

ANNUAL EVALUATION PROCEDURES AND STANDARDS
Women's Studies/Dean's Office
December 20, 2006

Annual Evaluation

Annual evaluation of a faculty member is conducted by the Program Director, who draws upon the annual report and renders assessments for each of the four basic categories of teaching, research, ~~and~~ service/professional development, and other assigned duties. From these assessments, an overall evaluation is derived.

The following procedure will be employed in the Women's Studies Program for the execution of faculty evaluations:

- 1) The faculty member prepares an annual report according to the categories designated on the report form.
- 2) The faculty member submits the Faculty Annual Report to the Program Director.
- 3) The proposed written evaluation is presented to the faculty member within ~~sixty ninety~~ (90) –days of submission of the Faculty Annual Report after the end of the evaluation period.
- 4) The faculty member is given the opportunity to discuss the evaluation with the Director.
- 5) The final evaluation is signed and dated by the Program Director and the faculty member.

Categorical assessments (and thus overall evaluations) are based upon the following kinds of standards of merit. The paradigmatic activities listed are not necessarily exhaustive, and other relevant activities may be counted by the Program Director if so requested by the faculty member.

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I. Teaching

- A. In order to earn a "Satisfactory" rating, faculty will hold regular class meetings as scheduled. ~~Meeting classes as scheduled,~~ including giving the final during the final examination period.
- B. All regularly scheduled courses will include student evaluations, including written comments.
- C. Classroom visitations by faculty colleagues and/or supervisor for the purpose of peer-review(s), as assigned by the Program Director or requested by faculty member.
- D. Evidence of effectiveness in imparting knowledge and skills and in stimulating students' critical thinking abilities through teaching; such evidence can be documented through review of syllabi, examinations, assignments, and online discussions (if applicable), and other relevant materials, classroom visits, or other relevant methods
 1. A copy of the syllabus for each course must be submitted to the Program Director at the beginning of each semester. Syllabi must comply with the Provost's

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template available at
<http://policies.ucf.edu/pdf/4-505%20Course%20Syllabi.pdf>

2. A classroom visit by the Program Director must be completed ~~for each class each semester at least once per semester.~~

- E. Demonstrable knowledge of the discipline of Women's Studies, evinced by effectiveness in communicating knowledge, information, and ideas via lecture, discussions, online modules, assignments, demonstrations, exercises, etc.
- F. Supervision of student service learning, research projects, theses, and/or internships.
- G. Academic advisement.
- H. Additional evidence of teaching effectiveness, such as the following:
 - 1. Awards or other kinds of formal recognition.
 - 2. Development of new academic programs of study, new courses, new textbooks, and significant revisions to existing courses or textbooks.
 - 3. The development and successful implementation of innovative pedagogical techniques and/or materials.
 - 4. Scholarly activity related to teaching, such as developing a new field of teaching expertise, skill development in new methods of course delivery, assisting with the development of new courses or programs, and conducting or participating in workshops on pedagogy at UCF or regional and national conferences.

The activities outlined above are not rank-ordered. However, it is expected that meritorious teaching performance will be evidenced by indicators of pedagogical success as well as effort. Faculty members may demonstrate their effectiveness as teachers by multiple means, including measures of student satisfaction, measures of student success, and/or peer review or recognition.

II. Research and Creative Activity:

The following activities will be considered in assessing the merit of faculty research and creative activity. All research and creative activities should be related to the faculty member's disciplinary or interdisciplinary expertise.

- 1. Publication of scholarly books, articles, book reviews, and commentaries in the fields of feminist, gender, and women's studies.
- 2. Translation of scholarly books and articles.
- 3. Editing of scholarly books and journals.
- 4. Production of scholarly materials in alternative media.
- 5. Scholarly presentations at professional conferences.
- 6. Funded internal or external grant activity related to women's and/or gender issues.
- 7. Submission of grant applications, book proposals, essays or other relevant work for professional review and consideration.
- 8. Demonstration of interdisciplinarity in research, if relevant.

The activities outlined above are not rank-ordered. However, the following general principles will apply in assessing the merit of scholarly and creative activities:

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1. Books rank above articles, articles rank above published reviews and commentaries.
2. Authored books rank above edited books or textbooks.
3. Peer-reviewed activities rank above non peer-reviewed activities.
4. Work published in international or national journals or presented at international or national conferences ranks above work published in regional or state journals or presented at regional or state conferences.
5. Publications rank above presentations.
6. Funded grant proposals rank above grant submissions.
7. Work accepted for publication, presentation, or distribution ranks above work submitted.
8. Work-in-progress that has not been presented, submitted, accepted, contracted, or funded will not be counted.
9. Peer-reviewed electronic publications will be evaluated according to the same principles as print publications, namely those listed above.
10. Articles will count only one time, either in the year they are accepted or the year they are published. Book and book chapters will count only time, either in the year they are in press or the year they are published.
11. In cases of multiple authorship, the faculty member shall earn credit in accordance with his/her individual contribution.

III. Service and Professional Development

A. University Service

1. Membership and active and effective participation on Program, College, or University committees; Faculty Senate or UFF.
2. Organizing or participating in workshops or seminars related to the mission of the Program, College, or University.
3. Coordination of special academic programs or, where relevant, area campus elements of the Program.
4. Advisor to campus organizations.
5. Other service, including special assignments, community outreach to organizations on behalf of the program, college or university.

B. Professional Service

1. Offices or special responsibilities in professional organizations related to academic discipline
2. Membership in professional organizations related to academic discipline.
3. Attendance at professional meetings related to academic discipline.
4. Participation in, as well as organization of, conferences, courses, work shops and seminars designed to enhance competence and understanding in academic or scholarly contexts
5. Review of academic manuscripts
6. Editorial activity, such as serving on the boards of professional academic journals specializing in feminist, gender, and women's studies
7. Membership on professional organization advisory boards

8. Active involvement and/or leadership in community organizations focused on women's and/or gender issues (for example, domestic violence, women's health concerns, or non-profit, public policy, law enforcement, criminal justice system organizations)

C. Public Service

1. To public schools or to other community or state organizations.
2. As consultant due to professional expertise related to one's academic discipline.
3. As moderator or guest on television or radio programs or as commentator in print media.

D. Professional Development

1. Work toward specific academic credentials in Women's Studies or a related field, such as certifications, licenses, additional degrees, or training.

IV. Other Duties

Faculty with a substantial assignment in the "Other" category should discuss evaluation of activities with the Program Director at the beginning of the evaluation year. If following this discussion, the Program Director determines the evaluation standards must deviate from this document for a faculty member with a substantial assignment in Other Duties, those standards must be placed in writing and on file in the department.

Ratings for Instructors and Visiting Faculty

Teaching and service, including some aspect of professional development, will be considered most heavily for annual evaluation. This guideline reflects the fact that such positions carry heavier teaching assignments. It is normally expected that student evaluations be appreciably above college averages in order to earn an evaluation of "Outstanding" in the teaching category and that faculty will have extended extra effort in teaching beyond the minimum requirements.

Since these ranks do not include a research assignment, instructors and visiting faculty should demonstrate evidence of sustained professional development, since keeping current in their chosen fields is important for teaching efficacy. Evaluated under the category "Professional Development and Service," this activity should be demonstrated by attendance at professional conferences, participation in workshops, publication of articles related to the scholarship of teaching, presentations within and without UCF related to teaching, securing of internal and external grants, participation in FCTL institutes, and other activities related to the teaching field. Such sustained professional development and service, can be considered sufficient for awarding of an "Outstanding" in this category in the following manner. "Outstanding" professional development should include multiple activities in more than one category within those listed as well as indications of the level and effectiveness of participation. "Above Satisfactory" service should include activities in more than one category within those listed as well as indications of the level and effectiveness of participation. "Satisfactory" service indicates that activities have taken place in one or more of the categories, with indications of the degree of participation. The absence of any service activity will result in a conditional or unsatisfactory rating.

The absence of any professional development activity will result in a “conditional” or “unsatisfactory” rating.

Service activity should be consistent, regular, and significant and relate to or fulfill the mission and goals of the Women’s Studies Program. (However, due to ineligibility for many service assignments, it is not expected that Instructors and Visiting Faculty serve on College or University committees in order to receive an “Outstanding” in the service category.) “Outstanding” service should include multiple activities in more than one category within those listed as well as indications of the level and effectiveness of participation. “Above Satisfactory” service should include activities in more than one category within those listed as well as indications of the level and effectiveness of participation. “Satisfactory” service indicates that activities have taken place in one or more of the categories, with indications of the degree of participation. The absence of any service activity will result in a conditional or unsatisfactory rating.

Under other duties, it must be recognized that this category is likely to be exceptional and unique to the individual. Other university duties are occasionally assigned for special activities such as administrative duties or other special projects. Evaluation will be provided by the administration directly served. It is incumbent on the Program director to discuss any imbalance with the faculty member concerning the impact it may have on individual professional development and on the welfare of the Program. For the evaluation at hand, it is clear that no faculty member should experience a lowered annual rating for having accepted a responsible assignment.