professional services (lectures, seminars, serving as a judge for art competitions or shows, etc.) to a Regional group, organization, school; or serves as moderator at a Regional convention
- d. Serves as a committee member of a regional organization
- e. Serves as Chair of a SVAD, CAH, or UCF-level committee
- f. 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)
- g. Serves as moderator of a regional, state, or national convention; workshop; or seminar
- h. Significant academic service to a charitable/non-profit organization
- i. Advises or sponsors a student organization whose mission is part of the SVAD academic program
- j. Otherwise demonstrates above satisfactory service to the University, community, or profession

Outstanding:

To achieve *Outstanding*, the faculty member must exceed 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. It 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 a international, national, state-level organization
- b. Receives public recognition for outstanding service to the University, community, 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