

**English Department Performance Evaluation Guidelines
Revised September, 2007**

These guidelines will be revised annually. To comply with the guidelines created by the Compensation Committee, faculty have the flexibility to shift the “weights” in the areas of Teaching, Research, and Service a total of 10% (for example, if the standard weights for ranked faculty are 40%-40%-20%, a faculty member might select weights of 50%-30%-20% or 50%-40%-10%--these weights have to be negotiated with and accepted by the department head).

Note: The “weights” for faculty in the areas of Teaching, Research, and Service will be roughly uniform for all faculty with the same work assignments (Tenure-track and Tenured Faculty, with a teaching load of three classes each semester with one class reassigned for research, and Instructors, with a teaching load of four classes each semester), that is 40%-40%-20% (Teaching, Research, and Service) for Tenured and Tenure-Track Faculty and 80%-20% (Teaching and Service/Research) for Instructors-with an optional variation of up to 10% for each faculty member. The formula for those faculty with reassigned time for departmental administrative work will reflect this work assignment

COAL Recommended Guidelines for Performance Parameters

	Ranked 9-Hrs	Ranked 12-hrs	Instructors
Teaching	30-60%	50-80%	70-90%
Research	30-60%	10-40%	0-10%
Service	10-20%	10-20%	10-20%

The English Department subscribes to the broad merit rankings accepted campus-wide: 5=Exceptional; 4=Commendable; 3=Competent; 2=Development Needed; and 1=Unsatisfactory. We realize that these rankings, finally, need to reflect a college-wide level of merit. However, in Teaching, Research, and Service, we have attempted to give a range of points that illustrate these levels of merit in the English Department. For example, the 41 pts. needed for a 5 ranking in Research can be arrived at in numerous ways but almost surely represents substantial (and, most likely, numerous) publication successes.

- 1 English Department faculty have agreed that the college should be lobbied to make faculty salary raises based half on merit evaluations and half on equity calculations.

- 2 There will be no cap on the points a faculty member earns in the areas of Teaching, Research, and Service (20-40-60-80, etc.) Points will be translated into a comparative ranking within the department. Then, following the University guidelines for ranking levels (5-1), and models for what a 5 or 4, for example, “looks like,” adjustments will be made, if necessary (that is, if the department is demonstrably meritorious in the area of Research during one particular evaluation period, there might be more faculty in the 4 or 5 categories than the University standard). Generally, extra points may not accrue from one evaluation period to the next except in the case of extended (i.e., usually book-length) publications. **Accruing a certain level of points does not assure an individual of receiving a particular rating, but rather makes them *eligible* to be considered for such a rating.**

- 2 A faculty member will not be penalized for sabbaticals, sanctioned leaves, faculty exchanges or international study programs (for example, Qingdao University, Missouri-London Program), etc. The faculty member will negotiate with the Personnel Committee in each case regarding how the leave or exchange will be treated in terms of merit and equity evaluations for adjusting salary increases. One

simple approach is simply to total the points for Teaching and Service the semester the faculty member who took leave is on campus.

3 Claims for points must be documented. In each instance, each faculty member should estimate the points s/he feels s/he should be granted. Ideally, an overall rationale, in a couple of paragraphs, giving brief specific illustrations, will serve as an introduction for the Teaching, Research, and Service sections.

4 When a member of the Department of English receives compensation from another department or administrative unit, the Department of English will decide on an individual basis how to evaluate that fraction of the member's time assigned to the department.

5 Faculty workload assignments will be considered in a reasonable way, but faculty will not be excluded from receiving points for all activities for which they have reassigned time (for research and publication, for example). However, faculty given reassigned time for service (for example, Assistant Department Head, Director of Composition, or Director of Graduate Studies) will be given credit only for service work beyond the typical weekly expectations of the job (ten hours of work per week for each three-hour class's worth of reassigned time).

6 The department head will schedule annual meetings with faculty to discuss workload assignments and performance/equity evaluations--after the guidelines have been revised and/or during the period designated by the Provost.

7 The Personnel Committees will assign overall merit rankings for faculty (5, 4, 3, 2, 1). To achieve **fairness**, an appointed departmental committee may adjust the point ranges.

8 Faculty may not list the same activity in more than one category.

9 The respective subcommittees (teaching, research, service) will review applications, may adjust points, and may mentor faculty.

10 Instructors will use the same guidelines as ranked faculty, but will be rated by the department committee in a separate pool from ranked faculty, and the point range will be shifted.

Teaching Subcommittee Merit Evaluation System Draft Proposal (points keyed on 50+ hours' work directing Master's Thesis)

Note: Point values double in the summer if faculty member is not doing compensated departmental administrative work and/or the mentoring work is not part of their summer job.

1. Directing Independent Study students 6 pts. per credit Directing Honors Project 6 pts. per student
Directing Master's Thesis (50+ hrs. work) 24 pts. per student (No credit for both IS and Thesis on same student)
Serving on Master's Thesis Committee 12 pts. per student Directing Degree Paper 12 pts. per student
Serving as 2nd reader on Degree Paper 6 pts.

2. Developing new course (including TV or online) 30 pts. Teaching course not previously taught 10 pts.
Significantly modifying course 6 pts.

3. Teaching any section of a course that radically increases 10 pts. per section Student "access" to it by the Provost's definition (online, TV, Site-to-site distance learning) Teaching any section of a course that

meets the needs 3 pts. per section Of a special constituency (night class, Honors class)

4. Teaching an overload or switching classes at the last 20 pts. per Minute, etc., to help solve a departmental teaching crisis solved

5. Four-course load 10 pts. Three or more course preps in semester 10 pts. per 3; 20 pts. per 4 Writing-intensive courses (over 50% of grade based on writing) 1 pt. per section High Enrollment Sections 1 pt. per student (up to 10 pts.) per section over the enrollment cap (The work immediately below is beyond work in a class)

6. Advising (and preparation) ½ pt. per hr. Mentoring GAs or other faculty ½ pt. per hr. Letters of Recommendation (and prep) ½ pt. per hr. Research/mentoring with undergraduate or graduate students 1 pt. per hr. Collaboration in publication with undergraduate or graduate students. (faculty member receives full value listed in Research for publishing work with student) “Shepherding” students to regional conference 2 pts. Per student “Shepherding” students to national conference 4 pts. per student

7. Positive evaluations of teaching: Highly positive student evaluations (pro-rated up to 10 pts. based on substantial effort) Documented efforts (short self-reports, improved student retention, improved grade inflation rates, etc.) to improve teaching based on previous feedback pro-rated up to 10 pts. based on substantial effort Students winning significant awards 15 pts. per award Highly positive peer evaluations pro-rated up to 5 pts. for superlative evaluations

8. Guest lecturer 2pts. per Presentation on teaching as sole presenter, class, pro-rated based on discussant or responder level of presentation (10 pts. for Showcase on Teaching)

9. Preparing Faculty Development Grants 5 pts. Each Successful Faculty Development Grants 10 pts. each (additional 10 pts. if over \$1,000... \$4,000 etc.) Attending Faculty Development courses 2 pts. each

10. Peer evaluations of teaching 2 pts. per eval Dual Credit Coordinator 10 pts. per semester Director, Writing Project, etc. 10 pts. per semester Academic Area Coordinator 10 pts. per semester Teaching and Advising Awards (specify) 10-40 pts.

11. Other ____pts.

* Documentation required, i.e., names, dates, course numbers, fliers, etc.

Merit Ranking Point Range

Merit Ranking	Point Range-Ranked Faculty	Point Range-Unranked Faculty
1	0-10 pts	0-7 pts.
2	11-25 pts.	8-13 pts.
3	26-40 pts.	14-25 pts.
4	41-115 pts.	26-59 pts.
5	116+ pts.	60+ pts.

Proposal

(The “high standard” for publication will be a book published by a highly regarded national academic press. A set of examples, provided by experts in different academic areas in our department, is attached. Points should be adjusted to a higher or lower level as calibrated to these examples. Similar examples for the high standard for the article, short story, etc., are attached)

1. Single-authored book or monograph (___ Total pts. (each full-length chapter receives 20 pts.) points spread (The total number of points may be spread from 1 to 5 years) over ___yrs) ___pts. this year Revised edition 20 pts. (Provide table of contents, title page, and copyright page)
2. Book-length publication that is co-edited, co-authored, or compiled 50 pts. Revised edition 10 pts. (Provide table of contents, title page, and copyright page)
3. Publication of full-length play, screenplay, or teleplay 40 pts. (Provide table of contents)
- 4.* Full-length article, essay, one-act play, or short story published in a refereed publication or online (20 total pts. spread over ___ yrs. (The total number of points may be spread from 12 years) ___pts. this year (Provide table of contents)
5. Poem published in a refereed publication (the point value, given that the work is in the “high standard” area, is keyed on length) 4-20 pts. (Provide table of contents)
6. Publication of up to 1000 words (book reviews, dictionary entries, 2 pts. prefaces, notes). Publications longer than 1000 words will receive proportionately more points up to 4 pts. (Provide copy of article and word count)
7. Non-refereed publications (credit is keyed to 10 pts. comparisons of “high standard” publications) (Provide copy of publication and word count) Full-length draft of article submitted for publication 3 pts. (Provide evidence of receipt)
8. A full-length draft of article being revised 4 pts. (Provide evidence of requests for revision or editorial changes)
9. Full-length article (or equivalent) draft accepted and/or in press 10 pts. Book-length (or equivalent) draft accepted and/or in press 20 pts. (Provide evidence of acceptance)
- 10.** Professional contracted or commissioned written and multimedia 5 pts. documentation (10 pages or less) Professional contracted or commissioned written and multimedia up to 10+ pts. documentation (more than 10 pages) .
11. External grant up to 10 pages or for less than \$4000 submitted, pending a response 3 pts. Funded external grant up to 10 pages or for more than \$5000 8 pts. External grant 10+ pages or for \$5000+ funding submitted, pending a response, up to 5 pts. Funded external grant 10+ pages or for \$5000 + funding, up to 20 pts. 20 pts. for each additional \$4,000 (Provide written evidence of receipt of submission or approval of funding) Internal grants should be considered at half the weights listed above. Administration of a funded external grant half the points for initially receiving funding. (Provide a brief description of on-going written documents/data)

- 1 In rare cases, preparation of academic reports, if research and scholarship is involved (i.e., program review, accreditation) 10 pts. (Provide executive summary)
- 2 Editing a journal 30 pts. Serving on an editorial board 3 pts. Reviewer of an article/book 2 pts. (Provide a copy of the masthead or letter of receipt)
- 3 Proposal/paper submitted to a conference 2 pts. (Provide letter of receipt)
- 4 Paper/presentation at a professional, scholarly conference (regional) 4 pts. Paper/presentation at a professional, scholarly conference (national/international [High Standard]) 6 pts. (Provide cover page of program and program page with presenter's name)
- 5 Serving as moderator, discussant or respondent at a conference 3 pts. (Provide cover page of program and program page with name and role)
- 6 Attending a professional, scholarly conference 1 pt. (Provide registration receipt)
- 7 First-time reading and/or performance of creative or scholarly works (regional) 4 pts. First-time reading and/or performance of creative or scholarly work (national/international) 6 pts. (Provide flyer)
- 8 Subsequent reading of creative or scholarly work before another audience (regional.) 1 pt. Subsequent reading of creative or scholarly work before another audience (national/international) 3 pts.
- 9 Participation in an invitational summer extended scholarly workshop 10pts. (Provide evidence of scholarship and participation)
- 10 Participation in a one-day scholarly workshop 1 pt. Conducting/facilitating a one-day scholarly workshop 5 pts. (Provide cover of workshop program, contract, invitation or other evidence of participation)
- 11 A national or international award for scholarly research and/or creative activity 30 pts. (Provide documentation)
- 12 Chapbook 20 pts.
- 13 Secure a book contract 5 pts.
- 14 Other research or creative activity ____pts. (Provide documentation and justification)
 - "Refereed" publications include peer-reviewed and/or highly competitive publications (provide rate of acceptance). ** (Provide page length, word count, a brief description of type, length, *significance*, company, and corresponding URLs if applicable.)

Merit Ranking Point Range

Merit Ranking	Point Range
1	0 pts.
2	1-10 pts.
3	11-24 pts.
4	25-40 pts.
5	41+ pts.

Service Subcommittee Merit Evaluation System Draft Proposal

The list below is not designed as an all-inclusive selection of service activities. Rather, service will be considered on a case-by-case basis and may include additional activities that contribute to the English Department, the College, the University, the community, and faculty members' disciplines. Typically, the most important service work (serving on the Faculty Senate, the Budget and Priorities Committee, a search committee for a dean, the Faculty Handbook Revision Committee, etc., or even chairing a committee instead of serving on one) is reflected, proportionately, in terms of time spent; however, special service accomplishments should be reflected and compensated, so please note those and attach, in good faith, an estimated point value.

Note: Point values double in the summer if faculty member is not doing compensated departmental administrative work and/or the service work is not part of their summer job.

Department, College, University, and Community

NOTE: GIVE ITEMIZED COMMITTEE LISTS. (Preparation time should be calculated along with actual time in meetings.)

- 1 Performing committee work and attending meetings ½ pt. per hr.
- 2 Participating in recruitment events ½ pt. per hr. (e.g., Majors Fair, Parents weekend)
- 3 Supervising Department (or other) student organization ½ pt. per hr.
- 4 Providing unpaid professional expertise to community organizations ½ pt. per hr.
- 5 Completing an uncompensated special University assignment ½ pt. per hr.

Professional Service

- 1 Membership in professional organizations 1 pt. each
- 2 Serving on committees and/or holding office in regional, ½ pt. per hr. or state, organization
- 3 Governing member (state or national committees and boards) ½ pt. per hr.
- 4 Reviewing materials for tenure and promotion for faculty elsewhere ½ pt. per hr.
- 5 Other Service (related to professional expertise) ½ pt. per hr.

Merit Ranking Point Range

Merit Ranking	Point Range
	0-6 pts.
	7-12 pts.
	13-39 pts.
	40-59 pts.
	60+ pts.

Examples of “High Standard” for Journals/Presses

Rachel Gholson’s Recommendations:

Folklore’s top 2 journals US: JAF (Journal of American Folklore) JFR (Journal of Folklore Research)
British: Folklore Fabula

Ethnologies (Canadian)

Top Presses number @ 6, two of those are:

Utah State
U of Miss P

Tina Biava’s Recommendations:

Linguistics is a really biiiiiiiiiiiig field! The leading journals in TESOL are not the leading journals in linguistics. Anyway, these are for TESOL and Applied Linguistics. Journals: Studies in Second Language Acquisition, TESOL Quarterly, Modern

Language Journal Presses: Blackwell, Cambridge UP, Oxford UP Jane Hoogestraat’s Recommendations:

In poetry: Poetry and Southern Review In literature / literary theory: PMLA, Critical Inquiry, Contemporary Literature

Michael Burns’ Recommendations:

It would be a hard to make a list of 2 or 3 literary journals for poetry, of course, and maybe even harder for fiction, since several of the "slicks" would have to be added to that list.

Here are some of my choices for poetry: Poetry, Southern Review, Paris Review, Georgia Review; but I could add another five to this list, easily, that might be considered by some audiences to be equal to these publications: Hudson Review, New England Review, Kenyon Review, Gettysburg Review, Shenandoah. For fiction, all these same journals are relevant, plus, of course Harpers, Story Magazine, Grand Street, The New Yorker, etc.

Marcus Cafagña’s Recommendations:

The two most respected journals in creative writing/poetry are *Poetry and the American Poetry Review* without question. Of course one could speak of *The New Yorker* (a magazine with more of a focus on culture and the arts in general than on poetry). Other runners-up could include: *Ploughshares*, *The Southern Review*, *The Iowa Review*, *The Kenyon Review*, *The Paris Review*.

Lanette Cadle's Recommendations:

High standard journals for Rhetoric and Composition:

Print:

College Composition and Communication

College English

Rhetoric Review

JAC

Computers and Composition

Peer-Reviewed Web-Journals:

Computers and Composition Online

Kairos

Each has high standards and is peer reviewed, but have slightly different focuses.

Also good in webjournals, but not quite the same level: PreText and Rhizomes.

Bill Burling's Recommendations:

There are about 4,400 journals in the general area of "English" (per the MLA Directory of Periodicals, on-line version). Here are some suggestions per literature from one of the best guidebooks (and the one I use in ENG 600), James Harner's *Literary Research Guide* (MLA, 4th edn):

SF and Fantasy: *Science Fiction Studies*; *Extrapolation*; *Foundation*; *Utopian Studies*; *Journal of the Fantastic in the Arts*

Brit lit general: *Modern Philology*; *Studies in Philology*; *Philological Studies*; *Review of English Studies*; *ELH*; *MLR*; *MLQ*; *Studies in English Literature*; *Papers on Language and Literature*; *Texas Studies in Language and Literature*

Restoration and 18th Century Brit Lit: *Eighteenth-Century Studies*; *Eighteenth-Century Theory and Interpretation*

American lit general: *American Literature*; *American Quarterly*; *ESQ*; *New England Quarterly*

Theatre and drama: *Theatre Survey*; *Theatre History Studies*; *Theatre Journal*; *Modern Drama*; *Theatre Research International*

Kris Sutliff's Recommendations for Technical/Professional Writing:

Technical Communication Quarterly *Journal of Business and Technical Communication* *Journal of Technical Writing and Communication* *IEEE Transactions on Professional Communication*