

## Annual Evaluation Standards and Procedures

### Civil, Environmental, and Construction Engineering (CECE) Department

#### Introduction

The basic philosophy of evaluation is to enhance our faculty's performance in all assigned duties. Three main principles that serve as the basis of this important process include: (1) quality and impact, (2) contributions, and (3) flexibility. Quality and impact are crucial in evaluating all areas. The second principle relates to recognizing efforts that contribute to the department's goals. The process needs to be flexible, considering qualitative assessments as well as quantitative measures. The evaluation criteria recognize the efforts of productive faculty on a year-by-year basis as well as on a cumulative basis. This way, faculty who made significant contributions to the department and its programs over the years are recognized.

The annual evaluations recognize faculty workload allocated to each category in their assignment of duties. The faculty and department chair together will determine the faculty assignment of duties in instructional activities, research and creative activities, service, administrative activities, and/or other assigned duties (additional categories exist for specific cases). This assignment should be completed and documented in faculty information system.

#### Overall Rating

This document is based on the typical annual assignments for tenured/tenure-earning faculty, non-tenure earning instructor/lecturers, and non-tenure earning research faculty. The typical course load for tenured/tenure-earning faculty is 4 courses per academic year. The typical course load for instructor/lecturers is 8 courses per academic year. The chair can reduce the course load based on faculty research productivity, service, or other special responsibilities assigned to the faculty upon agreement of the chair and the faculty. Faculty with additional assignments in service such as the associate chair, graduate program directors, or undergraduate coordinator will be evaluated appropriately.

Evaluations must use the rating categories of *Outstanding (O)*, *Above Satisfactory (AS)*, *Satisfactory (S)*, *Conditional (C)*, and *Unsatisfactory (U)*. The following pages contain rubrics for faculty's assigned duties. The rubric is used to come up with a category classification of (*O*, *AS*, *S*, *C*, and *U*) for each area of responsibility. The percentage weights, or full-time equivalents (FTEs), of assigned duties (i.e., instructional activities, research and creative activities, service, etc) as per the FTE assignment will be used to calculate the overall rating.

The following are guidelines for the faculty evaluation in a specific academic year in each of the three areas of assigned duties:

- In general, the evaluation of a faculty member will consider the quality and impact of accomplishments, rather than simple quantity. The chair retains discretion to consider quality and impact in assigning rating categories.
- A satisfactory rating in each area with 5% or more effort is necessary for an overall satisfactory or above.
- A faculty member with overall performance less than Satisfactory will be given a rating of Conditional in the first year but if this continues for a second year, the rating will become Unsatisfactory in the second year.
- The faculty assignment of duties (FTEs) will be used in part to inform the faculty member's overall rating in the evaluation period.

1) Area of Responsibility: Teaching				
	S	AS	O	
M#	<p>[S Critical: Provide a syllabus that follows current university guidelines; hold reasonable amount of office hours; meet classes as scheduled and give final exams; complete ABET data as required; submit grades on time]</p> <p>+</p> <p>Meet 2 out of the following 3 merits:</p>	<p>Exceed the expectations for S (but fall short to meet the expectations for O) and meet 2 out of 4 of the following merits:</p>	<p>Exceed the expectations for AS and meet 3 out of 4 of the following merits:</p>	M#
M1	<p>[Faculty candidate's scaled SPIs by grade distribution pass the department's S scaled SPI threshold] + Majority positive student comments</p>	<p>[Faculty candidate's scaled SPIs by grade distribution pass the department's AS scaled SPI threshold] + Majority positive student comments</p>	<p>[Faculty candidate's scaled SPIs by grade distribution pass the department's O scaled SPI threshold] + Majority positive student comments</p>	M1
M2	<p>Participate in engineering education activities (book authoring, revamping labs, new course development, significant FCTL, workshops, or training involvement...etc)</p>	<p>Faculty advisor of student organizations, or maintain active PE, or supervising undergraduate research (e.g., XXX4912, or Supervising Honors thesis, or graduate coordinator for MS non-thesis track</p>	<p>Faculty advisor of student organizations, or maintain active PE, or supervising undergraduate research (e.g., XXX4912, or Supervising Honors thesis, or graduate coordinator for MS non-thesis track</p>	M2
M3	<p>[Advise/Mentor as Chair, 1 PhD or 2 MS in the "Year Evaluated,"] or [graduate as Chair 1 PhD or 2 MS (last 5 years)]</p>	<p>[Advise/Mentor as Chair a combination of PhD or MS (PhD equivalent) in the "Year Evaluated,"] or [graduate as Chair a combination of PhD or MS (PhD equivalent) (last 5 years) ] higher than S but lower than O</p>	<p>[Advise/Mentor as Chair a combination of PhD or MS (PhD equivalent) in the "Year Evaluated,"] or [graduate as Chair a combination of PhD or MS (PhD equivalent) (last 5 years)] higher than AS and higher than median of dept (last 5 yrs)</p>	M3
		<p>Award for excellence in teaching (award counts every year from the year award was won through the year faculty is eligible to apply again), or educational grants</p>	<p>Award for excellence in teaching (award counts every year from the year award was won through the year faculty is eligible to apply again), or educational grants</p>	M4

## Faculty Teaching Rubric Guidelines

The following are guidelines for implementing teaching rubric:

- If a course has multiple sections, such as online graduate courses, then SPI is a weighted average over all sections that takes into account enrollment size in each section is needed to come up with the overall instructor score for this course.
- The SPI will be scaled by grade distribution.
- Scaled SPIs for the department will be published at the start and end of each academic year to set expectations clearly and so faculty are well informed about this new system.
- Combinations of advising/mentoring PhD and MS students are possible and flexible. More emphasis will be given to graduating PhDs.
- PhD equivalent includes PhD and MS graduation, and/or mentoring Postdoctoral Fellows, Adjunct Faculty, and Research Faculty. This applies to *AS* and *O* categories only.
- The *AS* and *O* categories have four (4) merits. The faculty candidate has to meet the specified number of merits shown in the table to meet these categories and be rated as *AS* or *O*.
- *Educational book publishing*. Educational book publishing should count for the last three years after it is published. Educational book publishing includes reference books, manuals, encyclopedia, etc.
- *Curriculum or course development*. This includes developing and introducing a totally new course, teaching a course for the first time even if course is being offered by the department on a regular basis, introducing major revisions to an existing course, introducing new laboratories or writing a course laboratory manual, developing or teaching HIP courses...etc.
- *Annual assessment and ABET*. Complying with ABET assessments is crucial and required from each faculty to meet the *S* or above categories.
- *Conduct/attend workshops, training*. Examples of significant multi-day workshops and trainings specific to engineering education include ASEE, FCTL, ASCE EXCEED, ...etc. This is not intended to indicate a single day or fewer hours of online or in-person training.
- *Awards for Teaching Excellence*. The awards count every year for a period of the application until next eligibility. For example, a TIP award is showing evidence of teaching quality will count every year since they were won and for a period of 5 years until faculty is eligible for next win. These awards are at the college or university level.

2) Area of Responsibility: Research				
	S	AS	O	
M #	Meet 2 out of the following 3 merits:	Exceed the expectations for S (but fall short of meeting the expectations for O) and meet 3 out of 4 of the following merits:	Exceed the expectations of AS and meet 3 out of 4 of the following merits:	M#
M1	[Research Awards (RA) of \$75K or Research Expenditures (RE) of \$50K (in the Year Evaluated)] or [Average Research Awards (RA) of \$75K or Research Expenditures (RE) of \$50K in the last 3 years]	Research Awards (RA) or Research Expenditures (RE) above thresholds mentioned in S but below expectations of O	Research Awards (RA) or Research Expenditures (RE) above AS and above department median (over last 3 years)	M1
M2	Participate in proposals submitted for a total of at least \$500K (total over the last 3 years)	Participate in proposals submitted for a total that exceeds the total stated in S but below O (total over last 3 years)	Participate in proposals submitted for a total that is above AS and above department median totals (total over last 3 years)	M2
M3	Publish or have accepted 1 journal paper or 1 conference paper or 1 refereed conference presentation (in the Year Evaluated or average over the last 3 years)	Publish or have accepted journal papers or refereed conference papers or refereed conference presentations that exceed the level of S but below O (avg over last 3 years)	Publish or have accepted journal papers or refereed conference papers or refereed conference presentations above AS and above department median (avg or median over last 3 years)	M3
		Award for excellence in research (counts every year from the year award was won through the year faculty is eligible to apply again), or Best paper awards, or Evidence of approved Intellectual Property IP (patent lasts life time, registered mark lasts 5 yrs), or Evidence of recognition in the "Year Evaluated"	Award for excellence in research (counts every year from the year award was won through the year faculty is eligible to apply again), or Best paper awards, or Evidence of approved Intellectual Property IP (patent lasts life time, registered mark lasts 5 yrs), or Evidence of recognition in the "Year Evaluated"	M4

## Faculty Research Rubric Guidelines

The following are guidelines for implementing research rubric:

- The entire rubric is based on a three-year average (last three years) with some exceptions that run for five years as explained in the bullets below.
- M1 is the faculty credit split and M2 is the total involvement.
- Some consideration will be given to PI-ship (funding leadership).
- For the *Outstanding* rating, majority of publications are expected to be in well-known journals in the field. Examples of such journals may include journals with high impact factor, high Eigenfactor Score, or some other acceptable measure of quality. The list of these journals should be known to faculty based on their group in the department.
- Majority of publications are expected to be with students, postdocs, supervised adjunct or research faculty.
- Publications are based on a three-year average. For example, if we are counting journal papers, then this three-year average is calculated as follows:  $(1/3)$  times the total number of (papers published in the last three years including the current year of evaluation + papers accepted in the current year of evaluation). The same calculation method applies to refereed conferences/refereed conference presentations.
- In assessing minimum funding levels for all categories, special consideration should be given to federal funding from competitive sources.
- *Refereed journal papers and papers published in refereed conference proceeding/ refereed conference presentations tradeoff.* Higher productivity in journal publications can be used as a substitute for lower productivity in papers published in refereed conference proceedings/refereed papers presented at national/international conferences. For example, if a faculty publishes 2 journal papers, this should substitute (or make up for) the lack of this one paper in proceedings at a national/international conference (but this could not be applied otherwise, i.e., lack of journal publications cannot be substituted with higher conference proceedings and/or presentations). Presentations must be refereed in order for them to count.
- *National/international recognition.* This includes but is not limited to the following: Keynote speaker at national/international conferences, presenting in national webinars, journal editorship including editor in chief or associate editor, national/international/regional conference chair, fellow in key organizations such as ASCE, field medal, and so on...
- *Intellectual Property (IP).* IP should count for each for a period of 5 years continuously since it was earned.
- *Awards for Excellence in Research.* These awards are at the college or university level. They count every year for a period of the application until next eligibility.

<b>3) Area of Responsibility: Service</b>			
	<b>S</b>	<b>AS</b>	<b>O</b>
<b>M#</b>	<b>Meet 2 out of 3 of the following two merits</b>	<b>Meet 2 of the following 4 merits</b>	<b>Meet 2 of the following 4 merits</b>
M1	Involvement in professional organizations in one's discipline (e.g., serving on committees or boards for federal, state, or local government agencies/organizations, or peer-review of papers, or reviewing grant proposals at the international, national, state, or local levels)	Serves in a position of responsibility in at least one professional organization at the national/international level, or journal editorship (quality journal editorial board member, editor-in-chief, or associate editor)	Serves in a position of responsibility in at least one professional organization at the national/international level, or journal editorship ( editor-in-chief, or associate editor)
M2	Member in department, college, university, or statewide service committees or subcommittees, or involvement in faculty senate or other faculty governance roles	Member in 2 or more department, college, university, statewide committee, or involvement in faculty senate or other faculty governance roles	Serving in at least one department, college, university, statewide committee in a position of responsibility (e.g., chair, coordinator), or involvement in faculty senate or other faculty governance roles in a position of responsibility (e.g., chair, coordinator)
M3	Participate in one or more events (e.g., CampConnect, graduate posters judge, peer review of senior design class projects)	Participate in 2 or more events (e.g., CampConnect, graduate posters judge, peer review of senior design class projects)	Recognition awards for service (service award/certificate, or active emeritus member status)
		[Peer-review of papers submitted to national or international journals or conferences or proposals], or [Involvement in tenure/promotion cases for other universities], or [External PhD review], or [organization of conferences at UCF or national/international level], or [national panel service such as NCHRP and NSF panels]	[Peer-review of papers submitted to national or international journals or conferences or proposals], or [Involvement in tenure/promotion cases for other universities], or [External PhD review], or [organization of conferences at UCF or national/international level], or [national panel service such as NCHRP and NSF panels]

## Faculty Service Rubric Guidelines

The following are guidelines for implementing service rubric:

- *Tradeoffs between items within the S, AS and O categories.* Tradeoffs should be possible between items under these three categories. For example, a faculty who is heavily involved in several department committees should be entitled to use this to compensate for the lack of involvement in college or university committees, and so on.
- *National Recognition Awards.* This includes service award, active emeritus member status (as long as it is maintained), or certificates among other examples of service recognition. Service awards at UCF should be at the college or university levels.