

Annual Evaluation Standards and Procedures (AESP)

Department of Medicine
UCF College of Medicine

INTRODUCTION

The annual review process is designed to be fair, consistent, and useful in providing guidance to faculty, as well as an equitable opportunity to achieve successful academic promotion, earn merit increases, and develop exceptional faculty who will play essential roles in the advancement of the University of Central Florida and College of Medicine missions. The Department recognizes the importance of teaching, research, patient care, and service, while honoring diverse patterns of activity and productivity. To allow for diversity of achievement, discretion is allowed during the annual review process for the chair and the individual faculty member to discuss adjustment of effort percentages for teaching, research, patient care, and service. Faculty submit their Annual Report (Evaluation Materials) at the end of the reporting period, as specified by the university. The report summarizes accomplishments in teaching, research, clinical care, and service during review period.

Chair Review and Final Ratings

The department chair determines the final performance ratings. The chair meets with faculty members individually to discuss performance ratings and rationale for such.

- At the assistant professor rank, promotion and/or tenure requires an outstanding record and clear potential to develop a recognized reputation as an expert in one's field. At the level of Assistant Professor, the individual is expected to begin to develop into an effective instructor in the classroom, laboratory, and/or clinic with improving annual evaluations from students and peers when available. While service is expected at this level, it should be held to a minimum pre-tenure to allow the individual to attend to teaching and research goals. Such service may take many forms from the department, college or national level as appropriate.
- At the associate professor rank, the expectation is that consistent and increasingly significant achievements must be evidenced. There is no specific time-period specified for the establishment of a pattern of performance consistent with achievement of the rank of Professor. A hallmark suggesting readiness for the submission of a promotion dossier is a record of sustained excellence and nationally recognized contributions to the field. One might also expect that those who achieve the rank of associate professor have proven themselves to be effective teachers, therefore sustained evidence of teaching effectiveness is also necessary. Associate professors are expected to become more involved in service within and beyond the department (i.e., the college, university, and/or the profession).
- At the professor rank, the expectation is that the individual will continue to have sustained productivity with respect to teaching and scholarly/creative work. Professors are expected to provide service through leadership roles within and beyond the department (i.e., the college, university, and/or the profession).

TEACHING

The department acknowledges the limitations of student evaluations as the sole means of evaluating teaching. In addition to the classroom environment, teaching may take place in the research laboratory or clinical environments. Faculty may also provide other materials including informal and formal peer evaluations, and materials (i.e., novel methodologies) to demonstrate additional factors which may influence their evaluations. Because teaching opportunities may not be readily available for all faculty members, evaluations of one's research mentoring or clinical supervisory skills using metrics of student success may contribute to the overall evaluation of teaching effectiveness.

While the department recognizes the limited availability of courses available for basic science faculty to teach, the minimum standards to receive a satisfactory rating for faculty that are assigned a minimum of one lecture class during the reporting period regardless of research assignment include the following:

1. Teaches as scheduled.
2. Provides opportunities for students to ask questions.
3. Replies in a timely fashion to student inquiries, normally within 2 business days.
4. Provides accurate and effective advisement when requested.
5. Provides regular and timely evaluative feedback on student assignments.
6. Submit grades on time.
7. Provides evidence that courses are taught with appropriate content, learning objectives, and rigor.
 - a. **Outstanding:** Provides robust evidence of teaching effectiveness by highlighting student learning, the use of evidence-based pedagogy, etc. Conscientious and dedicated performance as an instructor including but not limited to student ratings in the majority of the metrics/questions that are predominately (i.e., 75% or more) in the top two categories of the rating scale ("Excellent" and "Very Good") in addition to providing exemplary learner advising/mentorship.
 - b. **Above satisfactory:** Conscientious and dedicated performance as an instructor including, but not limited to student ratings in the majority of the metrics/questions that are between 50-75% in the top two categories ("Excellent" or "Very Good") categories in the rating scale. Provides very good learner advising/mentorship.
 - c. **Satisfactory:** Acceptable performance as an instructor including but not limited to student ratings in the majority of the metrics/questions that are 70% or more in a some combination of "Good", "Very Good" and "Excellent" categories, but do not fall into the criteria for a and b above.. Acceptable advisement of students.
 - d. **Conditional:** Substantial shortcomings in teaching performance and learner/student advising including but not limited to student ratings in the majority of the metrics/questions that are 50% or more in some combination of "Fair" and "Poor" categories.
 - e. **Unsatisfactory:** Two consecutive years of conditional ratings in teaching performance.

RESEARCH AND OTHER SCHOLARLY ACTIVITIES

In evaluating faculty research, the department looks for evidence that the research or scholarly/creative work has or will have significant impact on the field. Documentation of scholarly productivity will be provided in the Faculty Annual Report as a list of publications, presentations, grant proposals submitted, and grants/contracts awarded during the year.

Faculty are also encouraged to provide other documents that will allow assessment of the quality and quantity of research activities. These might include letters from editors or reviewers, and published reviews of books.

The department expects all tenured and tenure-earning faculty to demonstrate a sustained record of scholarly achievement. The evaluation of research excellence involves examining several standards. There is the evaluation of productivity and research quality, its impact on the broader discipline, and the continuity of the faculty member's research program.

Consistent with the assigned effort level of the research role of the individual, the minimum standards to receive a satisfactory rating for research include the following:

1. Clear demonstration of sustained research effort and productivity through generation of publications, presentations, and grant applications.
2. Making observable progress to develop an independent research area.
3. Participation in active research projects as Principal Investigator or Co-investigator.
4. Evidence of successful research mentoring.
5. Absence of long-term gaps (>1-2 years) in the above research metrics.
 - a. **Outstanding:** Publishes high quality manuscripts in top-tier journals at a rate generally exceeding the level of their individual research effort. Successfully attracts or maintains ongoing research support suitable to carry out independent research. Presents research as contributing author at national or international meetings.
 - b. **Above satisfactory:** Maintains a steady publication rate and has continuing research support as PI or CoI to help support research efforts. Makes consistent efforts to attract additional research funding. Continues to present current research data in regional or national venues.
 - c. **Satisfactory:** Maintains research activity at a level consistent with their assigned effort that results in publications and presentations. Makes regular efforts to attract research funding to support their relative research effort. May have publications in various stages of completion.
 - d. **Conditional:** Has a demonstrated lapse in research productivity through the absence of recent publications, limited or no research support, and minimal efforts to attract funding or to disseminate data.
 - e. **Unsatisfactory:** Consistently fails to make productive strides in their research through the aforementioned research metrics. Has been in conditional status for two or more years.

CLINICAL SERVICE

Faculty members providing Clinical Service are expected to practice in a manner consistent with the profession's ethical and professional standards. It is expected that the direct delivery of care will include learners whenever possible.

The minimum standards to receive a satisfactory rating for service include the following:

1. Practices consistently with state and national ethical guidelines.
2. Provides patient care as scheduled
3. Replies in a timely fashion to patient inquiries
4. Complies with all rules for maintaining credentials at clinical sites
5. Good patient satisfaction ratings
6. Exhibits acceptable professionalism in all interactions with faculty, staff, and patients
 - a. **Outstanding:** Clearly exceptional achievements in the delivery of clinical services. This includes satisfying each of the minimum standards for satisfactory performance as described above.
 - b. **Above Satisfactory:** Above satisfactory achievements in the delivery of clinical services. This includes satisfying each of the minimum standards for satisfactory performance as described above.
 - c. **Satisfactory:** Satisfactory achievements in the delivery of clinical services. This includes satisfying each of the minimum standards for satisfactory performance as described above.
 - d. **Conditional:** A deficient record in the delivery of clinical service as evidenced by a failure to satisfy one or more of the minimum standards set forth above.
 - e. **Unsatisfactory:** two consecutive years of conditional ratings in Other Duties – Clinical Service.

SERVICE

All faculty are expected to provide service to the Department, the College, the University, and their professions. Institutional service may include serving on committees or task forces, drafting reports and other internal documents, mentoring junior faculty, attending UCF commencement exercises, and accepting major administrative assignments inside or outside the Department. Service to the profession may include reviewing manuscripts and grant proposals, serving in an official capacity within a professional organization, serving as an editor or member of an editorial board, and serving as an external reviewer for another institution. Faculty may also choose to provide professional service to the community, for example by serving on community boards or task forces, by consulting to public and private organizations, and by providing training or professional services to the members of the community. To be considered part of a faculty member's professional performance, community service should involve the application of professional expertise, not simply the contribution of time and effort. In general, service contributions may be documented by a list of activities undertaken during the year under review. Service to professional organizations is a component of service excellence and can involve activities as offices held in state, national or international societies.

The minimum standards to receive a satisfactory rating for service include the following:

1. Participate/engagement in service activities proportional to annual service assignment.
2. Regular attendance/engagement and meaningful contribution to assigned committee(s) and/or service activities.
3. If tenured, provides evidence of contributions to at least one other form of institutional, professional and/or community service (e.g., at least one college, university, or professional committee, serves on an editorial board).
 - a. **Outstanding:** Concurrent service contributions to the university, college, department, and profession (e.g., membership on committees, reviewing/editorial board, professional society activities and community service).
 - b. **Above satisfactory:** Above average contributions to the university, college, or department and/or discipline.
 - c. **Satisfactory:** Service including membership on a university, college or department committee or participation in a professional organization or engagement in other Service activities (e.g., reviewing, mentoring) or combinations therein proportionally to the annual Service Assignment.
 - d. **Conditional:** a deficient record of service.
 - e. **Unsatisfactory:** two consecutive years of conditional ratings in service.