

# ANNUAL EVALUATION STANDARDS AND PROCEDURES

GUIDANCE FOR SPRING 2018 ANNUAL REPORT PREPARATION

*DEPARTMENT OF MANAGEMENT  
COLLEGE OF BUSINESS ADMINISTRATION  
UNIVERSITY OF CENTRAL FLORIDA*

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## INTRODUCTION

The Management Department Annual Evaluation Standards and Procedures (AESP) is a work assignment and evaluation system designed for performance appraisal of faculty housed within the Department of Management. The plan has multiple tracks differentiated by faculty classification, course load, and assignment of effort to teaching, research, professional development, and service activities. The objectives of the AESP are to:

- Provide a range of work assignments that permit faculty members, in consultation with the chair, to be placed on the track that best matches their teaching and research capabilities, professional goals, and interests, consistent with the mission of the department.
- Align the performance appraisal system with the promotion and tenure processes.
- Promote high quality research, teaching, service and professional development by Management faculty members.

## PART I - WORKLOAD TRACKS

### Evaluation Weights by Assignment Track

Each year, the Department Chair will assess each faculty member's professional performance based on teaching, service, and research activities, as well as any other assigned duties. Faculty with no research assignment (typically faculty at the rank of Instructor, Associate Instructor, or Senior Instructor) will be provided an evaluation for professional development activities in lieu of a research evaluation. Overall evaluations will be determined by weighting performance on each of the components by the faculty member's formal assignment of effort on each. Table 1 contains the target weights for teaching, research and service for each workload option based on course assignment (3 SCH courses or equivalent) over a regular 9-month annual contract.

**Table 1**  
**Evaluation Weights by Workload Assignment**

<b>Professional Activity</b>	<b>Track A 8 Courses</b>	<b>Track B 7 Courses</b>	<b>Track C 6 Courses</b>	<b>Track D 5 Courses</b>	<b>Track E 4 Courses</b>	<b>Track F 3 Courses</b>
Teaching	80%	70%	60%	50%	40%	30%
Research	10%*	20%	30%	40%	50%	60%
Service	10%	10%	10%	10%	10%	10%

\* Faculty in the Instructor classification will have no research assignment, and instead will be provided an evaluation for professional development in lieu of a research evaluation.

Although expectations are that most faculty members' time will be allocated in the proportions given above, it is recognized that circumstances may arise which warrant variations in the

percentages under each option. Ultimately, each faculty member's annual performance evaluation will be based upon the actual workload for that evaluation period.

### **Evaluation of Other University Duties**

Other university duties are occasionally assigned for special activities such as administrative duties or other special projects. Since the nature of these assignments is variable, no attempt is made to specify evaluation weights for other university duties in Table 1. 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 determine alternate weights and include them on the faculty member's assignment form for all categories at the beginning of each academic year.

### **Workload Assignment and Change Procedures**

1. Workload assignments and changes in workload assignments will be made in accordance with the Collective Bargaining Agreement (CBA). The workload assignment procedure is summarized in Appendix 1.
2. Faculty members may appeal changes in workload assignments in accordance with the Collective Bargaining Agreement.

### **Relationship between Annual Evaluation and Tenure/Promotion**

The result of a faculty member's annual evaluation in the College of Business Administration is just one of numerous components that are 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.

### **Modifications of the Annual Evaluation and Standards Procedures**

The plan may require periodic changes and will be revised in accordance with the Collective Bargaining Agreement and changes in the Department and College missions and objectives.

### **Data to be Included in the Spring Annual Report**

In general, evaluation periods begin May 8<sup>th</sup> and continue through May 7<sup>th</sup> of the following year. Teaching and Service contributions are to be reported for the most recent academic year, which will comprise the previous Fall, Spring, and Summer terms. Instructor Professional Development activities will also be reported for the most recent academic year. Research contributions are to be reported for the most recent five (5) academic years.

## **Due Date for Faculty Annual Report**

The faculty annual report shall be due no sooner than fourteen (14) days after the end of the Spring semester and no sooner than fourteen (14) days after delivery of the Spring 2016 Student Perception of Instruction (SPI) results.

## **PART II – EVALUATION PROCESS AND STANDARDS**

### **Overview**

After the end of the evaluation period, the Management chair 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. Annual Assignments of Effort vary depending upon whether the faculty member is in a tenure track or non-tenure track position classification. Additional effort variation will occur based upon the workload assignment (number of courses) for the faculty member, as described below.

Each year, by or prior to the established deadline, every faculty member shall submit an annual report that documents the faculty member's activities and accomplishments in each area of assignment for the relevant time window (prior year for Teaching, Service, and Professional Development; prior five years for Research publications). 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 Management Department will meet with the chair prior to or at the beginning of the evaluation period to discuss the faculty member's intended teaching, service, and research or professional development 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, except research. Standards with respect to research are pre-established as described below. With respect to teaching, service and professional development, the exemplary activities are intended to be significant and consequential endeavors, aligned with program and college goals. Because the exemplary activities are to be significant and consequential, requiring substantial levels of time and effort, those exemplary activities can be relatively few in number. The level of the exemplary activities engaged in by a faculty member will be a function of the faculty member's workload assignment, position classification, and rank in position. For example, a tenured professor on a 3 course load would be expected to successfully complete higher level service exemplars (e.g., university committees, promotion and tenure matters, Faculty Senate activities, etc.) than an instructor on an 8 course load. Similarly, that tenured

professor would be expected to engage in teaching exemplar options that extended beyond the domain of an instructor (e.g., doctoral student engagements).

The faculty member and the chair will come to agreement on specific exemplar activities as well as goals for those activities. These activities and goals will be recorded on the Faculty Member Annual Goals form found in Appendix 2, 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 dean's 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 publicly available.

### **Evaluation of Each Area of Assignment**

Each of the remaining sections of this document relates to an area of assignment (Teaching, Research, Service, and Professional Development). For each area of assignment, minimum standards for achieving an evaluation rating of Satisfactory are described. In the Research area, evaluations higher than the Satisfactory level are achieved through additional publications beyond what are required for a Satisfactory rating along with activity/success on exemplary activities defined for this assignment area. In the Teaching, Service, and Professional Development areas, evaluations higher than the Satisfactory level are achieved through activities/success on exemplary activities defined for those assignment areas. In general, the evaluation ratings in each area of assignment are determined as follows (with the additional publication proviso for the Research area):

***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 multiple listed additional exemplary activities or (b) the faculty member has made substantial progress toward the achievement of the goals and/or the successful completion of 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.

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

### **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, as indicated in Table 1 above. 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 in this annual Overall Rating determination:

- (a) A faculty member cannot receive an overall annual evaluation rating that exceeds the evaluation rating the faculty member received on his or her highest weighted workload assignment.
- (b) If a faculty member receives an evaluation of Unsatisfactory in any area of assignment, the faculty member's overall rating shall be Unsatisfactory for the evaluation period.

## **PART III – STANDARDS FOR TEACHING AND STUDENT ENGAGEMENT**

### **Overview**

The Management chair will evaluate the teaching and 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.

### **Sources of Information**

In forming the evaluation of teaching and 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 and student engagement related materials submitted by the faculty member as a part of his or her annual report;
- feedback from 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.;
- 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.).

### **Teaching Activities: Defined**

It is important to clearly delineate faculty activities that are classified as "teaching-related." For purposes of evaluation in the Department of Management, a teaching activity is defined as any in which the faculty member individually mentors, instructs, debates, discusses, and/or advises a student or group of students. Teaching activities 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 any student assessments for these activities. Thus, acting in the role of faculty advisor to a UCF sponsored student organization is classified as a teaching-related activity, as would making a presentation to a student group at the exchange, or serving as a member on a dissertation committee. However, an activity such as "grading a PhD comprehensive exam" would be considered a service activity since the grading is done without direct student interaction.

## **Minimum Standards for a Satisfactory Rating**

The minimum 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.

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 a department subcommittee or in accordance with appropriate norms for the course's content description;
  - 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;
  - 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);
  - 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;
  - adhere to the standards of conduct described in the UCF Faculty Handbook;
  - maintain academic and/or professional qualifications necessary under accreditation standards (SACS and AACSB) for your faculty classification and rank within that classification.

## **Exemplary Activities**

If the faculty member meets the minimum standards for a Satisfactory rating, the chair will consider a faculty member's additional activity for evidence of exemplary performance. During the annual goal setting meeting, the chair and each faculty member will agree on intended exemplary activities in each area of assignment, except research (see p. 4). In weighing the contribution of exemplary 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 statement of goals.

Sample activities may include, but are not limited to:

- **Recognition** (e.g., earning a University, College, or association award)
- **Innovation** (e.g., course development or redesign; student engagement activities)
- **Service** (e.g., supervising UCF sponsored student organizations or independent studies)

### **Examples of Different Ratings Outcomes**

Note: these examples do not apply if the faculty member and director 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 is a diligent second reader on a Ph.D. summer paper, *or* serves as a responsible member of an undergraduate honors thesis committee and is a speaker once at the Exchange. Evaluation is Satisfactory.

Example 2: Faculty member meets the standards for a Satisfactory evaluation. A Track E or F (see Table 1) faculty member serves with distinction on a Ph.D. dissertation committee, as a first reader on a successful Ph.D. summer paper, and satisfactorily teaches a new course preparation. Alternatively, a Track A-D faculty member prepares and delivers a successful teaching workshop for FCTL, and finds multiple successful speakers for the Exchange, and chairs a successful Honors in the Major thesis. Evaluation is Above Satisfactory.

Example 3: Faculty member meets the standards for a Satisfactory evaluation. In addition, a Track E or F faculty member (See Table 1) chairs a completed Ph.D. dissertation, develops and teaches a new Ph.D. seminar and presents in a Ph.D. consortia at a professional conference. Alternatively, a faculty member on any track serves as faculty advisor for a vibrant student club, attends their monthly meetings, arranges speakers for their program, helps them significantly increase membership, and works with another faculty member to create and launch a student contest that judges students across the university. Evaluation is Outstanding. Finally, winning a College, University, or Professional Association's teaching award is *prima facie* evidence of Outstanding Teaching.

## **PART IV – STANDARDS FOR RESEARCH**

### **Overview**

Faculty with a research assignment will be evaluated on the basis of research publications, supplemented with a variety of additional research exemplars. The research publication component of this assignment dimension will be evaluated on the basis of publication activity over the most recent five-year period, while the additional research exemplars will be evaluated for only the current review year.

The Chair shall consider the research productivity and the contribution of this productivity 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 grants, and other exemplar activities, as noted below. A representative listing of journals with their respective categories is provided in the Appendix 3.

### **Sources of Information**

In the evaluation of research and creative activity, the chair will assess the caliber of the faculty member's most recent five-year publication record, as measured by the categories of the journals in which those publications appear. Newly hired assistant professors with no credit towards tenure will have their research in the first two years evaluated on the basis of identifiable research activities at UCF (e.g. publications, journal submissions, papers that are to be revised and resubmitted to the same journal, working papers, 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 quantity of the supplemental research activities (exemplars) engaged in during the annual evaluation period.

### **Minimum Standards for a Satisfactory Rating**

A rating on research activities will only be provided for Management faculty who have a research assignment. Generally speaking, faculty in the Instructor classification will have no research assignment, and instead will be provided an evaluation for professional development in lieu of a research evaluation (see the Professional Development section later in this document). Furthermore, faculty in the lecturer classification or in tenure track classifications have different research assignment weights, so the minimum standards for a Satisfactory rating will differ depending upon those research assignment weights. Table 2 below displays those minimum standards for all faculty who have a research assignment.

### **Minimum Standards for All Research Evaluation Ratings**

Different workload assignments carry with them 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. Table 2 summarizes the research accomplishments necessary to obtain the various evaluation ratings for the different workload assignments.

**Table 2**  
**Minimum Standards for Research Ratings by Faculty Workload**

Rating	Faculty Workload Track		
	Track B (7 courses)	Tracks C & D (6 courses & 5 courses)	Tracks E & F (4 courses & 3 courses)
Outstanding	Meet current college criteria for academic qualification to teach graduate courses. Also at least 1 publication in a referred management journal classified as “Other Quality” or higher. In addition, evidence of “exemplar” activity as described below.	Meet current college criteria for academic qualification to teach graduate courses. Also at least 1 publication in a referred management journal classified as “Category 1” or higher, or at least 2 publications in refereed journals classified as “Other Quality” or “Discipline Relevant.” In addition, substantial evidence of “exemplar” activity as described below.	Meet current college criteria for academic qualification to teach graduate courses. Also at least 2 publications in referred management journals classified as “Premier,” or at least 1 publication in a refereed journal classified as “Premier” plus at least 2 publications in refereed journals classified as “Category 1A.” In addition, substantial evidence of “exemplar” activity as described below.
Above Satisfactory	Meet current college criteria for academic qualification to teach graduate courses. In addition, evidence of “exemplar” activity as described below.	Meet current college criteria for academic qualification to teach graduate courses. Also at least 1 publication in a referred management journal classified as “Other Quality” or higher. In addition, evidence of “exemplar” activity as described below.	Meet current college criteria for academic qualification to teach graduate courses. Also at least 1 publication in a referred management journal classified as “Premier,” plus substantial evidence of “exemplar” activity as described below.
Satisfactory	Meet current college criteria for academic qualification to teach undergraduate courses.	Meet current college criteria for academic qualification to teach graduate courses. In addition, evidence of “exemplar” activity as described below.	Meet current college criteria for academic qualification to teach graduate courses. Also at least 1 publication in a referred management journal classified as “Category 1A” or higher, plus substantial evidence of “exemplar” activity as described below.
Conditional	Does not meet current college criteria for academic qualification to teach undergraduate courses for current evaluation period.	Meet current college criteria for academic qualification to teach undergraduate courses.	Meet current college criteria for academic qualification to teach graduate courses.
Unsatisfactory	Does not meet current college criteria for academic qualification to teach undergraduate courses for current and preceding evaluation periods.	Does not meet current college criteria for academic qualification to teach undergraduate courses for current evaluation period.	Meet current college criteria for academic qualification to teach undergraduate courses.

## Exemplary Activities

The minimum standards described in Table 2 include both publications and other exemplary research oriented activities. The chair will take these current year exemplary activities into account, the effort expended, the substance/depth of the activity, and the outcome achieved for each exemplar on a faculty member's annual statement of goals. Potential exemplary research activities include:

- best publication award by national scholarly organization or premier journal;
- best paper national conference;
- CBA Excellence in Research Award recipient;
- multiple publications in Category 1 journals (above those required for a rating);
- principle or co-investigator on external research contract or grant  $\geq$  \$200,000;
- presentation at a national academic conference;
- proceedings publication for a national academic conference;
- strong portfolio of research in progress;
- co-authoring articles with doctoral students;
- principle or co-investigator on external research contract or grant  $<$  \$200,000;
- presentation at a regional academic conference;
- proceedings publication for a regional academic conference.

The above list of exemplars 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 department chair may also determine that certain time-intensive activities or an exceptional level of performance may count as more than one activity. In addition, in the service section that follows, the list of exemplars includes a few professional service activities that could be construed to enhance the research mission of the department for they reflect distinctive accomplishments that stem from the faculty member's research expertise or visibility. As such, it will be left to the chair and the faculty member to make the determination of whether such activities will apply toward the research or service evaluation. These exemplars include the following:

- serving with distinction as a member of a journal's Editorial Review Board, especially for Premier and Category 1A journals;
- serving with distinction as an Action Editor, especially for Premier and Category 1A journals;
- serving with distinction as an Editor-in-Chief, especially for Premier and Category 1A journals;
- elected leadership to governing boards in professional associations, especially at the national/international level;
- elected officer in professional association, especially at the national/international level.

## **PART V – STANDARDS FOR SERVICE**

### **Overview**

The chair of the Management Department will evaluate the university and 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 university (i.e., Management Department, College of Business Administration, University of Central Florida) and the profession (e.g., academic associations, research publication outlets). Service expectations for professional service relative to university service increase with the amount of weight allocated to research in Table 1 (and vice-versa). 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 10% service commitment, common to all faculty, equates to approximately 150 hours over the course of the academic year. It will be the responsibility of the faculty member to document the service activities, time expended, and outcomes achieved in the Faculty Annual Report. There are many service assignments and activities that individually may seem minor, but collectively are critical to the day-to-day operation of the department, college, and university. Faculty will benefit from the participation in such activities to the extent that they contribute toward the service time commitment expected for a Satisfactory service evaluation. Effort and outcome on exemplary service activities (described later) are what can elevate the service evaluation to an Above Satisfactory or Outstanding level.

### **Sources of Information**

In 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 his or her 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 expectations of a faculty member are a function of his or her faculty classification, as follows:

All faculty members are expected to:

- attend department and college faculty meetings, as scheduled;
- serve on at least one department, college, or university committee.

Faculty members in Tracks E and F are additionally expected to:

- maintain membership in appropriate professional organizations;
- attend at least one professional association meeting;
- serve as a reviewer at a research outlet appropriate for rank;

- attend graduation when required to perform a Ph.D. student hooding.

Faculty members in Tracks A through D are additionally expected to:

- 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 Department, such as:
  - attend the president's state of the university event;
  - serve as a judge for student contests;
  - attend speaker events in The Exchange;
  - serve as a guest speaker in another class;
  - deliver "talks" to professional associations or business groups;
  - attend college faculty meetings with the president and provost.
- engage in active substantive service as a committee member or perform similar work, such as serving on the:
  - college or program instructor/lecturer promotion committee;
  - college teaching committee;
  - college UPRC;
  - faculty senate;
  - student conduct board; or
  - other college or university committees as agreed to with the Chair.

### **Exemplary Activities**

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

#### Exemplary University Service Examples:

- successfully developing, growing or sustaining a signature program for 30-50 high achieving students in the program;
- successfully developing, growing or sustaining a community-focused conference (perhaps in conjunction with other organizations);
- successfully fund raising for the program or college (such as sponsorships of events or courses);
- providing valuable internal consulting services for the university, the college, or our students, such as service as a Blackstone Launchpad faculty fellow;
- serving with distinction on additional department, college, or university committees as agreed upon with the department chair;
- preparing and grading Ph.D. comprehensive exam questions;
- coordinating the collection of data and preparation of the undergraduate assessment document;
- coordinating the collection of data and preparation of the MSM assessment document;
- serving with distinction on department, college, or university committees that meet regularly and perform a critical service or accomplish a major task.

Exemplary Professional Service Examples:

- serving with distinction as a member of a journal's Editorial Review Board, especially for premier and Category 1A journals;
- serving with distinction as an Action Editor, especially for premier and Category 1A journals (without course release);
- serving with distinction as an Editor-in-Chief, especially for Premier and Category 1A journals (without course release);
- professional presentations, especially national/international associations (e.g., AoM, SMS, SIOP);
- invited talks/visits (other than job talks!) at other universities;
- non-elected participation in the activities of a professional association (e.g., consortia organizer, track-chair), especially at the national/international level;
- elected leadership to governing boards in professional associations, especially at the national/international level;
- elected officer in professional association, especially at the national/international level.

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 director have agreed upon activities and goals for the evaluation period.

Examples for Track A-D Faculty:

Example 1: Faculty member regularly attends department and college faculty meetings, and participates in and/or chairs a university (department, college, our university-level) committee that meets regularly. Faculty member attended the Fall or Spring graduation, regularly attends events in The Exchange, served as a judge for a student competition, and fulfilled service hours requirement. Evaluation is Satisfactory.

Example 2: Faculty member meets the requirements for a Satisfactory evaluation, is active in a local professional organization related to the area of teaching, and is a contributing member of a department or college committee (or multiple committees) that has a heavy work load (i.e., meets often and/or has a high work volume. Evaluation is Above Satisfactory.

Example 3: Faculty member meets the requirements for a Satisfactory evaluation, Chairs a Department or College committee (or serves on multiple committees) with distinction that has heavy workloads, and/or serves with distinction on high-profile/heavy workload University-level committee(s). Is an officer in a local community organization related to the faculty member's expertise. Successfully takes on and completes an important on-going task within the Department and/or College (e.g., coordinates the undergraduate program assessment activities and data collection). Evaluation is Outstanding.

Additional/Alternative Examples of University Service for Track E & F Faculty

Example 1: Faculty member regularly attends Department and College faculty meetings, and participates in and/or chairs a university (Department, College, our University-level) committee. Attends and performs a minor role at the Academy of Management (e.g., Session Chair), and serves as a reviewer for the annual Academy of Management meeting. Evaluation is Satisfactory.

Example 2: Faculty member meets the requirements for a Satisfactory evaluation, performs several *ad hoc* reviews for Premier or Category 1A journals and/or serves on an Editorial Review Board. Attends two conferences and organizes a successful professional development session in one. Evaluation is Above Satisfactory.

Example 3: Faculty member meets the requirements for Satisfactory evaluation, serves with distinction on the Editorial Review Board of a Premier journal and/or Editor at a Premier or Category 1A journal (without course release). Faculty member also actively serves a professional organization in a voluntary non-elected service role that brings visibility to UCF. Alternatively, the faculty member who is not an editor might have a major elected role in a national or international professional service organization without course release and serves with distinction. Evaluation is Outstanding.

Note: The examples for Tracks E and F will be considered in conjunction with the faculty member's rank. For example, service on the Editorial Review Board of a Premier journal is Outstanding service for a untenured faculty member, but might only exemplify Above Satisfactory achievement for a full professor.

## **PART VI – STANDARDS FOR PROFESSIONAL DEVELOPMENT**

### **Overview**

The chair of the Management Department will evaluate the professional development efforts and achievements of the faculty members who have no research assignment for the evaluation period as part of the annual evaluation process (typically faculty at the rank of Instructor, Associate Instructor, or Senior Instructor). The faculty member's primary goal in professional development should be to maintain and extend his or her subject matter expertise in areas related to the teaching assignment. The evaluation of professional development 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 10% professional development commitment required of select faculty members equates to approximately 150 hours over the course of the academic year. It will be the responsibility of the faculty member to document the professional development activities, time expended, and outcomes achieved in the Faculty Annual Report.

### **Sources of Information**

In 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 his or her 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 SACS, which accredit the College of Business Administration and/or the Management Department; and
- successfully complete a number of exemplary activities that demonstrate professional development

### **Exemplary Activities**

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

- continuing education, either in a degree program or non-degree program;
- substantial and recurring consulting work that is paid or unpaid;
- recognized authority on a topic by national or local media outlets
- achieving or maintaining professional certification;
- publication in academic<sup>1</sup> or practitioner focused outlets;
- invited presentation at an academic or professional conference;
- attendance at an academic or professional conference;
- corporate or government board membership;
- business ownership;
- teaching executive education;
- editing and/or reviewing articles or books for possible publication;
- reviewing textbooks;
- publishing case studies;

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<sup>1</sup> Publication of academic research 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.

- 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 director have agreed upon activities and goals for the evaluation period.

Example 1: Faculty member maintains currency and relevancy per SACS and AACSB, audits a graduate class at UCF, documenting considerable 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 SACS and AACSB, maintains a professional certification related to the teaching assignment that requires 40 hours of continuing education each year, and has meaningful paid consulting work related to the teaching assignment. Evaluation is Above Satisfactory.

Example 3: Faculty member maintains currency and relevancy per SACS and AACSB, publishes a 20-page paper related to the teaching assignment in a national practitioner-focused journal, offers successful executive development education workshops at EDC and has multiple public media appearances commenting on events and issues related to teaching assignment. Evaluation is Outstanding.

## APPENDIX 1

### Workload Assignment Procedures and Criteria

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### Criteria

1. Each faculty member's chair/director, in consultation with the dean, will determine the appropriateness of the requested workload assignment. The determination will be based upon the relationship between that requested assignment and both the college's mission and goals and the needs and the professional development of the faculty.
2. Each faculty member's annual evaluation will be based upon the actual workload for that year. That is, it will be based upon the actual number of courses taught, the actual research assignment, etc.

### Procedures

1. Every third year each faculty member will be required to submit an updated Faculty Workload Assignment Application (number of courses within the track range) that will last for a period of three years. This application must be made by September 1 of the year preceding the Fall semester in which the new workload assignment is to begin. The most recent college wide submission of 3-year workload assignment applications occurred in Fall 2013, with the approved assignments taking effect in the Fall 2014 schedule. If a faculty member does not comply with the requirement to submit an updated workload assignment application, the faculty member's workload assignment will be left to the discretion of the unit's chair/director and the dean. Requests for an assignment should be made by submitting the Faculty Workload Assignment Application that is provided in Digital Measures. Faculty who are hired in the midst of a three-year assignment cycle, as well as faculty who have changed their workload assignment in the midst of a three-year assignment cycle (as provided for in item 4 below), will get on cycle at the next track assignment submission date.
2. After a review of the application, the chair, in consultation with the dean, will make the final decision on track assignment. The chair will notify the faculty member of the assignment prior to making the final written assignment. If a faculty member is assigned to a track other than the track for which application was made, upon receiving that faculty member's written request, the chair will have a conference with the faculty member regarding the approved assignment.
3. The department chair, in consultation with the faculty member, will decide on the distribution of courses between the fall and spring semesters. For example, a faculty member assigned to the "F" track (3 courses per year) could teach a 1-2 load, a 2-1 load, a 0-3 load or a 3-0 load. In making this allocation the chair will balance the faculty member's research and teaching goals with department teaching needs and objectives.
4. A faculty member may request reassignment to a different workload track during the course of a three-year assignment period. This request can be made by submitting a new *Faculty Workload Assignment Application* to the chair by September 1 of the year preceding the Fall semester in which the proposed new workload assignment would begin. The process for reviewing and responding to the application will be the same as the process described in item 2 above. The dean must approve all changes in workload assignments.
5. Faculty may appeal workload assignments according to the Collective Bargaining Agreement.

## APPENDIX 2

### Faculty Member Annual Goals

*(The following are copies of fillable pdf forms which will be maintained on file and made available for review by any member of the Management faculty)*









APPENDIX 3

Management Department Journal List

MANAGEMENT DEPARTMENT JOURNAL LIST †  
(Revised in June 2013)

Premier

Academy of Management Journal  
Academy of Management Review  
Administrative Science Quarterly  
Journal of Applied Psychology  
Journal of Management  
Management Science  
Organization Science  
Organizational Behavior and Human Decision Processes  
Personnel Psychology  
Strategic Management Journal

Category 1A

Business Ethics Quarterly  
Entrepreneurship Theory & Practice  
Human Relations  
Journal of Business Venturing  
Journal of International Business Studies  
Journal of Management Studies  
Journal of Organizational Behavior  
Journal of Product Innovation Management  
Journal of Vocational Behavior  
Leadership Quarterly  
Organizational Research Methods  
Research in Organizational Behavior  
Research in Personnel and Human Resource Management  
Research Policy  
Strategic Entrepreneurship Journal

Category 1

Group & Organization Management  
Harvard Business Review  
Human Resource Management Review  
Journal of Business Ethics  
Strategic Organization

Other Quality (OQ) Journals

Academy of Management Perspectives  
Business and Society  
California Management Review  
Career Development Quarterly  
Employee Responsibilities and Rights Journal  
Human Resource Management Journal  
JAI Series

Journal of Applied Behavioral Science  
Journal of Business Strategies  
Journal of Management Inquiry  
Journal of Management Issues  
Journal of Small Business Management  
Journal of Social Issues  
Long-Range Planning  
Organizational Dynamics  
Sloan Management Review  
Social Justice Research

Discipline Relevant (DR) Journals<sup>††</sup>

Academy of Entrepreneurship Journal  
Academy of Strategic and Organizational Leadership Journal  
Administration and Society  
British Journal of Management  
Business and Professional Ethics Journal  
Business and Society  
Business and Society Review  
Business Case Journal  
Business Horizons  
Business Quarterly  
Business Strategy Review  
Case Research Journal  
Creativity and Innovation Management  
Creativity Research Journal  
Employee Benefits Journal  
Employee Relations Law Journal  
Entrepreneurial Executive  
Entrepreneurship and Regional Development  
Entrepreneurship Development Review  
Entrepreneurship, Innovation, and Change  
Family Business Review  
HR Focus  
HR Magazine  
Human Resource Planning Journal  
Industrial and Commercial Training  
International Journal for the Advancement of Entrepreneurship Education, Training, and  
Research: Theory and Practice  
International Journal of Case Studies and Research  
International Journal of Entrepreneurial Behavior Behaviour & Research  
International Journal of Human Resource Management  
International Journal of Management  
International Journal of Value Based Management  
Journal of Business and Entrepreneurship  
Journal of Business Strategy  
Journal of Compensation and Benefits  
Journal of Creative Behavior

Journal of Developmental Entrepreneurship  
Journal of Employment Counseling  
Journal of Entrepreneurship  
Journal of Entrepreneurship Education  
Journal of General Management  
Journal of High Technology Management Research  
Journal of Management Development  
Journal of Management History  
Journal of Management Systems  
Journal of Organization Change Management  
Journal of Organizational Behavior Management  
Journal of Quality Management  
Journal of Small Business & Entrepreneurship  
Journal of Small Business Strategies  
Journal of Strategic Information Systems  
Management Decision  
New England Journal of Entrepreneurship  
Personnel  
Personnel Administrator  
Personnel Journal  
R&D Management  
S.A.M Advanced Management Journal  
Simulation & Gaming  
Small Enterprise Development: An International Journal  
Strategy and Leadership  
Supervision  
The International Executive  
Training and Development Journal  
Other journals and publications except magazines, newspapers, or the equivalent.

† On request, a faculty review panel composed of four tenure track faculty on research tracks will review and evaluate journal not categorized. Approval requires 3/4 approval from the committee.

†† Scholarly books/Chapters in edited volumes will be evaluated as “Discipline Relevant” unless the faculty member requests a review by the faculty panel.