

## DEPARTMENT OF ENGLISH ANNUAL EVALUATION STANDARDS AND PROCEDURES FOR TENURE LINE AND INSTRUCTOR FACULTY MEMBERS

### PART I

#### Standards and Ratings for Tenure Line Faculty

The Chair of the English Department will evaluate the performance of each faculty member annually and assign a rating of Outstanding, Above Satisfactory, Satisfactory, Conditional, or Unsatisfactory. The allotment of merit pay may be based on these ratings. They may also play a role in tenure and promotion considerations and university award applications.

- **Unsatisfactory** indicates substandard performance in relation to written instructions for improvement from chair or designee
- **Conditional** indicates substandard performance.
- **Satisfactory** indicates performance that is at expectation for the assignment.
- **Above Satisfactory** indicates performance above expectation for the assignment.
- **Outstanding** is reserved for exceptional performance. It indicates excellence in the profession and adherence to the highest standards.

The overall annual evaluation level for full-time faculty members will be determined according to their percentage of effort in each category (i.e., Instructional Activities, Research and Creative Activities, Service, and Other, if relevant) using a mathematical formula based on each faculty member's distribution of percentage of effort in each category for the given year. The annual percentage of effort assignment for each category will be multiplied according to the following scale (Outstanding = 4, Above Satisfactory = 3, Satisfactory = 2, Conditional = 1, Unsatisfactory = 0), and the results from each category will be averaged to determine the overall evaluation. The resulting total will be assigned an overall value according to the following scale:

Outstanding:	3.50-4.00
Above Satisfactory:	2.50-3.49
Satisfactory:	1.50-2.49
Conditional:	0.50-1.49
Unsatisfactory:	0.00-0.49

## **Assignment of Percentage of Annual Effort**

Each faculty member's annual assignment of effort will be determined by the department Chair and will depend on each person's assignment of particular duties.

For tenured and tenure-earning faculty, each three-credit course taught (excluding summer courses) will be assigned no less than 10% and no more than 12.5% of the faculty annual effort. Generally, 10% of annual effort will be assigned only for courses that a faculty member has taught before, have an initial enrollment at or below the course standard, do not require any significant revision, or are taught in multiple sections.

Faculty who wish to emphasize research productivity may request that the minimum of 10% annual effort per course be applied to their assignments of percentage of annual effort. The effort that would have been otherwise assigned in teaching must be assigned to research. (For example, a faculty members whose fall/spring teaching assignment is five courses and who has no "other duties" assignment would have the following percentages of annual effort: Teaching = 50%, Research = 40%, Service = 10%.)

Also, 12.5% of effort will typically be awarded only for courses that faculty members are teaching for the first time or revising significantly for delivery in a new mode of instruction for the first time. In rare cases, the Chair may assign more than 12.5% for a particular course (e.g., a large lecture course) if there is a substantial increase in student credit hour production without significant additional costs to the department.

Each tenured faculty member will be assigned 10% of his/her annual effort for service, with the exception of those whose teaching loads are reduced due to administrative duties. Tenure-earning faculty will be assigned 5% of annual effort for service, with the remaining percentage of annual effort will be added to the research assignment. (For example a typical annual assignment of effort for a tenure-earning faculty member would be Teaching = 55%, Research = 40%, Service = 5%).

## **I. TEACHING AND INSTRUCTIONAL ACTIVITIES**

The Department of English is committed to excellence in teaching and maintaining the highest standards of the profession. While a set of fairly objective standards has been established by the discipline at large, it is also recognized that a wide range of conditions must be taken into account by the Chair or supervisor in the evaluation process. The general standards for evaluations are based on the following:

### **THE EVALUATION STANDARDS**

1. Contribution: assignment, as measured by
  - Number of courses (normal load, more, or fewer)
  - Size (normal number of students for sub-discipline, more, or fewer)

- Assignment of Grades (consistent with historical expectations, higher, or lower)
  - Number of preparations, including new course preparations (see Special Efforts below)
  - Level and difficulty (graduate, upper division, lower division; new)
  - Complexity (team-taught; interdisciplinary; innovative; experimental)
  - Writing intensiveness
  - Nature of courses (service, required, elective; meeting department needs)
  - Student contact time
  - Availability for students (maintaining office hours; advising; RAMP and other sponsoring)
  - Sharing materials and methods, guest lecturing, and helpfulness to colleagues (mentoring; sharing ideas; teaching circles)
  - Filling-in for teachers absent due to emergency
  - Willingness to teach what the Department needs to offer
  - Method of course delivery (such as web-based or web-mediated courses)
2. Effectiveness: measured by two visits by the Chair or designee for tenure-earning faculty, general faculty observations, faculty portfolios, teaching journals, mentor reports, and by formal student evaluations, including written comments. One might also volunteer, in further support, a brief discursive summary of accomplishments and commentary on teaching and students, and such documentation as the following:
- a) Course syllabi meet or exceed UCF content requirements
  - b) Special assignments, superior papers or other evidence of exceptional performance from the classroom or supervised students;
  - c) An invited classroom evaluation by a peer in a related field;
  - d) An invited classroom evaluation by the Chair or designee.

Please note that, in order for student evaluations to play a role in the evaluation process, a significant portion of the students enrolled in a course need to have filled out these forms.

3. Special Efforts:
- a) Development of new courses including special topics and Honors seminars
  - b) Extensive revision of established courses, particularly in relation to mode of delivery
  - c) Incorporation of innovative teaching practices, such as new technologies, service-learning, international study, design and teaching of Honors courses
  - d) Other special instructional assignments such as conducting workshops
  - e) In the case of a particularly high number of completed theses supervision or reading in one year, faculty members may carry over some of these to the next year's evaluation.

4. One-on-One Activities: advisement, thesis and graduate project direction, independent studies, student conferences, guest presentations, mentorship of faculty or GTAs, and internship supervision.
5. Recognition: teaching grants, awards, media articles or interviews, other formal recognition of excellence.

### **Unsatisfactory**

Failure to meet the minimum conditions for satisfactory performance in relation to written instructions for improvement from chair or designee.

### **Conditional**

Failure to meet the minimum conditions for satisfactory performance.

### **Satisfactory**

The tenure-line faculty member will receive a rating of "Satisfactory" in teaching based on fulfilling all of the following standards:

1. Meets classes on a regular basis as scheduled
2. Holds scheduled office hours
3. Replies in a timely fashion to student inquiries
4. Provides effective and accurate advisement when requested
5. Submits book orders on time as required by state legislation
6. Provides clear, detailed course syllabi that meet the university requirements
7. Provides regular evaluative feedback on student assignments
8. Meets with students during the final examination period in compliance with university regulations
9. Conducts student evaluations in all classes taught
10. Submits grades on time

### **Above Satisfactory**

The tenure-line faculty member will receive a rating of "Above Satisfactory" if the faculty member meets the standards for a "Satisfactory" rating and in addition attains four of the following:

1. Has student evaluations in a majority of courses above the department and college mean. This standard will be measured by a comparison of the Overall Assessment of Instructor category for excellent and good.
2. Teaches a graduate course in which the Overall Assessment of Instructor rating for excellent and good are at or above department and college averages.
3. Supervises a completed MA thesis
4. Supervises a completed MFA thesis, a PhD dissertation, or a second completed MA thesis
5. Supervises a Ph.D. student who successfully completes comprehensive examinations to advance to candidacy
6. Supervises a completed Honors in the Major thesis
7. Serves as a committee member for one completed Honors in the Major, MA, MFA or PhD thesis or dissertation

8. Serves as a committee member for two additional completed theses and/or dissertations
9. Gives independent study courses or supervises an internship that totals at least two hours of semester credit
10. Teaches four or more different courses (4 different preparations include different delivery modes—"M" "W") in the annual evaluation period (excluding courses taught in summer term)
11. Performs some other noteworthy teaching activity that is not included in the above items. Faculty must provide documentation of such noteworthy teaching activity
12. Completes a faculty development conference sponsored by the UCF Faculty Center for Teaching and Learning or an equivalent workshop conducted by a professionally recognized organization
13. Teaches an Honors seminar or section of Honors composition in which the Overall Assessment of Instructor rating for excellent and good are at or above department and college averages.
14. Creates teaching materials (for example, supporting the Composition Program's Common Text or the GEP Unifying Theme) shared with other faculty
15. Observes faculty in Composition Program as an invited classroom evaluator as needed by the Chair of Director of Writing Programs
16. Mentors new composition faculty: shares ideas, assignments, best practices, and syllabi with new faculty and GTAs (as needed by the Director of Writing Programs)
17. Receives a university grant awarded for developing teaching materials (e.g., FCTL, Information Fluency)

### **Outstanding**

The tenure-line faculty member will receive a rating of "Outstanding" if the faculty member meets the standards for an "Above Satisfactory" rating and in addition attains one (1) of the following:

1. Fulfills a total of six of the standards in the "Above Satisfactory" category
2. Wins a UCF TIP Award
3. Wins a CAH or UCF excellence in teaching award
4. Wins a teaching award from a regional, national, or international organization in the faculty member's discipline (NOTE: Appropriate documentation must be supplied by the faculty member.)

## **II. RESEARCH AND CREATIVE ACTIVITIES**

Each specialty within the Department has a different set of standards for judging the prestige of research and creative activity. The list below offers a rough guideline for evaluation, but the differences among specialties should be taken into account by the Chair during the annual evaluation process. This list may be supplemented by advice to the Chair from members of the various specialties, especially in regard to items that may indicate sustained research but do not lead directly or immediately to publications. Judgments of research productivity will be made in light of the portion of faculty members' assignments that are assigned to research and in light of the scholarly genres and expectations in their fields.

It should be noted that, regardless of specialty, publications are the primary goal of scholarly and creative research. At the same time, it is recognized that the publication cycles of academic presses, journals, literary magazines, and the like may result in a faculty member's productivity being skewed from one year to the next. As a result, the Chair will need to take into account faculty productivity in at least the two years immediately prior to the annual evaluation being conducted. For example, in the first case, faculty members who have published several articles in one year may not need to publish any articles in the next year to receive a Satisfactory ranking as long as they have met other of the listed expectations. In the second case, faculty members who have relied on conference presentations for a Satisfactory ranking in one year cannot expect conference participation to merit a Satisfactory in a second year of nonpublishing, all other aspects being equal. At the same time, the Chair should take into account a faculty member's forthcoming work (accepted, in press, or under contract, and work under consideration, including grant applications) in a third year of such a cycle in making this judgment. Although the chair may exercise some judgment in deciding when to give credit for publications in press, no publication may be credited in two annual evaluations unless it is of book length.

For faculty members with a higher percentage of assignment dedicated to research than the department norm for research active faculty, those persons will be expected to produce at least one additional "satisfactory" criterion or its equivalent for each additional 10% of research dedication to earn a "Satisfactory" rating. The same applies for "Above Satisfactory" and "Outstanding" Ratings. The inverse applies for those with a lower percentage of assignment dedicated to research than the department norm for research active faculty; one less satisfactory standard or its equivalent will be required for satisfactory, above satisfactory or outstanding ratings.

Faculty members with 30% or more of their assignment devoted to research must demonstrate evidence of sustained work pertinent to their fields of expertise and their teaching topics as part of their research effort.

### **Special Cases**

A substantial authored book should be allowed to count for major significance in the annual research review over a three-year period. If faculty members have used work on the book or acceptance of a contract to qualify for their ratings for a year or two years prior to the work's publication, then those years will be counted as part of the three-year span. If not, the years will be counted forward from the year of the work's publication with reasonable attention to faculty members' total productivity during those years.

In the evaluation process of research and scholarship, the Chair is encouraged to consider qualitative measures whenever possible, weighing such factors as the relative ranking of publication venues (presses and journals), the acceptance rates for journals, the status of publication sites in the profession, and the competitiveness and academic standing of conferences and professional meetings.

In the case where a faculty member considers a publication normally qualifying for Satisfactory as having extraordinary merit or unusual influence on the field, that person may present a case for that item counting as sufficient for Above Satisfactory.

An increasing amount of publishing activity is occurring online, including the transition of established print journals to electronic formats. Therefore, no distinction will be made in evaluations between online and print journals per se. Rather, claims for the significance or special recognition of a publication will be based on the journal's prestige and not its format of delivery.

### **Unsatisfactory**

Failure to meet the minimum conditions for satisfactory performance in relation to written instructions for improvement from chair or designee.

### **Conditional**

Failure to meet the minimum conditions for satisfactory performance.

### **Satisfactory**

The faculty member will receive a rating of "Satisfactory" for meeting one of the following standards; however, if there are no publications in one year, a faculty member should have a publication or evidence of forthcoming publication in the next year to receive a satisfactory evaluation:

1. Demonstration of appropriate progress on a book-length manuscript
2. Presents a paper at a national conference
3. Publishes a substantial article in a non-peer-reviewed journal or a conference proceedings volume
4. Publishes a translation or an interview with a prominent author in a peer-reviewed journal
5. Publishes a poem in a nationally recognized magazine or a small press journal with a very low acceptance rate or two poems in magazines or journals with less stringent acceptance rates
6. Publishes a book review in a top-tier journal or major newspaper (such as the *New York Times*, *Los Angeles Times*, *Chicago Tribune*)
7. Publishes an essay, creative or scholarly, or a short story of equivalent length in a peer-reviewed journal
8. Publishes a book chapter in a peer-reviewed volume
9. Is awarded a grant for research, either internal or external
10. Presents a paper at an international conference outside U.S.
11. Presents a keynote address at a national/international conference
12. Receives at least a revise-resubmit response from the submission of an essay, short story, or poem to a peer-reviewed journal, or receives an option on a screenplay.

### **Above Satisfactory**

The faculty member will receive a rating of "Above Satisfactory" if the faculty member fulfills two (2) of the standards for Satisfactory. Or meets one (1) of the following standards plus one (1) of the Satisfactory standards, with at least one of them an actual publication:

1. Presents two papers at regional conferences
2. Is awarded an external grant for research

3. Gives a reading of creative work at a university or other major venue (national or international book fair--for instance: Chicago Printer's Row book fair, Miami book fair)
4. Has a book manuscript accepted for external review by a reputable press
5. Publishes a translation of notable length in a recognized journal.
6. Significant sustained work on a book, of which the quantity and quality of the writing can be documented by samples, a contract, option, letter of interest, or other demonstration that the project is likely to be published by a scholarly or creative press with national distribution and reputation
7. Presentation of multiple peer-reviewed or refereed papers at significant international, national, or regional meetings

### **Outstanding**

The faculty member will receive a rating of "Outstanding" if the faculty member meets any one of the following standards or if the faculty members fulfills three (3) of the standards for Satisfactory; or meets one (1) of the Above Satisfactory standards and two (2) of the Satisfactory standards, with at least one of the items from one of these categories an actual publication:

1. Publication of a single-authored book in the faculty's field published by a scholarly or creative press with a national distribution and prestigious reputation. Book may be interpreted as any major project that undergoes professional review and achieves independent trade or academic publication, in particular scholarly works, but also textbooks, independently evaluated scholarly websites, or other significant nonfiction studies; novels; collections of short fiction, literary nonfiction, poems, or articles; a play, film script; or other recognized achievement
2. Publication of a jointly authored book by a scholarly or creative press with a national distribution and reputation in which the faculty member can demonstrate at least a 50% contribution (note: lesser levels of contribution do not guarantee an outstanding evaluation)
3. Publication of an edited or co-edited book by a scholarly or creative press with a national distribution and reputation (note: lesser levels of contribution do not guarantee an outstanding evaluation)
4. Wins a UCF RIA Award
5. Wins a CAH or UCF award for research excellence
6. Is awarded multiple external grants or one very large or prestigious grant as defined by standard's in one's specialty
7. Is awarded a grant along with at least one peer-reviewed publication and one national conference presentation, or the equivalent
8. Presentation of the keynote address or one of the highlighted plenary addresses at a significant national or international conference, in addition to at least one other conference presentation and one article or book chapter publication, or their equivalent.

### **III. SERVICE**

All members of the Department are expected to share in the work of the Department. All members should expect to attend Department meetings, serve on Department committees, attend UCF graduation ceremonies as needed, and serve in other roles during any term spent in residence at the University when not excused entirely for a period of time for sabbatical or medical leave. In

addition, faculty may engage in service work for the University, for their discipline, and for their profession. Faculty members should not expect to receive a Satisfactory evaluation for service if they do not meet these minimum expectations.

All tenured faculty members are expected to participate actively in the annual cumulative progress evaluation process concerning the tenure-earning faculty; all tenured faculty are expected to participate in the tenure review process when a colleague applies for tenure and promotion to associate professor, and all professors to participate when a colleagues applies for promotion to professor. More senior members are expected to assume leadership and mentorship roles appropriate to their experience and expertise.

Tenure-earning members of the Department should take care to avoid (and more senior members should help them to avoid) assuming too many service duties such that they interfere with their more important responsibilities to develop as teachers and scholars.

Below are the standards for tenure-line faculty to achieve a rating of satisfactory, above satisfactory or outstanding in service for the annual faculty evaluation. These standards indicate service at the department, college, university, community, and profession levels.

When the percentage of assignment for service differs from the departmental norm by at least 5%, the standards for assessing a faculty member's service contributions will be adjusted as follows: for each additional 5% allotted to service, an additional item from the list for a satisfactory evaluation will be required to receive a satisfactory, above satisfactory, or outstanding rating. The inverse applies for each 5% of assignment less than the department norm: one less item will be required to receive a satisfactory, above satisfactory or outstanding rating.

Journal editing, for which a faculty member does not receive alternate workload or have a pre-existing agreement for its assignment of percentage of effort, may have that work count as "Other Duties." The Department Chair, in consultation with the faculty member, will stipulate the percentage of effort, up to a maximum of 5%, and whether that percentage is to be deducted from the Research or the Service segment of the annual assignment.

### **Unsatisfactory**

Failure to meet the minimum conditions for satisfactory performance in relation to written instructions for improvement from chair or designee.

### **Conditional**

Failure to meet the minimum conditions for satisfactory performance.

### **For a Satisfactory Rating**

The faculty member will receive a rating of "Satisfactory" if the faculty member meets three (3) of the following standards. At least one of these should include service on a department committee or some other activity that fulfills service to the department, unless other arrangements are made with the Chair. Also, all faculty members are responsible for providing documentation for all non-UCF service, such as letters of appointment, invitations to review manuscripts, or requests to serve as external evaluators. In addition, to receive credit for any of the items that follow, the service must

be at least satisfactory in the judgment of the chair or other relevant supervisor. For example, those who do not attend regularly scheduled committee meetings or complete necessary service work in a timely and professional manner will not get credit for such committee work or other service.

1. Serves on one or more departmental standing committees (Undergraduate Studies Committee, Graduate Studies Committee, Professional Development Committee, Writing Programs Committee, Department Council)
2. Chairs a departmental committee
3. Serves on a departmental search committee or other ad hoc committee
4. Serves as a curricular area coordinator (Literature, Creative Writing, Rhetoric and Composition, Technical Communication, Professional Writing Certificate)
5. Advises or provides other substantial service to a student organization
6. Serves on a CAH committee (for example, Promotion and Tenure, TIP Criteria, TIP Selection, RIA Selection, Sabbatical, Curriculum, Dean's Advisory)
7. Serves on a university committee (for example, Promotion and Tenure, Curriculum, Graduate College)
8. Serves on faculty senate
9. Serves as officer, board member or in some other major role for an organization related to UCF
10. Gives a public lecture to a local or regional group or organization
11. Gives a talk to a public, private, or charter school
12. Participates in contest judging for a public, private, or charter school
13. Consults with a public, private, or charter school to improve English education
14. Organizes a program for K-12 schools in the community
15. Serves as an officer for a local, regional, state, national or international professional organization
16. Contributes significantly in some other way to a local, regional, state, national or international professional organization (serves on an awards committee, for example)
17. Evaluates a manuscript for a professional journal or assesses a book for publication for a press
18. Serves as a manuscript review coordinator for a professional journal
19. Serves as an editor of a major journal or magazine in the faculty member's discipline (unless this activity is placed under Other Duties in the assignment of effort)
20. Serves as a chairperson for, or a moderator on, a panel at a state, regional, national or international professional meeting
21. Provides an interview on a subject pertaining to English studies to a local or national media outlet
22. Organizes a public lecture by a distinguished lecturer from outside UCF at UCF
23. Organizes a professional conference, seminar, or leads a workshop
24. Serves on an advisory professional board or an editorial board
25. Receives externally funded grants to benefit the University, College, and Department concerning a service-related issue
26. Mentors students outside the Department through a UCF Office, such as TRIO, RAMP, or McNair
27. Represents the Department at two UCF graduation ceremonies in the evaluation period
28. Serves in a role not listed that the Chair designates as fulfilling service to the Department.

**For an Above Satisfactory Rating**

The faculty member will receive a rating of “Above Satisfactory” if the faculty member meets four (4) of the standards listed above.

**For an Outstanding Rating**

The faculty member will receive a rating of “Outstanding” if the faculty member meets six (6) of the standards listed above or receives a CAH or UCF service award.

**Special Cases**

When the work of a particular committee requires an above average or extraordinary amount of time and effort in a given year, a faculty member may request that the Chair consider that service work equivalent to fulfilling two of the standards.

## PART II

### Standards and Ratings for Instructors and Visiting Instructors

The Chair of the English Department will evaluate the performance of each instructor or visiting instructor annually and assign a rating of Outstanding, Above Satisfactory, Satisfactory, Conditional, or Unsatisfactory. The allotment of merit pay will be based on these ratings.

- **Unsatisfactory** indicates substandard performance in relation to written instructions for improvement from chair or designee
- **Conditional** indicates substandard performance
- **Satisfactory** indicates performance that is at expectation for the assignment
- **Above Satisfactory** indicate performance above expectation for the assignment
- **Outstanding** is reserved for exceptional performance. It indicates excellence in the profession and adherence to the highest standards.

The overall annual evaluation level for Instructors and Visiting Instructors will be determined according to their percentage of effort in each category—Instructional Activities, Service and Other, if relevant—using a mathematical formula based on each faculty member’s distribution of percentage of effort in each category for the given year. The annual percentage of effort assignment for each category will be multiplied according to the following scale (Outstanding = 4, Above Satisfactory = 3, Satisfactory = 2, Conditional = 1, Unsatisfactory = 0), and the results from each category will be averaged to determine the overall evaluation. The resulting total will be assigned an overall value according to the following scale:

Outstanding:	3.50-4.00
Above Satisfactory:	2.50-3.49
Satisfactory:	1.50-2.49
Conditional:	0.50-1.49
Unsatisfactory:	0.00-0.49

### Assignment of Percentage of Annual Effort

Each faculty member’s annual assignment of effort will be determined by the department Chair and will depend on each person’s set of particular duties.

Instructors with a 4/4 teaching load will not be required to engage in research to earn an overall “Satisfactory,” “Above Satisfactory,” or even “Outstanding” evaluation, which may be based exclusively on the Teaching and Service evaluation standards. Because instructors and visiting instructors usually do not have research assignments, each three-credit course taught (excluding summer courses) will be assigned no less than 10% and no more than 12.5% of the faculty annual

effort. Generally, 10% of annual effort will be assigned only for courses that a faculty member has taught before, have an initial enrollment at or below the course standard, do not require any significant revision, or are taught in multiple sections. Overall percentage of effort for teaching may be increased for semesters in which an instructor has three or more different course preparations.

The remaining percentage will be allocated to service unless the instructor requests, and the Chair assigns, a portion to research. If effort is assigned to research, the guidelines for tenure-line faculty will apply in proportion to the percentage of the assignment relative to the typical percentage for tenure-line faculty.

### **Special Cases**

Instructors or visiting instructors who receive a research assignment will be evaluated by the Chair for that portion of their assigned effort according to standards negotiated at the time the assignment is made.

## **I. TEACHING AND INSTRUCTIONAL ACTIVITIES**

The Department of English is committed to excellence in teaching and maintaining the highest standards of the profession. While a set of fairly objective standards has been established by the discipline at large, it is also recognized that a wide range of conditions must be taken into account by the Chair or supervisor in the evaluation process. The general standards for evaluations are based on the following:

### THE EVALUATION STANDARDS

1. Contribution: assignment, as measured by
  - Number (normal load or more or fewer)
  - Size (normal for sub-discipline or more or fewer)
  - Grades (consistent with historical expectations or higher or lower)
  - Number of preparations, including new course preparations
  - Level and Difficulty (graduate, upper division, lower division; new)
  - Complexity (team-taught; interdisciplinary; innovative; experimental)
  - Writing intensiveness
  - Nature of courses (service, required, elective)
  - Student contact time
  - Availability for students
  - Sharing materials and methods, guest lecturing, and helpfulness to colleagues (mentoring; sharing ideas; teaching circles)
  - Filling-in for absent teachers
  - Willingness to teach what the Department needs to offer
  - Method of course delivery (such as web-based or web-mediated courses)
2. Effectiveness: may be assessed by observations by the Chair, Writing Program Director, or other supervising faculty and by formal student evaluations, including written comments. One

might also volunteer, in further support, a brief discursive summary of accomplishments and commentary on teaching and students, and such documentation as the following:

- a) Course syllabi meet or exceed UCF policies
- b) Special assignments, superior papers or other evidence of exceptional performance from the classroom or supervised students
- c) An invited classroom evaluation by a peer in a related field

Please note that in order for student evaluations to play a role in the evaluation process, faculty members must insure that a significant portion of the students enrolled in a course fill out these forms. Attention to turnout is especially important in M and W courses where the number of students participating in the evaluation process has frequently been so low as to render the evaluations useless for making any determination of effectiveness.

3. Special Efforts:

- a) Development of new courses including special topics and Honors seminars
- b) Revision of established courses
- c) Incorporation of innovative teaching practices such as new technologies, service-learning, international study, and the design and teaching of Honors courses
- d) Other special instructional assignments such as conducting workshops.

4. One-on-One Activities: advisement, thesis and graduate project direction, independent studies, student conferences, making guest presentations, mentoring faculty or GTAs, and internship supervision.

5. Recognition: teaching grants, awards, media articles or interviews, other formal recognition of excellence.

**Unsatisfactory**

Failure to meet the minimum conditions for satisfactory performance in relation to written instructions for improvement from chair or designee.

**Conditional**

Failure to meet the minimum conditions for satisfactory performance.

**Satisfactory**

The faculty member will receive a rating of "Satisfactory" in teaching based on fulfilling all of the following standards:

1. Meets classes on a regular basis as scheduled
2. Holds scheduled office hours
3. Replies in a timely fashion to student inquiries
4. Provides effective and accurate advisement when requested
5. Submits book orders on time as required by state legislation
6. Provides clear, detailed course syllabi that meet the university requirements
7. Provides regular evaluative feedback on student assignments
8. Meets with students during the final examination period in compliance with university regulations

9. Conducts student evaluations in all classes taught
10. Submits grades on time

### **Above Satisfactory**

The faculty member will receive a rating of “Above Satisfactory” if the faculty member meets the standards for a “Satisfactory” rating and in addition attains four of the following:

1. Has student evaluations in a majority of courses above the department and college mean. This standard will be measured by a comparison of the Overall Assessment of Instructor category for excellent and good.
2. Serves as a member of a completed Honors in the Major thesis committee
3. Serves as a member of two additional completed Honors in the Major thesis committees
4. Gives independent study courses or supervises an internship that totals at least two hours of semester credit
5. Teaches four or more different courses (4 different preparations include different delivery modes—“M” “W”) in the annual evaluation period (excluding courses taught in summer term)
6. Performs some other noteworthy teaching activity that is not included in the above (documentation required)
7. Participates in a teaching-related workshop
8. Teaches an undergraduate class at the 3000/4000 level in which the Overall Assessment of Instructor rating for excellent and good are at or above department and college averages
9. Teaches a graduate course in which the Overall Assessment of Instructor rating for excellent and good are at or above department and college averages (only available for those with terminal degrees)
10. Develops and teaches an Honors seminar in which the Overall Assessment of Instructor rating for excellent and good are at or above department and college averages
11. Creates teaching materials (for example, supporting the Composition Program’s Common Text or the GEP Unifying Theme) shared with other faculty
12. Observes faculty in Composition Program as an invited classroom evaluator as needed by the Chair or Director of Writing Programs
13. Mentors new composition faculty: shares ideas, assignments, best practices, and syllabi with new faculty and GTAs as needed by the Director of Writing Programs
14. Presents a conference paper related to teaching or subjects taught (applies only for those without a research assignment).
15. Completes a faculty development conference sponsored by the UCF Faculty Center for Teaching and Learning or an equivalent workshop conducted by a professionally recognized organization
16. Receives a university grant awarded for developing teaching materials (e.g., FCTL, Information Fluency)

### **Outstanding**

The faculty member will receive a rating of “Outstanding” if the faculty member meets the standards for a “Satisfactory” rating and in addition attains one of the following:

1. Fulfills a total of six of the standards in the “Above Satisfactory” category

2. Wins a UCF TIP Award
3. Wins a CAH or UCF excellence in teaching award
4. Wins a teaching award from a regional, national, or international organization in the faculty member's discipline (NOTE: Appropriate documentation must be supplied by the faculty member.)

## **II. SERVICE**

All members of the Department are expected to share in the work of the Department. All members should expect to attend Department meetings, serve on Department committees, and serve in other roles during any term spent in residence at the University (for example, when not excused entirely for a period of time for sabbatical or medical leave). In addition, faculty may engage in service work for the University, for their discipline, and for their profession.

Below are the standards for instructors and visiting instructors to achieve a rating of "Satisfactory," "Above Satisfactory," or "Outstanding" in service for the annual faculty evaluation. These standards indicate service at the department, college, university, community, and profession levels.

### **Unsatisfactory**

Failure to meet the minimum conditions for satisfactory performance in relation to written instructions for improvement from chair or designee.

### **Conditional**

Failure to meet the minimum conditions for satisfactory performance.

### **For a Satisfactory Rating**

The faculty member will receive a rating of "Satisfactory" if the faculty member meets two (2) of the following standards. At least one of these should include service on a department committee or some other activity that fulfills service to the department, unless other arrangements are made with the Chair. Also, all faculty members are responsible for providing documentation for all non-UCF service, such as letters of appointment, invitations to review manuscripts, or requests to give talks related to the person's work at UCF. In addition, to receive credit for any of the items that follow, the service must be at least satisfactory in the judgment of the chair or other relevant supervisor. For example, those who do not attend regularly scheduled committee meetings or complete necessary service work in a timely and professional manner will not get credit for such committee work or other service.

1. Serves on a program or departmental committee (Undergraduate Studies Committee, Graduate Studies Committee, Professional Development Committee, Writing Programs Committee, Department Council)
2. Serves on a department search committee or other ad hoc committee
3. Advises or provides other substantial service to a student organization
4. Serves on a CAH committee
5. Serves on a university committee
6. Serves on faculty senate

7. Serves as officer, board member or in some other major role for an organization related to UCF.
8. Gives a public lecture to a local or regional group or organization
9. Gives a talk to a public, private, or charter school
10. Participates in contest judging for a public, private, or charter school
11. Consults with a public, private, or charter school to improve English education
12. Organizes a program for K-12 schools in the community
13. Serves as an officer or as a committee member for a local, regional, state, national or international professional organization
14. Contributes significantly in some other way to a local, regional, state, national or international professional organization (serves on an awards committee, for example)
15. Evaluates a manuscript for a professional journal or a book publisher  
Serves as a manuscript review coordinator for a professional journal
16. Serves as a chairperson, moderator, or participant on a panel at a state, regional, national or international professional meeting
17. Provides an interview on a subject pertaining to English studies to a local or national media outlet
18. Organizes a public lecture by a distinguished lecturer from outside UCF at UCF
19. Organizes a professional conference, seminar, or conducts a workshop for a state, regional, national or international professional organization
20. Serves on an advisory professional board or an editorial board
21. Receives an externally funded grant that benefits the University, College, or Department in support of a service-related issue
22. Attends a workshop related to the faculty's area of professional expertise
23. Serve as faculty liaison to a university entity (e.g., library acquisitions)
24. Writes a successful application for the purchase of equipment needed for UCF classrooms
25. Mentors students outside the Department through a UCF Office, such as TRIO, RAMP, or McNair
26. Represents the Department at two UCF graduation ceremonies in the evaluation period
27. Serves in a role not listed that the Chair designates as fulfilling service to the Department.

**For an Above Satisfactory Rating**

The faculty member will receive a rating of "Above Satisfactory" if the faculty member meets four (4) of the standards listed above.

**For an Outstanding Rating**

The faculty member will receive a rating of "Outstanding" if the faculty member meets six (6) of the standards listed above or wins a CAH or UCF service award.

### PART III: APPEAL

The first recourse for anyone dissatisfied with the result of this process is a detailed discussion of the evaluation with the Chair.

Following this, any faculty member who still feels that a rating is inaccurate or unfair may request a formal review. This request for formal review is entirely voluntary on the part of the faculty member concerned, and the results are advisory to the chair. This request for a formal departmental review must occur within 30 days of the faculty member's detailed discussion of the evaluation with the Chair. Faculty members should be aware that this review is separate from the Grievance process delineated in the Collective Bargaining Agreement and that they may also file a formal grievance at that time (information about grievances is available at [www.uffucf.org](http://www.uffucf.org)). The review will be conducted by a Special Review Panel, composed of three (3) members selected as follows:

1. Chair of the Panel (the Annual Evaluations Mediator): a tenured member of the department, elected to a two-year term at the time all committees are chosen.
2. A faculty member selected by the Chair.
3. A faculty member selected by the Appellate.

Procedures for the special Review Panel:

Note: The faculty member requesting the appeal has 10 days following the request for a formal appeal to provide all requested supporting documentation to the Annual Evaluations Mediator. The committee then must meet and decide on the matter within 14 days after the faculty member complies with the request for supporting documentation. Once the chair and faculty member have chosen their representatives, the Annual Evaluations Mediator will request that the department make three copies of the following materials available to members of the committee. Personnel documents, such as the Chair's Annual Evaluation and the faculty member's dispute, are confidential and should not be discussed or shared outside of this committee.

1. The English department's annual evaluation guidelines
2. The faculty member's Chair's Annual Evaluation
3. The faculty member's Faculty Annual Report [NOTE: by choosing to engage in this appeal process, the appellate gives permission for his/her chair's annual evaluation to be read by those involved in the process.]
4. A brief letter from the faculty member to the Annual Evaluation Mediator explaining the exact nature of the dispute or concern with the Chair's Annual Evaluation. This letter should be no longer than 150 words and should cite specific language or information from the Chair's Annual Evaluation that should be reviewed by the panel, including which portions of the Chair's

Annual Evaluation are under review (i.e., Teaching, Research, or Service). The Annual Evaluation Mediator will then instruct the committee to review the Research and Creative Activities, Teaching, and/or Service portions of the Faculty Annual Report and the Chair's Annual Evaluation accordingly

5. Any supporting evidence that explains or contextualizes the faculty member's concerns about the Chair's Annual Evaluation, including, for example and where directly relevant, Student Perception of Instruction forms, syllabi, and reports from Chair or Peer visitation of classes; articles, books, and proposals written, circulated, accepted, and/or in print; MLA statistics from the Directory of Periodicals regarding journals in which the faculty member has published; letters from editors or manuscript reviews indicating the status of a manuscript or published article or essay; completed committee reports and evidence of campus service, etc.

The committee will review the materials provided independently prior to meeting at a mutually agreeable time to discuss the faculty member's concerns in light of the English Department's Annual Evaluation Guidelines, the Faculty Annual Report and accompanying documentation, and the Chair's Annual Evaluation. At this meeting, the committee will discuss its findings and make a recommendation, and the Annual Evaluation Mediator will write a report explaining committee's findings to the faculty member and the Department Chair.

The panel may recommend to the Chair that the original rating stand or be raised or lowered. Though not bound by this recommendation, the Chair must acknowledge and consider the report of the Review Panel before assigning the faculty member a final rating. The Review Panel's report shall be included as an attachment to the faculty member's annual evaluation report, acknowledge that the review has occurred, and include a copy of the Panel's recommendation.