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ANNUAL EVALUATION STANDARDS AND PROCEDURES

GUIDANCE FOR ANNUAL REPORT PREPARATION

DEPARTMENT OF TOURISM, EVENTS, ENTERTAINMENT & ATTRACTIONS - ROSEN COLLEGE OF HOSPITALITY MANAGEMENT UNIVERSITY OF CENTRAL FLORIDA

Developed by faculty committee in Spring 2025 (Committee members: S. Alvarez, J. Hahm, C. Renduchintala, R. D'Angelo, S. Pratt, and A. Fyall). Approved by Tourism, Events, Entertainment & Attractions Department faculty secret ballot on March 7, 2025.

INTRODUCTION

The Department of Tourism, Events, Entertainment and Attractions (TEEA) Annual Evaluation Standards and Procedures (AESP) is a work assignment and evaluation system designed for performance appraisal of faculty housed within the TEEA 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:

- Promote high quality teaching, research, and service among the TEEA faculty.
- Guide faculty in engaging activities that help achieve the strategic goals of the Rosen College of Hospitality Management (RCHM).
- Facilitate a fair and constructive annual evaluation process that results in continued faculty growth.
- Provide a range of work assignments that permit faculty members to be evaluated according to the track designated on their assignment of duties, consistent with the mission of the department and deferential of the diversity of areas of specialization and respective outputs represented in TEEA faculty.
- Provides guidance to faculty on the development of their annual activity report, and the reporting of the quality and impact of their activities across three workload categories: teaching, research, and service.
- Describe the standards for faculty performance that is **Satisfactory** in each workload track, indicating that the faculty meets performance expectations.
- Establish a process to develop bilaterally agreed upon paths to **Above Satisfactory** and **Outstanding** ratings of performance.
- Provide a framework for the Department Chair to 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-impact, high-quality teaching, research, and service by TEEA faculty members.

PART I - WORKLOAD ASSIGNMENT TRACKS

Evaluation by Workload Assignment Track

Each year, the TEEA 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 weighing performance on each of the components by the faculty member's formal assignment of effort on each. There are three general types of assignment tracks available for faculty members with 9-month appointments in the TEEA Department:

- **Track 1:** 8 Courses per year (Instructor/Lecturer Track)
- **Track 2:** 4 Courses per year (Traditional Tenure Track)
- **Track 3:** 2 Courses per year (Research Cluster Tenure Track)

If faculty complete summer teaching in the preceding year, then this will be included for evaluation purposes, but not in determining their workload.

Evaluation of Other University Duties

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

Relationship between Annual Evaluation and Tenure/Promotion

The result of a faculty member's annual evaluations while at the Rosen College of Hospitality Management (RCHM) 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.

Data to be Included in the Spring Annual Report

The faculty annual report is due at the end of the Spring semester, on a date announced by Faculty Excellence. 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.

PART II – EVALUATION PROCESS AND STANDARDS

Goal Setting Meeting

Each faculty member in the TEEA Department may meet with the Chair prior to or at the beginning of the evaluation period to discuss the faculty member's intended teaching, research, and service activities, and/or additional assigned duties for the period. The purpose of such meeting is for the faculty member and the Chair to agree on a plan or strategy for each category of assignment, and jointly define what additional activities or outcomes would indicate **Outstanding** performance for each category. It is the joint responsibility of the Chair and Faculty member to meet and develop goals that will be indicative of high quality and high impact teaching, research, and service. As experts in their fields, Faculty Members are in the best position to identify the types of additional activities or outcomes that are demonstrative of quality and impact. The Chair may serve as a guide to the Faculty Member in the goal setting process. The Faculty Member's goals for the next evaluation period may be recorded and documented as the Faculty Member Annual Plan and Goal Setting Agreement form found in Appendix 1.

The goal setting process is recommended to assist new and junior faculty. Such a meeting may not be necessary for more experienced faculty members, especially those with dynamic and frequently evolving endeavors such as new grants, projects, and other engagements, where such a meeting may be stifling, unproductive, and inefficient. In such cases where there is no pre-existing agreement, the Chair may use the overall performance of all faculty members in the TEEA Department as a benchmark to evaluate the faculty members' performance for an Outstanding rating.

While the agreement documented in the annual plan will guide faculty members towards achieving a rating of **Outstanding**, the Chair shall allow for periodic goal review meetings where faculty can present evidence of new goals or achievements not included in the initial agreement, and develop an amended agreement. The purpose of this flexibility is to encourage dynamic faculty contributions that are demonstrative of quality and impact while still aligning with department, college, and university goals.

After the end of the evaluation period, the TEEA 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 Assignment of Duties forms provided to the faculty member for the corresponding year, or as modified during the year. Faculty Assignment of Duties vary depending upon the type of track faculty are on, as specified in Part I. There may be additional effort variation based upon other assigned duties.

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 category of assignment for the relevant evaluation period (i.e., prior year for teaching and service; prior three years for research and creative activities). It is the responsibility of the Faculty Member to document activities and accomplishments in the annual report. Faculty are encouraged to use the annual report to explain the quality and impact of their activities and accomplishments. An

updated Curriculum Vitae is also required from each faculty member as an appendix to their annual report.

Evaluation of Quality and Impact

Standards for a rating of **Satisfactory** in the core workload categories of teaching, research and service are described in Parts III-V of this document. A rating of **Satisfactory** implies that the faculty member meets performance expectations consistent with the mission of the RCHM and the University of Central Florida (UCF).

It is the responsibility of the Department Chair to provide a qualitative evaluation of the quality and impact of the faculty member's performance. To guide the efforts of faculty, examples of additional activities and outcomes that are indicative of quality and impact for each workload category are provided in Appendix 2-4.

The additional activities and outcomes are intended to be significant and consequential endeavors, aligned with program and college goals, and indicative of high quality and impact. Because the additional activities are to be significant and consequential, requiring substantial levels of time and effort, those additional activities may be relatively few in number. However, Faculty Members may elect to use numerous additional efforts and activities to demonstrate quality and impact. This allows Faculty to be flexible throughout the year to capitalize on unforeseen opportunities and situations that emerge.

It is important to note that when setting and agreeing to workload and course assignments, student credit hours are to be considered as is the allocation of Graduate Teaching Assistant (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 course assignment and goal setting discussions between the faculty member and Chair.

To achieve ratings of **Above Satisfactory** or **Outstanding**, the faculty member and TEEA Chair will come to agreement on performance goals during the Goal Setting Meeting. These performance goals will be recorded on the Faculty Member Annual Plan form found in Appendix 1, which shall be signed by the faculty member and the TEEA Chair.

If an agreement is not reached with the Chair, the faculty member may appeal to the RCHM Dean or Dean's representative to establish goals or may proceed with intended activities/efforts and be evaluated based on the standards stated in each section of this document.

The faculty member can request a meeting with the TEEA 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 secure folder within the TEEA Shared Drive.

TEEA Goals as Guiding Principles of Quality and Impact

The recommended overarching goals for teaching in TEEA include: practice high quality teaching, maintain and improve teaching competence and skills, adopt innovative teaching methods and tools, contribute to curriculum development and improvement, contribute to undergraduate or graduate student development, and contribute to peer/junior faculty development.

The recommended overarching goals for research in TEEA include: master research skills and expertise, contribute to scholarly development of students and junior faculty, represent RCHM brand in the academic community, represent RCHM brand by sharing knowledge in the wider community, enhance RCHM brand visibility in grants and contracts, increase RCHM visibility by producing high volume of scholarly research, cross-fertilize knowledge by conducting collaborative scholarly work, and promote RCHM brand by producing high quality research and scholarly productions.

The recommended overarching goals for service in TEEA include: contribute to governance at RCHM and UCF, contribute to undergraduate and/or graduate student development and quality of campus life, represent RCHM brand in the academic community, and increase RCHM brand visibility by engaging in the wider community.

Each of the remaining sections of this document relate to a category of assignment (Teaching, Research, and Service). For each category of assignment, standards for achieving an evaluation rating of **Satisfactory** are described.

In general, the evaluation ratings in each workload category of assignment are determined as follows:

> ***Outstanding*** shall be assigned if the faculty member meets the standards for a rating of **Satisfactory** in the category of assignment, and the faculty member has achieved the goals agreed to by the faculty member and Chair at the beginning of the evaluation period, (or if the Faculty Member Annual Plan form has been amended) for specific additional activities that would constitute a rating of **Outstanding** in that category of assignment.
>
> ***Above Satisfactory*** shall be assigned if the faculty member exceeds the standards for a rating of **Satisfactory**.
>
> ***Satisfactory*** shall be assigned if the faculty member meets the standards for a rating of **Satisfactory** and there is little or no evidence of any additional activities in the category.
>
> ***Conditional*** will be assigned if the faculty member does not meet the minimum standards for a rating of **Satisfactory** for the current evaluation period and was not assigned a **Conditional** or **Unsatisfactory** rating in the category for either of the previous two evaluation periods. A **Conditional** rating cannot be assigned for two consecutive years.

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

In addition, it will be the obligation of the TEEA 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 category of workload assignment.

PART III – STANDARDS FOR INSTRUCTIONAL ACTIVITIES

Overview

The TEEA 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 TEEA Chair will consider the faculty member's teaching assignment for the year (number, types of courses, and enrollment) and will gather information from:

- Teaching and student engagement related materials submitted by the faculty member as a part of their annual report;
- Written reports such as student perception of instruction (SPI) numerical feedback and written comments;
- 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;
- Teaching observations and evaluations, if conducted.

Instructional Activities: Defined

It is important to clearly delineate faculty activities that are classified as "teaching-related." For purposes of evaluation in the TEEA 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 mentoring and instructional activities conducted outside the classroom. Similarly, teaching activities 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.

Standards for a Satisfactory Rating

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

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 UCF Syllabus Policy, as well as adopt textbooks by the established deadlines;
- Deliver the course as designed in the course's content description including reporting on Academic Learning Compacts (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, meeting regularly on the day and frequency established in the university schedule, including a final exam or other activity during the scheduled final exam period;
- Hold office hours consistent with college policy;
- Respond to student emails within three working days;
- Act in a professional manner in classrooms, in meetings, and in communications involving students;
- Adhere to the standards of conduct described in the UCF Employee Code of Conduct.

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

In considering the impact of a faculty member's teaching and student engagement, the Chair shall consider class sizes or student credit hours when conducting their evaluation, and award consideration for the differential time and effort dedicated to large course enrollments.

PART IV – STANDARDS FOR RESEARCH & CREATIVE ACTIVITIES

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 category will be evaluated on the basis of publication and grant activity over the most recent three-year period, while additional research activities that may be considered by the Chair in assigning ratings of **Outstanding** or **Above Satisfactory** will be evaluated for only the current review year or evaluation period.

Sources of Information

In the evaluation of research activity, faculty will provide evidence to the Chair, who will assess the caliber of the faculty member's most recent three-year publication and grant record. The Chair shall consider the Quartile of the journals in which those publications appear and the sources and amounts of grant funding awarded in the HURON and AURORA reports, or the relevant university reporting system(s) for research grants, patents, and licensing. The faculty member is responsible for providing evidence of grants or contracts that are not reported on the university's systems. 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, grant submissions, etc.). Newly-hired tenure-track faculty members who receive credit towards tenure will have an evaluation window that includes those years of tenure credit and the research publications therein. In addition, the Chair will rely on information provided in the faculty member's annual evaluation portfolio to gauge the quality and impact of the additional research activities engaged in during the evaluation period.

Standards for a Satisfactory Rating

A rating on research activities will only be provided for TEEA faculty who have a research assignment. Table 1 displays those standards for all faculty who have a research assignment.

Different workload assignment tracks carry with them different research expectations; therefore, standards for the various ratings will be a function of the assignment track as determined by the assignment of duties. Table 1 summarizes the research accomplishments necessary to obtain a **Satisfactory** rating for the different workload assignment tracks.

Table 1. Standards for Satisfactory Research Rating by Faculty Workload Assignment Track (over a 3-year period).

Category	Track 1 (8 courses)	Track 2 (4 courses)	Track 3 (2 courses)
Research	Faculty with no research assignment (typically, faculty at the rank of Instructor, Associate Instructor, Senior Instructor, Lecturer, Associate Lecturer, or Senior Lecturer) will not be expected to conduct research.	Publish 2 articles in refereed academic journals. Publish at least 1 of the above in a Q1 or Q2 journal (with all other publications in any Quartile). Submit a grant, contract, or consultancy proposal as PI or Co-PI.	Publish 3 articles in refereed academic journals. Publish at least 2 of the above in Q1 or Q2 journals (with all other publications in any Quartile). Submit at least 2 external grants, contracts, or consultancy proposals to a combined total value exceeding $100,000 as PI or Co-PI with at least one being as PI.

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

The Chair shall consider the research productivity and 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 awards, submission of grants, and other additional activities, as outlined in Appendix 3.

High-quality research includes the following factors: sound study design, credibility of data, robust qualitative or quantitative analysis, generalizability of findings, and clarity of results reported, among others. High-impact research addresses real world phenomena, and the study's findings should have relevance to decision-makers, practitioners, and scholars beyond theoretical knowledge. In addition, high-impact research influences practices, behaviors, and outcomes within specific contexts, and contributes to theoretical insights.

The quality of scholarly publications shall be evaluated using widely available metrics for judging the quality and impact of different journals. The Chair shall rely on metrics developed by the scientific publisher Elsevier in the Scopus database to identify how a given journal ranks in the distribution of journals in that subject area. Accordingly, journals with the highest quality are ranked in the top quartile of a subject area (Q1), the second highest quality journals are those in the second quartile (Q2), the third highest quality journals are those in the third quartile (Q3), and the journals in the fourth quartile are deemed to be of lower quality (Q4). Faculty are

encouraged to always publish in journals indexed in the Scopus and Web of Science databases, since journals that are not indexed cannot be assessed using this framework. Specifically, faculty are encouraged to publish in journals indexed in the Social Sciences Citation Index (SSCI), the Science Citation Index Expanded (SCIE), the Emerging Sources Citation Index (ESCI), the Arts & Humanities Citation Index (AHCI), or the Conference Proceedings Citation Index (CPCI). Faculty are discouraged from publishing in predatory journals or any outlets that are not indexed in Scopus or Web of Science.

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

It is recognized that when faculty are engaged in a large number or high-value of project(s) or contract(s), this may result in considerable time commitments with a negative impact on research publication productivity in the evaluation periods in which the project(s) is being conducted.

PART V – STANDARDS FOR SERVICE

Overview

The TEEA 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 governance needs of the university (i.e., TEEA Department, RCHM, and UCF), the profession (e.g., academic and industry associations, research publication outlets), or the use of their expertise in public service (e.g., serving in advisory panels for agencies of the local, state, and Federal government, providing expert testimony to legislative bodies or regulatory entities). Service expectations for professional or public service relative to university service increase with the amount of service in the faculty member's assignment of duties. 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 the impact of 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 collectively are critical to the day-to-day operation of the department, college, and university. Faculty will benefit from participation in such activities to the extent that they contribute toward the service commitment expected for a **Satisfactory** service evaluation. Effort and outcomes related to additional service activities can elevate the service evaluation rating to the level of **Above Satisfactory** or **Outstanding**.

Sources of Information

In the evaluation of service, faculty will provide evidence to the Chair, who 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.
- Public sources of information relating to the faculty member's service activities.

Standards for a Satisfactory Rating

In order to earn a rating of **Satisfactory** or higher, all faculty members are expected to:

- Attend department and college faculty meetings, as scheduled.
- Act in a professional manner in classrooms, in meetings, and in communications.
- Participate in at least one external stakeholder initiative.
- Participate in one internal or external event per year (e.g., College Career Fair).

Upon meeting the standards for a **Satisfactory** rating, the Chair will consider a faculty member's additional activity during the evaluation period or current year for evidence of **Above Satisfactory** or **Outstanding** performance. As specified in Part II, the Chair and each faculty

member will agree on intended additional activities in each category of assignment during the annual goal setting meeting. In weighing the contribution of additional activities, the Chair may consider the effort expended, the substance, depth and strategic importance of the activity, and the outcome achieved for each exemplar on a faculty member's annual agreement of goals. Examples of activities that may indicate quality and impact in service activities are outlined in Appendix 4.

APPENDIX 1

Faculty Member Annual Plan and Goal Setting Agreement

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

All faculty members submitting this form are expected to meet all the criteria for **Satisfactory** performance in teaching, research, and service, as delineated throughout this document. The additional activities 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 TEEA Chair Date

APPENDIX 2

Additional Activities and Outcomes to Demonstrate Quality and Impactful Instructional Activities

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

Practice High Quality Teaching

- High Student Perception of Instruction (SPI) scores
- Positive student evaluations
- Working with a RAMP, LEAD Scholar, or UCF Honor student
- Supervising a department/college approved independent study
- Author or co-author of an Open Educational Resource for a course
- Received internal/external funding from an education related program (e.g., CDL for course redesign initiative, etc.; cannot be recognized in research)
- Expanding the body of knowledge in pedagogical/andragogical practices (publish articles, chapters, or magazine pieces in journals or other publications focused on pedagogy/andragogy). If the article is recognized in research, it cannot be recognized in teaching and vice versa (SOTL efforts; for Instructors/Lecturers that publish)
- Receiving a teaching award at UCF or from other respected institutions
- Teaching students enrolled through UCF's Inclusive Education Services program

Maintain and Improve Teaching Competence and Skills

- Evidence of course updates
- Professional or peer instructional evaluations (satisfactory or higher)
- Individual professional development efforts (e.g., professional diplomas, certifications, etc.)
- State (or higher) course quality designation (e.g., State of FL Quality Online Course)
- University high quality course designation (High Quality Course badge)
- University course quality designation (Quality Course badge)
- Active participation/presentation at a teaching, learning, or relevant industry conference/workshop

Adopt Innovative Teaching Methods and Tools

- Using industry immersion, such as participating in webinars, site visits, and industry advisory boards
- Participating in "affordability counts" initiatives and build textbook(s) into classes at low or no cost to students
- Production of or active involvement in a college event
- Developing innovative lessons and assignments by adopting new processes, technology, or other methods to enhance the student's experience,

Contribute to Curriculum Development and Improvement

- Designing a newly-assigned course (a course that exists but your first time teaching it)

- New course preparation (never taught; change of modality; or not taught within 3+ years)
- Degree underwriting for a new degree program
- Certificate underwriting for a new program
- Study abroad program development
- Serving as a course leader
- Serving as an assessment coordinator or reviewer
- Created a continuing education program (e.g., industry or academic educational seminar held at UCF/RCHM or beyond)
- Involvement in teaching and curriculum development assignments

Contribute to Undergraduate Student Development

- Chair of undergraduate honors thesis
- Member of undergraduate honors thesis
- Advising a student club (RSO Advisor)
- Assist students in securing internships and/or jobs within their area of study

Contribute to Graduate Student Development

- Chair of thesis/dissertation committee
- Member of thesis/dissertation committee

Contribute to Peer/Junior Faculty Development

- Serving as a guest speaker in another class
- Lead a workshop/seminar for students, faculty, or professionals (e.g., NGOs, professional industry organizations, can include lead speaker or panelist) (e.g., webinar/seminar/workshop/etc.)

Promote the RCHM Brand by Teaching Beyond the Classroom (Pedagogy and Andragogy)

- Invited speaker (keynote presentation or panel) at an academic, industry, government, association, community, or conference event (at UCF or beyond).
- Publishing case studies/books/book chapters.
- Publishing in industry magazines or journals.
- Receiving more or higher value grants and contracts.

- **OTHER TEACHING ACTIVITIES PREVIOUSLY AGREED UPON WITH THE FACULTY MEMBER & THE DEPARTMENT CHAIR**

The above list of additional teaching 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 TEEA Chair may also determine that certain time-intensive activities or an exceptional level of performance may count as more than one activity.

APPENDIX 3

Additional Activities and Outcomes to Demonstrate Quality and Impactful Research and Creative Activities

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

Master Research Skills and Expertise

- Invited speaker (keynote presentation or panel) at an academic, industry, government, association, community, or conference event (at UCF or beyond)
- Best paper/outstanding paper award from a journal
- Best paper/outstanding paper award from a conference
- Industry research award from a professional organization
- Attending a seminar/workshop for developing research skills or grantsmanship
- Acquiring a certificate in research skills
- Evidence of advancing knowledge (creation and application)

Contribute to Scholarly Development and Junior Faculty

- Publish with graduate students as co-authors;
- Publish with junior faculty and other early career researchers as co-authors;

Represent the RCHM Brand in the Academic Community

- Publishing case studies/books/book chapters
- Editing a scholarly book
- Selected presentation at a peer-reviewed academic conference

Represent the RCHM Brand by Sharing Knowledge in the Wider Community

- Media coverage of research outcomes
- Publishing in industry magazines or journals
- Research leading to policy changes, new regulations, new programs or services, or other societal impacts
- Research outcomes adopted or implemented by communities, institutions, industry partners, and governmental/non-governmental agencies

Enhance RCHM Brand Visibility in Grants and Contracts

- Submitting more or higher value grant proposals
- Leading an interdisciplinary team in submitting larger external grants (> $1 million) as PI;
- Receiving more or higher value grants and contracts

Increase RCHM Visibility by Producing High Volume of Scholarly Research

- Publishing more articles than the required minimum (consider authorship, evidence of collaboration w/ graduate students/junior faculty/visiting scholar/post doc fellow; cross-disciplinary collaboration)
- Having multiple publications in Q1 journals

- Publishing a paper or abstract in proceedings of a national/international academic conference

Conduct Collaborative Scholarly Work

- Coauthoring with individuals from other countries

Promote the RCHM Brand by Producing High Quality Research

- 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)
- Filing provisional or non-provisional patents or receiving patent awards

- **OTHER RESEARCH ACTIVITIES AGREED UPON WITH THE FACULTY MEMBER & THE DEPARTMENT CHAIR.**

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

APPENDIX 4

Additional Activities and Outcomes to Demonstrate Quality and Impactful Service

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

Contribute to Governance at RCHM and UCF

- Serve on department, college, or university committees;
- University or board leadership
- College committee leadership
- Department committee leadership
- Faculty Senate membership

Contribute to Undergraduate Student Development and Quality of Campus Life

- Fundraising for a program or the college (e.g., event sponsorships or courses)
- Volunteer for university/college/high school events (e.g., Recruit/open house events, EMCEE at awards ceremony, assist with event registration, present at a student event (POMP), UCF Research Week, judge student contests, etc.)
- Create, set-up, or start a new student chapter of an industry organization and/or assist an existing student chapter with re-organization/SOPs/membership strategy, etc.
- Participate in RCHM promotional activities (e.g., student recruitment, State of the College Video, student events, etc.)
- Receiving a Student Association Award – Non-Teaching (RSO)
- Assist in the production of an RCHM event (e.g., Hospitality Hall of Fame, career fair (aside from teaching the class), live production, etc.)

Contribute to Graduate/Peer Development and Quality of Campus Life

- Mentorship of new faculty;

Increase RCHM Brand Visibility by Engaging in the Academic Community

- Serving as an editor-in-chief/co-editor/associate editor/assistant editor for an academic journal
- Serving as a Guest Editor/Associate Editor of a Special Issue for an academic journal;
- Serving as an Editorial Board Member of an academic journal
- Serving as an ad-hoc reviewer for an academic journal
- Serve on an organizing/planning committee for a national/international research/academic/industry/government/civic organization conference
- Chair/co-chair an organizing/planning committee for a national/international research/ academic/industry/government/civic/ conference
- Being a member of a national/international research/academic/industry conference committee (e.g., scientific review committee, speaker selection committee, etc.)
- Serve as moderator at a conference session

- Reviewing for a national/international research/academic/industry conference
- Reviewing articles or books for possible publication
- Editing non-referred or refereed conference proceedings

Increase RCHM Brand Visibility by Engaging in Wider Community

- Maintain membership in appropriate professional organizations
- Serving on a committee for national/international research/academic/industry/government/civic organization
- Volunteer for an industry organization to assist with research efforts (i.e., survey design/distribution/analysis, leads, focus group, etc.)
- Serve as a judge for student contests
- Deliver "talks/seminars" to professional associations, business groups, governments, or civic organizations.
- Being featured in industry-related books, papers, or articles.
- Receiving Industry and Community Service Awards
- Leading an Academic, Industry, or Community Association/Organization
- Active participation in an industry/community event
- Provide a professional lecture for an individual/organization outside of UCF occurring at UCF
- Engagement with industry professionals to advance the Rosen College and the University's goals and strategic plan. serve on Rosen/UCF/external industry advisory board
- Chair or co-chair an Advisory Board (internal or external)
- Being involved in industry/community service/scholarship awards
- Serving in a corporate or government board
- Serving as an expert witness

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

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