

Annual Evaluation Standards and Procedures (AESP)

GUIDANCE FOR ANNUAL REPORT PREPARATION

*Department of Foodservice & Lodging Management
Rosen College of Hospitality Management
University of Central Florida*

Developed by the faculty committee from Fall 2024 to Spring 2025
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INTRODUCTION

The purpose of the Foodservice & Lodging Management (FLM) Department Annual Evaluation Standards and Procedures (AESP) is to outline the standards to assess the quality and impactful work of the faculty to delineate work assignments and provide an evaluation system designed for performance appraisal of faculty housed within the FLM Department. The plan builds upon the culture of accountability and comradery that exists within the Department, recognizes the objective set of evaluation standards, acknowledges existing as well as emerging behaviors and accomplishments not explicitly listed, and has multiple tracks differentiated by faculty classification, course load, and assignment of effort to teaching research, and service activities. The objectives of the FLM AESP are to:

- Promote and recognize high-quality and high-impact teaching, research, and service by FLM faculty members.
- Provide a range of work assignments that permit faculty members, in consultation with the FLM Department Chair, to be placed on the track that best matches their teaching, service, and research capabilities, professional goals, and interests, consistent with the department's mission in an impactful way.
- Promote opportunities for FLM faculty to engage in activities toward the mission and strategic goals of the University of Central Florida (UCF) and the Rosen College of Hospitality Management (RCHM) in meaningful ways.

PART I - WORKLOAD ASSIGNMENTS AND TRACKS

Evaluation by Assignment Track

Each year, the FLM Department Chair will assess each faculty member's professional performance based on teaching, research, service activities, and any other assigned duties. Overall evaluations will be determined by weighing the performance of each of the components by the faculty member's formal assignment of duty on each. There are three general types of assignment tracks available for faculty members with 9-month appointments in the FLM Department

Table 1. Evaluation Weights by Workload Assignment

Activity	Track 1 (7+ courses)	Track 2 (4 courses)	Track 3 (2 courses)
Teaching	80%	50%	20%
Research	0%	40%	70%
Service	20%	10%	10%

Other Teaching Assignments

If faculty complete summer, May, or December inter-sessions teaching in the preceding year, this will be included for evaluation purposes but not in determining their workload.

Evaluation of Other University Duties

It is recognized that circumstances may arise that warrant variations in the assignment of duties. Ultimately, each faculty member's annual performance evaluation will be based on the actual workload assignment for that evaluation period. In those cases where other duties are a significant part of evaluating a faculty member's performance, the faculty member, in consultation with the Chair, will jointly define appropriate standards of performance and include them on the faculty member's assignment form for all categories at the beginning of each academic year.

Evaluation of Other University Duties

Although expectations are that most faculty members' time will be allocated in the proportions given in Table 1, it is recognized that circumstances may arise that warrant variation in the percentages under each option. Ultimately, each faculty member's annual performance evaluation will be based on the actual workload for that evaluation period. In those cases where other duties are a significant part of evaluating a faculty member's performance, the faculty member, in consultation with the FLM Department Chair, will determine alternate weights and include them in the faculty member's evaluation during the regular review period at the end of the academic year.

Relationship between Annual Evaluation and Tenure/Promotion

The result of a faculty member's annual evaluation in the UCF RCHM Management is one of the numerous components examined in the University Tenure and/or Promotion process. Therefore, it should not be construed that achieving a **Satisfactory** or higher rating in any or all annual evaluations will automatically result in a positive tenure or promotion decision.

Included in the Annual Report (See Article 10 in the UCF-UFF CBA)

Evaluation periods begin with the first day of the Fall semester (or preceding Summer, if appropriate) and end with the last day of the Spring semester according to the published University academic calendar. Teaching and Service contributions are to be reported for the most recent academic year, which will comprise the previous Summer (if applicable), Fall, and Spring terms. If faculty complete summer teaching in the preceding year, they must include Student Perception of Instruction (SPI) scores and associated teaching information in that AESP cycle. For Research and Other Scholarly Activities, contributions to Section I (journal publications and funded external grants/contracts and textbooks/book chapters/case studies) are to be reported for the most recent three academic years to ensure longer-term authorship and grant activities are fully taken into consideration, while contributions to Section II (funded internal grants, submitted grants/contracts, and all other scholarly activities) are to be reported for the most recent academic year.

Due Date for Faculty Annual Report

Faculty Annual Reports shall be due as required in Article 10 of the most current UCF-UFF Collective Bargaining Agreement.

PART II – EVALUATION PROCESS AND STANDARDS

Evaluation of Quality and Impact

Parts III-V of this document describe the standards for a **satisfactory** rating in the core workload categories of teaching, research, and service. A satisfactory rating implies that the faculty member meets performance expectations consistent with the mission of the RCHM and UCF.

The Department Chair is responsible for qualitatively evaluating the quality and impact of the faculty members' activities. To guide the efforts of faculty, examples of additional activities and outcomes that indicate quality and impact for each workload category are provided in Appendix 2-4.

FLM faculty members are responsible for thoroughly documenting quality, impactful activities, and accomplishments in their annual reports by the established deadline.

The additional activities are intended to be significant and consequential endeavors, aligned with program and college goals, and indicative of high quality and impact. Because they require substantial levels of time and effort, they may be relatively few.

Although a rigid prescriptive approach is not recommended, the faculty member and chair must incorporate overall student credit hours and GTA allocations into all course assignments and goal-setting discussions.

Goal Setting Meeting: Each faculty member in the FLM Department will meet with the Chair before or at the beginning of the evaluation period to discuss the faculty member's intended teaching, research, and service activities and/or additional assigned duties for the period. During or following that meeting, the faculty member and the Chair will agree on a plan or strategy for each assignment category and jointly define what additional activities could indicate **Above Satisfactory and Outstanding** performance. It is the joint responsibility of the Chair and faculty member to meet and develop goals that will be indicative of high-quality and impactful teaching, research, and service. The goal-setting meeting is the forum for jointly defining goals to achieve ratings of **Above Satisfactory and Outstanding**. Achieving a rating of **Above Satisfactory and Outstanding** is contingent upon a joint agreement between the Chair and the faculty member. This agreement shall be documented using the Faculty Member Annual Plan form found in Appendix 1.

Completed annual reports for the current year and previous years will be made available and stored securely in digital format.

Each of the remaining sections of this document relates to an assignment category (Teaching, Research, and Service). For each category of assignment, standards for achieving a satisfactory evaluation rating are described. In general, the evaluation ratings in each workload category of the assignment are determined as follows:

Outstanding shall be assigned if the FLM Chair determines the faculty member has achieved the quality and impact goals agreed to by the faculty member and Chair at the beginning of the evaluation period for specific additional activities that would constitute a rating of Outstanding.

Above Satisfactory shall be assigned if the FLM Chair determines the faculty member has made significant progress toward the achievement of the quality and impact goals that would constitute a rating of Outstanding in that category of assignment agreed to by the faculty member and FLM Chair at the beginning of the evaluation period.

Satisfactory shall be assigned if the faculty member meets expectations as described.

Conditional will be assigned if the faculty member does not meet the minimum standards for a rating of Satisfactory for the current evaluation period and was not assigned a Conditional or Unsatisfactory rating in the category for either of the previous two evaluation periods. A Conditional rating cannot be assigned for two consecutive years.

Unsatisfactory will be assigned if the faculty member does not meet the standards for a rating of Satisfactory for the current evaluation period and was assigned a Conditional or Unsatisfactory rating in the category for either of the previous two evaluation periods.

In addition, the FLM Chair will be obligated to document and present evidence whenever it is deemed that a faculty member should receive an evaluation rating below Satisfactory in any category of workload assignment.

PART III – EVALUATION OF TEACHING QUALITY AND IMPACT

Overview

The time frame for the teaching portion of the evaluation is one academic year, which will include summer teaching (if applicable), as outlined on page 3. Each faculty member will be evaluated for teaching based on the standards in List 3. Each faculty member is expected to provide quality instruction. The evaluation of teaching performance shall include consideration of the individual's effectiveness in imparting knowledge and skills, stimulating students' critical thinking and creative abilities, the development or revision of curriculum and course structure, effective student performance, evaluation procedures, and adherence to accepted standards of professional behavior in meeting teaching responsibilities to students.

The learning objectives of each course, the means of assessing learning objectives, and the actual outcomes of the assessment should be evaluated as part of the teaching performance. The FLM Department Chair will consider each faculty member's teaching portfolio, which may include, but not be limited to, class notes, syllabi, student exams and assignments, and any other materials relevant to the teaching assignments as outlined in Article 10 of the CBA.

The teaching evaluation should consider any relevant materials, including the Student Perception of Instruction (SPI) results and other teaching-related activities including, but not limited to, classroom visits or observations, student advising, new course development, course revisions, development of innovative teaching methods, and using multiple types of learning assessments.

Standards for a Satisfactory Teaching Rating

The standards for teaching and student engagement focus on the faculty member's teaching assignment, including work outside of the classroom that supports assigned classes, and the students enrolled in them.

To earn a rating of **Satisfactory** or higher, the faculty member must do all the following for each course taught:

- Convenes all classes with regularly scheduled class meetings (such as face-to-face, mixed mode, and synchronous online) as scheduled (unless there is prior approval) and teaches all classes in the modality they were scheduled.
- Maintains a regular online presence, being present online at least once every day (email and within the learning management system) when teaching online courses.
- Holds all scheduled office hours in the appropriate modality and location and provides opportunities for student appointments outside of office hours pursuant to unit, college, and university policy.
- Replies to student inquiries within 2 business days (except when students have been notified through class announcements).
- Submits book orders and syllabi on time as university and unit policy requires.
- Complies with state, university, and unit policies and deadlines pertaining to teaching, including syllabus policies and final grade submission deadlines.
- Maintain accurate and up-to-date grades on Webcourses, which reflect the grades the student is receiving in the class and make those grades visible and available to students.
- Holds final examinations in compliance with university regulations and policies.
- Appropriately supervises and evaluates any TAs and other assistants (graduate or undergraduate) assigned to help with instruction.
- Upholds a high level of professionalism when communicating with students in and out of the classroom

If the faculty member meets the standards for a **Satisfactory** rating, the chair will consider a faculty member's additional activity for evidence of **Above Satisfactory** or **Outstanding** performance. As specified in Part II, the Chair and each faculty member will agree on intended additional activities in each category of assignment during the annual goal-setting meeting. In weighing the contribution of additional activities, the Chair may consider the effort expended, the substance, depth, and strategic importance of the activity, and the outcome achieved for each exemplar on a faculty member's annual agreement of goals. Examples of activities that may indicate quality and impact in teaching are outlined in Appendix 2

List 1 details additional Teaching Activities and Standards that may be considered for an evaluation of Above Satisfactory or Outstanding. The evaluation of teaching activities will be based on the following scale:

Outstanding shall be assigned if the FLM Chair determines that the faculty member has achieved the quality and impact goals agreed to by the faculty member and Chair at the beginning of the evaluation period for specific additional activities that would constitute an Outstanding rating.

Above Satisfactory shall be assigned if the FLM Chair determines the faculty member has made significant progress toward achieving the quality and impact goals that would constitute a rating of Above Satisfactory in that category of assignment agreed to by the faculty member and FLM Chair at the beginning of the evaluation period.

Satisfactory shall be assigned if the faculty member meets the standards for a satisfactory rating as outlined above.

Conditional will be assigned if the faculty member does not meet the minimum standards for a rating of Satisfactory for the current evaluation period, as outlined above, and was not assigned a Conditional or Unsatisfactory rating in the category for either of the previous two evaluation periods. A Conditional rating cannot be assigned for two consecutive years.

Unsatisfactory will be assigned if the faculty member does not meet the standards for a rating of Satisfactory for the current evaluation period, as outlined above, and was assigned a Conditional or Unsatisfactory rating in the category for either of the previous two evaluation periods.

List 1: Additional Activities to Demonstrate Quality and Impact in Teaching Effectiveness

Sample activities that indicate quality and impact in teaching may include, but are not limited to:

I. Faculty teaching

- Employ two different teaching methodologies in all classes
- Evidence of updates to all courses
- Employ two types of learning assessments
- Acts in a professional manner in classrooms, in meetings, and in communications
- Receive no egregious student complaints
- Adhere to the standards of conduct described in the UCF Employee Code of Conduct.
- Receive SPI ratings at or above 3.0

II. Materials created by the faculty member (primary documents)

- Syllabi
- Lesson plans
- Exams
- Assignment prompts
- Presentation materials

III. Materials created by the faculty member (reflective documents)

- Statement of teaching philosophy
- Narrative of teaching practices (specific examples of how theory is put into practice)
- Annual reflection statement (teaching innovations and continuous improvement in the classroom this year)
- Statement of professional development attended

IV. Materials created / Observation by others

- Peer observation feedback (by department peer or Chair)
- Peer observation feedback (by UCF faculty member outside the department)
- Peer observation feedback (by FCTL)
- Peer observation feedback (same discipline, different instruction, via recording)

- Student Perception of Instruction (SPI)
 - Can include contextualizing statements about class size, composition, or level
 - Can include comparisons to department/College/university average
 - Can include longitudinal results
- Teaching awards received
- Annual letter of participation in various events from FCTL
- FCTL video capture of instructor teaching a class

V. Evidence of Course / Program Development / Enhancement

- designing a newly-assigned course (a course that exists but you're teaching it);
- new course preparation (never taught; change of modality; or not taught within 3+ years)
- degree underwriting for a new degree program
- certificate underwriting for a new program
- study abroad program development
- state (or higher) course quality designation (e.g., State of FL Quality Online Course)
- university high quality course designation (High Quality Course badge)
- university course quality designation (Quality Course badge)
- serving as a course leader
- Creator of E-media content for platform/course (design, development, assessment)
- Additional generation of student credit hours (i.e. students multiplied by credit hours).
- serving as an assessment coordinator or reviewer

VI. Evidence of student learning

- Before-and-after results (test or writing samples, especially comparing early semester to end)
- Passing rates of students (especially compared to department average)
- Graded student essays, with an explanation of grading results
- Student publications on course-related work
- Statements/videos from previous students in the course
- conducting Department/College approved independent study
- participating in course affordability initiatives for classes at low or no cost to students
- author or co-author of an OER for a course
- serving as a guest speaker in another class

VII. Evidence of Student Development

- chair of thesis/dissertation committee
- member of thesis/dissertation committee
- chair of undergraduate honors thesis
- member of undergraduate honors thesis

VIII. Evidence of Club / College Event / Industry Involvement

- advising a student club (RSO Advisor)
- production of or active involvement in a college event;
- Faculty advisor for student competition.
- Other teaching activities agreed upon with the faculty member & the department chair
- Integration of intensive hands-on service-learning student projects for industry

IX. Evidence of Professional Development

- using industry immersion, participating in webinars, site visits, industry advisory boards
- individual professional development efforts (e.g., professional diplomas, certifications)
- working with RAMP, LEAD Scholar, or Honor student
- Individual professional development efforts such as professional diplomas, certifications,
- active participation/presentation at a teaching and learning conference/workshop
- lead a teaching workshop/seminar for students, faculty, or professionals.
- involvement in teaching and curriculum development assignments
- receiving a teaching award at UCF or from other respected institutions
- created a continuing education program (e.g., industry or academic educational seminar held at UCF/RCHM or beyond)
- Expand the body of knowledge in pedagogical/pedagogical practices (publish articles, chapters, or magazine pieces in journals or other publications focused on pedagogy/andragogy). Articles cannot be recognized in teaching and research.
- received internal/external funding from an education-related program (e.g., CDL for course redesign initiative, etc.; cannot be recognized in research)

X. Further, these items will be included from Resolution 2024-2025-12, if approved, to evaluate faculty:

Approval of a Revised Student Perception of Instruction Form

Replacement Likert Scale Questions

1. The course expectations were clear.
2. The course was well organized.
3. Graded work was aligned with course content.
4. The instructor made clear efforts to engage students.
5. The instructor was helpful in responding to questions.
6. I received sufficient feedback on my performance in the class.
7. The instructor was available for assistance.
8. The instructor enhanced my understanding of the material.
9. The instructor positively impacted how I learn.

Scale: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree

Nonstudent facing averages.

Overall Effectiveness of the course and content (Automated Average Score) 1-3

Overall Effectiveness of the instructor and instruction (Automated Average Score) 4-9

Replacement Open Ended Questions

Describe to the instructor the most effective elements of the course.

Explain to the instructor your suggestions for improving the course.

PART IV – EVALUATION OF RESEARCH AND OTHER SCHOLARLY ACTIVITIES QUALITY AND IMPACT

Overview

The FLM Department Chair shall consider the full range of research and scholarly activities and the contribution of accomplishments. Evidence of research and other scholarly activities shall include, but not be limited to, published cases, chapters and/or books, articles, papers, and research notes in academic refereed and/or professional/industry journals, research and/or papers presented at meetings of professional academic, governmental or industry conferences, funded grant or contract activities, reviews, and research and creative activities that have resulted in publication, display, or performance. The evaluation shall consider the employee's research quality and productivity during the evaluation period, as well as other creative programs and contributions recognized by the academic and/or professional communities.

Faculty with a research assignment will be evaluated based on research publications and internal or external grant submissions and/or awards. This assignment category's research publication and grant components will be evaluated based on publication and grant activity over the most recent three-year period. Additional research activities will be evaluated for only the current review year or evaluation period.

Sources of Information

In the evaluation of research activity, the Chair will assess the caliber of the faculty member's most recent three-year publication and grant record, as measured by the Quartile of the journals in which those publications appear and the sources and amounts of grant funding awarded in the HURON and AURORA reports, or the relevant university reporting system(s) for research grants, patents, and licensing. Newly hired assistant professors with no credit towards tenure will have their research evaluated annually (for the first two years) based on identifiable research activities at UCF (e.g., publications, journal submissions, revisions and resubmitted to the same journal, working papers, grant/contract submissions, etc.). Newly hired tenure-track faculty members who receive credit towards tenure will have an evaluation window that includes those years of tenure credit and the research publications therein. In addition, the Chair will rely on information provided in the faculty member's annual evaluation portfolio to gauge the quality and impact of their additional research activities during the annual evaluation period.

Standards for Evaluation of Research and Creative Activities

A rating on research activities will only be provided for FLM faculty with a research assignment. List 2 displays those standards for all faculty who have a research assignment. When faculty are engaged in a large number of high-value projects or contracts, this may result in considerable time commitments that negatively impact research paper productivity in the year in which the project(s) is being conducted; therefore, the chair will review the standard number of publications to ensure equity and fairness.

Different workload assignments carry different research expectations; therefore, minimum standards for the various ratings will be a function of the research assignment percentage, as determined by the assignment workload. List 2 summarizes the research accomplishments necessary to obtain a **Satisfactory** rating for the different workload assignment tracks.

If the faculty member meets the standards for a **Satisfactory** rating, the chair will consider a faculty member's additional activity during the evaluation period or current year for evidence of **Above Satisfactory** or **Outstanding** performance. As specified in Part II, the Chair and each faculty member will agree on intended additional activities in each category of assignment during the annual goal-setting meeting. In weighing the contribution of additional activities, the Chair may consider the effort expended, the activity's substance, depth, and strategic importance, and the outcome achieved for each exemplar on a faculty member's annual agreement of goals. Examples of activities that may indicate quality and impact in research and creative activities are outlined in Appendix 3.

The Chair shall consider the research productivity and its contribution to each faculty member's research program and to the mission and goals of the Department and College. This assessment includes the quantity and quality of publications in scholarly journals and other academic outlets, research contracts and awards, grant submissions, and other additional activities, as outlined in List 2.

The quality of scholarly publications shall be evaluated using widely available metrics to judge the quality and impact of different journals. The Chair shall rely on metrics developed by the scientific publisher Elsevier in the Scopus database to identify how a given journal ranks in the distribution of journals in that subject area. Accordingly, the journals with the highest quality are ranked in the top quartile of a subject area (Q1), the second highest quality journals are those in the second quartile (Q2), the third highest quality journals are those in the third quartile (Q3), and the journals in the fourth quartile are deemed to be of lower quality (Q4). Faculty are encouraged to always publish in journals indexed in the Scopus and Web of Science databases since journals that are not indexed cannot be assessed using this framework. Specifically, faculty are encouraged to publish in journals indexed in the Social Sciences Citation Index (SSCI), the Science Citation Index Expanded (SCIE), the Emerging Sources Citation Index (ESCI), the Arts & Humanities Citation Index (AHCI), or the Conference Proceedings Citation Index (CPCI). Faculty are discouraged from publishing in predatory journals or outlets not indexed in Scopus or Web of Science.

Beyond the quality of journals, faculty can demonstrate the impact of their activities in terms of their contribution to each publication, grant submission, or funded award, such as being the lead author or principal investigator, or the sole author. Similarly, faculty can demonstrate impact by using research outputs to advance early career researchers such as graduate students, junior faculty, and visiting scholars, as indicated by co-authorship with early career researchers. In addition, faculty can demonstrate the reach of their impact through co-authorship of publications or grants with international collaborators. To discern differences in quality and impact for grant awards, the Chair shall consider the source and competitiveness of funding sources, as well as the role of the faculty member in those funded projects, and the amount of funds awarded to the faculty member in the HURON and AURORA reports. Furthermore, the Chair shall consider licensing and patents secured by the faculty member as indicators of quality and impact of research and creative activities.

The evaluation of research activities will be based on the scale below.

Outstanding shall be assigned if the FLM Chair determines that the faculty member has achieved the quality and impact goals agreed to by the faculty member and Chair at the beginning of the evaluation period for specific additional activities that would constitute an Outstanding rating.

Above Satisfactory shall be assigned if the FLM Chair determines the faculty member has made significant progress toward achieving the quality and impact goals that would constitute a rating of Outstanding in that category of assignment agreed to by the faculty member and FLM Chair at the beginning of the evaluation period.

Satisfactory shall be assigned if the faculty member meets expectations as described in Table 2

Conditional will be assigned if the faculty member does not meet the minimum standards for a rating of Satisfactory for the current evaluation period, as determined by List 2, and was not assigned a Conditional or Unsatisfactory rating in the category for either of the previous two evaluation periods. A Conditional rating cannot be assigned for two consecutive years.

Unsatisfactory will be assigned if the faculty member does not meet the standards for a rating of Satisfactory for the current evaluation period, as determined by List 2, and was assigned a Conditional or Unsatisfactory rating in the category for either of the previous two evaluation periods.

Additionally, in keeping with the University and College goals of achieving research status, to achieve a rating of Satisfactory or better, faculty members meet as determined by the expected research output for workload assignment, from Section I of Table 1. If this minimum is not met, a faculty member's highest rating in Research and Other Scholarly Activities is Conditional. Table 2 summarizes the expected research output from Section I for a Satisfactory (or better) rating for each workload assignment.

Table 2: Expected Research Output to Achieve Satisfactory by Workload

Category	Track 1 (8 courses)	Track 2 (4 courses)	Track 3 (2 courses)
Research	None	<p>Publish 2 articles in refereed academic journals.</p> <p>Publish at least 1 of the above in a Q1 or Q2 journal (with all other publications in any Quartile).</p> <p>Present in one peer-reviewed academic conference or an invited presentation.</p> <p>Publish 1 academic textbook</p>	<p>Publish 3 articles in refereed academic journals.</p> <p>Publish at least 2 of the above in Q1 or Q2 journals (with all other publications in any Quartile).</p> <p>Submit at least 2 external grants, contracts, or consultancy proposals to a combined total value exceeding \$100,000 as PI or Co-PI with at least one being as PI.</p> <p>Present in two peer-reviewed academic conferences or invited presentations.</p>

List 2: Activities to Demonstrate Quality and Impact in Research & Creative Activities

Sample activities that indicate quality and impact in research may include, but are not limited to:

I. Publications

- publishing more articles than the required minimum (consider authorship, evidence of collaboration w/ graduate students/junior faculty/visiting scholar/post doc fellow; cross-disciplinary collaboration)
- having multiple publications in Q1 journals
- coauthoring with individuals from other countries
- publishing in industry magazines or journals
- publishing case studies/books/book chapters
- article citations

II. Grants, Contracts, & Patents

- submitting more or higher value grant proposals than the minimum
- leading an interdisciplinary team in submitting larger external grants (>1 million) as PI
- receiving more or higher value grants and contracts
- Filing provisional or non-provisional patents or receiving patent awards

III. Conferences & Workshops

- publishing a paper or abstract in the proceedings of a national/international academic conference
- attending a seminar/workshop for developing research skills or grantsmanship

IV. Awards

- receiving the best paper/outstanding paper publication award from a national/international scholarly organization, a journal or a conference
- receiving research awards (RIA, Excellence in Research)
- best paper/outstanding paper award from a journal
- best paper/outstanding paper award from a conference
- industry research award from a professional organization

V. Reviewer, Editor,

- editing a book/non-referred or refereed conference proceedings/an academic journal;
- serving as an editor-in-chief/co-editor/associate editor/assistant editor for an academic journal
- serving as a Guest Editor/Associate Editor of a Special Issue for an academic journal;
- serving as an Editorial Board Member of an academic journal;
- serving as an ad-hoc reviewer for an academic journal;
- reviewing for a national/international research/academic/industry conference;
- editing a discipline-related book;

VI. Speaker

- invited speaker (keynote presentation or panel) at an academic, industry, government, association, community, or conference event (at UCF or beyond)

VII. Miscellaneous

- Media coverage of research outcomes
- acquiring a certificate in research skills
- evidence of advancing knowledge (creation and application)
- Research outcomes adopted or implemented by communities, institutions, industry partners, and governmental/non-governmental agencies.
- Research leading to policy changes, new regulations, new programs or services, or other societal impacts
- OTHER RESEARCH ACTIVITIES AGREED UPON WITH THE FACULTY MEMBER & THE DEPARTMENT CHAIR.

The above list of additional research activities is not considered to be exhaustive. Faculty members may bring to the attention of the Chair activities not included in the above list that may be counted towards the performance evaluation. The faculty member and the Chair may also determine that certain time-intensive activities or an exceptional level of performance may count as more than one activity.

PART V – EVALUATION OF SERVICE QUALITY AND IMPACT

The service component of each faculty member's assignment will be evaluated annually by the FLM Department Chair based on the standards in List 3 in the following section of this document. Internal, community, and industry service are the responsibility of all FLM faculty members. Faculty should demonstrate a willingness to support the University, College, and the Department through service and leadership roles. Service activities at the University should include various roles (e.g., member, chairperson) at various service levels (e.g., Department, College, University, industry, local, regional, national, and international). The evaluation of service is not a simple counting of the number or variety of activities; it seeks to measure time and effort expended as well as outcomes achieved. The faculty member will be responsible for documenting the service activities, time expended, and outcomes achieved in the Faculty Annual Report.

Outstanding shall be assigned if the FLM Chair determines that the faculty member has achieved the quality and impact goals agreed to by the faculty member and Chair at the beginning of the evaluation period for specific additional activities that would constitute an Outstanding rating.

Above Satisfactory shall be assigned if the FLM Chair determines the faculty member has made significant progress toward the achievement of the quality and impact goals that would constitute a rating of Outstanding in that category of assignment agreed to by the faculty member and FLM Chair at the beginning of the evaluation period.

Satisfactory shall be assigned if the faculty member meets the standards for a satisfactory rating as determined below.

Conditional will be assigned if the faculty member does not meet the minimum standards for a rating of Satisfactory for the current evaluation period, as determined by List 3, and was not assigned a Conditional or Unsatisfactory rating in the category for either of the previous two evaluation periods. A Conditional rating cannot be assigned for two consecutive years.

Unsatisfactory will be assigned if the faculty member does not meet the standards for a rating of Satisfactory for the current evaluation period, as determined by List 3, and was assigned a Conditional or Unsatisfactory rating in the category for either of the previous two evaluation periods.

Minimum Standards for a Satisfactory Rating

All faculty members are expected to:

- attend department and college faculty meetings as scheduled.
- serve on a proportional number of department, college, or university committees;
- attend one university commencement ceremony per academic year.
- attend at least one professional meeting or other industry event per semester.
- attend and participate in one internal or external recruiting activity per semester (e.g., Open House, school site visit, competition judging, mentoring, or volunteering.)

The following are examples of additional service activities that benefit the program, college, university, profession, and/or business community. These activities are not necessarily weighed equally. The chair will consider the effort expended, the substance/depth of the activity, and the outcome achieved.

List 3: Activities to Demonstrate Quality and Impact in Service Excellence

The following are examples of additional service activities that benefit the program, college, university, profession, and/or business community. Additional service activities include, but are not limited to:

I. Committee membership and Leadership

- serving on more committees than the minimum requirement
- university or board leadership
- college committee leadership
- department committee leadership
- Faculty Senate membership
- mentorship of new faculty

II. Professional Organizations Membership

- maintain membership in appropriate professional organizations
- serving on a committee for national/international research/academic/industry/government/civic organization
- provide a professional lecture for an individual/organization outside of UCF occurring at UCF

III. Community or Industry Volunteer

- volunteer for an industry organization to assist with research efforts (i.e., survey design/distribution/analysis, leads, focus group, etc.)
- serve as a judge for student contests
- deliver “talks/seminars” to professional associations, business groups, governments, or civic organizations
- active participation in an industry/community event

- being involved in industry/community service/scholarship awards
- serving in a corporate or government board

IV. College or Department Event

- fundraising for a program or the college (e.g., event sponsorships or courses)
- volunteer for university/college/high school events (e.g., Recruit/open house events, EMCEE at awards ceremony, assist with event registration, present at a student event (POMP), UCF Research Week, judge student contests, etc.)
- participate in RCHM promotional activities (e.g., student recruitment, State of the College Video, student events, etc.)
- assist in the production of an RCHM event (e.g., Hospitality Hall of Fame, career fair (aside from teaching the class), live production, etc.)

V. Awards

- receiving Industry and Community Service Awards
- receiving a Student Association Award – Non-Teaching (RSO)

VI. Academic Conference

- serve on an organizing/planning committee for a national/international research/academic/industry/government/civic organization conference
- chair/co-chair an organizing/planning committee for a national/international research/academic/industry/government/civic/ conference
- being a member of a national/international research/academic/industry conference committee (e.g., scientific review committee, speaker selection committee, etc.)
- serve as moderator at a conference session

VII. Student Service Organization

- create set-up or start a new student chapter of an industry organization and/or assist an existing student chapter with re-organization/SOPs/membership strategy, etc.
- Led an Academic Association/Organization
- Student Organization Event

VIII. Advisory Boards

- serve on Rosen/UCF/external industry advisory board
- chair or co-chair an Advisory Board (internal or external)

IX. Non-tenure track scholarship activities

- editing or publishing a book/non-referred or referred conference proceedings/an academic journal
- serving as an editor-in-chief/co-editor/associate editor/assistant editor for an academic journal
- serving as a Guest Editor/Associate Editor of a Special Issue for an academic journal
- serving as an Editorial Board Member of an academic journal
- serving as an ad-hoc reviewer for an academic journal
- reviewing for a national/international research/academic/industry conference
- editing or publishing a discipline-related book

X. Other

- serving as an expert witness;
- etc.

**OTHER SERVICE ACTIVITIES AGREED UPON WITH THE FACULTY MEMBER & THE
DEPARTMENT CHAIR**

The above list of additional service activities is not considered to be exhaustive. Faculty members may bring to the attention of the Chair activities not included in the above list that may be counted towards the performance evaluation. The faculty member and the Chair may also determine that certain time-intensive activities or an exceptional level of performance may count as more than one activity.

APPENDIX 1: Faculty Member Annual Plan

August 8, 20XX- May 7, 20XX Evaluation Period

All faculty members submitting this form are expected to meet all the criteria for **Satisfactory** performance in teaching, research, and service, as delineated throughout this document. The additional activities listed in this form will serve towards achieving above satisfactory or outstanding results.

Faculty Name:

Date of Submission:

Type of Submission (check one): Initial Plan Submission

Plan Evaluation

Teaching

Intended Additional Activities

Achieved Additional Activities

Research

Intended Additional Activities

Achieved Additional Activities

Service

Intended Additional Activities

Achieved Additional Activities

Signatures

Faculty Member

Date

Chair

Date