

Integrated Business Degree Program UCF College of Business Administration

Annual Evaluation Standards & Procedures

To be first used during the 2016-2017 evaluation period

Developed by faculty committee in Fall 2015

Unanimously approved by Integrated Business faculty members by secret ballot on 10/21/2015

Dean approved w/minor change to Goal Setting Meeting on 10/28/2015

Faculty unanimously approved change and form for appendix on 10/28/2015

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Approved by Faculty Excellence on 02/01/2016

The Integrated Business (IB) program is responsible for the undergraduate Integrated Business BSBA major in the College of Business Administration at the University of Central Florida. The mission of the IB program is to provide a high quality, hands-on business education for UCF students that emphasizes soft-skills development, has a content focus on small and medium size, privately held businesses, and develops well-rounded multi-disciplinarians who will thrive in an environment that requires them to take on multiple roles and responsibilities for their employer.

I. Annual Evaluation

Overview

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

In general, annual assignments will be as follows:

- Teaching & Student Engagement: 10% per 3-hour course during the 9-month academic year (e.g., 4-4 load = 80%). The standard teaching load for faculty members in the IB program is 4-4, regardless of title or rank;
- Professional Development: 10%;
- University & Professional Service: 10%; and
- Lead for a Course: 10% per semester (a course release) during the 9-month academic year, if assigned as lead.

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

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

Goal Setting Meeting

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

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

Completed Faculty Member Annual Goals forms for the current year and previous years will be made publicly available.

Evaluation of Each Area of Assignment

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

Outstanding will be assigned if the faculty member meets the minimum standards for a rating of Satisfactory in the area of assignment and either (a) there is evidence of success in substantially more of the listed additional exemplary activities, in quality, difficulty, variety or number of occurrences, than a majority of the faculty member's peers or (b) the faculty member has

achieved the goals agreed to by the faculty member and director at the beginning of the evaluation period for specific exemplary activities in that area of assignment.

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

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

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

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

Overall Rating

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

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

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

The one exception to this general process is if the faculty member receives an evaluation of Unsatisfactory in any area of assignment, the faculty member's overall rating shall be Unsatisfactory for the evaluation period.

II. Teaching & Student Engagement

Overview

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

Sources of Information

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

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

Minimum Standards for a Satisfactory Rating

The minimum standards for teaching & student engagement focus on the faculty member's teaching assignment, including work outside of the classroom that supports assigned classes and the students enrolled in them. By design, these standards are detailed and extensive, as they support and affirm the IB program and College of Business Administration's commitments to student learning and success. Efforts that are "as requested by the director" will be distributed equitably across the faculty members in the IB program.

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

- for each course taught:
 - deliver the course as designed by the lead faculty member and participate in common course activities such as the development of common examinations;

- provide informative and timely performance feedback to students (e.g., grades and comments on assignments) using the rubrics established for the course. Performance feedback should reflect meaningful differences in performance across students as demonstrated by grade distributions and other measures;
- relay information to students (regarding, e.g., internships, job fairs, co-curricular opportunities) on a timely basis;
- hold classes as scheduled, including a final exam or other activity during the scheduled final exam period, unless a written exemption is granted by the director, in advance where possible;
- hold at least 1 hour of pre-scheduled office hours each week for each 3-hour course assigned at the campus on which the course is taught, be available for additional appointments with students at mutually convenient times, and respond to student emails and phone calls in a timely manner;
- earn a rating of Good, Very Good, or Excellent for “Overall Effectiveness of the Instructor” from at least 50% of students responding to the Student Perception of Instruction (SPI) instrument across all courses taught during the evaluation period; and
- receive evaluations of Satisfactory or higher on teaching observations, if conducted. The rubric for teaching observation feedback will be provided to the faculty member in advance.
- as a member of the IB program and College of Business Administration:
 - take an active part in curricular or program review or assessment and accreditation efforts, as requested by the director;
 - take an active part in curricular or program development, as requested by the director;
 - serve appropriately on Honors-in-the-Major thesis committees, as requested by the director;
 - participate in peer teaching evaluations, as requested by the director;
 - act in a professional manner and show proper respect for students in classroom settings, in other face-to-face meetings, and in communications. This requirement does not preclude having high expectations for student efforts and behavior or high grading standards; and
 - adhere to the standards of conduct described in the UCF Faculty Handbook.
- as a teaching professional:
 - attend at least four sessions or events during the evaluation period at the Faculty Center for Teaching and Learning that are designed to help a faculty member improve teaching quality, such as sessions at the winter or summer conferences or other training and learning sessions scheduled throughout the year. Attendance at COBA teaching seminars also counts toward this requirement and other events may be counted with the written permission of the director;
 - maintain academic and/or professional qualifications necessary under accreditation standards (SACS and AACSB) for undergraduate instructors; and
 - demonstrate a high level of engagement with students through active participation in student-focused events (e.g., Welcome to the Majors, student competitions, and graduation receptions).

Exemplary Activities

If the faculty member meets the minimum standards for a Satisfactory rating, the director will consider the following activities and apply them to the ratings guidelines described previously. These activities are not necessarily weighted equally. The director will take into account the effort expended, the substance/depth of the activity, and the outcome achieved.

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

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

Examples of Different Ratings Outcomes

¹ The IB program will establish a formal mentoring program, envisioned as follows: Faculty members interested in mentoring are included in a list (with short biography/background/qualifications). Students *voluntarily* contact the desired faculty member requesting a mentor relationship (not a class requirement). The student and faculty member meet one-on-one, face-to-face at least once each semester for at least 30 minutes. After the meeting, the faculty member completes a brief online report (student name, id, check list of topics, single paragraph summary) which is copied to the director. The goals are impact on the student, accountability, and minimum bureaucracy.

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

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

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

Example 3: Faculty member meets the standards for a Satisfactory evaluation. In addition, the faculty member remains as faculty advisor for the Small Business Owners student club, attends their monthly meetings, arranges four speakers for their program, and helps them increase membership by 20%. The faculty member works with another faculty member to create and launch a student contest that judges students across the university based on their management of small businesses. 47 students participate in the initial event. Evaluation is Outstanding.

III. Professional Development

Overview

The director of the Integrated Business (IB) program will evaluate the professional development 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 professional development should be to maintain and extend his or her subject matter expertise in fields related to the teaching assignment. The evaluation of professional development is not a simple counting of the number or variety of activities; it seeks to measure both efforts expended and outcomes achieved. A 10% assignment of effort for professional development equates to approximately 150 hours during the 9-month academic year.

Sources of Information

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

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

Minimum Standards for a Satisfactory Rating

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

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

Exemplary Activities

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

- continuing education, either in a degree program or non-degree program;
- consulting work that is paid or unpaid;
- achieving or maintaining professional certification;
- publication in academic² or practitioner focused outlets;
- invited presentation at an academic or professional conference;
- attendance at an academic or professional conference;
- board membership;
- business ownership;
- teaching executive education;
- editing and/or reviewing articles or books for possible publication;
- reviewing textbooks;
- publishing case studies; and
- serving as an expert witness.

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

Examples of Different Ratings Outcomes

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

² Publication of academic research may take more than a single year; therefore evidence of substantive research efforts, such as a completed working paper or a revise-and-resubmit request from a journal, will count as an exemplary activity in one year. Such activities are expected to have led to publication in the second year.

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

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

Example 3: Faculty member maintains currency and relevancy per SACS and AACSB, publishes a 20-page paper related to the teaching assignment in a national practitioner-focused journal documenting 60 hours of work, makes two invited presentations at national conferences related to the teaching assignment, and serves as a paid expert witness in an area related to the teaching assignment. Evaluation is Outstanding.

IV. University & Professional Service

Overview

The director of the Integrated Business (IB) program will evaluate the university & professional service efforts and achievements of the faculty member for the evaluation period as part of the annual evaluation process. The faculty member's primary goal in service should be advancing the interests and meeting the needs of the IB program, the College of Business Administration, the University of Central Florida, professional and academic organizations related to the IB program's focus, and the local business community. The evaluation of service is not a simple counting of the number or variety of activities; it seeks to measure both efforts expended and outcomes achieved. A 10% assignment of effort for service equates to approximately 150 hours during the 9-month academic year.

Sources of Information

In forming the evaluation of service, the director will consider the faculty member's interests, opportunities for service, and any service activities and related goals to which the faculty member and director agreed at the beginning of the evaluation period. The director 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 faculty member must do all of the following:

- attend department and college faculty meetings, as scheduled;

- attend one university graduation ceremony at which COBA students graduate per year;
- attend and participate in one Welcome-to-the-Majors event per year;
- perform other activities beneficial to the university, college, or IB program (six are required and multiple instances are counted toward the total), such as:
 - attend the president's state of the university event;
 - serve as a judge for student contests;
 - attend speaker events in The Exchange;
 - serve as a guest speaker in another class;
 - deliver "talks" to professional associations or business groups; or
 - attend college faculty meetings with the president and provost; and
- engage in active substantive service as a committee member or perform similar work, such as serving on the:
 - college or program instructor/lecturer promotion committee;
 - college teaching committee;
 - college UPRC;
 - faculty senate;
 - student conduct board; or
 - other college or university committees as agreed to with the director.

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

Exemplary Activities

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

- developing or sustaining a signature program for 30-50 high achieving students in the program;
- organizing or substantial participation in an organization for students in the major or college;
- developing or sustaining a contest or other ritual that encourages students to leave their comfort zones, take risks, or communicate;
- organizing meet-the-firm events or similar;
- being a leader in a professional or business association or publication;
- developing or sustaining a community-focused conference (perhaps in conjunction with other organizations);
- fund raising for the program or college (such as sponsorships of events or courses);
- new course/product development such as electives for the program or a minor; and
- providing internal consulting services for the university, the college, or our students, such as service as a Blackstone Launchpad faculty fellow.

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

Examples of Different Ratings Outcomes

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

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

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

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

IV. Lead for a Course

Overview

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

The director of the Integrated Business (IB) program will evaluate the efforts and achievements of the faculty member as lead for a course during the evaluation period as part of the annual evaluation process. The faculty member's primary goal as lead for a course should be to maintain, oversee, and improve the content and delivery of the course. A 20% assignment of effort as lead for a course equates to approximately 300 hours during the 9-month academic year.

Sources of Information

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

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

Minimum Standards for a Satisfactory Rating

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

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

Exemplary Activities

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

Appendix A

**Integrated Business Degree Program
Faculty Member Annual Goals**

Faculty Member: _____ **Date:** ____/____/20____

Teaching & Student Engagement

Intended Activity(ies):

Goal(s):

Professional Development

Intended Activity(ies):

Goal(s):

University & Professional Service

Intended Activity(ies):

Goal(s):

Lead Faculty Member **Course:** _____

Intended Activity(ies):

Goal(s):

Faculty member

Director