

Annual Review Guidelines
Criteria for Evaluation – TEACHING ACTIVITY

As a department, we believe that teaching is one of our primary responsibilities. We also recognize that excellent teaching comes in a variety of forms and that its excellence can be demonstrated in a number of ways. In presenting the following expectations, we acknowledge and allow for diverse pedagogical practices and methods of instruction.

The guidelines below do not represent a comprehensive list of activities for exceeding or far exceeding expectations; rather, the items listed represent the most common benchmarks for earning these scores and are designed to clarify expectations for annual review evaluations. If faculty members perform activities not listed below or perform quantitatively more of any given activity, they should share that information with the Personnel Committee so proper credit can be awarded.

Faculty members who complete actions that are repeatable (e.g. directing a dissertation, receiving a grant for course redesign, etc.) earn credit for each instance.

The Personnel Committee should consider quality of performance when assessing activities.

FAR EXCEEDS EXPECTATIONS

A.1. Receive an award for teaching given by the university or a professional organization in addition to satisfying criteria for Category C

or

A.2. Satisfy five or more criteria from category B in addition to satisfying criteria for Category C.

EXCEEDS EXPECTATIONS

B: Satisfy four of the following in addition to satisfying criteria for Category C:

1. Provide evidence of superior course evaluations with respect to qualitative comments or quantitative scores
2. Provide evidence of extraordinary individual attention to students through conferencing, mentoring, or commentary on assignments
3. Demonstrate success of students in endeavors in which the faculty member plays a substantial role (e.g., admission to graduate school, success on the job market, winning prizes, presenting at conferences, or publishing)
4. Redesign or introduce new curriculum to enhance student learning (e.g., service-learning, digital literacies, etc.) and provide evidence of successful contributions to learning outcomes
5. Propose new courses or course modifications that directly meet the needs of undergraduate or graduate students, or teach one or more new course preparations
6. Demonstrate innovation through a willingness to take on new preparations or by varying reading lists, assignments, and examinations; or by introducing and using appropriate technology effectively
7. Demonstrate dedication to teaching by directing an undergraduate thesis or an independent study
8. Direct a graduate thesis or dissertation
9. Demonstrate commitment to excellence in teaching through organization and instruction of faculty development seminars that include faculty, graduate students, and/or adjunct faculty
10. Apply for and/or secure an internal or external grant for activities related to pedagogy or course development
11. Regularly teach the following GEC courses: 100E, 101, 102, 200, 201, 202, 203, exclusive of Honors sections, at least two courses per year excluding summer semesters
12. Effectively teach more than the standard number of courses for a faculty member in English
13. Participate in professional development opportunities such as the service-learning or OFP seminar

~~... regularly teach the following GEC courses: 1001, 1011, 1021, 2001, 2011, 2021, 2031, EXCLUDING OR~~

Honors sections, at least two courses per year excluding summer semesters

12. Effectively teach more than the standard number of courses for a faculty member in English

13. Participate in professional development opportunities such as the service-learning or QEP seminar

MEETS EXPECTATIONS

C: Satisfy all of the following:

1. Teach the full complement of courses **appropriate to one's faculty situation** and help ensure that the department is able to offer its full range of courses by accepting teaching assignments, which may include courses the faculty member does not ordinarily teach and, in some necessary cases, does not want to teach
2. During the first week of the term, provide classes with a detailed syllabus that includes reading and writing assignments, attendance policy, methods of assessment, and other information required by the Faculty Handbook
3. Meet classes regularly. When the instructor must miss a class due to illness or travel out of town, s/he should make provisions for the class in advance if possible and notify the department office to cancel the class when advance notice is impossible
4. Hold at least one office hour per class per week
5. Require the defined writing assignments when teaching courses designated as "writing intensive"; 400-level literature courses should, during regular fall and spring terms, include a research paper of substantial length. Copies of student papers submitted for GEC courses, ENG 340, and 400-level courses should be submitted for programmatic assessment
6. Respond to student work thoroughly so that students may learn from the exercise and improve for the next. Written assignments and exams should be returned to students as soon as possible
7. Submit course grades by the final deadline for doing so
8. Demonstrate teaching effectiveness through student course evaluations or through a combination of student evaluations and other evidence indicating the quality of teaching.

BENEATH EXPECTATIONS

D: Not meeting any one criterion from Category C

UNSATISFACTORY

E: Not meeting more than one of the criteria for Category C.

Annual Review Guidelines Criteria for Evaluation – RESEARCH ACTIVITY

The department of English is a research-oriented, doctoral-granting department that expects scholarly or creative productivity from all faculty members, except those (such as Instructors) whose professional role clearly, and by agreement, does not require such activity. Our expectation is for a continued or sustained record of research relative to the discipline of English or the faculty member's professional specialty. Faculty members who have been on sabbatical leave should demonstrate significant progress on the project for which they were given leave.

The guidelines below do not represent a comprehensive list of activities for meeting, exceeding, or far exceeding expectations; rather, the items listed represent the most common benchmarks for earning these scores and are designed to clarify expectations for annual review evaluations. If faculty members perform activities not listed below or perform quantitatively more of any given activity, they should share that information with the Personnel Committee so proper credit can be awarded.

Faculty members who complete actions that are repeatable (e.g. publishing an article, presenting a conference paper, etc.) earn credit for each instance.

The Personnel Committee should consider quality of performance when assessing activities. FAR EXCEEDS EXPECTATIONS

A.1. Satisfy at least one of the following:

1. Publish a peer-reviewed scholarly book with a university press or selective commercial press

A.1. Satisfy at least one of the following:

1. Publish a peer-reviewed scholarly book with a university press or selective commercial press
2. Sign a contract for a peer-reviewed scholarly book with a university press or selective commercial press
3. Publish a full-length book of fiction, creative non-fiction, or poetry with a university press or selective commercial press
4. Sign a contract for a full-length book of fiction, creative non-fiction, or poetry with a university press or selective commercial press
5. Receive a national or international award for research or creative activity

or

A.2. Satisfy two or more criteria from category B1.

EXCEEDS EXPECTATIONS

B.1. Satisfy one of the following:

1. Receive a national or international grant for research or creative activity
2. Publish a peer-reviewed article in an especially prestigious journal, magazine, or collection
3. Give an invited address at a national scholarly or creative symposium or conference
4. Publish 2 short stories or creative essays or 6 poems in significant print journals, magazines, or anthologies
5. Publish a chapbook or less than full-length book of creative work with a university press or selective commercial press

6. Publish creative work in especially prestigious print journals or magazines in genre
7. Edit and publish an anthology or scholarly edition a university press or selective commercial press

or

B.2. Satisfy two or more items from category C1.

MEETS EXPECTATIONS

C.1. Satisfy one of the following:

1. Publish a peer-reviewed scholarly article of standard length (10+ manuscript pages) in a print or online journal or a book chapter of standard length (10+ manuscript pages)
2. Receive an external grant for research or creative activity
3. Publish a short story or creative essay or 3 poems in print journals, magazines, or anthologies
4. Publish a book-length publication with a press that lacks a selective or rigorous review process

or

C.2. Satisfy any two instances of the following secondary criteria:

1. Compose and submit a scholarly article or book chapter for publication
2. Submit a complete book manuscript to a press by request
3. Draft two chapters of a book-length project or making demonstrable progress on an edited book collection or scholarly edition
4. Make a conference presentation
5. Publish a short article (<10 manuscript pages)
6. Publish a review
7. Publish an encyclopedia entry or reference article
8. Have a previously published peer-reviewed article or book chapter or creative piece reprinted in different venue
9. Receive an internal grant for research or creative activity
10. Publish a short story, creative essay, or 3 poems in an online literary journal

different venue

9. Receive an internal grant for research or creative activity
10. Publish a short story, creative essay, or 3 poems in an online literary journal
11. Submit a short story, creative essay, or 3 poems for publication in print journals, magazines, or anthologies
12. Serve as staff or writer-in-residence at a writers conference
13. Give a reading from original creative work
14. Publish a translated story, essay, or poem, as translator or original author
15. Apply for a national grant with an extensive application process.

BENEATH EXPECTATIONS

D. Satisfy only one criterion from Category C2.

UNSATISFACTORY

E. Not meeting the criteria for Category D.

Annual Review Guidelines Criteria for Evaluation – SERVICE ACTIVITY

As part of the responsibilities of full-time faculty membership, all individuals are expected to make demonstrable service contributions to the department, the university, the community, and the profession.

The guidelines below do not represent a comprehensive list of activities for exceeding or far exceeding expectations (or for C6); rather, the items listed represent the most common benchmarks for earning these scores and are designed to clarify expectations for annual review evaluations. If faculty members perform activities not listed below or perform quantitatively more of any given activity, they should share that information with the Personnel Committee so proper credit can be awarded.

Faculty members who complete actions that are repeatable (e.g. chairing a committee, serving as a reader on a graduate student committee, etc.) earn credit for each instance.

The Personnel Committee should consider quality of performance when assessing activities. FAR EXCEEDS EXPECTATIONS

A.1. Satisfy at least one of the following, in addition to meeting the criteria for Category B:

1. Fulfill effectively an administrative position in the department: Undergraduate Studies Director, Director of the Center for Writers, Licensure Director, Graduate Studies Director, Composition Director, or Gulf Coast Coordinator
2. Chair or hold office in a university-wide faculty governance body (e.g. Faculty Senate President, Vice President or Secretary or Gulf Coast Faculty Council President, Vice President or Secretary)
3. Win a college or university award for service.

or

A.2. Satisfy any five criteria from Category B.

EXCEEDS EXPECTATIONS

B. Satisfy three of the following, in addition to meeting the criteria for category C:

1. Serve on one additional university-wide, college-wide, professional, or discipline-related community committee or initiative
2. Edit or guest-edit a professional journal

1. Serve on one additional university-wide, college-wide, professional, or discipline-related community committee or initiative
2. Edit or guest-edit a professional journal
3. Organize/chair a professional conference or writers' series
4. Serve as faculty advisor to a student group or publication that requires demonstrable time commitment (e.g., Sigma Tau Delta, English Graduate Organization, etc.)
5. Serve as reader on three or more graduate student committees
6. Perform demonstrably more advisement than the typical load
8. Peer review manuscripts for a journal or press
9. Create/chair a departmental committee, initiative, or event
10. Organize and/or facilitate university-wide academic or recurring professional series (e.g., Live Oak Writing Project, Pre-Performance Talk Series, Visiting Writers Series)

11. Perform other administrative service or coordinate an academic initiative (Director of Women's Studies, Basic Writing Coordinator, Job Placement, Etc.)

12. Demonstrably meet and exceed quantitative expectations of Category C.

MEETS EXPECTATIONS

C. Satisfy all of the following:

1. Regularly attend department meetings
2. Actively participate in at least one area/program committee/workgroup (including attending those meetings and completing any tasks the group pursues)
3. Advise the standard number of assigned students during the fall and spring semesters (especially during, but not limited to, advisement weeks)
4. Participate in the graduate assistant and adjunct faculty mentoring program or its equivalent and provide a thorough report
5. Participate in at least one end-of-year Assessment Committee (Undergraduate, Graduate, Gulf Coast, Composition, etc.)
6. Complete any **three activities** from the following:
 - a. Volunteer or agree to serve on one additional committee, whether standing or ad-hoc (e.g., the Undergraduate Curriculum Committee, the Graduate Curriculum Committee, a search committee, etc.), or its equivalent (e.g., the College Awards Committee, judging EGO awards or travel grants, etc.)
 - b. Participate in at least one kind of opportunity for professional service or community outreach: university (e.g., university- or college-wide committees, event-judging, initiatives, Pre-Performance Talk, Issues & Answers, Lunch and Learn), professional (e.g., active membership in organizations, serving as external evaluators for tenure and promotion cases at other institutions), or community (e.g., giving guest lectures for community organizations, workshops for area professionals)
 - c. Attend one graduation ceremony per academic year
 - d. Participate in departmental promotion and recruitment: Summer Previews, Honors Day, Black and Gold Day, the Major/Minor Fair, meeting with prospective and visiting students, Coast Final Registration, etc.
 - e. Participate in department literary or professional events (e.g., present at FGRC, EGO, Sigma Tau Delta, or placement workshop)
 - f. Serve as reader on 1-2 graduate student committees (thesis and/or dissertation)
 - g. Regularly attend the Unit Meetings held by the Associate Dean for the Coast College
 - h. Organize a session/panel at a professional conference or assist with the planning of a professional conference
 - i. Guest lecture in a course or for a community or campus organization
 - j. Actively participate in campus visit activities or interviews for job searches
 - k. Write three or more letters of recommendation for students or colleagues

BENEATH EXPECTATIONS

D. Fail to complete any one of the items listed in Category C1-6.

UNSATISFACTORY

UNSATISFACTORY

E: Fail to complete two or more of the items listed in Category C1-6.