

Department of World Languages Bylaws  
**approved by faculty 05-02-07; approved by UFF and UA 11-06-07**

\_\_\_ Annual Evaluation of Teaching.

1) Evaluation Rating Categories from the UNF/UFF Collective Bargaining Agreement 18.5(a):

Exemplary  
Above Satisfactory  
Satisfactory  
Below Satisfactory  
Unsatisfactory

2) According to the Collective Bargaining Agreement, section 18.6:

“The annual performance evaluations shall be based upon assigned duties, and shall carefully consider the nature of the assignments and quality of the performance in terms, where applicable, of:

(a) **Teaching effectiveness**, including effectiveness in presenting knowledge, information, and ideas by means or methods such as lecture, discussion, assignment and recitation, demonstration, laboratory exercise, practical experience, and direct consultation with students.

(1) The evaluation shall include consideration of effectiveness in presenting knowledge and skills, and effectiveness in stimulating students’ critical thinking and/or creative abilities, the development or revision of curriculum and course structure, and adherence to accepted standards of professional behavior in meeting responsibilities to students. Class size and format shall also be noted and considered in the evaluation.

(2) The evaluator must take into account any relevant materials submitted by the faculty member such as class notes, syllabi, student exams and assignments, a faculty member’s teaching portfolio, results of peer evaluations of teaching, and any other materials relevant to the faculty member’s instructional activities.

(3) Student evaluations are one useful tool for evaluating teaching effectiveness; however, when a faculty member has made additional information available to the evaluator, the evaluation of a faculty member shall not be based solely on student evaluations.

a. The person responsible for completing the faculty member's annual evaluation shall take particular care to consider the factors involved in teaching any course with a small or large enrollment.”

Also according to the Collective Bargaining Agreement, section 18.7, “Department Interpretations/Clarifications of University Criteria for Annual Performance Evaluations.

(a) Judgments regarding the quality of a faculty member’s performance are complex. They cannot be easily reduced to a quantitative formula, nor can the considerations that must be applied in each individual case be completely described in general terms or by numbers alone, separate from necessary qualitative assessments. On the other hand, faculty members being evaluated must have available to them a description of what tangible accomplishments would normally qualify them for the various evaluative ratings categories referenced in 18.5, assuming that the accomplishments are of sufficient quality.”

3) In order to demonstrate effectiveness in presenting knowledge and skills, as well as effectiveness in stimulating students' critical thinking and/or creative abilities, faculty members will provide documentation by means of a **teaching portfolio** as part of the materials to be reviewed for annual evaluation.

It is expected that the faculty member will provide evidence of the accomplishments to justify the rating normally attached to the accomplishments, and it is understood that it is the responsibility of the department chair to make some qualitative assessments.

- a) An appropriate teaching portfolio may include but is not limited to:
- Well-designed syllabi that clearly show student learning outcomes and requirements
  - Exams and quizzes that successfully and fairly measure student learning
  - Assignments that challenge and instruct
  - Sample copies of student work (where appropriate)
  - Study guides composed by the faculty member
  - Evidence of having substantially revised a previously offered course (where appropriate)
  - Chair's assessment of teaching (if applicable)
  - Peer assessments (if applicable)
  - ISQ results (i.e., student evaluations)
  - Optional narrative evaluations administered by the faculty member (must include all if any)
  - Evidence of student activities that relate to the courses taught
- b) Other activities/documents to be included (if applicable):
- Assessment tools
  - Advising tools
  - Development and/or execution of a study abroad program
  - Other relevant documents

4) To be rated **Exemplary** in teaching, the faculty member must provide a portfolio that clearly demonstrates that the faculty member merits the rating.. In addition to the following minimum requirements for effective teaching,

- a) well-designed syllabi that clearly show student learning outcomes and requirements
- b) exams and quizzes that successfully and fairly measure student learning
- c) assignments that challenge and instruct,

the portfolio must provide evidence for a combination of some of the following in order to earn the Exemplary rating:

- 1) courses that are significantly innovative or creative,
- 2) courses that are original in their approach to teaching (e.g., FIGs, Common Boundary, Honors courses, etc.),
- 3) courses that incorporate technology, collaborative learning, active learning or other non-traditional teaching methods into the course,
- 4) recognition of a faculty member's teaching by an internal or external award,
- 5) designing of a teaching workshop,

6) receipt of a teaching-related grant,  
7) extensive curriculum development,  
8) coordination of the department's student learning outcomes assessment process  
9) creation or extensive revision of more than one course,  
11) ISQ scores well above the University mean on a range of questions appropriate to the course.

5) To be rated **Above Satisfactory** in teaching, the faculty member must provide a portfolio that clearly demonstrates that the faculty member merits the rating. In addition to the following minimum requirements for effective teaching,

- a) well-designed syllabi that clearly show student learning outcomes and requirements
- b) exams and quizzes that successfully and fairly measure student learning
- c) assignments that challenge and instruct,

the portfolio must provide evidence for a combination of some of the following in order to earn the Above Satisfactory rating:

- 1) the creation of a new course,
- 2) the extensive revision of an existing course,
- 3) participation in the development or revision of the department's academic programs,
- 4) participation in the department's student learning outcomes assessment process,
- 5) voluntary participation in a teaching workshop,
- 6) ISQ scores above the University mean on a range of questions appropriate to the course.

6) To be rated **Satisfactory** in teaching, the faculty member must provide a portfolio that clearly demonstrates that the faculty member merits the rating by meeting the following minimum requirements for effective teaching of the assigned load,

- a) well-designed syllabi that clearly show student learning outcomes and requirements
- b) exams and quizzes that successfully and fairly measure student learning
- c) assignments that challenge and instruct

Satisfactory teaching may also be indicated by ISQ scores at or near the University mean on a range of questions appropriate to the course.

7) A faculty member will be rated **Below Satisfactory** if the teaching portfolio demonstrates less than effective instruction in the assigned courses that does not meet the minimum requirements for a Satisfactory rating.

Below satisfactory teaching may also be indicated by ISQ scores below the University mean on a range of questions appropriate to the course.

8) A faculty member will receive the rating of **Unsatisfactory** if the teaching portfolio is incomplete and/or does not show any progress in improving the quality of instruction. An unsatisfactory teaching performance may also include: failure to revise courses when necessary, missed classes (without justification), persistent and justified student complaints, erratic classroom behavior, failure to keep minimal office hours, or unprofessional behavior (i.e., that

does not meet the standard set in Section 10.3 of the CBA, Academic Responsibility of Faculty Members, where it applies to teaching).

Unsatisfactory teaching may also be indicated by ISQ scores well below the University mean on a range of questions appropriate to the course.

9) In accordance with the language in the Collective Bargaining Agreement regarding student evaluations quoted above in section 2, it is understood that although lower than average ISQ results can serve as an indication of possible problems with teaching effectiveness, there are many other factors that influence them such as particularly high or low enrollments in a course, difficulty of course material, elective versus required nature of the course, etc. Thus it is also understood that, when writing their annual report, faculty should address such variations in their ISQ results and the department chair should take these factors into consideration when evaluating the faculty.

\_\_\_ Annual Evaluation of Research/ Scholarship/ Creative Activity

1) Evaluation Rating Categories from the UNF/UFF Collective Bargaining Agreement 18.5(a):

Exemplary  
Above Satisfactory  
Satisfactory  
Below Satisfactory  
Unsatisfactory

2) According to the Collective Bargaining Agreement, section 18.7, “Department Interpretations/Clarifications of University Criteria for Annual Performance Evaluations.

(a) Judgments regarding the quality of a faculty member’s performance are complex. They cannot be easily reduced to a quantitative formula, nor can the considerations that must be applied in each individual case be completely described in general terms or by numbers alone, separate from necessary qualitative assessments. On the other hand, faculty members being evaluated must have available to them a description of what tangible accomplishments would normally qualify them for the various evaluative ratings categories referenced in 18.5, assuming that the accomplishments are of sufficient quality.”

3) It is expected that the faculty member will provide evidence of the accomplishments to justify the rating normally attached to the accomplishments, and it is understood that it is the responsibility of the department chair to make some qualitative assessments. It is also understood that the list below may not include all possible research accomplishments. Therefore faculty members may legitimately list accomplishments not included below and receive credit for them as long as reasonable evidence of these accomplishments is presented to justify a particular rating.

4) It is understood that faculty members may publish in the U.S. and/or abroad, and that peer-reviewed journals may appear in paper and/or online.<sup>1</sup>

5) In all cases, to receive a rating of Satisfactory or above, a faculty member shall show evidence of having a research agenda.

6) To receive a rating of “exemplary,” a faculty member will have accomplished one of the following:

a) Publish a book with an academic or an academically-recognized commercial press, “book” being defined as a solely authored volume of original research, a monograph, a co-authored volume of original research, a critical edition and/or translation of a literary/cultural text, an edited volume of essays (as sole or as co-editor), or a language textbook.

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<sup>1</sup> Many respected journals published abroad make their publication decisions through their editorial board alone in a process equivalent to the American journal system of “peer review.” A faculty member who publishes an article in a journal that either is not listed as “peer-reviewed” in the MLA Directory of Periodicals or is not listed at all shall provide evidence of the journal’s decision-making process or other qualitative evidence about the journal as an equivalent of peer review.

- b) Publish a book of creative writing with an academic or an academically-recognized commercial press.
- c) Receive a book prize or other significant professional award or distinction for scholarship/creative activity.
- d) Publish an article in a peer-reviewed academic journal.
- e) Publish a book chapter in an edited volume published by an academic or an otherwise academically-recognized press.
- f) Publish a short story or several poems in an academic or an otherwise academically-recognized outlet (collection, journal, magazine, etc.).
- g) Publish an article in a peer-reviewed conference proceedings journal.
- h) Publish a lengthy review article/essay in a peer-reviewed academic journal.
- i) Deliver an invited plenary or keynote address at a regional, national or international conference or other professional forum.
- j) Receipt of a major external grant, research grant, or fellowship (e.g., NEH fellowship, research Fulbright or similar).
- k) Given the varied nature of encyclopedias produced today, a lengthy encyclopedia article may merit an exemplary rating.

7) To receive a rating of “above satisfactory,” a faculty member will have accomplished one of the following:

- a) Publish a poem in an academic or an otherwise academically-recognized outlet (collection, journal, magazine, etc.).
- b) Submit a substantial piece of scholarship/creative activity to an appropriate publishing outlet (book manuscript, article, book chapter, short story, series of poems).
- c) Deliver a conference paper at a professional meeting.
- d) Publish at least two short book reviews and/or two short encyclopedia articles.
- e) Make substantial progress on a long-term project (e.g., 40+ double-spaced pages of a book manuscript).
- f) Submission of a completed grant proposal (NEH fellowship, research Fulbright or similar).

8) To receive a rating of “satisfactory,” a faculty member will have accomplished one of the following:

- a) Publish a single short book review or a single short encyclopedia article.
- b) Show evidence of substantive work in progress on a long-term project (e.g., fewer than 40 double-spaced pages of a book manuscript).
- c) Show evidence of substantive work in progress on an article of original research.
- d) Show evidence of substantive work in progress on a conference paper
- e) Show evidence of substantive work in progress on a creative work
- f) Show evidence of substantive work in progress on a grant proposal (NEH fellowship, research Fulbright or similar).
- g) Serve as a discussant at a session of a local, national or international conference.
- h) Be chosen to receive a competitive, one-semester full-pay sabbatical from UNF
- i) Receive an internal (UNF) research grant.

9) To receive a rating of “below satisfactory,” a faculty member will have done one or both of the following:

- a) Attend a conference without presenting, organizing, or serving as a discussant
- b) Show evidence of preliminary research and work to produce any of the publications named above.

(Note: These activities are recognized as legitimate scholarly activities and may be preparatory to producing scholarship, but are not sufficient to earn a higher rating.)

10) To receive a rating of “unsatisfactory,” a faculty member will have provided no evidence of any scholarly activity.

#### \_\_\_ Annual Evaluation of Service

1) Evaluation Rating Categories from the UNF/UFF Collective Bargaining Agreement 18.5(a):

- Exemplary
- Above Satisfactory
- Satisfactory
- Below Satisfactory
- Unsatisfactory

2) According to the Collective Bargaining Agreement, sections 18.6 and 18.6(c) and (d): “The annual performance evaluations shall be based upon assigned duties, and shall carefully consider the nature of the assignments and quality of the performance in terms, where applicable, of:

(c) Service both within the University and public service that extends professional or discipline-related contributions to the community; the State, including public schools; and the national and international community.

(1) Public service includes contributions to scholarly and professional conferences and organizations and non-paid positions on boards, agencies, and commissions that are beneficial to such groups.

(2) Participation in the governance processes of the institution means significant service on department, college, and University-wide committees and councils beyond that associated with the expected responsibility to participate in the governance of the institution through participation in regular departmental, college, or University meetings. For the purpose of this Agreement, service as the UFF/UNF President, service on the UFF bargaining team, or service as an official UFF grievance representative shall be deemed “significant service”, as set forth in this subsection, but shall not be otherwise evaluated.

(d) Other assigned University duties, such as advising, counseling, supervision of interns, and academic administration.”

Also according to the Collective Bargaining Agreement, section 18.7, “Department Interpretations/Clarifications of University Criteria for Annual Performance Evaluations.

(a) Judgments regarding the quality of a faculty member's performance are complex. They cannot be easily reduced to a quantitative formula, nor can the considerations that must be applied in each individual case be completely described in general terms or by numbers alone, separate from necessary qualitative assessments. On the other hand, faculty members being evaluated must have available to them a description of what tangible accomplishments would normally qualify them for the various evaluative ratings categories referenced in 18.5, assuming that the accomplishments are of sufficient quality."

3) It is recognized that the list below is not exhaustive of all the many ways in which faculty members perform professional service. Therefore faculty members may legitimately list service activities not included below and receive credit for them as long as reasonable evidence of these accomplishments is presented. Not all activities listed in a particular section below represent an equal amount of effort, nor is the simple listing of an activity on the faculty member's annual report sufficient to explain the effort expended by the faculty member. Thus it is expected that the faculty member will provide evidence of the activities to justify the rating normally attached to the combination of activities, and it is understood that it is the responsibility of the department chair to make some qualitative assessments.

4) To receive a rating of "exemplary," a tenure-line faculty member will normally have accomplished three or more of the following, and an instructor two or more of the following, in addition to the expected norm of "participation in regular departmental, college, or University meetings." To receive a rating of "above satisfactory," a tenure-line faculty member will normally have accomplished two or more of the following, and an instructor one or more of the following, in addition to the expected norm of "participation in regular departmental, college, or University meetings." It is understood that even though certain service activities (such as serving as president of the Faculty Association) include a course release, the requirements of these activities should be taken into consideration when judging the amount of service performed.

a) Serve as president of the Faculty Association, COAS Faculty Association, United Faculty of Florida UNF chapter, or of a professional or scholarly organization.

b) Serve on the UFF bargaining team or as a UFF grievance representative.

c) Serve in a department position such as Language Coordinator of the Department of World Languages.

d) Chair a committee at the university, college or departmental level (each committee a separate activity).

e) Serve as primary editor of a scholarly journal.

f) Serve as primary organizer of a conference.

g) Serve as an officer in a professional or scholarly organization.

h) Serve as an officer in a community organization directly related to one's discipline.

i) Serve as an external peer reviewer on a tenure and/or promotion case.

j) Serve actively as a member of a university, college, or UFF committee (each committee counted as a separate activity).

k) Serve actively as a member of an additional department committee above the expected norm of one committee (each committee counted as a separate activity)

l) Serve as a review editor (editorial board) for a scholarly journal or academic press.

- m) Review/evaluate an article submitted to a scholarly journal.
  - n) Serve as an external reviewer of a submitted book manuscript to an academic press.
  - o) Organize a meeting/symposium/workshop/session at a local, national or international conference.
  - p) Organize a cultural activity for the university and/or wider community directly related to one's discipline.
  - q) Serve on a thesis or dissertation committee.
  - r) Give an invited presentation related to one's discipline to a local organization
- 5) To receive a rating of "satisfactory," a faculty member will have participated fully in department activities and served on at least one departmental committee.
- 6) To receive a rating of "below satisfactory" a faculty member will have participated in most department activities but served on no committees.
- 7) To receive a rating of "unsatisfactory" a faculty member will have failed to participate in most department activities and served on no committees.