

Department of Modern Languages and Literatures

Annual Evaluation Standards & Procedures

Revision Fall 2024

All in-unit faculty will receive an annual performance evaluation from the department chair, in accordance with the process dictated by the Collective Bargaining Agreement and the criteria outlined in this AESP.

Faculty will be evaluated on the activities designated in their Assignment of Duties for each semester and the evaluation will reflect the percentage of effort assigned in each category (teaching, research and creative activities, service, and other, if relevant).

The information on which the evaluation is based will be obtained through the annual report that each faculty member submits, documentation related to those annual reports, Student Perception of Instruction (SPOI) reports,¹ and other relevant information provided to the department chair.

The department of Modern Languages and Literatures recognizes that each faculty member contributes to the department in unique ways, depending on their position, the language they teach, their focus in their work, the administrative tasks they take on, and the collaborations they foster. It is the intent of this document to recognize all the ways that individuals contribute to the success of the department and provide ample opportunity to document their individual contributions. Faculty are welcome and encouraged to discuss their planned activities with the department chair to explore how such activities may align with the criteria outlined in this document. That may be especially useful for activities that are not specifically listed among the examples, but that one may wish to report as “Other.”

Each faculty member’s performance will be assigned a rating in each category of assignment and an overall rating aligning with one of the following:

- **Unsatisfactory** indicates exceptionally deficient performance or substandard performance in response to previously provided written instructions for improvement from chair or designee.
- **Conditional** indicates substandard performance; written instructions for improvement will be provided to the faculty member by the chair or designee.
- **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

¹ If a faculty member feels that the SPOIs for a class do not accurately reflect the faculty member’s performance in that class, the faculty member may provide a written explanation for the discrepancy, along with any relevant supporting documentation.

profession and adherence to the highest standards.

At the end of each academic year, faculty will be responsible for providing a report to the chair documenting their activities for the period under evaluation. The report must present those activities in clear and substantive terms, and in a way that indicates their scope, impact, and relevance.

This narrative, supported by the annual report and CV of each faculty member, is intended to be the opportunity for the faculty member to demonstrate all the ways that they meet the criteria set forth in this document. It is expected that the narrative will be no more than two paragraphs per category and will include only those categories for which the faculty member is evaluated. Supporting documentation is required for all activities intended to meet the criteria for Above Satisfactory or Outstanding, and for Satisfactory criteria where indicated.

NOTE: The word “impact” appears frequently in this document. "Impact" refers, in a general sense, to the positive change or benefit that our teaching, research, and service activities have on our students, the UCF community, academia, and the society beyond. In other words, it has to do with the effect that our activities as professionals have on the world around us.

The following rubric outlines the categories for evaluation and the numerical expectations for each category.

Category	Outstanding	Above Satisfactory	Satisfactory	Conditional	Unsatisfactory
Teaching	5	4	3	2	1
Research	5	4	3	2	1
Service	5	4	3	2	1

Outstanding = 4.5-5

Above Satisfactory = 3.5-4.4

Satisfactory = 2.5-3.4

Conditional = 1.5-2.4

Unsatisfactory = 0-1.4

The Overall Rating will depend on the percentage of expectation for each category. For example, if a faculty member's assignment were 60% teaching and 40% service, their overall rating would be:

$.60 \times \text{teaching rating (5)} = 3$

$.40 \times \text{service rating (4)} = 1.6$

Overall rating = 4.6

In each of the areas (teaching, research, service), faculty are expected to meet, at a minimum, all criteria listed for Satisfactory. Ratings of Above Satisfactory and Outstanding will be based on the evaluation of a faculty member's participation in the kinds of high-impact activities described by the Above Satisfactory and Outstanding criteria.

NOTE: The criteria listed within any given category are meant as examples and are not presented in order of preference or implied hierarchy.

For supporting evidence, in addition to basic identifying information such as relevant names and dates, the documentation should take into consideration such questions as:

- How much investment of time did the activity require, in terms of number of meetings, level of preparation, etc.?
- How broad is the impact of the activity (number of people who may benefit, effect on curriculum or processes, longevity of potential outcomes, etc.)?
- For conferences and publications, what details illuminate the scope or prestige of the event or venue?
- How does the activity stand to advance UCF's strategic goals and priorities?
- Does the activity involve innovations that will have a positive effect on research, student learning, recruitment and retention, or other areas?
- How does the activity meet or exceed expectations for the discipline and the faculty member's position/rank?

General guidelines for standards are outlined here, to show roughly what level of activity could correspond to the different ratings. It is understood that the specifics of the evaluation will depend on a faculty member's position, rank, and Assignment of Duties. **Please refer to the sections on Teaching, Research, and Service, following this general rubric, for specific examples of activities and their potential ratings.**

Category	Unsatisfactory 1	Conditional 2	Satisfactory 3	Above Satisfactory 4	Outstanding 5
Teaching	No evidence of course preparation or effective instruction; consistently poor	Inconsistent course preparation; some student complaints; minimal	Adequate course preparation; overall positive student evaluations; meets all basic	Well-prepared courses; strong student evaluations; integrates innovative	Exceptional preparation and delivery; excellent evaluations; evidence of

	evaluations; lacks engagement with students; or failure to address remediation requirements from previous Conditional rating.	engagement with students.	teaching responsibilities.	methods; evidence of mentoring.	exceptional student success; leadership in teaching practices.
Research	No research output or activity; no engagement with scholarly community; or failure to address remediation requirements from previous Conditional rating.	Limited research output; minimal scholarly activity.	Consistent and sustained research activity; research output including publications and conference presentations; involvement in scholarly activities.	Significant research-related activity; strong publication and presentation record at a regional and/or national level.	Exceptional research activity; leading impact in the field at a national and/or international level; invitations for keynotes or high-impact publications.
Service	No participation in service activities (committees, outreach, etc.); or failure to address remediation requirements from previous Conditional rating.	Minimal or low-effort participation in service roles.	Active participation in departmental service activities; participation in activities that promote community or alumni engagement or outreach.	Takes on significant service roles; additional service at the department/college/university levels; engages in service to the profession; involvement in activities that enhance UCF's presence in the community.	Exceptional leadership in service leadership; initiates and/or leads projects within the institution or profession; leadership in activities that enhance UCF's presence in the community.

TEACHING

The Department of Modern Languages and Literatures is committed to excellence in teaching and to maintaining the highest standards of the profession. Our faculty are committed to providing the best education to UCF students and commit to excellence each year. Recognizing that individual faculty members engage in a diversity of activities that positively impact teaching, the “Other” category is intended to capture and recognize each faculty member’s unique contributions to teaching excellence at UCF. The narrative which supports the faculty member’s inclusion in the Above Satisfactory or Outstanding categories should clearly indicate the activity for the relevant category, the scope of the activity, and the impact of that activity on the teaching profession.

Unsatisfactory

Three possible scenarios will result in a rating of Unsatisfactory: missing two criteria for Satisfactory performance; or failure to meet the minimum conditions of an improvement plan resulting from a Conditional rating in a prior year; or exceptionally deficient performance in one’s teaching related duties for the year.

Conditional

As it is presumed that faculty will meet all standards for Satisfactory, missing one of the criteria for Satisfactory performance will result in a Conditional evaluation. Written instructions for improvement will be provided by the chair or designee after the annual evaluation.

Satisfactory

In order to earn a rating of Satisfactory, faculty must, at a minimum, meet all of the following basic standards:

1. Meets class regularly and punctually in the assigned modality.
2. Schedules and maintains regular office hours.
3. Replies to student inquiries within 48 hours, Monday-Friday.
4. Provides clear and detailed course syllabi that meet university guidelines.
5. Provides accurate and effective advisement as assigned or when requested. This means that the advisement aligns with the correct UCF catalog and identifies the most efficient trajectory toward timely graduation.
6. Participates in teaching, planning and revising courses, as applicable.
7. If applicable, turns in book orders on time as required by Florida law.
8. Observes the university’s examination schedule in compliance with university regulations.

9. Provides students with grades before withdrawal deadline and turns in final grades on time.
10. Gives assessments appropriate to the level taught and reflecting the course objectives and outlined in the syllabus; returns feedback in a timely fashion.
11. Receives “Good to Excellent” in the SPOI ratings from at least 50% of the overall evaluations completed for the academic year, as determined by the “Overall effectiveness of instructor” line on the Overall summary page of the SPOI report. [see footnote 1]

Above Satisfactory

In addition to meeting the above criteria for Satisfactory, faculty who engage in at least two activities such as those listed below may become eligible for a rating of Above Satisfactory, with the inclusion of the clear scope and impact of the activity in the narrative. Examples include but are not limited to:

1. Attends at least one teaching *workshop/presentation* or faculty development *institute/conference* organized by the Faculty Center for Teaching and Learning or the Center for Distributed Learning, or an equivalent conducted by another UCF agency or a professionally recognized organization. Provide evidence of outcomes in the form of a deliverable or classroom application.
2. Submits peer and/or external review of teaching quality with Annual Report.
3. Serves as a consultant to other educational institutions to promote the scholarship of teaching and learning. Describe activity and provide evidence of impact.
4. Receives “Good to Excellent” in the SPOI ratings from at least 70% of the overall evaluations completed for the academic year, as determined by the “Overall effectiveness of instructor” line on the Overall summary page of the Student Perception of Instruction report. [see footnote 1]
5. Develops a new course that is approved for addition to the UCF catalog.
6. Makes substantial improvements, changes, and/or updates to an existing course.
7. Mentors one or more students, graduates and/or undergraduates (Research and Mentoring Program [RAMP], McNair Scholars, etc.). List the student(s) and describe the activities related to mentoring.
8. Creates teaching materials shared with faculty members, such as a course template or new component (e.g., adaptive learning, Realizeit or other, culturally inclusive course components, etc.) which are then adopted by other instructors of the course. Must provide documentation of this activity, including how broadly disseminated the new material will be.
9. Teaches an Honors class or section. Details should include the course name and number, number of students, any exceptional outcomes.

10. Receives university funding (through, for example, FCTL or iLab) for initiatives that enhance the teaching mission (e.g., development of innovative teaching materials and/or curricula, acquisition of specialized equipment). Describe the nature of the project, projected outcomes, scope of impact, level of funding.
11. Earns a High-Impact Practice (HIP) designation on a course.
12. Teaches an HIP-designated course for the first time.
13. Conducts one or more Independent Study and/or Directed Research course(s). Describe the nature and level of the project.
14. Serves as an invited guest lecturer, in the faculty member's area of expertise, in another faculty member's course.
15. Serves on an Honors Undergraduate Thesis or graduate thesis or dissertation committee. List the committee(s) and the nature of your involvement.
16. Receives a CDL "Quality" or "High Quality" designation for an online class template. Indicate class name and number.
17. Wins a teaching award from a local or regional organization in the faculty members' discipline. Indicate the name and nature of the award, any details that may illuminate the level of distinction.
18. Other: performs some other significant teaching or teaching-related activity that is not included in the above items. Describe the nature of the activity, including its scope and impact.

Outstanding

In addition to meeting the above criteria for Satisfactory, faculty who engage in at least three additional Above Satisfactory activities or at least one of the activities listed below may become eligible for a rating of Outstanding, with the inclusion of the clear scope and impact of the activities in the narrative. Examples include but are not limited to:

1. Is a presenter for at least one teaching *workshop/presentation* or faculty development *institute/conference* organized by the Faculty Center for Teaching and Learning or the Center for Distributed Learning, or an equivalent conducted by another UCF agency or a professionally recognized organization. Provide evidence of outcomes in the form of a deliverable or classroom application.
2. Shares information related to curriculum/teaching through publications or presentations. List the publications or presentations and provide evidence of impact.
3. Wins a teaching award from a national or international organization in the faculty members' discipline. Describe the nature of the distinction.

4. Mentors a student who successfully publishes or publicly presents work originally produced in his/her own class. UCF/Undergraduate Research/Graduate Research events and publications are included. Provide documentation such as nature of venue, number of attendees or scope of readership, and other relevant details.
5. Receives “Excellent” on the SPOI ratings from at least 70% of the evaluations completed for the academic year, as determined by the “Overall effectiveness of instructor” line on the Overall summary page the SPOI report. [see footnote 1]
6. Receives external funding for initiatives that enhance the teaching mission (e.g., development of innovative teaching materials and/or curricula, acquisition of specialized equipment). Describe the nature of the project, projected outcomes, scope of impact, level of funding.
7. Conducts a workshop outside of the department for a university or national organization. Describe the scope of the workshop—who was the audience? How might the information be used or shared?
8. Chairs an Honors Undergraduate or MA thesis committee or doctoral dissertation committee. List the committees and the nature of your involvement.
9. Wins a CAH or UCF Excellence in Teaching award or a UCF TIP.
10. Directs and leads a study abroad program.
11. Other: performs some other exceptionally significant teaching or teaching-related activity that is not included in the above items. Describe the nature of the activity, including its scope and impact.

RESEARCH AND CREATIVE ACTIVITIES

Research in the Department of Modern Languages and Literatures is understood to include a wide variety of methods and venues for publication and presentation, in areas including but not limited to historical or theoretical research related to literature, culture, and/or linguistics; studies of pedagogy; analysis of traditional and new media genres, linguistic analyses, and other creative and narrative genres. The Department also recognizes the publication of translations and textbooks. Collaborative and interdisciplinary scholarship is recognized as an established and valued practice for research and creative activities.

The narrative which supports the faculty member’s inclusion in the Above Satisfactory or Outstanding categories should clearly indicate the activity for the relevant category, the scope of the activity, and the impact of that activity on the research agenda for that individual faculty member.

Please see additional explanatory notes at the end of this section of the AESP.

Unsatisfactory

Three possible scenarios will result in a rating of Unsatisfactory: failure to document any research-related activity that would qualify for at least the Satisfactory level; or failure to meet the minimum conditions of an improvement plan resulting from a Conditional rating in a prior year; or exceptionally deficient performance in one's research-related duties for the year.

Conditional

The faculty member will receive a rating of Conditional if the faculty member meets only **one** of the standards listed under Satisfactory performance. Written instructions for improvement will be provided by the chair or designee after the annual evaluation.

Satisfactory

The following are examples of criteria that merit a rating of Satisfactory. In order to earn a rating of Satisfactory, faculty are expected to meet at least two of the criteria and describe the scope and impact of the activities in the narrative.

1. Presents a research paper at a local or regional professional conference.
2. Publishes a non-peer-reviewed article/chapter, encyclopedia entry, and/or translation.
3. Publishes pedagogical material in a reputable venue (e.g., state journal or teaching-oriented journal).
4. Publishes in a non-peer-reviewed conference proceeding.
5. Publishes a short creative work in a peer-reviewed venue such as a literary magazine or small-press journal.
6. Submits an article to a peer-reviewed academic journal.
7. Submits a proposal for grant funding to a university-level or external source.
8. Demonstrates progress on a book-length project or article of which the quantity and quality of the work completed during the period under review can be documented.
9. Other: performs some other research-related activity, appropriate for a rating of Satisfactory, that is not included in the above items. Describe the nature of the activity, including its scope and impact.

Above Satisfactory

Faculty engaged in activities addressed in the following criteria may become eligible for a rating of

Above Satisfactory by engaging in at least two of the activities below with the inclusion of the clear scope and impact of the activity in the narrative. Examples include but are not limited to:

1. Presents a research paper or papers at a national or international professional conference. In addition to identifying the name and sponsoring organization, please include any details that would illuminate the impact of the presentation(s).
2. Receives a letter of interest or other demonstration that a project is being reviewed by a scholarly press with national and/or international distribution and reputation.
3. Receives a revise-resubmit response from a submission to an academic peer-reviewed journal or other prestigious venue.
4. Publishes a short story, a chapbook, or other medium-length creative work in a peer-reviewed venue such as a literary magazine or a small-press journal.
5. Publishes a translation in a peer-reviewed venue with national and/or international distribution and reputation.
6. Receives an internal grant for research.
7. Publishes an interview with a prominent author or scholar in a peer-reviewed journal.
8. Serves as volume editor or co-editor for a peer-reviewed conference proceedings.
9. Publishes a book review in a scholarly venue.
10. Submits an application for a significant national or international grant (NEH, NSF, etc.).
11. Other: performs some other significant research-related activity that is not included in the above items. Describe the nature of the activity, including its scope and impact.

Outstanding

Faculty may become eligible for a rating of Outstanding by engaging in at least one of the activities addressed in the following criteria with the inclusion of the clear scope and impact of the activity in the narrative. It is possible to earn an Outstanding rating without having engaged in activities listed under Above Satisfactory. Examples include but are not limited to:

1. Publishes an article-length essay, creative or scholarly, in a peer-reviewed journal, or a book chapter in a peer-reviewed volume, or a peer-reviewed conference proceeding.
2. Receives a book contract from an academic peer-reviewed publisher to publish a book-length manuscript.

3. Publishes a single-authored book in the faculty's field with a scholarly or creative press with a national and/or international distribution and reputation.
4. Publishes a jointly authored book with a scholarly or creative press that has a national and/or international distribution and reputation. Faculty member must explain his/her contribution to the publication.
5. Publishes an edited or co-edited peer-reviewed book by a scholarly or creative press with a national and/or international distribution and reputation. Faculty member must explain his/her contribution to the publication.
6. Guest-edits a special issue of an academic national/international journal, that includes an introduction. Faculty member must explain his/her contribution to the publication.
7. Serves as editor of a peer-reviewed journal or book series with publisher with national and/or international distribution and reputation.
8. Publishes a textbook with an academic publisher.
9. Publishes a book-length translation with an introduction, with an academic press.
10. Publishes a peer-reviewed creative work (e.g., novel, collection of short stories, collection of poetry).
11. Obtains and/or retains a funded external grant as a principal investigator or a co-principal investigator. Documentation should include name of granting agency, amount of funding, any additional details that illuminate the distinction that the grant represents. For ongoing multi-year grants, describe how this year's work has contributed to the project.
12. Presents the keynote address or one of the highlighted plenary addresses at a significant national or international conference.
13. Wins a UCF or CAH Excellence in Research Award.
14. Wins a RIA or an external major honor or award for research.
15. Other: performs some other exceptionally significant research-related activity that is not included in the above items. Describe the nature of the activity, including its scope and impact.

NOTE:

1. Publication of an authored scholarly book, edition, book-length translation with scholarly introduction and/or substantial critical apparatus, or book-length creative work with a peer-reviewed scholarly or creative press with a national and/or international distribution and

reputation shall automatically result in the awarding of an Outstanding for the year in which the publication appears in print or as a digital resource.

2. “Book” may be interpreted as any major project that undergoes professional review, in particular scholarly works but also textbooks (textbooks must include substantial original content); independently evaluated scholarly websites; other significant nonfiction studies; novels; book-length collections of short fiction, literary nonfiction, poems, or articles.
3. A peer-reviewed publication is one that has been blind peer-reviewed.
4. All publications will be considered when in press or when published (but not both).
6. Co-authored works will be evaluated on a case-by-case basis with the MLL author expected to provide a clear and definitive description of his or her contribution to the work.

SERVICE

Faculty members in Modern Languages and Literatures perform service at the highest level to all areas of the discipline, the university, and the global community. Service activities related to our role as educators are undertaken in a variety of venues and at a range of levels, including but not limited to department, college, university, the profession and/or community. All faculty are expected to engage in service, **as appropriate to the faculty member’s rank and expertise, and in accordance with the allocation of effort on each faculty member’s Assignment of Duties form for the year.**

It is understood that there is variation in the proportion of effort assigned to service and in service opportunities available faculty of different ranks and in different categories. **Faculty, especially Instructors and Lecturers, are encouraged to use the “other” category to be sure that their efforts are recognized appropriately.**

In reporting on service activities, faculty should include substantiating information in the narrative, such as: was this department/college/university-level service? What was the nature of the activity? Were there any exceptional aspects of the activity that should be noted (unusual number of hours devoted or people impacted, for example)? For service to the profession or the community—was it local/regional/international in scope, and what was the context? Are there any exceptional or long-term outcomes associated with the service activity?

Unsatisfactory

Three possible scenarios will result in a rating of Unsatisfactory: failure to engage in service activity; or failure to meet the minimum conditions of an improvement plan resulting from a Conditional rating in a

prior year; or exceptionally deficient performance in one's service-related duties for the year.

Conditional

A Conditional rating will automatically result if a faculty member does not meet the criteria for Satisfactory. Written instructions for improvement will be provided by the chair or designee after the annual evaluation.

Satisfactory

1. attends all faculty and committee meetings
2. serves on a department or program-level committee, work group, or project team
3. advises students if assigned
4. attends at least one graduation per year (tenured/tenure-track only)

Above Satisfactory

In addition to meeting the above criteria for Satisfactory, faculty who engage in at least two of the activities such as those listed below may become eligible for a rating of Above Satisfactory, with the inclusion of the clear scope and impact of the activity in the narrative. Examples include but are not limited to:

Service to the Department

1. Serves on a second department committee, work group, or project team. Explain the nature and scope of the activity, including approximate amount of time spent.
2. Organizes a public lecture at UCF by a distinguished scholar in his/her field from outside UCF.
3. Serves as a designated faculty mentor to a more junior faculty member.
4. Observes teaching faculty as an invited classroom evaluator as requested by the faculty member or as needed by the Chair, coordinator of a program, or their designees.
5. Provides evidence of advising activity beyond assigned duties.
6. Takes a lead role in efforts related to outreach, recruitment, alumni engagement, and improving student retention.
7. Attends at least one graduation per year (counts as Above Satisfactory for Instructor/Lecturers only)

Service to the College

8. Serves on a CAH committee.
9. Serves in a non-committee role at the college level, or acts as liaison between the department and college related to a CAH initiative.

Service to the University

10. Serves on the Faculty Senate.
11. Serves as advisor for a student organization.
12. Serves on a University-level committee.

Service to the Profession

13. Serves as an officer or board member for a local, regional, or state-level professional organization relating to the field.
14. Evaluates an article manuscript for a professional journal or assesses a book for publication for an academic/scholarly press.
15. Serves as a chairperson for, or a discussant on, a panel at a state, regional, national or international professional meeting.
16. Organizes a seminar, workshop or panel at a professional conference.
17. Serves on a professional advisory board or an editorial board.

Service to the Community/Community Engagement

18. Gives a public lecture in his/her field to a local or regional group or organization, or public, private or charter school.
19. Consults with a public, private, or charter school to improve language education.
20. Provides an interview on a subject related to his/her profession to a local or national media outlet.
21. Other service activities that enhance UCF's presence in the greater community.

Other

Performs other significant service-related activity that is not included in the above items. Describe the nature of the activity, including its scope and impact.

Outstanding

In addition to meeting the above criteria for Satisfactory, faculty who engage in at least one activity with impact commensurate with that of activities such as those listed below may become eligible for a rating of Outstanding, with the inclusion of the clear scope and impact of the activity in the narrative.

Examples include but are not limited to:

Service to the Department

1. Chairs a department standing committee or search committee.
2. Coordinates a degree, minor, or certificate program.

Service to the College and University

3. Chairs a CAH committee.
4. Chairs a University-level committee and/or subcommittee.
5. Serves in a significant non-committee role at the university level, or acts as liaison between the department and university.
6. Earns a CAH or UCF Excellence in Service award.

Service to the Profession

7. Serves as an officer or board member for a national or international professional organization relating to the field.
8. Is lead organizer of a national or international professional conference.

Other

Performs some other exceptionally significant service-related activity that is not included in the above items. Describe the nature of the activity, including its scope and impact.

OTHER ASSIGNED DUTIES

Faculty with duties in this category will be evaluated based on the agreed-upon terms of those duties for the period under review.