

Governance Document (with plan for Annual Evaluation of Faculty)

**Department of Industrial and Management Systems Engineering
University of South Florida
4202 East Fowler Ave., ENB 118, Tampa, FL 33620**

Mission Statement:

The mission of the IMSE Department is to:

- Assure student success through a high-quality education which integrates the latest research and practices in the field;
- Pursue excellence in interdisciplinary research and innovation;
- Engage with the profession and the community.

This Department/School is not currently a multi-campus unit. If departmental faculty are hired at branch campuses we will modify our governance and T&P documents to ensure that those faculty are included in matters of faculty governance and Tenure & Promotion to ensure they have voice in departmental issues. We recognize the principles of equity of assignment, resources and opportunities of faculty across a multi-campus university.

PREAMBLE

The Department of Industrial and Management Systems Engineering (IMSE), as an administrative unit of the College of Engineering of the University of South Florida, shall henceforth be governed by the following Articles, which do not supersede the Policy statements of the University of South Florida or the by-laws of the College of Engineering and the UFF-Collective Bargaining Agreement.

ARTICLE I. Structure of the Department

c. Emeritus Faculty: Individuals who are retired from the IMSE Department may be appointed as Emeritus Faculty by the President upon recommendation of the Chair and the Dean.

d. Visiting Professors: The IMSE Department may grant Visiting appointments at the level of Assistant, Associate and Full Professor depending on the

may be appointed for the period of up to one year at a time. The appointment can be renewed at the discretion of the Chair. Such members will not participate in the departmental governance activities.

e. Courtesy Faculty: Individuals who are members of the faculty at another department within USF or another university or members of an outside organization (business or otherwise) can be appointed in the rank of Courtesy Faculty annually, at the discretion of the Chair and final approval of the Dean. Courtesy faculty can participate in full in the academic life of the department but are limited in their ability to draw on departmental resources, except if an arrangement is made to have them participate in the instructional/research program. Courtesy faculty can serve as members in the thesis/dissertation committees, but cannot serve as a major professor. Such members will not participate in the departmental governance activities.

f. Adjunct Faculty: The Chair may appoint qualified individuals as Adjunct Faculty to teach courses on an as needed basis. The appointment will be for the duration of the course.

g. Joint Appointments (Zero Time): Tenured/tenure track faculty who hold appointments in any department on any campus of USF can be granted a zero time joint appointment in IMSE at the discretion of the Chair. Such members can participate in academic activities but will not participate in the departmental governance activities. In co-authored research articles prepared with IMSE

- viii. coordinate the preparation and submission of departmental recommendations on promotion and tenure,
- ix. appoint program coordinators, chairs and members of the departmental committees,
- x.

ARTICLE III. Committees

Standing Committees:

The standing committee memberships will be assigned by the chair based on eligibility and workload and the assignments will be declared at the start of each academic year.

1. The Faculty Evaluation Committee

A subset of the tenured faculty in the department will serve in this committee. However all other tenured departmental faculty will serve as voting members at large. The primary responsibilities of the Faculty Evaluation Committee would include (but not limited to) faculty evaluations for tenure and promotions, and conducting annual evaluations.

2. The Undergraduate Committee

The undergraduate committee will be comprised of the director of the undergraduate program and a subset of the teaching faculty in the department.

The duties of the Undergraduate Committee will include the following.

- Review undergraduate curriculum and recommend revisions.

- Review and present to faculty all undergraduate course proposals and course revisions.

This committee will be

A plan for Annual Evaluation of Faculty approved (voted) by the IMSE faculty on October 28, 2022, is appended below.

Department of Industrial and Management Systems Engineering

Annual Evaluation of Faculty

Faculty will be evaluated annually in all areas/categories they have assigned effort. Instructors are typically assigned effort in Teaching and Service. Research Professors are typically assigned effort only in Research and Service. Tenure-earning and Tenured faculty are typically assigned effort in the areas of Teaching, Research, and Service. Candidates for tenure or promotion are directed to the Department of Industrial and Management Systems Engineering *Guidelines for Tenure and Promotion*, which establish the cumulative criteria and procedures for tenure and promotion. If the expectations described herein are in any way unclear, faculty are encouraged to seek clarification from the Department Chair.

Evaluation Approach

Faculty are evaluated on a scale of 1-5 (0.5-point increments may be assigned).

An Outstanding (5) contribution is typified by *exceeding expectations in many* of the activities listed below for each effort area.

A Strong (4) contribution is typified by *meeting expectations in many* or *exceeding expectations in a few* of the activities listed below for each effort area.

A Satisfactory (3) contribution is typified by *meeting expectations in several* of the activities listed below for each effort area.

A Weak (2) contribution is characterized by *meeting expectations in a few* of the activities listed below for each effort area.

An Unacceptable (1) contribution is reflected by *not meeting expectations* in any of the activities listed below for each effort area.

Evaluation Criteria in each Effort Area/Category

Expectations in all evaluative criteria are rough guidelines; criteria that have greater impact will be given greater weight. Expectations will be in correlation to the faculty rank. Ratings will be based on all the information (portfolio) provided by the faculty in the self-evaluation and will also consider the level of effort (%) assigned to each category for the faculty. The guidelines given here assume typical assignments. Higher and lower assignment percentages will result in increased or decreased expectations for each category.

Research

Evaluation of research accomplishments will be based only on information provided in the faculty self-evaluation and any other information known to the Chair. Faculty members are expected to conduct high-quality research and produce scholarly outcomes, excellence, and impact, which are recognized at national and international levels.

Typical research accomplishment evaluation criteria and corresponding activity examples that meet or exceed the expectations include (but are not limited to) the following. * Marked criteria that are the essential elements in this category. In addition to the performance in the essential elements, awards or recognitions may be favorably considered towards exceeding expectations in this effort area/category.

- a. *New and ongoing external research funding through grants and contracts from federal, state, and other sources as PI and/or Co-PI/Co-I
 - i. *Exceeds expectation*: New and/or ongoing competitive federal or other high-impact agency funding as PI or co-PI/Co-I
 - ii. *Meets expectation*: New and/or ongoing funding from lesser-impact agencies as PI or co-PI/Co-I
- b. *Submission of competitive applications for peer/agency reviewed research grants and contracts as PI and co-PI/Co-I
 - i. *Exceeds expectation*: Submits several grant/contract proposals for basic/applied research with large total requested funding amount requiring significant efforts
 - ii. *Meets expectation*: Submits a few grant/contract proposals with smaller requested amounts
- c. *Publications in archived journals and conference proceedings that are peer-reviewed
 - i. *Exceeds expectation*: Publishes multiple peer-reviewed papers in high-

- g. Publication of books, book chapters, monographs, or other forms such as non-refereed conference proceedings and published abstracts
- h. Invited seminars and talks at other institutions and government laboratories
- i. Patents or other technology transfer for research-related inventions
- j. Scientific instruments, software, codes, and/or databases

Teaching

Evaluation of teaching accomplishments will be based only on information provided in the faculty self-evaluation, student evaluations, and any other information known to the Chair.

development, career preparation, and success. Towards this goal, faculty are expected to achieve excellence in teaching, as evidenced by a successful track record of classroom teaching, mentoring of undergraduate and graduate students, and active participation in curricular or pedagogical development and/or innovation in engineering education. The self-evalu

- experiences for undergraduates (
- ii. *Meets expectation*: Provides needed student mentoring by promoting leadership development, community engagement, global exposure, and professional career enhancement using face-to-face meetings

Additional Elements:

- d. Teaching awards and other recognitions of teaching accomplishments
- e. Peer evaluations
- f. Attendance at teaching workshops
- g. Presenting papers at teaching-related conferences
- h. Publishing textbook(s)

Service

Evaluation of service accomplishments will be based only on information provided in the faculty self-evaluation and any other information known to the Chair. Faculty are expected to have substantive service at the national and/or international level, with the appropriate amount and stature of such service external to the university increasing with the rank of the candidate.

Typical service accomplishment evaluation criteria and corresponding activity examples

Additional Elements:

- e. Peer review for the funding organizations (e.g., NSF, NIH)
- f. Leadership and participation in organizing scientific meetings, seminars, and workshops
- g. Outreach or service to the community and other institutions
- h. Awards for service-related activities

Potential Information to Include in the Self-Evaluation

Research

Narrative self-assessment that discusses the focus of the research program; expresses contribution to university, college, and Department goals; evaluates progress against the goals from the previous year and relative to career status; and sets goals for the coming year.

Research grants or training grants funded/submitted

- training program (e.g., role of faculty member as reflected in principle investigator or co-investigator status; extent of research activities involved; mentoring of grant personnel such as post-docs or students).
- Quality of the funding source (e.g., federal, state, foundation, corporate, university internal; quantity of funds involved)
- Support for graduate students and postdoctoral scholars

Peer-reviewed articles (journals, proceedings, or book chapters) or books submitted and/or accepted

- (e.g., role of faculty member as reflected in authorship status; extent of research activities involved such as multiple or single experiments, case study or studies, systematic literature review, narrative review, edited volume, monograph, etc.).
- Quality of the journals, proceedings, or books according to indicators such as impact factors, acceptance rates, quality of publisher, and/or influence of publication on a particular research community

Scholarly presentations

- Proper reference format with full author list.
- Nature of the presentation (invited/contributed, peer-reviewed/non-peer reviewed), role of faculty member, special status (e.g., won award, keynote, panelist, etc.)
- Title and scope (e.g., international, national, regional, local)

Intellectual property

- Patent applications and granted patents
- Technology transfer activities

Teaching

Narrative self-assessment that discusses teaching philosophy relative to University, College, Department, and individual teaching goals, including setting forth teaching goals for the coming year.

Documentation of efforts towards continuous improvement of the content delivery, curriculum development, and student success outside of the typical teaching assignments.

Quality of student evaluations of teaching (in relation to the level and content of the courses taught, the number of students enrolled, and the percent completing the evaluation)

- Ratings in relation to the size, level, and nature of content of the course taught
- Percent of students responding to evaluation
- Summary of and responses to individual student comments
- Explanations for why particular courses may have received low evaluations with plans for correction

Peer review or observation of teaching. This could be completed by another faculty member in the Department, or by someone outside the Department (e.g., Center for Innovative Teaching and Learning)

Student mentoring

- Descriptions of all activities should include the depth of involvement (chair, supervisor, committee member, etc.), status of the project, and outcomes including any presentations or publications/submissions.
- Ph.D. dissertations
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- Undergraduate Honors theses
- Research experiences for undergraduates (REU)

Service to the profession

- Formal activities in societies, organizations, or agencies in the discipline or related to the discipline beyond paid membership
 - Scope and status of society (e.g., international, national, state, local; disciplinary or interdisciplinary membership)
 - Describe responsibilities, type and degree of involvement (e.g., chair, co-chair, fellow, board/senior member, member)
 - Whether elected or appointed
- Peer-review activities
 - Grant review activity (include funding agency, participation in panels, depth and extent of involvement)
 - Peer reviews for books, articles, or conferences (specify type and number of items reviewed and for which publisher, journal, society, committee, or Department)
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