

Annual Evaluation Standards and Procedures (AESP)
Department of Medical Education
College of Medicine
December 2024

The Department of Medical Education conducts annual faculty evaluations to assess professional performance in teaching, research/scholarly activity, service, clinical activity (if applicable), and other assigned duties. This process uses both qualitative and quantitative data and information. Given the department's multidisciplinary nature, performance standards are flexible and general, with detailed criteria to ensure faculty understand expectations and allow evaluators to consider individual contexts. The criteria are detailed enough to ensure that faculty understand the expectations and examples provided in this document.

The basis of the annual performance evaluation will be information obtained from the Faculty Annual Report (FAR), student evaluations, learner outcomes data, annual assignment forms, and other sources available to the department chair. These sources may include input from a supervisor (if different from the chair), peers, students, employees, other university officials, and individuals to whom the employee is responsible during service assignments. All assigned activities shall be reported upon and evaluated.

Evaluations are based on performance criteria that cover a broad range of activities, considering assigned efforts, rank, time devoted to activities, and other relevant factors. The criteria are divided into five areas: 1) Instruction, 2) Research/Scholarship, 3) Professional Service, 4) Other Assigned Duties, and 5) Patient Care (for faculty with clinical assignments). Faculty with alternate assignments are reviewed based on their specific duties. Evaluations are conducted by the department chair based on these criteria and specific circumstances.

The College and department recognize that there are multiple indicators of various levels of performance and that performance indicators will vary over time and across career stages. This document does not provide a specific formula for evaluating faculty performance. However, it describes accomplishments most likely to lead to favorable evaluations. The sections below provide representative indicators of **excellence** and **effectiveness** for each performance area. Sufficient evidence of effectiveness is the minimum requirement for **Satisfactory**.

AREAS OF FACULTY PERFORMANCE

I. INSTRUCTIONAL ACTIVITIES

Teaching is central to the mission of the College and the department, and all faculty must demonstrate effectiveness as educators. They are expected to contribute to instruction and student success, continuously improve their teaching, and adopt a scholarly approach. Educator activities include but are not limited to leading or participating in courses and/or clerkships; learner assessment; mentoring and advising (undergraduate, graduate or medical students) and trainees; leading or participating in curriculum development; and providing educational leadership and administration. (Ref: IAMSE Educator Evaluation Toolkit)

The department values an integrated, multidisciplinary, team-based approach to the education and training of modern physicians, as reflected in the MD curriculum. Thus, department faculty members teaching in the MD curriculum may be required to participate in multiple courses with varying degrees of involvement. Table 1 features descriptions of the different roles and levels of involvement.

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Faculty may participate at one or more levels within one or more courses. Evaluation of faculty teaching in the MD curriculum will consider both the level and degree of participation, the amount of time (effort) devoted to that participation and the students' perceptions of instruction.

Table 1: Roles and levels of participation as defined in the MD curriculum include:

- 1) **Course Director:** Responsible (either solely or with a co-director) for the administration and organization of a course, including syllabus preparation, resource management, and ensuring smooth course operation through feedback from faculty and students. The course director is also responsible for students' assessments and verifies final grades.
- 2) **Discipline Lead:** An expert in a particular discipline engaged in providing content in their discipline within the context of a course. This role involves coordinating the distribution of content related to their discipline within a specified course and across courses where applicable.
- 3) **Faculty Facilitator:** A facilitator has foundational science(s) and general educational knowledge, as well as training to guide students in small group activities such as case-directed learning (CDL). While not necessarily a discipline expert, the facilitator should be familiar enough with the content of the exercise to support students' problem-solving and critical-thinking skills.
- 4) **Course Faculty:** An expert in a particular discipline engaged in providing content in their discipline within the context of a course. This role involves developing and delivering content through various pedagogies (e.g., CDL, TBL, flipped classroom) and being responsive to student queries. Discipline leads will be responsible for the generation of assessments at the request of the course director
- 5) **Clerkship director/co-director:** A discipline expert who oversees the clinical education of medical students, ensuring the curriculum meets educational standards and objectives. They mentor and evaluate students, coordinate with clinical sites, and manage administrative tasks. Additionally, they support faculty development and CQI.

Excellence in teaching is supported by systematic evaluation from students, trainees, and peers. Multiple sources and methods are considered, including self-evaluation, peer evaluation, student feedback, and learning outcomes. As part of their evaluation, the faculty member should provide a variety of evidence demonstrating their effectiveness in educator activities (see descriptions below).

Educator Activities:

1. **Teaching:** Teaching is any activity that fosters learning. Educators may engage in teaching by giving lectures, facilitating small group discussions or lab groups, teaching on clinical rounds, etc. Educators should document the quantity and quality of their teaching, their specific role(s), a scholarly approach, and any dissemination of their work.
2. **Learner Assessment:** Encompasses activities measuring learners' knowledge, skills, and/or attitudes. To demonstrate **effectiveness** and **excellence** in this category, educators should describe how they developed, implemented, analyzed, and synthesized an assessment project.

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3. **Curriculum Development:** Involves creating a series of educational activities (e.g., lecture series, clinical reasoning cases, clinical skill workshops, etc.). A curriculum must have goals, appropriate teaching methods or those goals, an informed design approach, an assessment of effectiveness, and ongoing improvement based on evaluation results. Educators should describe these aspects and any dissemination of their work.
4. **Advising and Mentoring:** Advisors serve in a focused capacity to help an advisee with a decision or course of conduct or to provide suggestions for a specific project/goal. A mentor helps a mentee achieve their professional goals by providing guidance, support, and creating opportunities for the mentee. This requires clear goals to help the mentee achieve their own definition of success. Assessing the quality of an educator's contribution in this category means determining whether the advisor/mentor has helped the learner meet defined goals. In this category, the educator is asked to describe their role in facilitating the advisee/mentee's success.
5. **Educational Leadership and Administration:** Effective education leaders transform educational programs and advance the field by seeking ongoing excellence, evaluating outcomes, disseminating results, and maximizing resources. To assess excellence in this category, educators should describe the initiatives they have led in their roles, the impacts and improvements these initiatives have made, and any dissemination of work in educational leadership and administration.

EVALUATION CRITERIA

There are five indicators of performance (detailed below), and sufficient evidence of **effectiveness** is the minimum requirement for satisfactory performance.

EVALUATION OF TEACHING:

Overall teaching performance ratings to be used for the annual evaluation are:
Unsatisfactory – the absence of significant evidence of effectiveness in teaching.
Conditional – minimal evidence of effectiveness in teaching. Individuals receiving this rating may have areas needing improvement in mentorship, the success of trainees, or didactic/laboratory and clinical teaching.
Satisfactory – appropriate evidence of effectiveness in teaching. Effectiveness can be supported by peer review, student evaluations, and the accomplishments of trainees.
Above Satisfactory – strong evidence of effectiveness in teaching. Faculty in this category will be very good educators, as evidenced by peer review, evaluations, educational awards, and trainee accomplishments. They may demonstrate excellence in some areas but not achieve key metrics.
Outstanding – strong evidence of both effectiveness and excellence in teaching. Faculty in this category will be outstanding educators, as evidenced by peer review, evaluations, awards for education, and trainee accomplishments. Many will contribute to novel educational methodologies and curricular development. Those receiving the most meritorious rating have the attributes of an exemplary faculty member.

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Indicators Of Faculty Excellence and Effectiveness- Teaching

The sections below provide representative indicators of **excellence** and **effectiveness** for teaching. Sufficient evidence of effectiveness is the minimum requirement for **Satisfactory**.

Teaching Performance Indicators	
<p>Indicators of <u>Excellence in Teaching</u> include:</p> <ul style="list-style-type: none"> • Outstanding teaching performance as evidenced by student feedback, student learning outcomes, and/or peer evaluation. • Evidence of high-quality, effective, and timely feedback to learners. • Peer-reviewed awards for teaching excellence (University, College, or professional society). • Invited participation in licensing or specialty board examination test development committees. • Contribution to new instructional program development. • Development of new course(s) or significant revisions of existing courses. • Publication with emphasis on medical education/curriculum development in refereed journals. • Publication of scholarly review articles, textbooks, original clinical investigations, descriptions of clinical experience, or case reports/results that emphasize education endeavors. • Publication of widely adopted or acclaimed instructional materials (e.g., textbooks, instructional software programs, cases, readings, simulations, and the like). • Development of innovative or acclaimed instructional materials, including syllabi or software. • Presentations at professional meetings or other institutions of higher education. • Invitation to teach at a domestic or international institution of recognized excellence. • Evidence of successful career paths of graduate/post-doctoral students. 	<p>Indicators of <u>Effectiveness in Teaching</u> include:</p> <ul style="list-style-type: none"> • Evidence of quality teaching performance as evidenced by student feedback, student learning outcomes, and/or peer evaluation. • Evidence of effective and timely feedback to learners. • Evidence of contributing/ coordinating courses or clerkships. • Coordination of team-taught/integrated courses. • Rigorous, accurate and equitable grading. • Development of assessment tools to measure student learning outcomes. • Service as a member of thesis/ dissertation committees. • Mentoring and training medical students or post-graduate residents in experimental experiences and postgraduate residencies. • Favorable evaluation by faculty mentored by the candidate. • Direction of independent student research. • Mentoring junior colleagues in teaching methodologies and teaching quality. • Engaging in self-development activities leading to enhanced instructional effectiveness. • Introduction of current and emerging instructional methodologies and technologies in the curriculum. • Introduction of innovative pedagogical methodologies. • Development of pedagogical approaches to enhance student engagement and to optimize student learning.

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<ul style="list-style-type: none"> • Receipt of awards for research or academic performance by the faculty member's student(s). • Receiving external grant support for teaching/learning projects or education research. • Led a major curriculum development, assessment, or redesign effort to introduce innovative technology or novel teaching methodologies in the instructional setting. • High-quality teaching to multiple College instructional programs. • Leadership role in educational activities of national/international professional societies. • Chair of doctoral student committees. • Placement of doctoral or postdoctoral students into significant academic, scholarly, and/or professional positions. • Other clear and demonstrable contributions to doctoral student development. 	<ul style="list-style-type: none"> • Introduction of practices to evaluate students' engagement in a critical analysis of course material or which evaluate their involvement in research or scholarly activity. • Contribution to a college-wide culture of evidence-based approaches to evaluating and improving academic programs. • Development of valuable evidence-based metrics for teaching effectiveness. • Preparation and presentation of professional continuing education programs. • Selection for student or departmental awards for outstanding teaching. • Receiving competitive internal grant support for teaching/learning projects. • Evidence of active teaching of graduate students and post-doctoral fellows in the laboratory setting. • Consistent membership on doctoral student committees.
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II. SCHOLARSHIP/RESEARCH AND CREATIVE ACTIVITIES:

Research and scholarly activity are essential to the mission of the College and department, and they are a key component of the annual faculty evaluation. The evaluation focuses on the quality and impact of the faculty member's research and scholarly activities. Expectations for research activity are proportional to the faculty member's assigned research Full-Time Equivalent (FTE) and tenure track status.

Research and scholarly activities include the scholarship of discovery, integration, application, and teaching. These activities are evaluated based on their contribution to the field and alignment with the department's mission. While consistent productivity is expected, the emphasis is on the quality and significance of the research. Publications are primarily assessed through peer review, considering the quality of the journals or books and their impact.

Securing external funding is a key indicator of research quality and impact, with competitive grants highly valued. Faculty members are encouraged to engage in interdisciplinary and interprofessional scholarship, with contributions to multi-investigator grant proposals and collaborative research projects recognized and valued.

Activities related to technology commercialization can be attributed to either research or education, depending on their nature and impact.

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EVALUATION CRITERIA

There are five indicators of performance (detailed below), and sufficient evidence of **effectiveness** is the minimum requirement for satisfactory performance.

RESEARCH/ SCHOLARSHIP

Research/Scholarship performance ratings to be used for the annual evaluation are:
Unsatisfactory – the absence of evidence of effectiveness in research/scholarship.
Conditional – minimal evidence of effectiveness in research/scholarship. Individuals receiving this rating will have limited evidence of research/scholarly impact as supported by manuscripts, citations, presentations, and/ or book chapters.
Satisfactory – appropriate evidence of effectiveness in research/scholarship. Effectiveness must be supported by high quality manuscripts, grants, presentations, citations, and other factors.
Above Satisfactory – strong/abundant evidence of effectiveness in research/scholarship. Effectiveness must be supported by high quality manuscripts, grants, presentations, citations, and other factors.
Outstanding – strong evidence of both effectiveness and excellence in research/scholarly activity. Faculty in this category will be nationally recognized for their research/scholarly activity. Examples of this evidence might include quality publications, funding, citations, performances, and invited presentations.

Indicators Of Faculty Excellence and Effectiveness- Research/Scholarship

Faculty may participate in a range of research, scholarly, and creative activities and evaluations will be based on annual performance goals and consider the FTE assignment. The sections below provide representative indicators of **excellence** and **effectiveness** for research/scholarship. Sufficient evidence of effectiveness (proportional to FTE assigned) is the minimum requirement for **Satisfactory** performance.

Research/Scholarly Activity Indicators	
Indicators of <u>Excellence</u> in Research/Scholarly Activity: <ul style="list-style-type: none"> • Recognition from peers in the field, e.g., fellowships, research awards, publication awards, and invitations to present keynote or plenary addresses at national or international meetings. • Peer-reviewed primary and/or corresponding senior-authored publications that demonstrate evidence of originality as an investigator. 	Indicators of <u>Effectiveness</u> in Research/Scholarly Activity: <ul style="list-style-type: none"> • Publication of articles in professional journals appropriate to the field of endeavor. • Publication of books, monographs, or manuals that are widely disseminated, evaluated by peers, and advance the field of endeavor. • Demonstration of a sustained role in a research program/project.

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<ul style="list-style-type: none"> • Publications of original research in leading peer-reviewed, discipline-related journals. • Favorable citation index listing of research/educational publications within the discipline. • Consistent, sustainable, and competitive external funding. • Key participation in forming productive collaborative research arrangements with industry, community agencies, foundations, and other academic institutions. • Award of patents and/or royalty/licensing agreements. • Coordination of interdisciplinary or interprofessional investigations and projects. • Leadership of national meetings or workshops • Authorship of a textbook, textbook chapter, review articles, and contributions of published symposia. • Publication of the results of education research endeavors. • Editorship or associate editorship of scholarly, refereed journals or of special issues of a journal. • Recognition, acceptance, adoption, and application of the scholar's contributions by others. • Evidence of leadership of or contributions to successful team efforts at the interface with other academic disciplines. • Peer-reviewed publication of instructional materials, e.g., case studies, textbooks, or electronic instructional materials. • Extramural recognition for contributions to the advancement of teaching, such as presentations at national or international conferences, invitations to serve as a consultant, service on editorial boards of prestigious journals in the chosen area of teaching scholarship, and invitations to present keynote or plenary national or international meetings concerning education. • Significant extramural funding for research on issues of importance in teaching. • Election to membership in major national research societies. 	<ul style="list-style-type: none"> • Evidence for a principal role in management and/or support of a collaborative research program. • Development of patents for discoveries in the candidate's field. • Leadership and/or organization of peer-reviewed clinical trials as documented by program reviews or letters. • Participation in interdisciplinary or interprofessional investigations and projects. • Invited presentations of original scientific data at regional/state/national meetings or at major institutions or research organizations. • Service on editorial boards of journals. • Presentation of papers at regional/state/national conferences and professional meetings of appropriate disciplines. • Publication of chapter(s) in scholarly book(s). • Ad hoc reviewer for major refereed journals and/or national or international organizations. • Refereed publications in proceedings of conferences and professional meetings. • Well-documented contribution (i.e., mentorship) to others' research. • Significant self-development activities, such as faculty development, that lead to increased research and publication effectiveness. • Publication with emphasis on medical education/curriculum development in refereed journals. • Presentation of papers of original research or case reports at professional meetings. • Contribution in area of expertise to the scholarship of others. • Serving as a research mentor for medical students or residents. • Introduction of innovative pedagogical methodologies adopted by other faculty members within the College.
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<ul style="list-style-type: none">• Dissemination of teaching materials at national workshops, with the materials cited by other programs.• Introduction of innovative pedagogical methodologies that are adopted outside the College.• Serving on national grant organization study sections, review panels, or site visit teams.• Serving on national professional society program committees.• Election to major national professional societies.	
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Note:

1) Reporting publications: Report manuscript submissions only after the paper is “under review” and indicate a submission date and manuscript number assigned by the publisher. This should be listed under “works in progress.”

Report publications once the manuscript is “in press” or published (this includes “published online ahead of print”). Items cannot get credit more than once unless the faculty member can demonstrate that very significant changes have been made.

2) Grants: Report sponsored research grants submitted, role, and funding requested. For grants awarded, report role, amount of the grant, and amount of direct support provided.

III. PROFESSIONAL SERVICE ACTIVITIES:

All faculty members are expected to participate in professional service activities as a part of their institutional citizenship. This includes service to the department, service to the University, service to the profession, and service to the community. Examples include serving on committees within the university, college, and department and contributing to faculty governance, strategic planning, accreditation, student recruitment, and faculty search committees. Service to professional organizations and the community, such as holding offices in societies or serving on boards, is also important. Community service should involve the application of professional expertise.

Service will be evaluated based on the quantity (compared to the FTE assigned) and the quality of the service (i.e., alignment with institutional goals and priorities).

The Department of Medical Education faculty should prioritize the critical service needs of COM and the MD program (e.g., Admissions Committee, Student Evaluation and Promotions Committee, Curricular Committees, and accreditation activities) and essential departmental and College functions.

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Professional Service performance ratings to be used for the annual evaluation:
Unsatisfactory – the absence of significant evidence of effectiveness in professional service.
Conditional – minimal evidence of effectiveness in service. Individuals receiving this rating typically have limited involvement within the department and an absence of extra-departmental service.
Satisfactory – appropriate evidence of effectiveness in service. Those in this category will be involved in local service appropriate for their career stage and time assignment and often will have evidence of national service.
Above Satisfactory – strong evidence of both effectiveness in service. Faculty in this category will be engaged in local service activities and in membership at regional or national professional organizations.
Outstanding – strong evidence of both effectiveness and excellence in service. Faculty in this category will successfully engage in impactful local service activities such as chairing committees. Prominent national-level service in professional organizations would be typical.

Professional Service Indicators	
<p>Indicators of <i>Excellence in Service</i> include:</p> <ul style="list-style-type: none"> • Service activities enhance the reputation of the COM and University. • Administrative leadership role within College or University. • Officer in the Faculty Senate. • Chair of a major University committee or task force. • Demonstration of a significant time commitment to or role in committee work. • Other demonstrated leadership in departmental, College, University, or system administrative or service roles. • Officer, committee chair, or board/committee member in a national/international professional organization in one's discipline or national/international task force. • Program chair or similar position for a national/ international meeting. • Service on study sections (or scientific peer review groups), consensus panels, etc. • Service on a major governmental commission, task force, committee, or board. • Evidence of excellence in professional service to the local community and public at large. • Serving as editor or member of the editorial board of a major journal. 	<p>Indicators of <i>Effectiveness in Service</i> include:</p> <ul style="list-style-type: none"> • Service activities contribute to the desired goals of the University. • Service on University, College, department committees and task forces. • Serving in administrative roles within the department. • Service to the department by active participation in department meetings and attending graduation and department functions. • Participation in Departmental, College, or University strategic planning, P&T committees, institutional awards committees (e.g., RIA, TIPS, SOTL), and faculty development programs. • Active participant/contributor to regional/state/national professional organizations. • Officer in regional or state professional organization. • Program chair or similar position for regional or state professional organization meetings. • Active member of the Faculty Senate. • Advisor to student organizations. • Evidence of professional service to the local community and public at large.

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<ul style="list-style-type: none"> • Service as a frequent ad hoc or permanent study section or scientific review panel member for research organizations, institutions, professional societies, or foundations (e.g., NIH, NSF). • Organization of regional, national, and international symposia and colloquia. • Significant and effective mentorship of junior faculty members as evidenced by selection for College, University, or professional association outstanding mentoring awards. 	<ul style="list-style-type: none"> • Significant self-development activities that lead to enhanced service effectiveness. • Service as a reviewer for major refereed journals or as an ad hoc reviewer. • Presentation of continuing education programs. • Development and participation in health care service to community programs. • Occasional service as an ad hoc member of a study section or scientific review panel for research organizations, institutions, professional societies, or foundations (e.g., NIH, NSF).
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Other Assigned Duties and Administration Roles:

Most faculty will not be evaluated in this category. The evaluation of other assigned duties and/or administrative roles in a medical school will be based on the specific role, responsibilities and goals and the direct supervisor's assessment. The Chair and the faculty member will meet at the beginning of the evaluation period and agree in writing on the criteria that will be used for this evaluation.

Patient Care/Clinical Services:

Patient care activities include the delivery of high-quality health care, application and development of diagnostic approaches and therapeutic methods, innovating clinical practice, and improving healthcare safety, quality, efficacy, and equity. This also involves developing and evaluating health policies and population health tools for various communities and populations.

Faculty engaged in clinical activity will be practicing at clinical partner sites. Thus, the clinical supervisor will provide these evaluations. The Chair's evaluation will be informed by the clinical supervisor's assessment and how well the faculty member meets any contractual obligation between the COM and the clinical entity.

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Overall Rating on Annual Performance Evaluation

The overall annual evaluation of each faculty member will be based on the average of their performance in assigned categories weighted by the FTE assigned for each category. To receive a rating of satisfactory or above, the faculty member must have a rating of satisfactory or above in each category evaluated, regardless of the score obtained by the weighted average. A rating of conditional in any category will result in a conditional rating overall. A rating of unsatisfactory in any category will result in an unsatisfactory rating overall.

Standards and Ratings for Faculty

The Chair of the Department will evaluate each faculty member's performance annually, assigning one of the following ratings:

- **Outstanding:** Exemplary performance and strong evidence of **excellence** and **effectiveness** in all assigned areas. This rating indicates adherence to the highest standards of the COM, the university and the profession. To receive an evaluation of "outstanding," the faculty member must have no rating below "satisfactory" in any category.
- **Above Satisfactory:** Indicates performance that exceeds expectation for the assignment, with appropriate evidence of **effectiveness** in all areas and **excellence** in the primary assigned area.
- **Satisfactory:** Reflects performance that is at expectation for the assignment and demonstrates effectiveness in assigned areas. To receive a rating of "Satisfactory," faculty must not have received a "Conditional" rating in their primary assignment area.
- **Conditional:** Indicates minimal evidence of effectiveness in assigned areas and/or substandard performance for the assignment. Individuals receiving this rating will have one or more areas needing substantial improvement.
- **Unsatisfactory:** Indicates the absence of evidence of effectiveness in assigned area(s), extreme substandard performance, or egregious behavior. This rating reflects falling below the professional standards, disregarding professional responsibilities, or violating UCF or COM policies or regulations.

Note: The annual percentage of effort assignment for each category will be multiplied according to the following scale:

Evaluation	Category Points
Outstanding	4.0
Above Satisfactory	3.0
Satisfactory	2.0
Conditional	1.0
Unsatisfactory	0

REFERENCES: International Association of Medical Science Educators. (2023). Medical Science Educator Portfolio Toolkit. Retrieved from <https://www.iamse.org/medical-science-educator-toolkits/>

Approved by Department of Medical Education 12.13.24.