

University of Central Florida College of Engineering

Department of Industrial Engineering and Management Systems

Faculty Annual Evaluation Standards and Procedures (AESP)

Introduction to the IEMS Faculty Annual Evaluation Standards and Procedures

The faculty members of the Department of Industrial Engineering and Management Systems (IEMS) at UCF have worked to develop an Annual Evaluation Standards and Procedures (AESP) plan that will serve as a guide for the faculty members' efforts and activities in the areas of teaching, research & scholarly activity, and service. The department's AESP is aligned with the University's guidance for AESPs. All faculty members of the IEMS department are expected to perform tasks and activities that will support the AESP.

The activities of faculty members in the areas of teaching, research, service, and other university duties will be evaluated annually using the academic year as stated in the most current UCF BOT-UFF Collective Bargaining Agreement. Each faculty member will complete an annual summary of their activities (annual report) related to teaching, research, service and other duties. This summary of activities will be evaluated by the Department Chair using the IEMS AESP criteria as described in the following section. The Department Chair will meet individually with each faculty member to discuss the results of the annual evaluation and any suggestions for improvement and/or activity changes needed to enhance teaching, research, or service.

As shown Exhibit 1, the review criteria can be used and adjusted for different position types and general focus. The appendices provide additional detailed information to help establish examples of contributions.

Exhibit 1. Example Positions by Type and Focus.

Position Type	Tenure Track		Most common			
	Instructor/Lecturer	Most common				
	Research Faculty				Most common	
		Teaching Intensive	Standard	Research	Research Intensive	Program Coordinator
Position Focus						

Upon review of the Faculty Annual Summary of effort and activities the IEMS Department Chair will assign a rating for each category (i.e. teaching, research & scholarly activity, service, and other duties as assigned). Standard Guidelines outlined in this document will be used by the Department Chair to assign ratings for the various categories.

IMPORTANT NOTE: We recognize the unique nature of the Assistant Professor's evolution and timeline to build a pipeline.
The evaluation process will take this into consideration.

Overall Evaluation: Tenure-Earning and Tenured Faculty

A faculty's overall rating will be evaluated using the chair's discretion in reflecting 1) the faculty's primary role (see exhibit A1-1) and 2) the criteria for each area of teaching, research, and service. If there is a Conditional rating on any category, the overall rating will be Conditional as well. This is according to CBA.

Each section of the evaluation criteria provides further descriptions and examples for the performance levels.

EVALUATION CRITERIA: TEACHING CATEGORY EFFECTIVENESS

Teaching takes place in regularly scheduled academic courses, special registration courses, and in other discipline area venues. Effective teachers demonstrate expert knowledge in an appropriate area related to their academic discipline. They generate enthusiasm for learning, critical thinking, intellectual inquiry, and academic achievement while incorporating technical and instructional improvements in their chosen academic discipline. Evaluation of Teaching Effectiveness will include a review of the level and breadth of the professor's activities and outcomes include:

- a. Providing classroom instruction
- b. Chairing thesis and dissertation
- c. Directing teaching laboratories
- d. Supporting instruction-based industry partnerships
- e. Gaining recognition for teaching excellence
- f. Other instructional activities as defined by State Academic Assignment policy

To achieve a Satisfactory or higher rating, it is the expectation that each faculty member will conduct instructional, examination or laboratory activities for the scheduled number of sessions as published in the university calendar including the final examination period, unless a request to cancel a session during the final examination period has been granted by the department chair. In addition, for each course assignment, all faculty must provide and follow a syllabus that adheres to current university and college guidelines as well as provide an electronic version of the syllabus to the appropriate staff member in the department at the beginning of the semester.

Exhibit 3 defines the conditions for receiving satisfactory evaluation for teaching.

Exhibit 4 defines the overall criteria for teaching effectiveness.

Appendix 2 provides examples of teaching activities and outcomes.

Exhibit 3. Standard Expectations for “Satisfactory” Teaching

- 1) 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.
- 2) Maintains a regular online presence, being present online at least once every day (email and within the learning management system) when teaching online courses.
- 3) 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.
- 4) Replies to student inquiries within 2 business days (except when students have been notified through class announcements).
- 5) Submits book orders and syllabi on time as required by university and unit policy.
- 6) Complies with state, university, and unit policies and deadlines pertaining to teaching, including syllabus policies and final grade submission deadlines.
- 7) Maintains accurate and up-to-date grades on Webcourses which reflect the grade the student is receiving in the class and makes those grades visible and available to students.
- 8) Holds final examinations in compliance with university regulations and policies.
- 9) Appropriately supervises and evaluates any TAs and other assistants (graduate or undergraduate) assigned to help with instruction.
- 10) Upholds a high level of professionalism when communicating with students in and out of the classroom.

Exhibit 4. Teaching Effectiveness Criteria for Five Levels of Evaluation

Merit Criterion	UNSATISFACTORY	CONDITIONAL	SATISFACTORY	ABOVE SATISFACTORY	OUTSTANDING
	No Activity & No Steps to Correct	No Activity	Active Participation	Presence of Outcomes	Significant Presence of Outcomes
Teaching Effectiveness	Unsatisfactory will be given when no action is taken to improve the Conditional performance.	A faculty member who fails to meet the requirements for “Satisfactory” evaluation of CONDITIONAL for the Teaching Effectiveness Criteria . Examples include: • failing to hold class in a responsible manner • failing to return papers, other assignments or tests on a timely basis, • failing to communicate with students • failing to serve as a responsible discipline area mentor to thesis or dissertation students.	A faculty member who meets the basic the requirements for “Satisfactory” as described in Exhibit 3 will receive an evaluation of SATISFACTORY for the Teaching Effectiveness Criteria .	A faculty member who goes beyond meeting the basic the requirements for “Satisfactory” as described in Exhibit 3 will receive an evaluation of ABOVE SATISFACTORY for the Teaching Effectiveness Criteria .	A faculty member who demonstrates excellence in teaching. Examples include: • significant recognition from students and faculty for teaching • Educational activities funded external account from federal agencies or industry.
Educational Development			• Participate in engineering education activities. (e.g., book authoring, revamping of labs)		• Development of New Courses. • Teaching Awards (Internal, External). • Educational grants (Recognition of Innovation by Peers). • Evidence of Innovation in Teaching. • Evidence of Increased Student Learning.
Student Mentoring			• Advise/mentor 1 PhD or 2 Masters in the Year Evaluated (or) Graduate 1 Ph.D. student or 2 Masters in the last 5 years.		• PhD students advised (major advisor or co-advisor). • PhD students graduated (major advisor or co-advisor). • Consideration should be given for mentoring post-docs and/or research professors. • Other criteria at the discretion of the chair.

EVALUATION CRITERIA: RESEARCH & SCHOLARLY ACTIVITY CATEGORY EFFECTIVENESS

Research & scholarly activity includes traditional research inquiry, field-based inquiry, historical and policy analyses, other systematic reviews of knowledge, and scholarly publication of such inquiries, analysis or reviews. It encompasses research, scholarship, and creative works.

Exhibit 5 defines the conditions for receiving satisfactory evaluation for teaching.

Exhibit 6 provides the overall criteria for research & scholarly activity effectiveness.

Appendix 3 provides further examples of research activities and outcomes.

Exhibit 5. Standard Expectations for “Satisfactory” Research & Scholarly Activity

- Competing for research funding by formal submission of proposals to potential funding agencies
- Securing research funding
- Submission of articles for potential publication
- Publication of articles in journals, chapters of books, or books
- Presenting research findings at conferences
- Supervising grant-funded graduate student research
- Producing patents or other intellectual property
- Commercializing technology

(Note: These are not all required. These are examples to be coordinated between the faculty and chair)

Exhibit 6. Research & Scholarly Activity Category Effectiveness Criteria for five levels of Evaluation

Merit Criterion	UNSATISFACTORY	CONDITIONAL	SATISFACTORY	ABOVE SATISFACTORY	OUTSTANDING
	No Activity & No Steps to Correct	No Activity	Presence of Research Activity	Evidence of Research Outcomes	Significant Evidence of Research Outcomes
Research Effectiveness	Unsatisfactory will be given when no action is taken to improve the Conditional performance.	A faculty member will receive a CONDITIONAL evaluation in Research and Creative Activities if the faculty is not active in research and scholarly activities consistent with the assignment.	A faculty member will receive a SATISFACTORY evaluation in Research and Creative Activities if the faculty is active in research and scholarly activities consistent with the assignment.	In order to achieve an ABOVE SATISFACTORY evaluation in Research, a faculty member must be delivering outcomes.	In order to achieve an OUTSTANDING evaluation in Research, a faculty member must demonstrate a significant level of outcomes.
Scholarly Productivity (Publications and Quality of Publications)			<i>Publish or have accepted 1 Journal Paper or 1 Conference Paper in the Year Evaluated.</i>		Markedly above average consistently over a 3-year period as appropriate given their rank • Quality of Publication venues. • Quality of Publications with PhD students. • Authorship Contribution in Publications. • Total Number of Citations (Impact). • Number of Citations per Paper (Impact). • Papers with High Citations (Impact). • Ascending Number of Annual Citations (e.g. Google Scholar Citations; Increasing Impact). • Emphasis on Recent Publication Impact (last five years).
Funding Productivity			<i>Research Awards (RA) of \$75k or Research Expenditures (RE) of \$50k in the Year Evaluated</i>		Markedly above average consistently over a 3-year period as appropriate given their rank • Research Awards. • RA, RE Funding Productivity that exceeds the average funding productivity of the College (Impact of Work Quality by Sponsors). • Diversity of Funding Portfolio (Impact of Recognition across sponsors). • Some consideration will be given for PI-ship (Leadership Impact). • Consideration will be given for significant Collaboration Efforts (authorship of papers, proposal collaborations). • Consideration should be given for mentoring post-docs and/or research professors as well as undergraduate students. • Other criteria at the discretion of the chair.

EVALUATION CRITERIA: SERVICE

Evaluation in the area of Service will include a review of the service activities, recognition, and contributions that the faculty member makes to the university, college, school, profession, and local, state, regional, national and international communities.

Exhibit 8 defines the conditions for receiving satisfactory evaluation for service.

Exhibit 9 provides the overall criteria for service effectiveness.

Appendix 4 provides further examples of service activities and outcomes.

Exhibit 8. Standard Expectations for “Satisfactory” Service

- Being a member of professional societies
- Providing Department, College, and University service (e.g., search committee, promotion and tenure committee, assessment committee membership or leadership)
- Providing Program service (e.g., Director of a graduate program)
- Supporting journal activities (e.g., Reviewer/Editor/Editorial Board)
- Supporting professional conferences (e.g., Conference Session Leader)
- Other – Mentoring of New Faculty and/or Advisor to Undergraduate Student/Graduate Student organizations
- Other - External (Editorial Boards, panels, etc.)

(Note: These are not all required. These are examples to be coordinated between the faculty and chair)

Exhibit 9. Service Effectiveness Criteria for five levels of Evaluation

Merit Criterion	UNSATISFACTORY	CONDITIONAL	SATISFACTORY	ABOVE SATISFACTORY	OUTSTANDING
	No Activity & No Steps to Correct	No Activity	Active Participation	Leadership Position & Presence of Outcomes	Leadership Presence & Significant Presence of Outcomes
	Unsatisfactory will be given when no action is taken to improve the Conditional performance.	A faculty member will receive a CONDITIONAL evaluation in Service if the faculty is not active in service activities consistent with the assignment.	A faculty member will receive a SATISFACTORY evaluation in service if the faculty is active in service activities consistent with the assignment.	In order to achieve an ABOVE SATISFACTORY evaluation in Service, a faculty member must be delivering outcomes.	In order to achieve an OUTSTANDING evaluation in Service, a faculty member must demonstrate a significant level of outcomes.

EVALUATION CRITERIA: OTHER DUTIES AS ASSIGNED

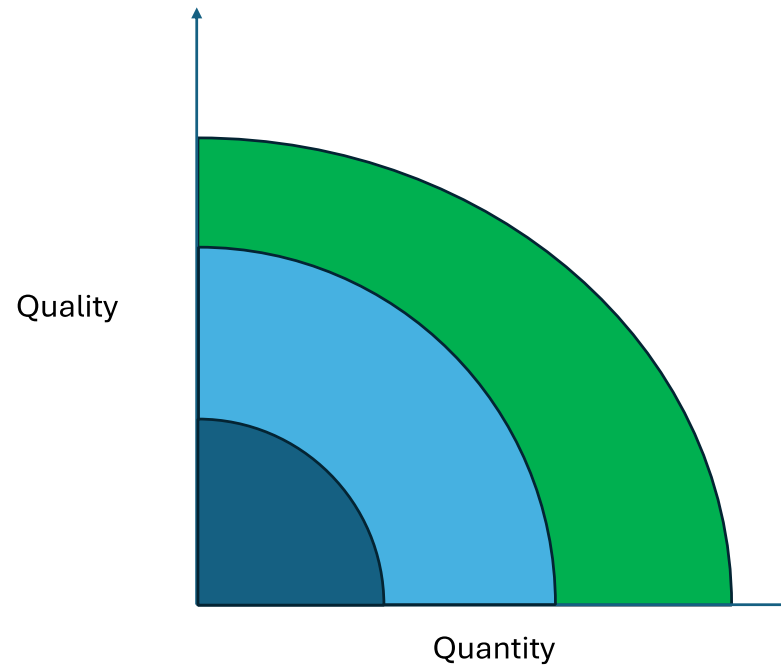
In the IEMS Department, occasionally faculty members may have assignments in addition to or in lieu of teaching, research, and service. For example, these assignments may include: Associate Department Chair, Assistant Department Chair, Undergraduate Program Coordinator, Graduate Program Coordinator, etc. In assigning these positions, it will be the responsibility of the Department Chair to develop a list of expected duties and responsibilities of the associated assignment. The performance criteria of these positions will be developed using the information on expected duties and responsibilities. The Department Chair will develop benchmarks and metrics to be used in assessing annual performance of persons fulfilling such positions. The Department Chair will share these developed benchmarks and metrics to be used in assessing annual performance at the beginning of the assessment period.

APPENDIX: Introduction

This document is the updated version of the IEMS AESP. The approach was refined based on the direction of the Dean's office to:

- Align with the request from the Faculty Excellence / Provost's Office
- Have a simple document
- Provide the Chair with the flexibility to provide discretionary, unique feedback to each faculty member
- Not establish a "bean counting" approach
- Align with the CECS direction.

The criteria are to help us define and evaluate a faculty member's impact in terms of both quantity and quality:



Appendix 1 - Faculty Workload

To the degree consistent with State law and Academic Assignment rules as well as most current UCF BOT-UFF Collective Bargaining Agreement, IEMS Faculty workload will be assigned consistent with CECS Workload Policy approved on 6/25/2012 as amended below. The evaluation approach will recognize the different workload models, based on combination of teaching, research & scholarly activity and service. Exhibit A1-1 provides the basic workload models. These models can be adjusted with agreement of the individual faculty and chair.

Exhibit A1-1. Example Faculty Workload Models

Faculty Workload Model	Teaching category	Research & Scholarly Activity Category	Service/Other Duties Assigned Category
Teaching Intensive	75% (3-3 class assignment teaching load)	0%	25%
Standard	65% (2-2 class assignment teaching load & Chair of additional masters and dissertation students)	25%	10%
Research	25% (1-1 class assignment teaching load)	50% (Course buyout provided by Department or External source)	25%
Research Intensive		90%	10%
Program Coordinator	25% (1-1 class assignment teaching load)	10%	65%

Appendix 2 – Examples of Teaching Activities

Exhibit A2-1. Examples of Teaching Activities and Outcomes.

Merit Criterion	Examples
SPI, SCH Support, Grade Distribution, Student Comments	• Receiving teaching awards (e.g., TIP, professional society recognition for teaching) • Implementing substantial course/program development activities • Producing non-peer reviewed journal, non-book discipline-specific, educational publications, seminars, and presentations, or participating in professional development activities related to curriculum development and student learning • Exceptional course activities used in teaching j. Leading educational programs • Directing and maintaining teaching Laboratories • Facilitating, initiating or maintaining instruction-supporting industrial partnerships m. Instructing conference/workshop tutorials • Other instructional activities as defined by State Academic Assignment policy. • Teach a class in excess of 150 students • Average teaching evaluation of above 4.1 (on an SPI score of 1 to 5) in all courses per semester (i.e., 1 point is received for each semester of above 4.1 average teaching evaluation for a max. of 3 points per annual evaluation period)
Educational Development	• Significant grant received exceeding \$50,000 designated for curriculum development • Significant gift-in-kind exceeding \$75,000 related to instructional support
Student Mentoring	• One dissertation or 2 thesis students that the faculty member chairs and graduates in the given year • ESI3933 Career Advising • Chair of a non-graduating dissertation/thesis • Committee member for thesis and dissertation

Note: As the items on the lists are examples and are not meant to be all inclusive, Chair will consider other significant contributions, as appropriate, in all evaluation categories.

Appendix 3 – Research & Scholarly Activities and Outcomes

Exhibit A3-1. Research & Scholarly Activities and Outcomes.

Merit Criterion	Evidence of Presence of Research & Scholarly Activity	Evidence of Research & Scholarly Activity Outcomes
Scholarly Productivity (Publications and Quality of Publications) in the College	• Submission of articles on knowledge of teaching and learning topics in peer-reviewed journals • Submission of articles on Research topics in peer-reviewed journals	• Acceptance and/or Publication of an article on in peer-reviewed journals. Each article represents evidence of a research outcome. • Citation rating in the top 25% or higher of the department • Lead in development and maintenance of Research Partnerships with Industry • Publication of authored or co-authored books, articles, book reviews, and commentaries • Editing of scholarly books and collections of articles (e.g., in journals or anthologies) • Production of scholarly or other creative materials in alternative media • Refereed, high-impact conference publications • Conferences/workshops/tutorials as keynote or invited speaker • Patent innovation, innovative hardware and/or software inventions • Invited papers in prestigious journals/proceedings • Winning awards from professional societies (such as IIE) for research • Being named as a Distinguished Member or Fellow a professional organization (e.g., IISE National Academy of Science or Engineering (NAE/NAS) membership)
Funding Productivity in the College	• Submission as Co-PI or PI of Research Funding from external ○ Federal research agencies ○ State research agencies ○ Research foundations ○ industry partners • Submission of grant applications, book proposals, essays or other relevant work for professional review and consideration. • Industry liaison for research or industry partnership to support a research proposal • Facilitating interdisciplinary research in support of a research proposal • Facilitating research in support of a UCF Cluster Initiative • Supervision of externally funded RA	• Award and/or current performance on an award as PI of Research Funding from ○ Federal research agencies ○ State research agencies ○ Research foundations ○ industry partners • Award and Performance on externally funded proposals as Co-PI by federal and state agencies as well as research foundations and industry. • Competitive regional, national and international research awards • Commercialize Technology

Note: As the items on the lists are examples and are not meant to be all inclusive, Chair will consider other significant contributions, as appropriate, in all evaluation categories.

Appendix 4 – Examples of Service Activities

Exhibit 4-1. Service Activities and Outcomes.

Merit Criterion	Evidence of Service Activity	Evidence of Service Outcomes
Service to the Unit	• Active member of a department committee • Active member of a program committee • Active member of a College committee • Active member of a University committee • Mentor to a New Faculty member • Advisor/formal or informal mentor to Student organizations or groups • Providing "Career Advising" to UG students	• Leader of a department committee • Leader of a program committee
Service to the College or University	• Mentor in the MAAPS Faculty Mentoring Program	• Leader of a College committee • Leader of a University committee • Leader of student teams at a conference/workshop tutorials presentations
Service to the Profession...(Inter) National Service	• Active member of a professional organization • Active reviewer for Professional Conference • Active reviewer for Professional Journal • Conference/workshop tutorials as an instructor • Participate as a UCF representative in a high impact meeting/panel/event (e.g., Congress, NSF panel, State assembly) • Participation in several service activities should count as outstanding for tenure-track faculty. • Holding and maintain a PE license	• Leader of a professional organization • Leader of a professional conference • Leader of a professional conference committee • Editor of a professional journal • Associate Editor for professional journal • Guest Editor for professional journal • Member of Editorial Board of a professional journal • Consulting Editor for a professional journal • Guest Editor for a professional journal
Service to the Community	•	•

Note: As the items on the lists are examples and are not meant to be all inclusive, Chair will consider other significant contributions, as appropriate, in all evaluation categories.