ANNUAL EVALUATION STANDARDS AND PROCEDURES

GUIDANCE FOR ANNUAL REPORT PREPARATION

DEPARTMENT OF TOURISM, EVENTS & ATTRACTIONS
UNIVERSITY OF CENTRAL FLORIDA

Developed by faculty committee in Fall 2018
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INTRODUCTION

The Department of Tourism, Events, and Attractions (TEA) Annual Evaluation Standards and Procedures (AESP) is a work assignment and evaluation system designed for performance appraisal of faculty housed within the TEA Department. The plan has multiple tracks differentiated by faculty classification, course load, and assignment of effort to teaching, research, 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.

- Communicate to a faculty member a qualitative assessment of their performance for assigned duties by providing written constructive feedback that will assist in improving their performance, expertise, and foster high quality teaching, research, and service by TEA faculty members.

PART I - WORKLOAD TRACKS

Evaluation Weights by Assignment Track

Each year, the TEA Department Chair will assess each faculty member's professional performance based on teaching, research, and service activities, as well as any other assigned duties. 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 over a regular 9-month assignment. If faculty complete summer teaching in the preceding year, then this will be included for evaluation purposes, but not in determining their workload.

Table 1
Evaluation Weights by Workload Assignment

Activity	Track 1 (7-8 courses)	Track 2 (5-6 courses)	Track 3 (3-4 courses)	Track 4 (2 courses)
Teaching	80%	50-60%	30-40%	20%
Research	0%	30-40%	50-60%	70%
Service	20%	10%	10%	10%

(i) Each course assigned is equal to 10% workload.

(ii) Each of the above tracks are based on the average enrollment of 45 students for undergraduate courses and 20 students for graduate courses.

Evaluation of Other University Duties

Although expectations are that most faculty members' time will be allocated in the proportions given in Table 1, it is recognized that circumstances may arise 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. 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 of this document.

2. Faculty members may appeal changes in workload assignments in accordance with the CBA.

Relationship between Annual Evaluation and Tenure/Promotion

The result of a faculty member's annual evaluation in the Rosen College of Hospitality Management is 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. Consistent with the CBA, AESP revisions require approval at multiple levels prior to implementing.

Data to be Included in the Spring Annual Report

In general, evaluation periods begin at the end of the first week in August and continue through the end of the first week in May 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 (if relevant) terms. Research contributions are to be reported for the most recent three academic years to ensure longer-term authorship and grant activities are fully taken into consideration.

Due Date for Faculty Annual Report

The faculty annual report shall be due as specified in the CBA.

PART II – EVALUATION PROCESS AND STANDARDS

Overview

After the end of the evaluation period, the TEA Chair shall evaluate each faculty member's performance. The evaluation shall follow the standards and procedures described in this document, the current UCF-UFF CBA, and the annual Assignment of Effort form 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 and service; prior three years for research publications and grant activity). It is the responsibility of the faculty member to thoroughly document activities and accomplishments in the annual report. An updated Curriculum Vitae is also required from each faculty member at this time.

Goal Setting Meeting

Each faculty member in the TEA Department will meet with the Chair prior to or at the beginning of the evaluation period to discuss the faculty member's intended teaching, research, service, and/or professional development activities for the period. During or following that meeting, the faculty member and the Chair will agree on intended additional activities in each area of assignment, except research. Standards with respect to research are pre-established as described below. With respect to teaching and service, the additional activities are intended to be significant and consequential endeavors, aligned with program and college goals. Because the additional activities are to be significant and consequential, requiring substantial levels of time and effort, those additional activities can be relatively few in number. The level of the additional 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.

It is important to note that when setting and agreeing to the workload, student credit hours are to be considered as is the allocation of GTA support to faculty. Although a rigid prescriptive approach is not recommended, it is imperative that overall student credit hours and GTA allocations are incorporated into all workload discussions between the faculty member and Chair.

The faculty member and TEA Chair will come to agreement on specific additional activities as

well as goals for those activities. These activities will be recorded on the Faculty Member Annual Plan form found in Appendix 2, which shall be signed by the faculty member and the TEA Chair. If agreement is not reached, the faculty member may appeal to the RCHM 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 additional 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 additional activities in that area will result in an **Above Satisfactory** rating in that area. A **Conditional** rating 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. The faculty member can request a meeting with the TEA 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 Plan form will be completed and signed.

Completed Faculty Member Annual Plan forms for the current year and previous years will be made available on a secured site within the TEA Shared Drive.

Evaluation of Each Area of Assignment

Each of the remaining sections of this document relates to an area of assignment (Teaching, Research, and Service). For each area of assignment, minimum standards for achieving an evaluation rating of **Satisfactory** are described, In the Research area, evaluations **Above Satisfactory** level are achieved through additional publications beyond what are required for a **Satisfactory** rating and/or activity/success on additional activities defined for this assignment area. In the Teaching and Service areas, evaluations higher than the **Satisfactory** level are achieved through additional activities defined for those assignment areas. In general, the evaluation ratings in each area of assignment are determined as follows (with the additional publication and/or grant 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 a minimum of three more of the listed additional activities across all assignments (teaching, research, or service); (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 additional 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 evidence of a minimum of one more of listed additional activities across all assignments (teaching, research, or service); (b) the faculty member has made progress toward the achievement of the goals and/or the successful completion of the specific additional activities in that area of assignment agreed to by the faculty member and TEA 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 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. A **Conditional** rating cannot be assigned for two consecutive years.

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 obligation of the TEA 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. 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., 3.45 rounds to 4 which is an evaluation of **Outstanding**, whereas 3.44 rounds to 3 which is an evaluation of **Above Satisfactory**). Summer teaching, when conducted, will also be evaluated but not in determining academic year assignment.

PART III – STANDARDS FOR TEACHING AND STUDENT ENGAGEMENT

Overview

The TEA 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 TEA 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 within seven days and provided the opportunity to respond to it;
- written reports such as student perception of instruction (SPI) numerical feedback and written comments, evidence of attendance at teaching and learning related meetings, workshops, seminars, conferences, 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.

Teaching Activities: Defined

It is important to clearly delineate faculty activities that are classified as "teaching-related." For purposes of evaluation in the TEA Department, 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. This is also true for faculty serving as a member on a thesis/dissertation committee and for the grading of a Ph.D. comprehensive written or oral exam.

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:
  - use a syllabus that includes all elements as required by the Syllabus Policy 4-403 as well as adopt textbooks by the established deadlines;
  - deliver the course as designed in the course's content description including reporting on ALCs when appropriate;
  - provide informative and timely performance feedback to students (e.g., grades and comments on assignments) using the rubrics established for the course;
  - relay course information to students on a timely basis;
  - hold classes as scheduled, including a final exam or other activity during the scheduled final exam period;
  - hold office hours consistent with College policy. Faculty are also to respond to

student emails within three working days;
- o earn a minimum overall SPI rating of 3.0 for all courses taught within the academic year (including summer if applicable);
- o employ two different teaching methodologies in all classes;
- o evidence of course updates to 50% of total courses;
- o employ two types of learning assessments;
- o act in a professional manner in classrooms, in meetings, and in communications;
- o adhere to the standards of conduct described in the UCF Employee Code of Conduct.

Additional 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 **Above Satisfactory** or **Outstanding** performance. During the annual goal setting meeting, the Chair and each faculty member will agree on intended additional activities in each area of assignment. In weighing the contribution of additional activities, the Chair may consider the effort expended, the substance, depth and strategic importance of the activity, and the outcome achieved for each exemplar on a faculty member's annual statement of goals.

Sample activities may include, but are not limited to: professional or peer instructional evaluations (satisfactory or higher); chair of thesis/dissertation committee; member of thesis/dissertation committee; chair of undergraduate honors thesis; member of undergraduate honors thesis; clear evidence of course updates in the form of new material, presentation slides and/or readings for example to more than half of the total number of courses taught in a year; designing a newly-assigned course; new course preparation; cross collaborating with other instructors/departments across campus in order to create new course content; advising a student club; serving as a course leader, assessment coordinator, or program coordinator; production of or active involvement in a college event; using industry immersion, such as participating in webinars, site visits, and industry advisory boards; acquiring individual professional development efforts such as professional diplomas, certifications, etc.; working with RAMP, LEAD Scholar, Honor student, or as RSO advisor; conducting Department/College approved independent study; serving as a guest speaker in another class; active participation/presentation at a teaching and learning conference/workshop; involvement in teaching and curriculum development assignments; receiving a teaching award at UCF or from other respected institutions; teaching executive education, continuing education, either in a degree program or non-degree program; generation of student credit hours (i.e. number of students multiplied by course credit hours).

The expectation of the additional activities for above satisfactory and outstanding will be based by track, student enrollment numbers and GTA allocations. Repetition of the above activities, when possible, will provide additional justification for a higher rating.

PART IV – STANDARDS FOR RESEARCH

Overview

Faculty with a research assignment will be evaluated on the basis of research publications and internal or external grant submissions and/or awards. The research publication and grant components of this assignment dimension will be evaluated on the basis of publication and

grant activity over the most recent three-year period, while additional research activities 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 additional activities, as noted below. The *Departmental Journal Lists* with their respective categories are provided in Appendix 3.

Sources of Information

In the evaluation of research activity, the Chair will assess the caliber of the faculty member's most recent three-year publication and grant record, as measured by the categories of the journals in which those publications appear and the sources of grant funding. Newly hired assistant professors with no credit towards tenure will have their research evaluated annually (for the first two years) 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 additional research activities engaged in during the annual evaluation period.

Minimum Standards for a Satisfactory Rating

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

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 a **Satisfactory** rating for the different workload assignments.

Table 2
Minimum Standards for Research Ratings by Faculty Workload

Activity	Track 1 (7-8 courses)	Track 2 (5-6 courses)	Track 3 (3-4 courses)	Track 4 (2 courses)
Teaching	80%	50-60%	30-40%	20%
Research	0% Faculty with no research assignment (typically faculty at the rank of Instructor, Associate Instructor, or Senior Instructor) will not be expected to conduct research.	30-40% Publish 2 articles in refereed academic journals. Publish at least 1 of the above in a TEA Department Tier 1 journal (with all other publications in TEA Department Tier 2 journals). Submit at least 1 grant (internal or external), professional development or consultancy contract proposal as PI or Co-PI. Present at least 1 academic paper at a national or international research conference.	50-60% Publish 3 articles in refereed academic journals. Publish at least 1 of the above in a TEA Department Tier 1 journal (with all other publications in TEA Department Tier 2 journals). Submit a combined value of at least $50,000 in grant applications as PI or Co-PI. Present at least 1 academic paper at a national or international research conference.	70% Publish 3 articles in refereed academic journals. Publish at least 2 of the above in TEA Department Tier 1 journals (with all other publications in TEA Department Tier 2 journals). Submit at least 2 external grants to a combined value exceeding $250,000 as PI or Co-PI with at least one being as PI (securing a minimum of 1 every 3 years). Present at least 2 academic papers at a national or international research conference.
Service	20%	10%	10%	10%

- Note, faculty that are in a tenure track position will need to achieve above satisfactory in research to meet Promotion and Tenure Guidelines.
- Each of the above tracks are based on the average enrollment of 45 students for undergraduate courses and 20 students for graduate courses. Student numbers either below or above these averages will be taken into consideration when evaluating faculty.

Additional Activities

The minimum standards described in Table 2 include both publications and other research-oriented activities. In addition, the Chair will take current year additional activities into account, the effort expended, the substance/depth of the activity, and the outcome achieved for each additional activity on a faculty member's annual plan. This is determined and agreed as per the Workload Assignment Procedures and Criteria in Appendix 1. Potential additional research activities may include but are not limited to: publishing more articles than the required minimum; presenting at more conferences than the required minimum; submitting more or higher value grant proposals than the required minimum; receiving more or higher value grants and contracts than the required minimum; receiving best paper/outstanding paper publication award from a national/international scholarly organization, a journal or a conference; receiving research awards (RIA, Excellence in Research); having multiple publications in Department Tier 1 journals; publishing a paper or abstract in proceedings of a national/international academic conference; co-authoring with individuals from other countries; having a minimum of increase of 20 citations from the previous evaluation period; publishing in industry magazines or journals; editing/reviewing articles or books for possible publication; publishing case studies/books/book chapters; attending a seminar/workshop for developing research skills or grantsmanship; acquiring a certificate in research skills; evidence of advancing knowledge (creation and application).

The above list of additional research activities is not considered to be exhaustive. Faculty members may bring to the attention of the Chair activities not included in the above list that may be counted towards the performance evaluation. The faculty member and TEA 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 additional activities 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. This is determined and agreed as per the Workload Assignment Procedures and Criteria in Appendix 1.

The expectation of the additional activities for above satisfactory and outstanding will be based by track, student enrollment numbers and GTA allocations. Repetition of these activities, when possible, will provide additional justification for a higher rating.

PART V – STANDARDS FOR SERVICE

Overview

The TEA Chair 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., TEA Department, Rosen College of Hospitality Management, and University of Central Florida) and the profession (e.g., academic and industry associations, research publication outlets). Service expectations for professional service relative to university service increase with the amount of weight allocated to service 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. 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 additional 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;
- conduct a minimum of one industry/association site visit of benefit to the department and/or college;
- attend at least one professional meeting;
- attend and participate in one internal or external event per year (e.g., College Career Fair).

Additional Activities

The following are examples of additional 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.

Additional service activities include, but are not limited to: serving on more committees than the minimum requirement; maintain membership in appropriate professional organizations; attend graduation when required to perform a Ph.D. student hooding; attend college faculty meetings with the president and provost; attend the president's state of the university event; serve as a judge for student contests; deliver "talks" to professional associations or business groups; attend one university graduation ceremony per year; fund raising for the program or college (such as sponsorships of events or courses); participating in voluntary university/college service activities/events (student events and gala dinners); receiving Industry and Community Service Awards (per committee, organization, activity, or event); receiving a Student Association Award – Non-Teaching (RSO); leading an Academic, Industry, or Community Association/Organization; being an Academic / Industry Keynote Speaker / Panel member; participating in an industry/community event; being involved in Industry / Community Service / Scholarship Awards; editing a book/non-referred or refereed conference proceedings / an academic journal; serving as a Guest Editor/Associate Editor of a Special Issue for an academic journal; serving as an Editorial Board Member or Associate Editor of an academic journal; serving as an ad-hoc reviewer for an academic journal; chairing/co-chairing/being actively involved in a national / international research / academic / industry conference; being a member of a national / international research / academic / industry conference committee; reviewing for a national/international research/academic/industry conference; editing a discipline-related book; serving in a corporate or government board; serving as an expert witness.

The expectation of the additional activities for above satisfactory and outstanding will be based by track, student enrollment numbers and GTA allocations. Repetition of these activities, when possible, will provide additional justification for a higher rating.

APPENDIX 1

Workload Assignment Procedures and Criteria

Criteria

1. Each faculty member's chair, 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 the regular 9-month assignment. That is, it will be based upon the actual number of courses taught, the actual research assignment, and actual service assignment. When summer teaching takes place, this will also be included in the faculty member's annual evaluation but not in determining their workload.

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 November 1 of the year preceding the Fall semester in which the new workload assignment is to begin. If the faculty does not submit a new Faculty Workload Assignment Application, their previous year assignment will carry forward with all faculty notified each year of their annual assignment. If an assignment is changed in the midst of a three-year assignment cycle (as provided for in item 4 below), faculty will commence their 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 finalizing their 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 meeting with the faculty member regarding the approved assignment.

3. The 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 "3" track (3-4 courses per year) could teach a 1-2 load, a 2-1 load, or a 2-2 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 November 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 Plan
August 8, 20XX- May 7, 20XX Evaluation Period

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

Faculty Name:

Type of Submission (check one):   Initial Plan Submission   Plan Evaluation

Date of Submission:

Teaching

Intended Additional Activities

Achieved Additional Activities

Research

Intended Additional Activities

Achieved Additional Activities

Service

Intended Additional Activities

Achieved Additional Activities

Signatures

Faculty Member	Date	TEA Chair	Date

APPENDIX 3

TEA Department Journal Lists

Journals eligible for inclusion in Faculty Member Annual Plans include those in TEA Department Tier 1 (including the designated 6 premium journals that carry a double weighting highlighted in **bold**) and TEA Department Tier 2 journal lists. Both journal lists are consistent with the Shanghai Research Rankings which are central to achievement of the Rosen College's published Research Strategy.

TEA Department Tier 1 journals feature those in the *Web of Science* Top 50 category for "Hospitality, Leisure, Sport & Tourism". TEA Department Tier 2 journals feature those in the "Hospitality, Leisure, Sport, and Tourism" category within the *Emerging Sources Citation Index (ESCI)*. Each listing will be updated annually by the Associate Dean of Administration and Finance in agreement with the Dean and Department Chairs. In addition, TEA Faculty can nominate two "additional" journals for inclusion in each Tier in the April Department Meeting by secret ballot. This process will be undertaken annually.

If faculty publish in high impact journals in other disciplines not included in Tier 1 and Tier 2 list, it is essential that the journals are SSCI (or their subject equivalent) and have an impact factor at or above the minimum in Tier 1. Such publications are encouraged for interdisciplinary research and will be considered as Tier 1 publications. Double weighting will not be awarded to these publications as it is only those six journals in **bold** that feature in the international subject rankings which, in turn, are critical for our external research ranking and profile globally.

TEA Department Tier 1 Journals

Rank	Full Journal Title	Total Cites	Journal Impact Factor
1	**Tourism Management**	17,967	5.921
2	**Journal of Travel Research**	7,446	5.169
3	**Annals of Tourism Research**	11,731	5.086
4	Journal of Destination Marketing & Management	551	3.667
5	Sport Management Review	1,408	3.516
6	Current Issues in Tourism	2,330	3.462
7	**International Journal of Hospitality Management**	6,190	3.445
8	Journal of Sustainable Tourism	4,009	3.329
9	Psychology of Sport and Exercise	3,891	2.878
10	**International Journal of Contemporary Hospitality Management**	3,485	2.874
11	Sport Education and Society	1,844	2.769
12	**Journal of Hospitality & Tourism Research**	1,548	2.685
13	Journal of Hospitality Marketing & Management	969	2.683
14	Journal of Sport and Health Science	707	2.591

15	International Journal of Tourism Research	2,425	2.449
16	Journal of Sport & Exercise Psychology	3,846	2.41
17	Communication & Sport	299	2.395
18	International Review of Sport and Exercise Psychology	578	2.391
19	Research Quarterly for Exercise and Sport	4,136	2.268
20	Leisure Studies	1,485	2.247
21	Journal of Vacation Marketing	1,308	2.17
22	Journal of Sport Management	1,672	2.169
23	Journal of Applied Sport Psychology	1,922	2.092
24	Tourism Geographies	1,412	2.068
25	Cornell Hospitality Quarterly	1,158	2.06
26	Journal of Travel & Tourism Marketing	2,460	1.975
27	European Sport Management Quarterly	770	1.966
28	International Review for The Sociology of Sport	1,615	1.914
29	Tourism Management Perspectives	794	1.779
30	Sport Exercise and Performance Psychology	293	1.714
31	Leisure Sciences	1,812	1.585
32	Tourist Studies	601	1.537
33	Sport Psychologist	1,731	1.354
34	Asia Pacific Journal of Tourism Research	919	1.352
35	Journal of Hospitality Leisure Sport & Tourism Education	377	1.265
36	Scandinavian Journal of Hospitality and Tourism	617	1.235
37	Journal of Leisure Research	1,989	1.172
38	Journal of Sports Economics	837	1.107
39	Journal of Tourism And Cultural Change	290	1.105
40	Journal of Sport & Social Issues	1,049	1.093
41	Sociology of Sport Journal	1,310	1
42	Tourism Economics	1,567	0.942
43	International Journal of Sports Science & Coaching	881	0.856
44	International Journal of Sport Finance	266	0.775
45	Journal of The Philosophy Of Sport	460	0.767
46	Sport Marketing Quarterly	571	0.694
47	International Journal of Sport Psychology	990	0.684
48	Sport in Society	1,154	0.667
49	International Journal of Sports Marketing & Sponsorship	313	0.622
50	International Journal of The History of Sport	779	0.294

TEA Department Tier 2 Journals

No	Journal
1	Acta Turistica
2	Advances in Hospitality and Tourism Research
3	Almatourism-Journal of Tourism Culture and Territorial Development
4	Anatolia-International Journal of Tourism and Hospitality Research
5	Annals of Applied Sport Science
6	Annals of Leisure Research
7	Deturope-The Central European Journal of Regional Development and Tourism
8	European Journal for Sport and Society
9	European Journal of Tourism Hospitality and Recreation
10	European Journal of Tourism Research
11	Gran Tour
12	Hospitality & Society
13	information Technology & Tourism
14	International Journal of Culture Tourism and Hospitality Research
15	International Journal of Event and Festival Management
16	International Journal of Hospitality and Tourism Administration
17	International Journal of Sport Management Recreation and Tourism
18	International Journal of Sport Policy and Politics
19	International Journal of Tourism Cities
20	International Sports Studies
21	Journal of Applied Sport Management
22	Journal of China Tourism Research
23	Journal of Convention & Event Tourism
24	Journal of Heritage Tourism
25	Journal of Hospitality and Tourism insights
26	Journal of Hospitality and Tourism Technology
27	Journal of Outdoor Recreation and Tourism-Research Planning and Management
28	Journal of Park and Recreation Administration
29	Journal of Place management and Development
30	Journal of Policy Research in Tourism Leisure and Events
31	Journal of Quality Assurance in Hospitality & Tourism
32	Journal of Research for Consumers
33	Journal of Sport and Health Research
34	Journal of Tourism and Services
35	Journal of Tourism Futures
36	Loisir & Societe-Society and Leisure
37	Physical Culture and Sport Studies and Research
38	Place Branding and Public Diplomacy
39	Podium-Sport Leisure and Tourism Review
40	Qualitative Research in Sport Exercise and Health

41	Recreational Sports Journal
42	Sport Business and Management-An International Journal
43	Sport in History
44	Sports Coaching Review
45	Tourism
46	Tourism Analysis
47	Tourism and Hospitality Management-Croatia
48	Tourism and Hospitality Research
49	Tourism Planning & Development
50	Tourism Recreation Research
51	Tourism Review
52	Tourism Review International
53	Visitor Studies
54	Worldwide Hospitality and Tourism Themes