

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

A. Membership

The IMSE department can confer one of the following classes of faculty appointments. All the following appointments require consent of the simple majority (>50%) of the IMSE voting faculty, followed by approvals of the Department Chair and the College Dean.

a. Tenured / Tenure Track Faculty: These are persons with faculty appointments as Assistant, Associate and Full Professors who are either tenured or are on the tenure track in IMSE.

b. Non-Tenure Track Faculty: These are persons with renewable faculty appointments in IMSE, not eligible for tenure but eligible for promotion to higher levels according to the College of Engineering rules.

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 appointee's scholarly record. Such positions are not tenurable. Visiting Professors 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 students and faculty, faculty with joint appointments will list IMSE as co-affiliation. Joint appointments will be reviewed by the Chair and the faculty evaluation committee at least once every five years.

B. Voting Faculty

The voting Faculty consists of all tenured and tenure earning IMSE faculty members. Joint Faculty who are tenured or tenure earning with at least 50% of their salaries administered by the IMSE department will also have voting rights. Full time IMSE Instructors have voting rights in committees to which they are appointed and at votes on issues that are discussed at the full faculty meetings. Voting faculty on leave from the department shall retain voting privileges if present at a meeting.

C. Faculty Recruitment

Faculty recruitment will be conducted by a search committee, appointed by the Chair, consisting of at least three IMSE Faculty and one USF faculty member external to IMSE. The Chair appoints the committee chair. The committee will conduct searches consistent with College and University guidelines. The committee will actively seek applicants at national conferences in the preceding year and through emails to faculty colleagues. The committee, after review and reference checks, will prepare a shortlist of candidates and solicit comments from the rest of the IMSE faculty on the shortlisted candidates. Thereafter, the committee will recommend to the Chair a list of candidates for possible campus interview. The Chair, in consultation with the Dean, will arrange for the interviews. After concluding the interviews, the Chair will consult the Faculty with voting rights in a meeting to determine whether a candidate should remain under consideration for possible hiring. Finally, the Chair will make recommendations to the Dean and notify the Faculty.

D. Chair

1. The Chair serves at the pleasure of the Dean and is appointed for a renewable term. The Chair is the chief executive officer of the department and has the powers and responsibilities as delegated by the President, Provost, and Dean. In this capacity, the Chair will provide leadership and direct the administration of the Department's academic, fiscal, and operational activities. The Chair acts as a liaison between the Faculty and the College or the University. The Chair advocates the Department's needs and will promote policies that would advance the Department and the College. The Chair represents the Department outside the University. If considered necessary and supported by the Dean, the Chair may appoint an Associate Chair after consultation with the Faculty.
2. The Chair is evaluated according to the College's procedure. Every spring term, and in agreement with the College's Governance procedures, the departmental Governance representative coordinates a departmental vote of confidence by the Faculty.
3. Among the general administration of departmental affairs, the Chair has the following duties:
 - i. supervise course scheduling and assign Faculty duties,
 - ii. perform Faculty annual reviews,
 - iii. perform/coordinate staff annual reviews,
 - iv. perform/coordinate hiring departmental staff,
 - v. make recommendations to the Dean on Faculty salary increases in accordance with University and College's policies and procedures,
 - vi. negotiate salary and other terms for new Faculty,
 - vii. facilitate the dissemination to the Faculty and staff University and College guidelines, procedures and policies as soon as possible upon receipt by the Department,

- 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. mentor the Faculty,
- xi. coordinate external reviews of the Department.

E. Hiring a Chair

When the Chair's position becomes vacant, the College Dean will lead the process in consultation with the Faculty and in accordance to the College and University procedures.

ARTICLE II. Departmental Faculty Meetings

1. A quorum is defined as the presence of 2/3 of the voting faculty in residence for the semester during which the meeting is called. Faculty members on sabbatical or on leave of absence are not considered to be in residence.
2. The Chair will convene the Faculty, generally, once a month. Additional meetings may be called by the Chair as needed. Faculty meetings will be scheduled by the Chair, preferably at the beginning of the academic year, and these dates and times will be communicated to the Faculty. The Chair will solicit agenda items from Faculty and prepare an agenda for each meeting a day prior to the meeting.
3. Ordinarily the Chair will chair the faculty meeting. The Chair may make proposals and suggestions, participate actively, and lead discussions, but shall not make formal motions. The Chair is a voting member of the department and his/her right to vote is not confined to the case of breaking a tie.
4. Maximum informality is desired in the conduct of the faculty meetings; however, in case of unresolved disagreements as to procedure, Robert's Rules of Order shall apply except as otherwise specified in this document.
5. A secret ballot will be taken if a personnel issue is involved, if the Chair believes the issue demands one, or if any faculty member requests a secret ballot either before or during the meeting.
6. Minutes of all meetings will be made available to the faculty and kept as a permanent electronic record. The actions taken regarding students, faculty, and faculty recruiting, or other personal matters will be confidential and will not be included in the general minutes. Records of such matters will be retained by the Chair who shall make them available to the participating faculty member on request.

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.
- Review and recommend revisions for undergraduate advising and mentoring procedures.
- Develop and implement undergraduate recruitment procedures.
- Maintain articulation with the Undergraduate Councils of the College and the University.

3. The Graduate Committee

IMSE department will have two graduate committees: one for the MSIE and PhD programs and the other for the MSEM program. Each graduate committee will be comprised of the director of the program and a subset of the teaching faculty in the department.

The duties of the Graduate Committee will include the following.

- Review graduate curriculum and recommend revisions.
- Review and present to faculty all graduate course proposals and course revisions.
- Develop and implement a program for advertising and promotion of graduate program.
- Act on graduate student applications.

4. The ABET Accreditation Steering Committee

This committee will be led by the ABET Coordinator (a faculty member assigned by the chair, usually for a full 6 year ABET review cycle). The coordinator from the previous cycle and the department chair will serve in this committee.

The duties of ABET Accreditation Steering Committee include the following.

- Send notes to faculty before each semester on the “closing the loop” requirement for their courses (based on self-assessment in the previous semesters when the courses were taught).
- Follow up with faculty to ensure completion of undergraduate course self-assessment at the end of every semester, and also ensure that self-assessment and the syllabus are in the ABET folder.
- Perform departmental assessment as required by ABET requirements.
- Prepare self-study document for ABET visits including the mock review.
- Organize documentation and meetings for and during the ABET site visit.

5. The SACS Accreditation Liaison

The directors for BSIE, MSIE, MSEM, and PhD programs will serve as the IMSE liaison for SACS accreditation activities.

The duties of SACS Accreditation Liaison will include the following.

- Ensure that the SACS assessment process is updated as degree requirements are modified.
- Follow up with faculty to ensure completion of assessment process at the end of every year.
- Prepare necessary documentation for SACS visits.

Other standing committees may be appointed and/or dissolved as circumstances warrant. Standing committee chairpersons shall present oral report of their activities at the faculty meetings, as required.

ARTICLE IV. Amendments

Any IMSE faculty member may propose amendments to this governance document. A proposed amendment must be submitted in writing (or via email) to the Chair who will place it on the agenda within the next three scheduled departmental faculty meetings. The IMSE faculty may refer the amendment for review by a departmental committee. Upon completion of the review of the amendment within a reasonable time, the proposed change will be placed on the agenda of the next faculty meeting, where after a discussion a vote will be taken. Upon request by any faculty, the vote must be by secret ballot. A 2/3 vote of all voting faculty members in residence is necessary to pass such amendments.

ARTICLE V: Effect

Upon approval by 2/3 of the voting faculty on May 4, 2012, this IMSE Faculty Governance Document shall become effective on the first day of the Fall 2012 semester. The document was amended as per comments from the Provost’s office and approved by faculty on May 1, 2020.

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-impact journals or conference proceedings
 - ii. *Meets expectation*: Publishes peer-reviewed papers in lesser-impact journals or conference proceedings
- d. *Presentations at national and international conferences
 - i. *Exceeds expectation*: Attends multiple national/international conferences and gives one or more talks in each
 - ii. *Meets expectation*: Attends one national/international conference and gives one or more talks
- e. *Mentoring of Ph.D. students and postdoctoral scholars as major advisor
 - i. *Exceeds expectation*: Mentors multiple Ph.D. students and/or one post-doctoral scholar as major advisor
 - ii. *Meets expectation*: Mentors at least one Ph.D. student as major advisor

Additional Elements:

- f. Research-related awards

- 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.

The goal of teaching in the department is to promote students' learning, intellectual 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-evaluation should identify evidence of this proficiency, for example by including context and impact of their teaching activities.

Typical teaching 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. *Numerical student evaluations and narratives of students' comments
 - i. *Exceeds expectation*: Receives an average rating above college/departmental average with a reasonable number of students submitting evaluation, and the narratives are highly complimentary
 - ii. *Meets expectation*: Receives satisfactory average ratings with a reasonable number of students submitting evaluation and the narratives are mostly positive such that no apparent neglect/shortcoming is evident
- b. *Innovations/improvements in course content and delivery methods
 - i. *Exceeds expectation*: Developed and implemented enhanced course content and/or used a new method of pedagogy with a goal to enhance student success
 - ii. *Meets expectation*: Uses updated course content and appropriate technology/methods of pedagogy to attain student success goals
- c. *Student mentoring and training
 - i. *Exceeds expectation*: Provides excellent student mentoring by promoting leadership development, community engagement, global exposure, and professional career enhancement using face-to-face meetings; provides research mentoring through 'research

- experiences for undergraduates (REU)' program
- 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 that meet or exceed the expectations include (but are not limited to) the following. * Marked criteria 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. *Active participation in faculty meetings and department governance
- b. *Service on university, college, or department committees
 - i. *Exceeds expectation*: Takes active roles in committees
 - ii. *Meets expectation*: Participates and contributes to committees
- c. *Service to the profession in the form of engagement and leadership in organizations related to the discipline
 - i. *Exceeds expectation*: Actively serves in key roles in professional organizations and meetings, and brings positive exposure to the department and college
 - ii. *Meets expectation*: Participates in professional organizations and meetings
- d. *Peer review activities and editorial roles in the publication of scientific works
 - i. *Exceeds expectation*: Serves in editorial roles for one or more journals and/or serves as reviewer for many high-impact peer-reviewed journals
 - ii. *Meets expectation*: Serves as reviewer for several peer-reviewed journals

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
 - Nature and extent of the faculty member's contribution to the research or 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
 - Nature and extent of the faculty member's contribution to the research (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 requirements of one's 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
 - Master's theses
 - Undergraduate Honors theses
 - Research experiences for undergraduates (REU)
- Training grant or research grant administration that involves mentoring
 - Nature and type of administration, including depth of involvement in post-doc or student mentoring
 - Number of post-docs or students involved, and number directly supervised
 - Outcomes including any presentations or publications/submissions
- *For Instructors only*, publications and presentations relating to the science of teaching and learning should be included in this area.

Service

- Narrative self-assessment that discusses the nature of the service activities; expresses contribution to university, college, Department, and the profession; evaluates progress against the goals from the previous year and relative to career status; and sets goals for the coming year.
- Service in university, college, or Department committees
 - Describe responsibilities, type, and degree of involvement
 - Whether elected or appointed
- Service as it relates to mentorship
 - Formal and informal mentoring of faculty relating to teaching and/or research
 - Leadership or advising of student organizations and activities

- 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)
 - Editorial activity
 - Journal or series editor or associate editor (describe scope and nature of activities, time commitment, quality of outlet)
 - Formal appointment to editorial, review, or advisory boards (describe scope and nature of involvement)
 - Seminars and workshops primarily oriented to continuing professional education in the discipline or related to the discipline
 - Extent and nature of participation (e.g., organizer, participant, discussant)
 - Status of venue (e.g., international, national, state, or local organization)
 - Whether participation was invited or submitted
 - Inter-Institutional Invitations
 - Invitations to participate in promotion and tenure process or related academic evaluations, program evaluations, etc.
 - Describe nature and extent of invitation, standing of institution
- Service to the community
 - Describe the nature and extent of the activity including:
 - The community involved (e.g., global, national, regional/state, local)
 - Extent of curricular engagement between university and community (e.g., address community-identified needs, deepen students' civic and academic learning, enhance community well-being, and enrichment to the scholarship of the institution).
 - Outreach activity (i.e., provision of institutional resources for community use with benefits to both campus and community)
 - Partnership activity (e.g., collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources such as research, capacity building, economic development, etc.).

- ‘Annual Evaluation of Faculty’ Drafted by Chair in June 2022 and approved by Dr. James Gary, Vice Provost, July 2022.
- Presented for review and edit suggestions to ad hoc faculty committee in September 2022.
- Voted by IMSE faculty (10: yay, 4: abstain) to accept the document during faculty meeting on October 18, 2022. (This document was appended to the IMSE governance document and sent to the Provost’s office for their records on October 28, 2022)