

UNIVERSITY OF CENTRAL FLORIDA  
DEPARTMENT OF ENGLISH

Guidelines for Annual Evaluation of Tenure Line and Instructor/Lecturer Faculty  
Department Members

Working group draft 0.3. Revisions based on faculty meeting suggestions, including the addition of “OR” for clarification; additional notes regarding multi-year credit for large grants, professional organization service, and guest lectures have been added. Other modifications and tracking have been removed for clarity.

Standards and Ratings for Tenure-Earning, Tenured, and Visiting Professors

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.

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

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.

Rubrics and Evaluation Process

The rubrics provided are to assist faculty in preparing their case for their overall evaluation in each category (Teaching, Research, and Service). Teaching is assessed based on assigned activities conducted as part of the annual FTE. There are four criteria in each category. To receive an overall outstanding, faculty should have achieved ratings as outlined below, with no more than one N/A criterion per category. Thus, faculty must

participate in 3 of 4 types of activity in Teaching and Research, and 2 of 3 in Service. The allowance for one N/A criterion per category permits a differentiation of areas in which a faculty member might not have commitments: for instance, an instructor focused on the classroom might not have evidence of mentorship beyond the classroom, and a pre-tenure assistant professor is not expected to perform university service.

Faculty members will prepare a substantial paragraph (300-500 words each for teaching, research, and service) arguing for their placement in each category per the criteria. Evidence should be annotated on the CV. Annotations should take the following format:

- Lines relevant to the review period, including talks, publications, service, and other documentation, should be bolded, highlighted, or otherwise marked for ease of identification.
- Each relevant line should bear a comment, either below and indented or using a word processing comment feature.
- Comments should include relevant data as available. Publications identified by the faculty as significant should include annotation regarding impact factor, selectivity or prestige of venue, circulation figures, reviews, or similar evidence as per the guidelines, for example.

When self-reported evidence cannot be verified externally (such as a URL to a publication, award, etc. on the web), faculty can include supporting documents such as PDFs of emails reflecting acceptance or review. That documentation should be included in an additional packet not to exceed 3 significant items per category. All submitted materials, including the paragraph overview, packet, and annotated CV, will be relied upon by the chair to evaluate the quality, impact, and scale of the annual output in each category.

### 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 criteria for teaching assessment comprise four sub-categories:

- **Course Preparation.** Course preparation can be demonstrated by the quality of class materials. Beyond meeting baseline UCF requirements and expectations (maintaining office hours, teaching assigned classes as scheduled, meeting syllabus requirements, ordering textbooks on time, etc.), faculty can demonstrate excellence by implementing high impact practices in the classroom (including, but not limited to, via UCF-designated [official HIP designations](#) or by showing evidence with course syllabus, assignments, etc.), engaging in regular updates of course materials, and demonstrating responsiveness to student needs and curricular structure.
- **Classroom or Department Impact.** Instructor effectiveness will be measured through SPOIs and/or classroom evaluations. All tenure-earning faculty will receive

two classroom visits per year by the Chair or designee. Other faculty can invite classroom evaluations by the Chair or a designee, or a peer to serve as evidence and demonstrate commitment to improvement, particularly in response to low SPOIs. Additional department-level classroom impact includes guest lectures for colleagues.

- External Engagement and Impact. Engagement and impact beyond the department includes work at UCF and in the profession. This might include teaching workshops, participating in FCTL events, receiving UCF quality and high quality course badges, and/or other recognition(s) at the University level or from an appropriate disciplinary organization. Additional external-level impact includes guest lectures for courses in other departments and colleges at UCF, or external to the university.
- Student Mentoring. Student mentoring includes activities such as advising; thesis, dissertation, and graduate project direction and committee service; independent studies; HUT theses or coursework; student conferences; guest presentations; mentorship of GTAs; internship supervision; or other documented forms of mentorship. Evidence of impact could include student job placement, graduate school offers and/or acceptances, fellowship or scholarship awards, publications, literary awards and honors, presentations, thank you letters, and other outcomes of this work. Service as chair of a committee (graduate or HUT) counts in all years of official committee leadership, while service as a committee member is only counted in the year of defense.

Additional evidence not documented within the CV attesting to one of these areas of impact might include assignment handouts, papers, and other products from supervised students, news coverage, interviews, and written evaluations and recognitions. Evidence should primarily reflect the faculty member's academic year teaching assignments but can include relevant work from summer (including summer teaching and mentoring) when appropriate.

To receive an overall outstanding in teaching, faculty should have either achieved:

- Outstanding in at least one criterion, with no more than one criterion as N/A
- OR
- At least half of the criteria above satisfactory, with no more than one criterion as N/A

To receive an overall above satisfactory in teaching, faculty should either have achieved:

- Above satisfactory in at least one criterion, with no more than one criterion as N/A
- OR
- At least half of the criteria satisfactory, with no more than one criterion as N/A

To receive an overall satisfactory in teaching, faculty should have achieved:

- Satisfactory in at least half of the criteria, with no more than one criterion as N/A

To receive an overall conditional in teaching, faculty should have achieved:

- At least half of the criteria at conditional, with no more than one criterion as N/A

All faculty not meeting one of these conditions will receive unsatisfactory.

	Outstanding	Above Satisfactory	Satisfactory	Conditional	Unsatisfactory	N/A
Course Preparation	Class materials and self-reporting demonstrate evidence of significant implementation of high impact practices, good organization, and active learning; and/or substantial new course preparation or revision	Class materials and self-reporting well organized, with evidence of some implementation of high-impact practices, course updates, and/or demonstrated new preparation or significant revision	Class materials and self-reporting well organized, with consistent adherence to textbook and syllabus requirements	Class materials and self-reporting inconsistent; concerns regarding adherence to textbook order and syllabus availability requirements	Consistent problems with meeting requirements, such as textbook, syllabus, and course organization expectations	(N/A is not available in Course Preparation)
<p>Course preparation can be demonstrated by the quality of class materials. Beyond meeting baseline UCF requirements and expectations (maintaining office hours, teaching assigned classes as scheduled, meeting syllabus requirements, ordering textbooks on time, etc.), faculty can demonstrate excellence by implementing high impact practices in the classroom (including, but not limited to, via UCF-designated <a href="#">official HIP designations</a> or by showing evidence with course syllabus, assignments, etc.), engaging in regular updates of course materials, and demonstrating responsiveness to student needs and curricular structure. Please state how your teaching ranks in the above categories and list or explain your rationale for your ranking, as supplemented by your annotated CV.</p>						
Classroom or Department	At least two: Outstanding assessment by chair or designee;	At least two: Above satisfactory assessment by	SPOIs at or within standard deviation of department norms, satisfactory assess	Conditional department chair or designee	Unsatisfactory department chair or designee	Faculty member has opted out of this category

ent Impact	SPOIs overall average is above departmental, college, and university mean; earning CDL or UCF badges, evidence of significant sharing of course materials as a mentor to other faculty; and/or supporting department curricular work; <u>significant guest lecturing within the department</u>	department chair or designee; SPOIs in majority of courses above departmental mean; evidence of progress towards CDL or UCF badges; evidence of some sharing of materials; and/or supporting department curricular work, <u>including occasional guest lectures</u>	ments from department chair or designee	assessments, SPOIs below norm between 1 and 49% of the time; requested FCTL observation to diagnose problems	assessment s, SPOIs in majority of courses taught are below department norm	
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Classroom or department impact will be measured through SPOIs and/or classroom evaluations. All tenure-earning faculty will receive two classroom visits per year by the Chair or designee. Other faculty can invite classroom evaluations by the Chair or a designee, or a peer to serve as evidence. Please state how your teaching ranks in the above categories and list or explain your rationale for your ranking, as supplemented by your annotated CV.



Student Mentoring	Engaged in significant mentorship work with strong evidence of impact, including ongoing impact, including chairing or serving on multiple completed thesis or dissertation projects, student job / graduate program placements, publications with or by students, and/or awards and presentations by students	Engaged in student mentorship with some evidence of impact, including ongoing impact, such as a single completed thesis or dissertation project by an advisee, student job / graduate program placements, publications with or by students, and/or awards and presentations by students	Engaged in some student mentorship	Engaged in minimal student mentorship outside of the traditional classroom	Engaged in no student mentorship work	Faculty member has opted out of this category
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Student mentoring includes activities such as advising; thesis, dissertation, and graduate project direction and committee service; independent studies; HUT theses or coursework; student conferences; guest presentations; mentorship of GTAs; internship supervision; or other documented forms of mentorship. Evidence of impact could include student job placement, graduate school offers and/or acceptances, fellowship or scholarship awards, publications, literary awards and honors, presentations, thank you letters, and other outcomes of this work. Service as chair of a committee (graduate or HUT) counts in all years of official committee leadership, while service as a committee member is only counted in the year of defense. Please state how your teaching ranks in the above categories and list or explain your rationale for your ranking, as supplemented by your annotated CV.

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 rubric below offers a rough guideline for evaluation, but the differences among specialties as well as interdisciplinarity should be taken into account by the Chair during the annual evaluation process. Work should be explained in the summary statement and annotated appropriately on the CV. The criteria for research assessment fall into four categories:

- **Publications Impact.** Academic and creative publications provided as evidence can vary widely by discipline, and thus faculty are expected to provide brief annotations on the CV with additional support in their statement to clarify the impact and significance of their specific publications. This might include measures such as national or international reputation and ranking, acceptance rates, and competitiveness, as well as the substantiality of non-creative work as measured by length (for distinguishing full papers from short papers and extended abstracts).
- **Presentations (Conferences, Readings, Keynotes, Performances).** This usually includes talks at juried and peer-reviewed academic and creative events as primary evidence of research and creative activity; however, notable keynotes and/or invited talks from major organizations can also provide evidence of excellence. Impact can be supported through scale, competitiveness, and international or national reputations of venues. International, national, or regional designation refers to the scope of participation rather than the conference's physical location.
- **Funding (Internal + External).** This includes both internal and external funding awards as well as evidence of engagement in the process of pursuing funding, which might include receiving training in grant writing, submitting grant applications, or participating in funding mentorship programs. Grants will be counted for all years of activity to recognize the multi-year commitment funding frequently represents.
- **Impact over Time.** As work in the humanities frequently takes time to circulate and receive citations and awards, faculty can provide evidence of impact over time. Evidence might include book and research/creative awards, significant citations above the norms of the subdiscipline and faculty member's career stage, usage of digital projects or open access projects, works in translation, film adaptations, books entering multiple printings, anthologized publications, and similar external metrics.

Judgments of research productivity will be made in light of the portion of faculty members' assignments that are assigned to research and with consideration of the scholarly genres and expectations in their fields. Similarly, collaboration is the norm in some sub-specialties, while solo authorship is more common in others. For those submitting collaborative work, the CV should include annotation indicating the author's role in the project, and work in which the author had taken a significant role will be weighted based on contribution, with first author and principal investigator (PI) roles valued most highly.

It should be noted that, regardless of specialty, publications are the primary goal of scholarly and creative research in English. At the same time, it is recognized that the publication cycles of academic presses, peer-reviewed journals, proceedings conferences, 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 rubric offers opportunities for noting milestones and long-term impact from larger projects in the evaluation.

To receive an overall outstanding (score of 4) in research, faculty should have either achieved:

- Outstanding in at least one criterion, with no more than one criterion at N/A
- OR
- At least half of criteria above satisfactory, with no more than one criterion at N/A

To receive an overall above satisfactory (score of 3) in research, faculty should have achieved:

- Above satisfactory in at least one criterion, with no more than one criterion at N/A
- OR
- At least half of criteria above satisfactory, with no more than one criterion at N/A

To receive an overall satisfactory (score of 2) in research, faculty should have achieved:

- Satisfactory in at least half of criteria, with no more than one criterion at N/A

To receive an overall conditional (score of 1) in research, faculty should have achieved:

- A majority of criteria at conditional, with no more than one criterion at N/A

All faculty not meeting one of these conditions will receive unsatisfactory.

	Outstanding	Above Satisfactory	Satisfactory	Conditional	Unsatisfactory	N/A
Publications Impact	Multiple significant new peer-reviewed or juried publications, including academic and creative as appropriate, or one major (i.e. book) appropriate to the	Significant new peer-reviewed or juried publication appropriate to the discipline, with evidence of impact or quality as listed above	Documented progress toward significant new publication, or minor publication speaking toward a larger project or goals	Evidence of progress, but no new publications or milestones (such as contract, acceptance, completed drafts, etc.)	No evidence of new publications-related work	(N/A is not available for Publications Impact)

	discipline, with evidence of impact or quality as listed above					
<p>Academic and creative publications provided as evidence can vary widely by discipline, and thus faculty are expected to provide brief annotations on the CV with additional support in their statement to clarify the impact and significance of their specific publications. This might include measures such as national or international reputation and ranking, acceptance rates, and competitiveness, as well as the substantiality of non-creative work as measured by length (for distinguishing full papers from short papers and extended abstracts). Please state how your research ranks in the above categories and list or explain your rationale for your ranking, as supplemented by your annotated CV.</p>						
Presentation s (Conference s, Readings, Keynotes, Performance s, etc.)	Multiple significant peer reviewed or juried presentation s or one major invited (i.e. national or international keynote, visiting writer presentation ) appropriate to the discipline, with evidence of impact or quality as listed above	Significant talk at a peer reviewed or juried national or international venue appropriate to the discipline, or an invited talk, with evidence of impact or quality as listed above	Regional talks, or multiple local talks	No talks, but evidence of efforts (submission s)	No evidence of activity toward talks	Faculty member has opted out of this category

This usually includes talks at juried and peer-reviewed academic and creative events as primary evidence of research and creative activity; however, notable keynotes and/or invited talks from major organizations can also provide evidence of excellence. Impact can be supported through scale, competitiveness, and international or national reputations of venues. International, national, or regional designation refers to the scope of participation rather than the conference's physical location. Please state how your research ranks in the above categories and list or explain your rationale for your ranking, as supplemented by your annotated CV.

Funding (Internal and External)	External funding received as PI or Co-PI (new or ongoing, <u>credited in all years of funding for multi-year projects</u> )	Internal funding received as PI or Co-PI (new or ongoing, <u>credited in all years of funding for multi-year projects</u> )	No funding received, but at least one submission	No funding received or submitted, but evidence of activity (attendance at workshops to learn grant writing)	No funding activity	Faculty member has opted out of this category
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This includes both internal and external funding awards as well as evidence of engagement in the process of pursuing funding, which might include receiving training in grant writing, submitting grant applications, or participating in funding mentorship programs. Grants will be counted for all years of activity to recognize the multi-year commitment funding frequently represents. Please state how your research ranks in the above categories and list or explain your rationale for your ranking, as supplemented by your annotated CV.

Impact over Time (Self-reported evidence)	Evidence of substantial ongoing research impact external to UCF (review of book in major publication, book award (including, for creative works, longlists, shortlists, and finalists for national awards and prizes), research and/or creative awards from external organization s), won a RIA	Evidence of ongoing research impact, either external (citation or readership activity above discipline norms, usage of open access materials) or internal UCF research awards	Evidence of research impact consistent with discipline norms (College-level research awards, citations at a level consistent with discipline norms and career stage)	Evidence of research impact included, but minor (some citations, as documented in CV)	No evidence of research impact provided	Faculty member has opted out of this category
<p>As work in the humanities frequently takes time to circulate and receive citations and awards, faculty can provide evidence of impact over time. Evidence might include book and research/creative awards, significant citations above the norms of the subdiscipline and faculty member's career stage, usage of digital projects or open access projects, works in translation, film adaptations, books entering multiple printings, anthologized publications, and similar external metrics. Please state how your research ranks in the above categories and list or explain your rationale for your ranking, as supplemented by your annotated CV.</p>						

## Service

All members of the Department are expected to share in the work of the Department. All members are expected 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 (excluding new hires in their first two years at UCF) engage in service work for the University. All faculty perform service work for their discipline and 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 colleague applies for promotion to professor. More senior members are expected to assume leadership and mentorship roles appropriate to their experience and expertise.

The criteria for service assessment fall into three categories:

- **Departmental Service.** Departmental service includes participation on both standing departmental committees and other ad-hoc committees that do the work of the department, such as job searches and special working groups. Departmental service also includes mentoring junior faculty either formally through department assignment or informally through providing course materials, etc. Impact can be demonstrated through engaging in leadership roles or receiving recognition for service work.
- **Institutional Service.** Institutional service includes participation on standing CAH or University committees, such as the Texts & Technology faculty committee and required subcommittees, College-level awards committees, scholarship committees, Chair-review committees; Faculty Senate and subcommittees; as well as other ad-hoc committees and working groups formed to do the work of the College or University. Fellow roles in other units (such as FCTL) can also be Institutional service and leadership. Impact can be demonstrated through engaging in leadership roles or receiving recognition for service.
- **Professional Service.** Professional service varies widely and might include service in disciplinary organizations and/or work related to the discipline with community organizations. Leadership roles such as journal editing, conference organization, officer positions, and so forth are ways to demonstrate excellence in professional service. Impact can be demonstrated through engaging in leadership roles or receiving external recognition for service.

To receive an overall outstanding (score of 4) in service, faculty should have either achieved:

- Outstanding in at least one criterion, with no more than one criterion at N/A
- OR
- At least half of criteria above satisfactory, with no more than one criterion at N/A

To receive an overall above satisfactory (score of 3) in service, faculty should have either have achieved:

- Above satisfactory in at least one criterion, with no more than one criterion at N/A
- OR
- At least half of criteria satisfactory, with no more than one criterion at N/A

To receive an overall satisfactory (score of 2) in service, faculty should have achieved:

- Satisfactory in at least half of criteria, with no more than one criterion at N/A

To receive an overall conditional (score of 1) in service, faculty should either have achieved:

- A majority of criteria at conditional, with no more than one criterion at N/A

All faculty not meeting one of these conditions will receive unsatisfactory.

	Outstanding	Above Satisfactory	Satisfactory	Conditional	Unsatisfactory	N/A
Department	Department leadership, through either program roles or committee leadership, and/or consistent service across multiple committees, and/or advising a student organization and/or	A mix of consistent service across multiple committees or one labor-intensive department committee such as a search committee, or notable faculty mentorship	Active, involved participation on at least one department committee and formal or informal faculty mentorship	Minimal participation on a department committee	No participation on department committees	(N/A is not available in Department Service)

	substantial faculty mentorship with evidence of impact (including service awards, if applicable)					
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Departmental service includes participation on both standing departmental committees and other ad-hoc committees that do the work of the department, such as job searches and special working groups. Departmental service also includes mentoring junior faculty either formally through department assignment or informally through providing course materials, etc. Impact can be demonstrated through engaging in leadership roles or receiving recognition for service work. Please state how your service ranks in the above categories and list or explain your rationale for your ranking, as supplemented by your annotated CV.

Institutional	Leadership in the college and/or university, through either program roles or committee leadership, and/or consistent service across multiple college and/or university committee	Consistent service across multiple college/university committees or one labor-intensive committee	Active, involved participation on at least one college/university committee	Participation on a college/university committee	No participation on college/university committees	Faculty member has opted out of this category

	s, with evidence of impact (including service awards or recognition, if applicable)					
<p>Institutional service includes participation on standing CAH or University committees, such as the Texts &amp; Technology faculty committee and required subcommittees, College-level awards committees, scholarship committees, Chair-review committees; Faculty Senate and subcommittees; as well as other ad-hoc committees and working groups formed to do the work of the College or University. Fellow roles in other units (such as FCTL) can also be Institutional service and leadership. Impact can be demonstrated through engaging in leadership roles or receiving recognition for service. Please state how your service ranks in the above categories and list or explain your rationale for your ranking, as supplemented by your annotated CV.</p>						
Professional	Significant leadership in professional organizations and/or the community, such as journal editing, conference organization, and/or external service awards	Some leadership or substantial organization involvement, either across one or multiple organizations	Consistent service, involving organization committee membership or consistent reviewing (more than 5 publications / events total)	Minimal professional service, such as conference reviewing for fewer than 5 publications or events total	No professional service	Faculty member has opted out of this category



Professional service varies widely and might include service in disciplinary organizations, professional organizations, and/or work related to the discipline with community organizations. Leadership roles such as journal editing, conference organization, officer positions, and so forth are ways to demonstrate excellence in professional service. Impact can be demonstrated through engaging in leadership roles or receiving external recognition for service. Please state how your service ranks in the above categories and list or explain your rationale for your ranking, as supplemented by your annotated CV.