

Department of Integrated Business UCF College of Business Administration

Annual Evaluation Standards & Procedures Proposed for use during the 2025-2026 evaluation period

Approved by Integrated Business faculty 17-0 by secret ballot at 02/14/2025 department meeting

The Department of Integrated Business (IB) is responsible for the undergraduate Integrated Business BSBA major and the Integrated Business track in the Master of Science in Management (MSM) degree in the College of Business Administration at the University of Central Florida. The mission of the IB department is to provide a high quality, hands-on business education for UCF students that emphasizes soft-skills development and develops well-rounded multi-disciplinarians who will thrive in an environment that requires them to take on multiple roles and responsibilities for their employer.

I. Annual Evaluation

Overview

The evaluation period begins May 8th and continues through May 7th of the following year. This is the academic year beginning August 8th and includes the preceding summer, as appropriate. After the end of the evaluation period, the chair of the IB department shall evaluate each faculty member's performance. The evaluation shall follow the standards and procedures described in this document, the current UCF-UFF Collective Bargaining Agreement, and the annual Assignment of Effort provided to the faculty member at the beginning of the year, or as modified during the year.

In general, annual assignments will follow these guidelines:

- Teaching & Student Engagement: 10% per 3-hour course during the 9-month academic year (e.g., 4-4 load = 80%). The standard teaching load for non-tenure earning faculty members in the IB department is 4-4, regardless of title or rank, adjusted for assignments to Research, Lead for a Course, or other university duties;
- Professional Development or Research: 10% for a Professional Development assignment, 20% for a Research assignment. Research assignments are only available to faculty members who have terminal degrees or are enrolled at least half time in a Ph.D. program related to their current or expected teaching assignment and have a status of ABD ("all but dissertation", i.e., with an approved dissertation proposal), who desire the research assignment, and whom the chair agrees should have a research assignment. The chair shall make final assignment decisions;
- University & Professional Service: 10%; and
- Lead for a Course: 10% (one course release) during the 9-month academic year, if assigned as lead.

Each year, by or prior to the established deadline, each faculty member shall submit an annual report that documents the faculty member's activities and accomplishments in each area of assignment. It is

the responsibility of the faculty member to thoroughly document activities and accomplishments in the annual report. The faculty member must provide information regarding courses taught on an overload basis or under a supplemental summer agreement. The faculty member may, but is not required to, provide information regarding activities and accomplishments that occur when the faculty member is not under contract (e.g., during the summer semester when the faculty member does not have a supplemental summer agreement).

Goal Setting Meeting

Each faculty member in the IB department shall meet with the chair prior to or at the beginning of the evaluation period to discuss the faculty member's intended teaching and student engagement, professional development, university and professional service, academic research, and course lead activities for the period. During or following that meeting, the faculty member and the chair will agree on intended exemplary activities in each area of assignment. The activities are intended to be consequential, aligned with department and college goals, and relatively few in number; typically no more than three. The faculty member and the chair will also come to agreement on specific goals for those activities. These activities and goals will be recorded on the Faculty Member Annual Goals form found in Appendix A, which shall be signed by the faculty member and the chair. If agreement is not reached, the faculty member may appeal to the dean or representative to establish goals or may proceed with intended activities and be evaluated based on the standards stated in each section of this document.

In general, meeting the minimum standards for a Satisfactory rating in an area of assignment and achieving the goals for agreed upon exemplary activities in that area will result in an Outstanding rating in that area. Meeting the minimum standards for a Satisfactory rating in an area of assignment and making substantive progress on agreed upon exemplary activities in that area will result in an Above Satisfactory rating in that area. The faculty member can request a meeting with the chair during the evaluation period to discuss changes to the agreed upon goals. If there is agreement on new activities and/or goals, a new Faculty Member Annual Goals form will be completed and signed.

Completed Faculty Member Annual Goals forms for the current year and previous years will be made available to all faculty members. These are currently stored on the IB shared drive.

Evaluation of Each Area of Assignment

Each area of assignment shall be assigned an annual rating of Outstanding, Above Satisfactory, Satisfactory, Conditional, or Unsatisfactory. In each of the remaining sections of this document relating to an area of assignment, minimum standards for achieving a rating of Satisfactory are described. Additional exemplary activities are also listed. The evaluation in each area will be assigned as follows:

Outstanding will be assigned if the faculty member meets the minimum standards for a rating of Satisfactory in the area of assignment and either (a) there is evidence of success in substantially more of the listed additional exemplary activities, in quality, difficulty, variety or number of occurrences, than a majority of the faculty member's peers or (b) the faculty member has achieved the goals agreed to by the faculty member and chair at the beginning of the evaluation period for specific exemplary activities in that area of assignment.

Above Satisfactory will be assigned if the faculty member meets the minimum standards for a rating of Satisfactory and either (a) there is substantive evidence of success in multiple areas of the listed additional exemplary activities or (b) the faculty member has put forth substantive efforts towards the specific exemplary activities in that area of assignment agreed to by the faculty member and chair at the beginning of the evaluation period.

Satisfactory will be assigned if the faculty member meets the minimum standards for a rating of Satisfactory and there is little or no evidence of any additional exemplary activities in the area.

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 area for either of the previous two evaluation periods.

Unsatisfactory 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 assigned a Conditional or Unsatisfactory rating in the area for either of the previous two evaluation periods.

Overall Rating

In general, the overall annual evaluation rating shall be calculated as the weighted average evaluation over all areas of assignment, where the evaluation in each area is assigned a number as follows:

- Outstanding = 4
- Above Satisfactory = 3
- Satisfactory = 2
- Conditional = 1
- Unsatisfactory = 0

The weight for each area shall be the assignment of effort for the area. The numerical result shall be rounded to the nearest whole number and the overall rating of Outstanding, Above Satisfactory, Satisfactory, Conditional, or Unsatisfactory shall be assigned following the preceding numerical equivalences (e.g., 3.50 rounds to 4 which is an evaluation of Outstanding, whereas 3.49 rounds to 3 which is an evaluation of Above Satisfactory.)

There are two exceptions to this general process. If the faculty member receives an evaluation of Conditional in the teaching, research (if they have a research assignment rather than a professional development assignment), or service area of assignment and that area has an assignment of effort of five percent or more, the faculty member's overall rating shall be Conditional for the evaluation period. If the faculty member receives an evaluation of Unsatisfactory in any area of assignment with an assignment of effort of five percent or more, the faculty member's overall rating shall be Unsatisfactory for the evaluation period.

II. Tenured and Tenure-Earning Faculty Members

Overview

Based on needs of the college and university, the department may at times include in-unit (UFF bargaining unit) tenured or tenure-earning faculty members. The purpose of this section is to define how teaching assignments shall be made for these faculty members and how their research shall be evaluated. The evaluation of teaching and service for tenured or tenure-earning faculty members shall be the same as for non-tenure earning faculty members, as set forth in sections III and VI, respectively, of this document.

Teaching Assignment

Tenured or tenure-earning faculty members whose research productivity during the most recent three annual evaluation periods would qualify them to teach in an existing doctoral program in the college shall have a 2-2 teaching load for the next year. Those whose research productivity during the most recent three annual evaluation periods would qualify them to teach in an existing master's program in college shall have a 3-3 teaching load for the next year. Those whose research productivity during the most recent three annual evaluation periods would not qualify them to teach in an existing master's program in the college shall have a 4-4 teaching load for the next year. As an example, the teaching assignment for 2025-2026 would be based on research productivity for the 2024-2025, 2023-2024, and 2022-2023 annual evaluation periods (May 8th through the following May 7th).

Evaluation of Research

All tenured or tenure-earning faculty members shall have their research evaluated based on articles accepted for publication and grants received during the three-year period ending with the annual evaluation period being evaluated and academic presentations made during the annual period being evaluated.

A tenured or tenure-earning faculty member with a 2-2 teaching load during the period being evaluated shall have a 50% research assignment and shall receive a rating of Satisfactory for Research if their research productivity is at the minimum level required to continue with a 2-2 load for the next year. If their research productivity is one and one-half times that minimum, the rating for Research shall be Above Satisfactory. If it is two times that minimum, the rating for Research shall be Outstanding. If it is less than that minimum, the rating shall be Conditional, unless a Conditional or Unsatisfactory rating for Research was received in the previous year or the year before that, in which case the rating shall be Unsatisfactory.

A tenured or tenure-earning faculty member with a 3-3 teaching load during the year being evaluated shall have a 30% research assignment which shall be evaluated using the standards found in section V, Research, of this document.

A tenured or tenure-earning faculty member with a 4-4 teaching load during the year being evaluated shall have a 10% professional development assignment which shall be evaluated using the standards found in section IV, Professional Development, of this document,

III. Teaching & Student Engagement

Overview

The chair of the Integrated Business (IB) department will evaluate the teaching & student engagement performance and effectiveness of the faculty member for the evaluation period as part of the annual evaluation process. The faculty member's primary goal in teaching should be to foster student learning; therefore, the focus of these evaluation standards is on activities and accomplishments that directly foster learning by the faculty member's students. The evaluation of teaching is not a simple counting of the number or variety of activities; it seeks to measure both efforts expended, progress made, and outcomes achieved.

A teaching activity is defined as any in which the faculty member individually mentors, instructs, debates, discusses, or advises a student or group of students. Teaching activities may also include the time and effort expended in the preparation of materials for these types of engagements, as well as the time and effort expended in creating student assessments for these activities. Course development and content curation to support the department's affordable instructional materials initiative is also considered a teaching activity.

Sources of Information

In forming the evaluation of teaching & student engagement, the chair will consider the faculty member's teaching assignment for the year (number and types of courses) and will gather information from:

- teaching & student engagement related materials submitted by the faculty member as a part of their annual report;
- feedback from lead faculty members, students, peers, and others regarding the faculty member's teaching performance and effectiveness. If the chair receives negative feedback that might reasonably be expected to impact the faculty member's annual evaluation, the faculty member will be informed of this feedback in writing as soon as practicable and provided the opportunity to respond to it;
- written reports such as student perception of instruction (SPI) numerical feedback and written comments, Faculty Center for Teaching and Learning reports of attendance at sessions, etc.; and
- teaching observations and evaluations, if conducted. If the chair, designee, or peer conducts observation and evaluation of teaching, it will be done according to the requirements of the collective bargaining agreement and on an equitable basis (e.g., some defined group such as all faculty members in the first two years of UCF employment, all faculty members earning evaluations below Satisfactory in the previous year, etc.).

Minimum Standards for a Satisfactory Rating

The minimum standards for teaching & 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. By design, these standards are detailed and extensive, as they support and affirm the IB department and College of Business Administration's commitments to student learning and success. Efforts that are "as requested by the chair" will be distributed equitably across the faculty members in the IB department.

In order to earn a rating of Satisfactory or higher, the faculty member must do all of the following:

- for each course taught:
 - deliver the course as designed by the lead faculty member and participate in common course activities such as the development of common examinations;
 - provide informative and timely performance feedback to students (e.g., grades and comments on assignments) using the rubrics established for the course. Performance feedback should reflect meaningful differences in performance across students as demonstrated by grade distributions and other measures;
 - relay information to students (regarding, e.g., internships, job fairs, co-curricular opportunities) on a timely basis;
 - hold classes as scheduled, including a final exam or other activity during the scheduled final exam period, unless a written exemption is granted by the chair, in advance where possible;
 - hold at least 1 hour of pre-scheduled office hours each week for each 3-hour course assigned at the campus on which the course is taught, be available for additional appointments with students at mutually convenient times, and respond to student emails and phone calls in a timely manner;
 - earn a rating of Good, Very Good, or Excellent for “Overall Effectiveness of the Instructor” from at least 50% of students responding to the Student Perception of Instruction (SPI) instrument across all courses taught during the evaluation period; and
 - receive evaluations of Satisfactory or higher on teaching observations, if conducted. The rubric for teaching observation feedback will be provided to the faculty member in advance.
- as a member of the IB department and College of Business Administration:
 - take an active part in curricular or program review or assessment and accreditation efforts, as requested by the chair;
 - take an active part in curricular or program development, as requested by the chair;
 - serve appropriately on Honors-in-the-Major thesis committees, as requested by the chair;
 - participate in peer teaching evaluations, as requested by the chair;
 - act in a professional manner and show proper respect for students in classroom settings, in other face-to-face meetings, and in communications. This requirement does not preclude having high expectations for student efforts and behavior or high grading standards; and
 - adhere to the standards described in the UCF Employee Code of Conduct.
- as a teaching professional:
 - maintain academic and/or professional qualifications necessary under accreditation standards (SACSCOC and AACSB) for undergraduate or master’s instructors (depending on educational credentials and assignment)

Exemplary Activities

If the faculty member meets the minimum standards for a Satisfactory rating, the chair will consider exemplary activities and apply them to the ratings guidelines described previously. These activities are not valued equally. The chair will take into account the effort expended, the substance/depth of the

activity, and the outcome achieved. The following is a non-exhaustive list of examples of such activities:

- providing substantive material to improve courses to the appropriate lead faculty member (e.g., alternative assignments, resources, structures, activities, etc.);
- supervising one or more Honors-in-the-Major thesis or other substantive involvement of students in research, such as supervising independent studies;
- developing student organizations for IB students or having a substantive role (e.g., help to arrange speakers and events, assist in fund raising and budgeting process, attend functions, help recruit student members and leaders, etc.) as the faculty advisor for one or more student organizations related to the major or college, as approved in advance by the chair;
- formal mentoring of students during the year;¹
- developing or maintaining a department-wide student competition;
- developing or maintaining internship opportunities for IB students;
- developing or maintaining a high impact international experience for students through faculty-led exchanges;
- arranging for speakers for The Exchange or other IB department speaker series;
- receiving grants for teaching related activities, including internal UCF grant programs;
- winning a college-wide or university-wide teaching award;
- preparing and delivering a teaching workshop for FCTL;
- a new course preparation (the first time the faculty member has taught the course);
- three or more in-load course preparations in a single term;
- substantive work on and/or meeting goals for other exemplary teaching & student engagement-related activities agreed to in advance by the faculty member and the chair.

Repetition of these activities, when possible, will provide additional justification for a higher rating.

Examples of Different Ratings Outcomes

Note: these examples do not apply if the faculty member and chair have agreed upon activities and goals for the evaluation period.

Example 1: Faculty member meets the standards for a Satisfactory evaluation. In addition, the faculty member teaches three different courses in the fall semester and mentors two students in the department's formal mentoring program. Evaluation is Satisfactory.

Example 2: Faculty member meets the standards for a Satisfactory evaluation. In addition, the faculty member arranges three speakers for The Exchange, develops six new internship opportunities for students, and maintains ties with a dozen other internship providers. Evaluation is Above Satisfactory.

¹ The IB department has established a formal mentoring program, as follows: Faculty members interested in mentoring are included in a list (with short biography/background/qualifications) which is distributed to students. Students *voluntarily* contact a faculty member to request a mentoring relationship. The student and faculty member meet one-on-one, face-to-face at least twice each semester for at least 30 minutes. The faculty member maintains a log of meetings and topics discussed and includes this log in the faculty member's annual report. The goals of the program are positive impact on the student, accountability, and minimum bureaucracy.

Example 3: Faculty member meets the standards for a Satisfactory evaluation. In addition, the faculty member serves as faculty advisor for the Small Business Owners student club, attends their monthly meetings, arranges four speakers for their program, and helps them increase membership by 20%. The faculty member works with another faculty member to create and launch a student contest that judges students across the university based on their management of small businesses. Forty-seven students participate in the initial event. Evaluation is Outstanding.

IV. Professional Development

Overview

If the faculty member has a Professional Development assignment, the chair of the Integrated Business (IB) department will evaluate their professional development efforts and achievements for the evaluation period as part of the annual evaluation process. The faculty member's primary goal in professional development should be to maintain and extend their subject matter expertise in fields related to the current or anticipated teaching assignment. The evaluation of professional development is not a simple counting of the number or variety of activities; it seeks to measure both efforts expended and outcomes achieved.

Sources of Information

In forming the evaluation of professional development, the chair will consider the faculty member's typical and anticipated teaching assignments and any professional development activities and related goals to which the faculty member and chair agreed at the beginning of the evaluation period. The chair will gather information from:

- materials related to professional development submitted by the faculty member as a part of their annual report, which should thoroughly document all activities and
- public sources of information relating to the faculty member's professional development activities.

Minimum Standards for a Satisfactory Rating

In order to earn a rating of Satisfactory or higher, the faculty member must do all of the following:

- maintain currency and relevancy for someone who is teaching the undergraduate courses typically assigned to the faculty member, as defined by AACSB and UCF's regional accreditor, which accredit the College of Business Administration and/or IB department; and
- successfully complete and document activities from the list of exemplary activities constituting efforts of 60 or more hours during the evaluation period.

Exemplary Activities

The following are examples of professional development activities that sustain and improve subject matter expertise.² Activities must be directly related to the teaching assignment or needs of the IB department. These activities are not valued-weighted. The chair will take into account the effort expended, the substance/depth of the activity, and the outcome achieved.

- continuing academic education, either in a degree program or non-degree program;
- consulting work that is paid or unpaid;
- achieving or maintaining professional certification;
- publication in academic³, scholarship of teaching and learning (SoTL), or practitioner focused outlets;
- invited presentation at an academic or professional conference;
- attendance at an academic or professional conference;
- board membership;
- business ownership;
- teaching executive education;
- editing and/or reviewing articles or books for possible publication;
- writing, revising, or reviewing textbooks (not self-published);
- publishing case studies; and
- serving as an expert witness.

Repetition of these activities, when possible, will provide additional justification for a higher rating.

Examples of Different Ratings Outcomes

Note: these examples do not apply if the faculty member and chair have agreed upon activities and goals for the evaluation period.

Example 1: Faculty member maintains currency and relevancy per UCF's regional accreditor and AACSB, audits a graduate class at UCF, documenting 70 hours of time spent reading course material and attending class, and attends a one-day conference in Tampa. Evaluation is Satisfactory.

Example 2: Faculty member maintains currency and relevancy per UCF's regional accreditor and AACSB, maintains a professional certification related to the teaching assignment that requires 40 hours of continuing education each year, and has paid consulting work related to the teaching assignment of 60 hours. Evaluation is Above Satisfactory.

Example 3: Faculty member maintains currency and relevancy per UCF's regional accreditor and AACSB, publishes a 20-page paper related to the teaching assignment in a national practitioner-

² The activities in this list are accepted by AACSB as evidence of meeting faculty sufficiency standards for those in the Practice Academic (PA) and Instructional Practitioner (IP) categories.

³ Publication of academic research as part of the Professional Development assignment may take more than a single year; therefore evidence of substantive research efforts, such as a completed working paper or a revise-and-resubmit request from a journal, will count as an exemplary activity in one year. Such activities are expected to have led to publication in the second year. Publication in academic, SoTL, or practitioner publications shall receive double credit if the publication meets Tier 1 standards found in V. Research in this document.

focused journal documenting 60 hours of work, makes two invited presentations at national conferences related to the teaching assignment, and serves as a paid expert witness in an area related to the teaching assignment. Evaluation is Outstanding.

V. Research

In general, a non-tenure earning faculty member may receive a Research assignment if he or she:

- is scheduled or may be scheduled to teach in the MSM-Integrated Business track or other graduate programs in the college; or
- is enrolled on a half-time or more basis in a Ph.D. or DBA program related to their current or future IB teaching assignment and has a status of ABD (all but dissertation), meaning he or she has an accepted dissertation proposal.

While the College of Business encourages non-tenure-earning faculty members to publish in academic journals, it recognizes that their skills, interests, allocation of effort and value to the College may be best expressed through publications in outlets meant to influence practice or the ways we best prepare our students to compete in today's world. This can be done through publication in highly visible practitioner journals associated with the faculty member's areas of interest, articles in journals that focus on teaching pedagogy in our disciplinary fields, or publication of case studies that can be used to teach the next generation of business leaders.

A wide array of publication outlets exists for this kind of work. The two tiers presented below comprise the most recognizable and visible outlets for this kind of work and are not meant to capture the universe of reputable outlets that could be part of a successful portfolio of publications that merit evidence of excellence in research/professional development.

Clinical Tier 1: The journals below are most influential in achieving excellence in research/professional development for clinical faculty in the college, because of their high visibility in practitioner circles, association with a professional organization and/or their influence in the academic community:

Academy of Management Learning & Education	Journal of Applied Finance
Academy of Management Perspectives	Journal of Economic Perspectives
Advances in Financial Education	Journal of Economic Education
Business Horizons	Journal of Financial Education
California Management Review	Journal of Marketing Education
Harvard Business Review	Journal of Marketing for Higher Education
Journal of Accounting Education	Organizational Dynamics
Issues in Accounting Education	Sloan Management Review

Clinical Tier 2: The most influential and widely used publishers of business case studies:

Harvard Business Publishing	Darden Business Publishing
INSEAD Case Publishing	Emerald Publishing
Ivey Publishing	

Non-tenure-earning faculty members who publish in other outlets targeted at practitioners or teachers in their discipline must provide evidence of their impact at the time of their evaluation either through the most recent JCR citation impact factors or paid circulation data at the time of publication.

Non-tenure earning faculty members will receive Tier 1 credit for any such unlisted publication that either has an impact factor above 1.5 or a paid circulation in excess of 50,000. They will earn Tier 2 credit for any such publication that has an impact factor above 0.5 or a paid circulation in excess of 10,000. These standards apply to publications in academic journals.

Evaluation of Research for Non-Tenure-Earning Faculty Members

If the faculty member has a Research assignment, the chair of the Integrated Business (IB) department will evaluate their research efforts and achievements as part of the annual evaluation process. Research shall be evaluated over the previous three academic years (e.g., for the 2025-2026 evaluation, the period from May 8, 2023 through May 7, 2026). To achieve a Research evaluation rating of Satisfactory or higher, the faculty member must maintain AACSB SA-Masters qualification.

A faculty member who publishes one Clinical Tier One article, two Clinical Tier Two articles, or the equivalent based on impact factor or paid circulation shall receive a research evaluation rating of Outstanding.

A faculty member who publishes one Clinical Tier Two article or the equivalent based on impact factor or paid circulation AND, in addition, has either a revise-and-resubmit at a Clinical Tier One or Clinical Tier Two or the equivalent based on impact factor or paid circulation OR makes a conference presentation that is likely to lead to journal publication shall receive a research evaluation rating of Above Satisfactory.

A faculty member who publishes one Clinical Tier Two article or the equivalent based on impact factor or paid circulation shall receive a research evaluation rating of Satisfactory.

A faculty member who does not meet the standards for a Satisfactory research evaluation rating shall receive a research evaluation rating of Conditional, unless the research evaluation rating in either of the preceding two years was Conditional or Unsatisfactory, in which case the research evaluation rating shall be Unsatisfactory.

Predatory Journals

We caution all of our colleagues to avoid predatory journals. Predatory journals are unethical publications that exploit the need for researchers to publish their work by charging high fees without providing legitimate peer review, editorial standards, or proper indexing. These journals often prioritize profit over quality and academic integrity, misleading authors into believing their work is being published in a reputable outlet. They typically lack transparency in their editorial process, have low academic standards, and may deceive readers by mimicking credible journals in appearance and name.

All faculty members must exercise caution by verifying journals through trusted sources like Directory of Open Access Journals (DOAJ), Journal Citation Reports (JCR), or Beall's List of Predatory Journals. Publication in predatory journals cannot be used as valid evidence of research or professional development activity.

It is the responsibility of the faculty member to provide each of the following in order to have a publication counted for the Research evaluation:

- Evidence of the outlet's review process (e.g., blind review, editorial review);
- Evidence of the outlet's Impact Factor⁴ or, if not rated, its paid subscription base (dues paying membership may be used for an outlet provided to all dues paying members of an organization); and
- The outlet's submission fee and publication fee schedules and other information useful for determining whether it is engaging in a pay-for-publication scheme (e.g., identity of publisher and/or sponsoring organization).

Conference presentations must be to conferences approved in advance by the chair and shall be measured as of the date of the presentation. The presentation must be of work that is intended to lead to publication and must be made by the faculty member, not a co-author. It is the responsibility of the faculty member to:

- Gain written approval from the chair for the conference.
- Provide a copy of the conference program.

Given the nature of the Research evaluation, there is no need to establish activities or goals for Research for the year.

VI. University & Professional Service

Overview

The chair of the Integrated Business (IB) department will evaluate the university & professional service efforts and achievements of the faculty member for the evaluation period as part of the annual evaluation process. The faculty member's primary goal in service should be advancing the interests and meeting the needs of the IB department, the College of Business Administration, the University of Central Florida, professional and academic organizations related to the IB department's focus, and the local business community. The evaluation of service is not a simple counting of the number or variety of activities; it seeks to measure both efforts expended and outcomes achieved.

⁴ If included in the Clarivate Journal Impact Factor list, the impact factor must be 0.5 or higher to receive credit. If not included, the paid circulation must be 10,000 or higher.

Sources of Information

In forming the evaluation of service, the chair will consider the faculty member's interests, opportunities for service, and any service activities and related goals to which the faculty member and chair agreed at the beginning of the evaluation period. The chair will gather information from:

- materials related to service submitted by the faculty member as a part of their annual report, which should thoroughly document all activities; and
- public sources of information relating to the faculty member's service activities.

Minimum Standards for a Satisfactory Rating

In order to earn a rating of Satisfactory or higher, the faculty member must do all of the following:

- attend department and college faculty meetings, as scheduled;
- attend one university graduation ceremony at which COBA students graduate per year;
- attend and participate in one Welcome-to-the-Majors event per year;
- perform other activities beneficial to the university, college, or IB department (six are required and multiple instances are counted toward the total⁵), such as:
 - serve as a judge for student contests;
 - serve as a guest speaker in another class;
 - speak at the dean's speaker series;
 - deliver "talks" to professional associations or business groups;
 - attend college faculty meetings with the president and provost; or
 - lead a presentation or discussion in an IB Advisory Board meeting; and
- engage in active substantive service as a committee member or perform similar work, such as serving on the:
 - college instructor/lecturer promotion committee;
 - college teaching committee;
 - college UPRC or MPRC;
 - faculty senate;
 - student conduct board; or
 - other college or university committees as agreed to in advance with the chair.

These activities will typically require 50-60 hours of total effort.

Exemplary Activities

The following are examples of service activities that benefit the department, college, university, profession, and/or business community. These activities are not valued equally. The chair will take into account the effort expended, the substance/depth of the activity, and the outcome achieved.

⁵ The chair and the faculty member may agree to substitute other service activities for some or all of these.

- developing or sustaining a signature program for high achieving students in the department;
- organizing or substantial participation in an organization for students in the major or college;
- developing or sustaining a contest or other ritual that encourages students to leave their comfort zones, take risks, or communicate;
- organizing meet-the-firm events or similar;
- being a leader in a professional or business association or publication;
- developing or sustaining a community-focused conference (perhaps in conjunction with other organizations);
- fund raising for the department or college (such as finding sponsors for events or courses);
- new course/product development such as electives for the department;
- providing internal consulting services for the university, the college, or our students, such as service as a Blackstone Launchpad faculty fellow; and
- other activities as agreed to in advance with the chair.

Repetition of these activities, when possible, will provide additional justification for a higher rating.

Examples of Different Ratings Outcomes

Note: these examples do not apply if the faculty member and chair have agreed upon activities and goals for the evaluation period.

Example 1: Faculty member meets the requirements for a Satisfactory evaluation, makes two calls to firms to see if they will attend a department conference (one agrees) and facilitates a gift of \$200 for the department's foundation account. Evaluation is Satisfactory.

Example 2: Faculty member meets the requirements for a Satisfactory evaluation, serves as the president of a local professional organization related to the area of teaching, and works with two other faculty members to maintain an annual contest for IB majors. Evaluation is Above Satisfactory.

Example 3: Faculty member meets the requirements for a Satisfactory evaluation, spends two hours each week meeting with students at the Blackstone Launchpad, and recruits two new members to the IB Advisory Board, each of whom commits to attending meetings each semester, speaking to student groups, and \$2,500 support per year for three years. Evaluation is Outstanding.

VII. Lead for a Course

Overview

Leads for IB courses serve on a voluntary basis and at the pleasure of the chair of the IB department. No faculty member has a right to become or remain a lead for a course. A faculty member may resign from the position as course lead and will not be evaluated as lead for future semesters; however, if the faculty member resigns in the middle of a semester, the faculty member's performance or lack thereof for the entire semester will be evaluated.

The chair of the Integrated Business (IB) department will evaluate the efforts and achievements of the faculty member as lead for a course during the evaluation period as part of the annual evaluation process. The faculty member's primary goal as lead for a course should be to maintain, oversee, and improve the content and delivery of the course.

Sources of Information

In forming the evaluation of a lead for a course, the chair will consider the number of other faculty members teaching the course and any special circumstances regarding the course or its administration during the evaluation period. The chair will gather information from:

- materials related to serving as the lead of a course submitted by the faculty member as a part of their annual report, which should thoroughly document all activities; and
- the chair's observations of and interactions with the faculty member as lead of a course.

Minimum Standards for a Satisfactory Rating

In order to earn a rating of Satisfactory or higher, the faculty member must do all of the following:

- maintain and develop new material for the course including content for the Canvas (Webcourses@UCF) platform, assignments, and classroom activities;
- coordinate common examinations (testing center) and course projects with other course instructors;
- coordinate and communicate with other instructors teaching the course in order to ensure uniform coverage of material across sections and across semesters (e.g., hold meetings to discuss and work on the course, develop common exams, etc.);
- represent the course and its instructors in meetings with other lead instructors and the chair;
- provide substantive service on the curriculum and assessment committees for the IB degree;
- provide substantive service as chair or co-chair on search committees for faculty members who will teach the course;
- provide feedback to the chair as input for evaluation of faculty members who are teaching the course; and
- oversee assessment and evaluation of *course* learning outcomes.

Exemplary Activities

Lead faculty members may meet with the chair prior to or at the beginning of the evaluation period to come to agreement on activities and goals relating to serving as lead faculty member for the evaluation period.

Appendix A

**Department of Integrated Business
Faculty Member Annual Goals****Faculty Member:** _____ **Date:** ____/____/20____**Teaching & Student Engagement****Intended Activity(ies):****Goal(s):****Professional Development****Intended Activity(ies):****Goal(s):****University & Professional Service****Intended Activity(ies):****Goal(s):****Lead Faculty Member****Course:** _____**Intended Activity(ies):****Goal(s):**_____
Faculty member_____
Chair

