

DEPARTMENT OF WRITING AND RHETORIC 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 Writing and Rhetoric Department will evaluate the performance of each faculty member annually and assign a rating of Outstanding, Above Satisfactory, Satisfactory, Conditional, or Unsatisfactory.

- **Unsatisfactory** indicates substandard performance for two or more consecutive evaluations or in relation to written instructions for improvement from chair or designee.
- **Conditional** indicates substandard performance and will result in written instructions for improvement from 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 profession and adherence to the highest standards.

The overall annual evaluation level for tenure-line 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

Note: A minimum satisfactory evaluation is required in each area of assignment for which at least

5% of annual FTE is assigned in order to receive an above satisfactory or outstanding overall evaluation. If a faculty member receives a less than satisfactory evaluation in any area of assignment for which at least 5% FTE is assigned in two consecutive annual evaluations, he/she cannot receive a rating above conditional for the overall evaluation.

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% (unless special arrangements are made with the Chair) 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.

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.

Faculty who wish to emphasize research productivity may request in writing 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 member 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%.)

Generally, 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. Generally, 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 Writing and Rhetoric is committed to excellence in teaching and maintaining the highest standards of the profession. The criteria that follow set minimum standards for satisfactory performance as well as for criteria for assessing contributions to the department's teaching mission that merit above satisfactory or outstanding evaluations. Note: Items in the list of criteria for Above

Satisfactory performance can only be counted once in an evaluation cycle unless additional credit is approved by the Chair.

Unsatisfactory

Failure to meet the minimum conditions for satisfactory performance for two or more consecutive evaluations or in relation to written instructions for improvement from chair or designee

Conditional

Failure to meet the minimum conditions for satisfactory performance and will result in written instructions for improvement from chair or designee

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 or has an appropriate presence in on-line courses or components thereof
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. 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 (Note: those who have observation of teaching staff and conducting workshops as part of their administrative assignments for other duties may not count those activities for teaching as well):

1. Has student evaluations in more than half of courses above the department or college mean. This standard will be measured by a comparison of the Overall Assessment of Instructor category for excellent and very good.
2. Teaches a graduate course in which the Overall Assessment of Instructor rating for excellent and very good is at or above department and college averages.
3. Supervises (as chair or co-chair) a completed MA thesis or Ph.D. dissertation.
4. Supervises (as chair or co-chair) a second completed Ph.D. dissertation or a second completed MA thesis
5. Supervises (as chair or co-chair) a Ph.D. student who successfully completes comprehensive examinations to advance to candidacy
6. Supervises (as chair or co-chair) a second Ph.D. student who successfully completes comprehensive examinations to advance to candidacy
7. Supervises (as chair or co-chair) a completed Honors in the Major thesis

8. Serves as a committee member for one completed Honors in the Major, M.A., M.F.A. or Ph.D. thesis or dissertation
9. Serves as a committee member for two additional completed theses and/or dissertations
10. Offers independent study courses or supervises an internship that totals at least two hours of semester credit (documentation must be provided)
11. Teaches four or more different courses (different preparations include different delivery modes—"M" "W") in the annual evaluation period (excluding courses taught in summer term)
12. Teaches a new preparation (includes a course taught for the first time, a course taught in a new mode of delivery, or a new topic in a special topics course)
13. Performs some other noteworthy teaching activity that is not included in other items. Faculty must provide documentation of such noteworthy teaching activity, and such activities must be approved by the chair or his/her designee
14. Creates and delivers a new service learning component or approach (consisting of at least one major assignment) within a course; course must be officially designated as a university service learning course or recognized by the chair as meeting the university service learning guidelines
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. Teaches an Honors seminar or section of Honors composition in which the Overall Assessment of Instructor rating for excellent and very good are at or above department and college averages
17. Creates teaching materials and shares them with other faculty as vetted by the chair, the director of Writing Outreach Programs, the director of Degree Programs, or their designees (e.g. creates new course material in an FCTL workshop or shares the shell for an M or W course with another faculty member and serves as a mentor for that faculty member).
18. Observes teaching staff as an invited classroom evaluator at the request of the chair, director of Writing Outreach Programs, director of Degree Programs, or their designees.
19. Mentors new teaching staff: shares ideas, assignments, best practices, and syllabi with new faculty and GTAs (as needed by the director of Writing Outreach Programs, the director of Degree Programs, or their designees)
20. Receives a university grant awarded for developing teaching materials (e.g. FCTL, Information Fluency)
21. Conducts a workshop outside the department for a university or national organization (e.g. FCTL presentation or CCCC pre- or post-convention workshop)
22. Completes a faculty development institute sponsored by the UCF Faculty Center for Teaching and Learning or an equivalent workshop conducted by a professionally recognized organization (Note: the same FCTL workshop cannot be used in item #16 or item #20)
23. Participates in required teaching orientations and at least two workshops related to the teaching of writing and rhetoric
24. Mentors a student who successfully publishes or publicly presents writing originally produced in his/her own writing class

25. Creates a substantive teaching portfolio in conjunction with a workshop (must submit documentation from the workshop organizer that an acceptable portfolio was completed)

Outstanding

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

1. Fulfills 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

Research in the Department of Writing and Rhetoric is understood to include a wide variety of methods and genres for publication, including but not limited to historical or theoretical research, studies of classroom pedagogy, assessment of writing pedagogies and programs, rhetorical analysis of traditional and new media genres, linguistic analyses, and other creative and narrative genres. Note that the Department’s Promotion and Tenure Guidelines require sustained record of peer reviewed publications for tenure and/or promotion. Because of the nature of the field, the Scholarship of Teaching and Learning is particularly relevant, as are pedagogical publications and assessment projects that result in significant contributions to the discipline as demonstrated through peer-reviewed publications, conference presentations, and invited lectures and workshops. Collaborative authorship is recognized as an established and valued practice for scholarship in writing and rhetoric.

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, in some situations the chair may 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 non-publishing, 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 (in some cases, this could include editing a special issue of major journal).

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 designation 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 at least 30% of their assignment devoted to research must demonstrate evidence of sustained work pertinent to their fields of expertise as part of their research effort.

Special Cases

Significant credit for a peer-reviewed book published by an academic press could be counted 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 no credit has been awarded prior to the year of publication, credit can be given for up to two additional years after the year of publication (Note: Typically in the second or third year of credit, additional scholarly productivity would be expected for an Outstanding evaluation). In addition, faculty may receive credit in more than one year for substantial external grants that include multi-year funding.

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 for two or more consecutive evaluations or in relation to written instructions for improvement from chair or designee

Conditional

Failure to meet the minimum conditions for satisfactory performance and will result in written instructions for improvement from chair or designee

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. Fulfills two of the following in any combination: Presents one paper at a national/international conference, presents a second paper at a national/international conference, publishes a substantial book review in a reputable journal, publishes a short piece in a conference proceeding, receives at least a revise-resubmit response from an submission to a peer-reviewed journal or other prestigious venue, receives a grant for research, presents a keynote address at a national or international conference, and submits a proposal for grant funding from an external source
2. Publishes an article of at least 5,000 words in a non-peer-reviewed journal or a non-peer reviewed collection or publishes an article in a peer-reviewed conference proceedings
3. Publishes an interview (2,500 words or more) with a prominent author in a peer-reviewed journal
4. Is awarded an internal grant for research (typically \$500 or more).

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. Sustained work on a book, of which the quantity and quality of the writing can be documented by samples, a contract, option, or other demonstration that the project is likely to be published by a scholarly or creative press with national distribution and reputation (Note: This item can count no more than twice over a four-year period)
2. Publishes an article, creative or scholarly, in a peer-reviewed journal or a book chapter in a peer-reviewed volume
3. Publishes a short story or other creative piece (typically 2,500 words or more) in a prestigious national venue
4. Publishes an edited collection that does not include substantial original material
5. Edits a publication of a special issue of a major national/international journal
6. Wins a research award from a national/international organization relevant to the field for an article-length publication
7. Is awarded an external grant for research (typically \$1,000 or more)

Outstanding

The faculty member will receive a rating of “Outstanding” if the faculty member meets one of the standards for Above Satisfactory and one other standard for Above Satisfactory or Satisfactory performance with at least one of them an actual publication; or if the faculty member meets one of the following standards:

1. Publishes 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 (textbooks must include substantial original content), independently evaluated scholarly websites, or other significant nonfiction studies; novels; book-length collections of short fiction, literary nonfiction, poems, or articles; or other recognized achievement
2. Publishes 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. Publishes 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 or SoTL Award
 5. Wins a CAH or UCF award for research excellence
 6. Is awarded two or more external grants or one very large or prestigious grant as defined by standards in one's specialty
 7. Is awarded an external grant along with at least one peer-reviewed publication and one national conference presentation, or the equivalent
 8. Presents- 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.
 9. Wins a research award from a national/international organization relevant to the field for a book-length publication

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 example when on 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 are expected to participate when a colleagues applies for promotion to professor. 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.

Standards for tenure-line faculty to achieve a rating of satisfactory, above satisfactory or

outstanding in service for the annual faculty evaluation follow. 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 and will develop special standards for evaluating this "other" duty.

Unsatisfactory

Failure to meet the minimum conditions for satisfactory performance for two or more consecutive evaluations or in relation to written instructions for improvement from chair or designee

Conditional

Failure to meet the minimum conditions for satisfactory performance and will result in written instructions for improvement from chair or designee

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 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 (Curriculum Committee, Composition Committee, Outreach Committee, Department Council, and their sub-committees)
2. Chairs or serves on a department or UCF standing or ad hoc (e.g. search) committee or subcommittee
3. Advises or provides other substantial service to a student organization
4. Serves on a CAH committee (for example, Promotion and Tenure, TIP Criteria, TIP Selection, RIA Selection, Sabbatical, Curriculum, Dean's Advisory Council)

UNIVERSITY OF CENTRAL FLORIDA
DEPARTMENT OF WRITING AND RHETORIC

Guidelines for Annual Evaluation of Tenure-Line and Instructor Faculty Department Members—
Approved by Faculty Relations on 5/7/2012 for first use in the 2012-2013 year

5. Serves on a university committee (for example, Promotion and Tenure, Curriculum, SoTL Selection)
6. Serves on Faculty Senate
7. Serves on a second department, CAH, university, or Faculty Senate committee.
8. Serves as officer, board member or in some other major role for an organization related to UCF
9. Gives a public lecture to a local or regional group or organization
10. Gives a talk to a public, private, or charter school relevant to the teaching of writing and rhetoric
11. Participates in contest judging for the department, the university, a state or national organization, or public, private, or charter school related to the teaching of writing and rhetoric
12. Consults with a public, private, or charter school to improve English education
13. Organizes a program for K-12 schools in the community
14. Serves as an officer for a local, regional, state, national or international professional organization
15. Contributes significantly in some other way to a local, regional, state, national or international professional organization (serves on an awards committee, for example)
16. Evaluates a manuscript for a professional journal or assesses a book for publication for a press
17. Serves as a manuscript review coordinator for a professional journal
18. 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)
19. Serves as a chairperson for, or a moderator on, a panel at a state, regional, national or international professional meeting
20. Provides an interview on a subject pertaining to writing and rhetoric studies to a local or national media outlet
21. Organizes a public lecture at UCF by a distinguished lecturer from outside the university
22. Organizes a professional conference, seminar, or leads a workshop
23. Serves on an advisory professional board or an editorial board
24. Receives externally funded grants to benefit the university, college, and department concerning a service-related issue
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 as an external tenure and/or promotion reviewer for another institution.
28. Facilitates or co-facilitates a Department of Writing and Rhetoric Reading Group
29. Serves in a role not listed that the chair designates as fulfilling service to the department
30. Edits a department-supported publication (e.g., *Stylus*)

For an Above Satisfactory Rating

The faculty member will receive a rating of "Above Satisfactory" if the faculty member meets four (4) of the preceding standards for satisfactory evaluation.

For an Outstanding Rating

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

Special Cases

Items in the service lists may not be double counted within a single evaluation cycle unless the Chair chooses to give additional credit due to an above average or extraordinary amount of time or effort (e.g., Chair asks a faculty member to chair two standing committees or work on a single assignment is far above average).

IV. OTHER ASSIGNMENTS

By their nature “other” assignments are individual and cannot be evaluated by a single set of criteria. To aid in the definition and evaluations of these assignments, a job description will be prepared for each assignment specifying both regular duties (those that recur each semester or year) and special initiatives (which might be internal to the unit or external). For those with “other” assignments outside of the department, the chair will arrange for feedback from the immediate supervisor to evaluate that portion of the faculty member’s FTE. Note: These procedures do not apply to any percentage of a faculty member’s assigned FTE that is designated as unevaluated under the collective bargaining agreement.

Distinguishing “Other” Activities from Teaching and Service Activities

“Other” assignments may include teaching, research, or service activities that are similar to those usually counted for teaching, research or service assignments. Therefore, unless there is a prior agreement with the chair, for those with “other” assignments, any pedagogical activities related directly to classroom teaching will be reported and counted as part of the teaching FTE. Pedagogical activities related to the duties described in the job description for the “other” assignment will be reported and counted as part of the “other assignment. The same principle applies for service activities.

Evaluation Standards

Because of the individual nature of “other” assignment, no single set of specific criteria can be developed. However, the following principles guide such evaluations:

1. Expectations for performance will vary according to the percentage of FTE assigned for “other” duties; that is, those with higher FTE percentages assigned to “other” duties will be expected to perform more work than those with lower FTE percentages assigned to “other” duties.
2. For a satisfactory evaluation of an “other” assignment, the faculty members must meet the basic obligations listed in the job description. As much as possible, the threshold for satisfactory performance should be similar to that for teaching or service duties, including such things as meeting deadlines, following university policies, timely response to student and other inquiries, and the timely completion of tasks assigned by one’s immediate supervisor.

3. Evaluations above satisfactory require performance beyond the threshold for satisfactory performance such as innovation in regard to regular duties and completion of special initiatives important to the assignment.

PART II

Standards and Ratings for Instructors and Visiting Instructors

The chair of the Writing and Rhetoric 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 for two or more consecutive evaluations or in relation to written instructions for improvement from chair or designee.
- **Conditional** indicates substandard performance and will result in written instructions for improvement from 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 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

Note: A minimum satisfactory evaluation is required in each area of assignment for which at least 5% of annual FTE is assigned in order to receive an above satisfactory or outstanding overall evaluation. If a faculty member receives a less than satisfactory evaluation in any area of assignment for which at least 5% FTE is assigned in two consecutive annual evaluations, he/she cannot receive a rating above conditional for the overall evaluation.

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 Writing and Rhetoric is committed to excellence in teaching and maintaining the highest standards of the profession. The criteria that follow set minimum standards for satisfactory performance as well as criteria for assessing contributions to the department's teaching mission that merit above satisfactory or outstanding evaluations

Unsatisfactory

Failure to meet the minimum conditions for satisfactory performance for two or more consecutive evaluations or in relation to written instructions for improvement from chair or designee

Conditional

Failure to meet the minimum conditions for satisfactory performance and will result in written instructions for improvement from chair or designee

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 or has an appropriate presence in on-line courses or components thereof
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. 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 (Note: those who have observation of teaching staff and conducting workshops as part of their administrative assignments for “other” duties may not count those activities for teaching as well):

1. Has student evaluations in a majority of courses above the department or college mean. This standard will be measured by a comparison of the Overall Assessment of Instructor category for excellent and very good.
2. Provides independent study courses or supervises an internship that totals at least two hours of semester credit (documentation of the work completed with students must be provided)
3. Teaches three or more different courses (different preparations include different delivery modes—“M” “W”) in the annual evaluation period (excluding courses taught in summer term)
4. Teaches a new preparation (includes a course taught for the first time, a course taught in a new mode of delivery, or a new topic in a special topics course)
5. Performs some other noteworthy teaching activity that is not included in other items. Faculty must provide documentation of such noteworthy activity, and such activities must be approved by the chair or his/her designee.
6. Creates and delivers a new service learning component or approach (consisting of at least one major assignment) within a course; course must be officially designated as a university service learning course or recognized by the chair as meeting the university service learning guidelines
7. Participates in required orientations and at least two workshops related to the teaching of writing and rhetoric
8. Creates teaching materials shared with other faculty as vetted by the chair, the director of Writing Outreach Programs, the director of Degree Programs, or their designees (e.g. creates new course material in an FCTL workshop or shares the shell for an M or W course with another faculty member and serves as a mentor for that faculty member).
9. Observes teaching staff as an invited classroom evaluator as needed by the chair, director of Writing Outreach Programs, director of Degree Programs, or their designees.
10. Mentors new teaching staff: shares ideas, assignments, best practices, and syllabi with new faculty and GTAs as needed by the director of Writing Outreach Programs, director of Degree Programs, or their designees.
11. Presents a national/international or other prestigious conference paper related to teaching or subjects taught (applies only for those without a research assignment).

12. Completes a faculty development institute sponsored by the UCF Faculty Center for Teaching and Learning or an equivalent workshop conducted by a professionally recognized organization (Note: the same FCTL workshop cannot be used in item #7 or item #13)
13. Receives a university grant awarded for developing teaching materials (e.g., FCTL, Information Fluency)
14. Conducts a peer-reviewed workshop related to the teaching and learning of writing and rhetoric or conducts a similar invited workshop at another university
15. Mentoring a student who successfully publishes or publicly presents writing originally produced in his/her own writing class
16. Serves as a member of a completed Honors in the Major thesis committee
17. Serves as a member of two additional completed Honors in the Major thesis committees
18. Creates a substantive teaching portfolio in conjunction with a workshop (must submit documentation from the workshop organizer that an acceptable portfolio was completed)
19. Teaches a graduate course in which the Overall Assessment of Instructor rating for excellent and very good are at or above department and college averages (only available for those with terminal degrees)
20. Develops and teaches an Honors interdisciplinary seminar in which the Overall Assessment of Instructor rating for excellent and very good are at or above department and college averages

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.)
5. Publishes a peer-reviewed or other significant pedagogical article (Note: this criterion applies only to those without assignment of FTE for research.)
6. Receives a significant external grant related to the faculty member's university teaching

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.

Standards for instructors and visiting instructors to achieve a rating of "Satisfactory," "Above Satisfactory," or "Outstanding" in service for the annual faculty evaluation follow. 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.

Unsatisfactory

Failure to meet the minimum conditions for satisfactory performance for two or more consecutive evaluations or 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 standing or ad hoc committee (Curriculum Committee, Composition Committee, Outreach Committee, Department Council, Search Committee, and their sub-committees)
2. Advises or provides other substantial service to a student organization
3. Serves on a CAH committee
4. Serves on a university committee
5. Serves on Faculty Senate
6. Serves on a second department, CAH, university, or Faculty Senate committee.
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 the department, the university, a state or national organization, or public, private, or charter school that is related to the teaching of writing and rhetoric
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
16. Serves as a manuscript review coordinator for a professional journal
17. Serves as a chairperson, moderator, or participant on a panel at a state, regional, national or international professional meeting
18. Provides an interview on a subject pertaining to writing and rhetoric studies to a local or national media outlet
19. Organizes a public lecture at UCF by a distinguished lecturer from outside the university
20. Organizes a professional conference, seminar, or conducts a workshop for a state, regional, national or international professional organization
21. Serves on an advisory professional board or an editorial board
22. Receives an externally funded grant that benefits the university, college, or department in support of a service-related issue
23. Leads a workshop related to the teaching of writing and rhetoric (e.g., FCTL workshop)
24. Serve as faculty liaison to a university entity (e.g., library acquisitions)
25. Writes a successful application for the purchase of equipment needed for UCF classrooms
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.
29. Edits a department-supported publication (e.g., *Stylus*)
30. Facilitates or co-facilitates a Department of Writing and Rhetoric Reading Group

For an Above Satisfactory Rating

The faculty member will receive a rating of "Above Satisfactory" if the faculty member meets four (4) of the preceding standards for satisfactory evaluation.

For an Outstanding Rating

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

IV. OTHER ASSIGNMENTS

By their nature "other" assignments are individual and cannot be evaluated by a single set of criteria. To aid in the definition and evaluations of these assignments, a job description will be prepared for each assignment specifying both regular duties (those that recur each semester or year) and special initiatives (which might be internal to the unit or external). For those with "other" assignments outside of the department, the chair will arrange for feedback from the immediate supervisor to evaluate that portion of the faculty member's FTE. Note: These procedures do not apply to any percentage of a faculty member's assigned FTE that is designated as unevaluated under the collective bargaining agreement.

Distinguishing “Other” Activities from Teaching and Service Activities

“Other” assignments may include teaching or service activities that are similar to those usually counted for teaching or service assignments. Therefore, unless there is a prior agreement with the chair, for those with “other” assignments, any pedagogical activities related directly to classroom teaching will be reported and counted as part of the teaching FTE. Pedagogical activities related to the duties described in the job description for the “other” assignment will be reported and counted as part of the “other assignment. The same principle applies for service activities.

Evaluation Standards

Because of the individual nature of “other” assignment, no single set of specific criteria can be developed. However, the following principles guide such evaluations:

1. Expectations for performance will vary according to the percentage of FTE assigned for “other” duties; that is, those with higher FTE percentages assigned to “other” duties will be expected to perform more work than those with lower FTE percentages assigned to “other” duties.
2. For a satisfactory evaluation of an “other” assignment, the faculty members must meet the basic obligations listed in the job description. As much as possible, the threshold for satisfactory performance should be similar to that for teaching or service duties, including such things as meeting deadlines, following university policies, timely response to student and other inquiries, and the timely completion of tasks assigned by one’s immediate supervisor.
3. Evaluations above satisfactory require performance beyond the threshold for satisfactory performance such as innovation in regard to regular duties and completion of special initiatives important to the assignment.

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 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.collectivebargaining.ucf.edu). Note: However, the two processes cannot be pursued simultaneously. If a faculty member chooses to pursue the departmental appeal procedure, a grievance may not be filed until the departmental process is complete. The departmental 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:

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.

The appellate must supply the following documents:

1. The Writing and Rhetoric department's annual evaluation guidelines
2. The faculty member's Chair's Annual Evaluation [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.]

3. The faculty member's Faculty Annual Report
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; 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 Writing and Rhetoric 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.