

HMI Department AESP

Approved by Faculty Relations on 5/7/2012 for first use in the 2012-2013 academic year

Introduction, Objectives, and Procedures

The Annual Evaluation Standards and Procedures (AESP) is a work assignment and evaluation system designed for full time faculty in the Department of Health Management and Informatics.

Objectives

The objectives of the plan are to:

- Allow faculty members to capitalize on their professional strengths and be evaluated and rewarded relative to those strengths.
- Promote high-quality research, teaching and service by faculty members.
- Ensure the fair and consistent evaluation of each faculty member's professional performance of assigned duties.

Rating Procedures

Each year the department chair will assess each faculty member's professional performance based on teaching, research, and service activities. Overall evaluations will be determined by weighting performance on each of the components (teaching, research, service and other assignments, if applicable) by the faculty member's assignment on each.

Assignment Weights by Area

The plan relies on assignments of duties from the In-Unit Faculty Assignment of Duties Form (AA-46) to weight contributions in the areas of teaching, research, service, and other. Weights shall be arrived at as follows:

p = periods being evaluated. E.g., for a typical year $p \in \{1, 2, 3\}$ and $n = 3$ but a faculty with no summer assignment will have $p \in \{1, 2\}$ and $n = 2$.

AT_p = the Total of the overall activities for semester p less the totals for Sec. V., Leave of Absence with Pay (including Military Leave), and Sec. VI, Release Time for UFF Activities.

<p>Teaching Weight (T)</p> $\sum_{p=1}^n (IA_p \times AT_p) / \sum_{p=1}^n AT_p$ <p>Where:</p> <p>IA_p = Total of the Instructional Activities for semester p</p>	<p>Research Weight (R)</p> $\sum_{p=1}^n (RA_p \times AT_p) / \sum_{p=1}^n AT_p$ <p>Where:</p> <p>RA_p = Total of the Research Activities for semester p</p>
<p>Service Weight (S)</p> $\sum_{p=1}^n (SA_p \times AT_p) / \sum_{p=1}^n AT_p$ <p>Where:</p> <p>SA_p = Total of the Service Activities for semester p</p>	<p>Other Activities Weight (O)</p> $\sum_{p=1}^n (OA_p \times AT_p) / \sum_{p=1}^n AT_p$ <p>Where:</p> <p>OA_p = Total of the Service Activities for semester p</p>

Overall Evaluation Calculation

Overall evaluations shall be calculated as the sum of the weights for each evaluated area as calculated above times the score for each area using a scale of Outstanding = 4, Above Satisfactory = 3, Satisfactory = 2, Conditional = 1, and Unsatisfactory = 0.

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The score will be translated into an overall evaluation for the year as shown in Table O1.

Overall Scores	Evaluation
3.01 – 4.0	Outstanding [†]
2.01 – 3.00	Above Satisfactory
1.01 – 2.00	Satisfactory
0.50 – 1.00	Conditional
0.0 – 0.49	Unsatisfactory

Table O1: Overall Evaluations

[†] **The Minimum Criteria Exception:** No faculty member may receive an overall rating of Outstanding if their rating in any single area is Conditional or below.

Modifications to the Annual Evaluation Standards and Procedures

The AESP may require periodic changes as a result of changes in the collective bargaining agreement, faculty governance, changes in department and college missions and goals, and accreditation standards. Such changes will be managed in accordance with the applicable provisions of the Collective Bargaining Agreement in effect at the time.

Relationship between Annual Evaluations and Tenure/Promotion

The results of a faculty member's annual evaluations represent 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 above rating in any or all annual evaluations will automatically result in a positive tenure or promotion decision.

Evaluation of Teaching Performance

The department chair will evaluate the teaching component of each faculty member's assignment and rate this performance using the evaluation scale shown in Table T1. The teaching evaluation will be based only on teaching activities during the current evaluation year. The chair's evaluation of teaching performance will be based on many factors. In April of each year, faculty members will submit a teaching portfolio (as part of the faculty member's annual activity report) to the chair for review and evaluation. Faculty members are encouraged to document as thoroughly as possible their efforts to meet the evaluation standards outlined in this document.

To be rated as "satisfactory" or above, a faculty member must meet the basic teaching standards listed below, plus the specified number of additional teaching activities for their teaching assignment as shown in Table T1. The order of these standards does not imply ranking of importance. It is very important that faculty members thoroughly document achievement of teaching standards in their annual activity reports.

Table T1 provides the standards that must be met in order to achieve a rating on teaching of conditional, satisfactory, above satisfactory, and outstanding, for different annual teaching assignments, including summers. Faculty with more than eight courses per year shall be evaluated using the 8-course column criteria.

No provision of this evaluation shall be construed to violate rights of academic freedom provided in the Collective Bargaining Agreement in effect for the period being evaluated.

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	8 courses	7 courses	6 courses	5 courses	4 courses	3 courses
Outstanding	Basics + 10	Basics + 9	Basics + 8	Basics + 7	Basics + 6	Basics + 5
Above satisfactory	Basics + 8	Basics + 7	Basics + 6	Basics + 5	Basics + 4	Basics + 3
Satisfactory	Basics + 6	Basics + 5	Basics + 4	Basics + 3	Basics + 2	Basics + 1
Conditional	Basics + 4	Basics + 3	Basics + 2	Basics + 1	Basics + 0	Basics + 0
Unsatisfactory	Fail to meet the criteria for Conditional					

Table T1: Achievement Standards for Specific Teaching Evaluation Ratings
(Course counts refer only to Fall and Spring assignments)

Unsatisfactory Evaluations. A faculty member not meeting the standards in Table T1 for a rating of conditional, will be given a rating of unsatisfactory for the evaluation year. A remediation plan will be developed by the faculty member in consultation with the chair for implementation in the next evaluation period.

Basic Teaching Standards

Items in the Basic Teaching Standards list below shall be monitored by the Chair and/or program directors who report on these issues to the Chair.

- Failure to meet up to three of the basic criteria (measured as number of items not met x number of courses (not sections) x number of semesters in which the item was not met) shall result in a caution from the Chair to include the changes to be made to teaching, teaching related service, or teaching materials to be in compliance with expectations. E.g., if a faculty member fails to provide clearly stated learning outcomes for one course in one semester this shall be adjudged to be one basic criteria failure per semester in the evaluation period regardless of the number of sections of the course taught in that term. Failing to provide these outcomes for two different courses shall be adjudged as two basic criteria failures per semester in which the deficiency occurs, again regardless of the number of sections taught.
- Failure to meet four or more items measured as stated above may, at the chair's discretion, result in a one-for-one reduction in additional teaching standard points with consequent impact on the teaching evaluation.

Basic Teaching Standards

Course Structure and Content

Course syllabi:

- University/college/department guidelines for syllabi content are included.
- Course objectives are clearly stated.
- Evaluation procedures are clearly stated.
- Learning outcomes are clearly stated.

Course content:

- Course content is based on current research and practice in the field. Course materials (text, handouts, cases, etc.) reflect this.
- *When applicable course content includes necessary prerequisite knowledge for courses having the course under consideration as a prerequisite.*
- When courses are part of a program with accreditation requirements course will contain accreditation standards.

Course structure and design:

- Teaching/learning methods, technological tools, and course materials appropriate to each course are used to facilitate communication and active learning.

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Basic Teaching Standards

- Practical applications are included in course materials and pedagogy.
- Course web site facilitates instructor/student communication.
- Final exam (or appropriate final project/exercise) is held according to the university calendar and policy unless an exemption is approved by the department chair.
- Courses provide multiple communication means to students including both synchronous and asynchronous methods.

Assessment of student performance:

- Assessment/evaluation procedures are clearly stated in the syllabus.
- Course contains multiple, timely, and appropriate methods of measuring student performance.
- Course objectives and performance measurement are in alignment.
- Quality and timely feedback is provided to students about their performance.

Evaluation of Student Learning

Assessment of Learning Outcomes

- Instructor collects assessment data in a timely and appropriate manner according to schedule supplied by the department chair.
- Instructor participates and contributes to the department's review and refinement of the assessment process and outcomes.

Student Evaluation of Instruction¹

- Faculty members will achieve student ratings in the category "Overall Assessment of Instruction" on the Student Perception of Instruction Reports of at least 50% in the "Good," "Very Good," and "Excellent" categories (accumulated across all courses taught).

Curriculum Development

- Actively participates in department and/or program curriculum review and development process when asked/elected to do.
- Actively participates in deliberation on curriculum revision indicated by assessment process results.

Interactions with Students

- Advises students when called upon to do so.
- Classes are held according to the university schedule.
- Responds to student email messages in a timely fashion.
- Office hours are posted, are adequate in number, and are held when scheduled.

Additional Teaching Standards (for evaluation period)^{3, 4}

Items from the list below are counted per repetition and the total becomes the +x value in Table T1.

Additional Teaching Standards

1. Student ratings of instruction place the faculty member in the top half of the department.¹
2. Student ratings of instruction place the faculty member in the top quartile of the department.¹
3. Won teaching award from external organization, or student organization
4. Won university teaching excellence award.*⁵
5. Won college teaching award.*⁵
6. Won UCF TIP award.*
7. Supervised one or more independent studies.

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Additional Teaching Standards

8. Undertook a major course revision.
9. Undertook one or more new course preparations (first time taught).
10. Supervised an Honors-in-Major thesis.
11. Served on an Honors-in-the-Major thesis committee.
12. Taught two or more course preparations during a term. (Points = #Prep - 1 per semester)
13. Developed and delivered a WWW course.
14. Delivered streamed video course.
15. Course GPA indicates grade dispersions typical for the level of the course. Contraindications of meeting this standard are disproportionate numbers of grades in the highest or lowest grades commonly assigned for the level of the course.
16. Taught courses at more than one campus. (Points = #Campus - 1 per semester)
17. Taught large numbers of students (at least one standard deviation above department's non-core class average student credit hours).
18. Involved with mentoring or advising student organizations, groups, competitions, etc.
19. Published or revised textbook.
20. Received acceptance for publication of a refereed journal article on education issue.²
21. Received acceptance for publication of a proceedings article on education issue.²
22. Published or provided online course supplements, templates, workbooks, or software for class-room use.
23. Exhibited extraordinary innovation in course design and delivery.
24. Incorporated higher-order learning activities in courses, such as essay exams, individual projects or cases, writing assignments, student projects with companies, assignments requiring computer skills beyond word processing.
25. Developed and implemented a guest speaker series.
26. Developed significant relationship/involvement with industry that benefits teaching.
27. Received internal or external grants related to teaching.
28. Served on PhD student advisory committee and/or examination committee.
29. Participated in PhD student training (seminars, committee work, mentor, etc.).
30. Conducted internal or external seminars or presentations on teaching.
31. Attended an FCTL or outside teaching workshop or training module.
32. Participated in the FCTL summer or winter multi-day workshop.
33. Attended a CBA teaching seminar.
34. Completed the IDL 6543 course on web course design and development.
35. Performed other teaching related activities as assigned by the chair during the evaluation period.

Adverse Teaching Indicators

The items listed below may, at the chair's discretion, result in negative one point reductions in the score for Additional Teaching Standards:

1. Student evaluations of instruction provide an overall score of 2 or below for a course.¹
2. Failure to match learning activities to the level of the course

Notes:

- ¹ In no case will adverse performance determinations be reached based on Student Evaluation of Instruction if fewer than 50% of students enrolled at the end of the semester completed the evaluation or if fewer than five students complete the evaluation.
- ² This plan explicitly provides that SOTL publications may be counted as both research and teaching contributions, in part because the contribution of a single publication in the teaching area is minor.
- ³ The above list is not exhaustive. Other activities may be counted toward the teaching performance evaluation if agreed upon by the faculty member and the department chair.
- ⁴ Each item in the list may count multiple times per evaluation period.

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- ⁵ Winning any of the teaching awards marked with an asterisk (*) during the evaluation year results in a teaching evaluation of outstanding for the evaluation year.

Evaluation of Research Performance

Research activities shall be rated as Outstanding, Above Satisfactory, Satisfactory, Conditional, or Unsatisfactory for faculty with research assignments. Faculty with no research responsibilities shall not be rated in this area.

Success in research will be demonstrated by publishing articles in peer reviewed articles and/or by accomplishing equivalent activities from the Research Activities table in this section. However faculty in certain categories have restrictions on their ability to substitute equivalent activities.

Rating	Untenured	Tenured ≤ 30% Research	Tenured > 30% Research
Outstanding	(A x 3) + O	(A x 2) + (O x 2)	(A x 2) + (O x 2)
Above Satisfactory	(A x 2) + O	A + (O x 2)	A + (O x 2)
Satisfactory	A x 2	O x 2	A + O
Conditional	O	O	O
Unsatisfactory	None	None	None

Table R1: Research Evaluation

Key to Table R1

A = Accepted article

O = 1.0 article equivalents which may include an accepted article

Examples

1. A tenured faculty member with a research assignment under or at 30% will need any combination of accepted articles or equivalent activities totaling 2 points to be rated as satisfactory.
2. A tenured faculty member with a research assignment over 30% will need a minimum of one accepted article plus equivalent activities totaling 1.0 points to be rated as satisfactory.
3. A tenured faculty member with a research assignment over 30% will need a minimum of two accepted articles plus equivalent activities totaling 2.0 points to be rated as outstanding.
4. A tenured faculty member with a research assignment over 30% who has one accepted article and 3.0 points of equivalent activities would be rated as above satisfactory because they did not meet the criteria of two accepted articles needed to be rated as outstanding even though they have 4.0 points of equivalent activities.
5. An untenured tenure-track faculty member would need a minimum of two accepted articles to be rated as satisfactory, two accepted articles plus equivalent activities totaling 1.0 points to be rated as above satisfactory, and three accepted articles plus equivalent activities totaling 1.0 points to be rated as outstanding.

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Equivalent Activities List

Equivalent Activity	Article Equivalency
Book Chapter	1
Editor of conference proceedings	.25
Editor of one or more national or regional research publications	.5
Editor of International/national/regional journal	.5
Editor of special issue of a refereed journal	.25
Best paper awards from conference(s)	.25
Invited research presentation at other colleges, universities, or institutes	.25
International, national, or regional research awards	.25
Membership on PhD dissertation committees	.25
Chair of PhD dissertation committee	.5
Membership on editorial review board of academic journal	.25
Presentation of academic research at international, national, or regional conferences appropriate to our discipline	.25
Successful completion of other research-related activities as assigned by the chair during the evaluation period	Variable
External grant awards of \$10,000 or less	.5
External grant awards between \$10,000 and less than \$50,000	1
External grant awards between \$50,000 and less than \$100,000	1.5
External grant awards of \$100,000 or more	2
Funded contract for professional services of \$10,000 or less administered by the UCF Office of Research and Commercialization	.5
Funded contract for professional services between \$10,000 and less than \$50,000 administered by the UCF Office of Research and Commercialization	1.0
Funded contract for professional services between \$50,000 and less than \$100,000 administered by the UCF Office of Research and Commercialization	1.5
Funded contract for professional services of \$100,000 or more administered by the UCF Office of Research and Commercialization	2

Table R2: Equivalent Activities List

Evaluation of Service Performance

The service component of each faculty member's assignment will be evaluated for the current evaluation year by the chair, and rated using the scale in Table S1. Service is expected of all faculty members.

Fundamental Service Activities

All faculty members must complete each of the following "fundamental" service activities:

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Fundamental Service Activities

1. Actively participate on a department, college or university committee or council, or on the faculty senate.
2. Participate in departmental and college faculty meetings unless an unavoidable conflict requiring their presence elsewhere exists.
3. Attend at least one College commencement exercise during the year.

Rating Standards

Table S1 below shows the criteria for rating in service at various levels.

Rating	Criteria
Outstanding	Complete the three fundamental service activities above plus <u>five</u> of the additional service activities below
Above Satisfactory	Complete the three fundamental service activities above plus <u>four</u> of the additional service activities below
Satisfactory	Complete the three fundamental service activities above plus <u>three</u> of the additional service activities below
Conditional	Complete the three fundamental service activities above plus <u>two</u> of the additional service activities below
Unsatisfactory	Fail to meet the criteria for Conditional

Table S1: Rating Standards for Service

Additional Service Activities

Additional Service Activities

1. Serve as a program coordinator in the department
2. Serve on department or college faculty recruiting committee and/or conference interviewing committee
3. Serve as a faculty advisor to student organizations, groups, competitions, etc.
4. Serve on department, college, or university committees/task forces beyond the basic expectation listed above. Multiple committee assignments count as multiple service activities.
5. Chair department, college, or university committees/task forces beyond the basic expectation listed above
6. Provide professional service to scholarly and professional organizations, governmental boards, agencies, and commissions, at the state, regional, or national level
7. Serve in a leadership position related to accreditation activities
8. Receive a college, university or national Excellence in Service Award *
9. Serve in a leadership position related to a UCF activity or initiative
10. Provide service to public schools or other higher education agencies
11. Deliver profession-related talks or speeches to university, local, regional, or national/international groups or organizations
12. Serve in a leadership role in professional and/or community organizations impacting the discipline/profession
13. Serve as a member of an accreditation site visit team or review board
14. Serve as an external reviewer for a promotion and tenure case at another university
15. Serve as a book reviewer for a peer reviewed journal
16. Serve as an officer in an organization relevant to the discipline, e.g., AFA, FMA, etc.
17. Complete other service activities as agreed upon by the faculty member and the chair

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Additional Service Activities

18. Participate in media interviews on topics relative to our discipline.
19. Publish a professional service paper in a refereed journal, e.g. Fishe (1998) or Chen and Huang (2008).

Notes:

1. The Additional Service Activities list is not considered exhaustive. Faculty members may bring to the attention of the chair and document activities not included in the above list that may be counted towards the service performance evaluation.
2. In some circumstances, one or more of the additional service standards/activities will be allowed to substitute for the minimum requirements. For example, this might be the case if a faculty member's teaching schedule conflicted with faculty meetings.
3. The faculty member and department chair may determine that certain activities that require extraordinary time commitments may count as more than one service activity.
4. Winning a service award (internal/external) designated with an asterisk (*) during the evaluation year results in a service evaluation of outstanding for the evaluation year.

Evaluation of Performance of Other Activities

Other university duties are occasionally assigned for special activities such as administrative duties or other special projects. Upon receiving such an assignment the faculty member and their supervisor are expected develop a customized evaluation procedure with criteria for ratings of Outstanding through Unsatisfactory. If the supervisor for this activity is not the Chair a copy of the plan will be provided to the Chair and the supervising administrator will provide a copy of the evaluation to the Chair upon completion of the assignment and/or each year at the conclusion of the evaluation period.

Revision History

1. Revised 11 January 2012 to correct a table reference typographical error on p. 7
2. Revised 03 May 2012 in response to feedback from the UCF Office of the Provost