Annual Evaluation Standards and Procedures (AESP)
Tenured and Tenure-Earning Faculty
School of Modeling, Simulation, and Training (SMST)

1. Introduction and Purpose

The purpose of annual evaluations is to facilitate and assess faculty success in instructional activities; research, scholarship, and creative activities; service activities; other assigned activities; and overall performance. Institutional excellence is dependent upon the individual performance of each faculty member as well as the collective performance of the faculty. The success and reputation of the University of Central Florida are highly dependent upon the talents that exist among the faculty and how effectively those talents are harnessed and blended to achieve the university's mission.

The work of faculty is not easily described or measured, and the AESPs exist to protect academic freedom and improve accuracy, fairness, and equity in faculty evaluation. There will always be an element of subjectivity in the determination of annual evaluation ratings. Evaluators are expected to operate with trust and respect. When assigned by administrative supervisors (usually department chairs or school directors), annual evaluation ratings shall be evidence-based and informed by faculty activity reporting and other forms of documented evidence. Evidence shall be evaluated for *quality* and *impact* toward achieving the university's mission.

2. Faculty Evaluation

The basis of the annual performance evaluation will be based on *activities* and *outcomes* obtained through the Faculty Annual Report, student evaluation forms, peers, annual assignment forms, student success data, and other information available to the supervisor and/or provided by the faculty member.

The activities of faculty members in the areas of research, teaching, service, and other university duties will be evaluated annually. For those SMST faculty members with teaching assignments outside of the School, the unit leaders who are responsible for directing the relevant activities will be responsible for providing the input for that evaluation. For example, for those SMST faculty members with teaching assignments for courses outside the *Modeling & Simulation* graduate programs, the chair/director of the department/school or program director for those programs will be asked to give input on this area of assignment. Likewise, the chair/director of the research unit, program, or cluster will provide input into the research and creative activities evaluation for each faculty member with assigned responsibilities in that unit.

3. Faculty Evaluation Criteria

This section outlines the evaluation criteria for SMST's Tenured and Tenure Earning (T/TE) faculty. The criteria evaluate faculty based on (I) minimum requirements, (II) participation activities, and (III) outcomes. To achieve Satisfactory or higher evaluations in any given category, it is expected that SMST faculty will provide evidence in that category

   I.   <u>Minimum Requirements</u>: a list of activities that *must* be performed by a faculty member. A faculty receives a rating of Unsatisfactory if these minimum requirements are not met.

II. <u>Activities:</u> This category demonstrates a commitment to participation and collaboration in work that helps SMST achieve international and national visibility.

III. <u>Outcomes</u> This category demonstrates evidence that supports and develops our mission through our works, creations, and achievements.

Faculty are evaluated based on their Teaching, Research, and Service activities and outcomes. A fourth category ("Other") is included for special cases that may occasionally involve assignments outside of the three typical categories.

The table after each section outlines categories of possible <u>activities</u> and <u>outcomes</u>. Ratings per category are intended to capture the evaluator's assessment of the faculty performance within a category.

1) Teaching

Teaching and instructional activities include regular courses, special/restricted courses (e.g., independent studies, directed research, internships, etc.), advising and mentoring students at all levels (undergraduates, graduate, postgraduate), and possibly other instructional activities.

Minimum requirements: Instructors are required to hold classes as scheduled, provide syllabi at the beginning of the semester, hold office hours regularly, respond to students and provide feedback on assignments and exams in a timely fashion to meet student learning outcomes, and submit grades on time.

Table 1. Teaching Evaluation Criteria (Outstanding (O); Above Satisfactory (AS); Satisfactory (S); Unsatisfactory (US); Not Applicable (NA))

Items	Teaching <u>Activities</u>	Rating	Teaching <u>Outcomes</u>	Rating
Courses	Teaching regular courses	US S AS O	Number of courses taught	US
	Developing new courses		Number of courses developed	S
	Updating existing courses substantially		Number of courses substantially updated	AS
	Faculty development (e.g., attending training workshops on teaching such as CDL courses)		Number of faculty development enrollment	O
Student Learning	Reviewing quantitative SPIs and adjusting the teaching approach in next year's plans as necessary to improve learning outcomes	US S AS O	SPIs quantitative scores levels	US S AS O
	Reviewing students' qualitative comments and adjusting the teaching approach in next year's plan as necessary to improve learning outcomes	US S AS O	Student qualitative positive comments	US S AS O
	Working with students outside of the classroom on experiential learning and significant achievements based on learned content	US S AS O	Evidence of student experiential learning (e.g., papers published or presented based on learned content, entrepreneurial activities related to class, community learning activities related to class experience, etc.)	US S AS O
	Administer a similar knowledge assessment at the beginning and end of the semester to evaluate the extent of student learning and by measuring individual and cohort knowledge gains.	US S AS O	Comparison of pre- and post-assessment scores	US S AS O
Advising and mentoring	Advising graduate students as a chair / co-chair	US	Number of Graduated Ph.D. and M.S as a chair/co-chair	US

	Serving on dissertation/thesis committees	S AS O	Number of Graduated Ph.D. and M.S as a committee member	S AS O
			Number of student milestones (Plan of studies, QE, candidacy, defense, etc.)	
	Mentoring undergraduate and graduate students, postdoctoral scholars		Number of undergraduate and graduate students, and postdoctoral scholars' productivity and success (journal and conference authorship, presentations, posters, awards, etc.)	
	Supervising special registrations (e.g., directed research, doctoral research, independent studies, honors theses, internships, etc.) beyond faculty assignment.	US S AS O	Number of special registrations or student credit hours in these classes	US S AS O
Awards	Applying for teaching awards	US S AS O NA	Receiving mentorship or teaching awards (e.g., TIP, SoTL, professional society recognition for teaching, etc).	US S AS O NA
Other	Teaching short courses/ workshops/ seminars / panels/ tutorials/training to students, government, or industry beyond regular assignments	US S AS O NA	Products developed (e.g., short courses, tutorials, seminars, training, etc.)	US S AS O NA
Overall Teaching Rating	Unsatisfactory, Conditional, Satisfactory, Above Satisfactory, Outstanding			

Unsatisfactory Teaching Rating Criteria:
Unsatisfactory rating is given to a faculty who does not meet the minimum requirements, <u>OR</u> receives conditional for two consecutive years.

Conditional Teaching Rating Criteria:
Conditional rating is given to a faculty who meets the minimum criteria but does not meet the Satisfactory Criteria

Satisfactory Teaching Rating Criteria:
To receive satisfactory rating, faculty should meet <u>two of the three</u> merit criteria below:

<u>Merit Criterion 1</u>**:** Teaching the assigned load and receiving SPI of 2.5 for larger classes (more than Median of the class size in a Departmental unit) and 3.0 for smaller classes in the Year Evaluated.

<u>Merit Criteria 2</u>**:** Good student comments in the Year Evaluated.

<u>Merit Criterion 3</u>**:** Advising 1 Ph.D. student or 2 Masters in the last 3 years or Graduating 1 Ph.D. student or 2 Masters in the last 5 years.

Above Satisfactory Teaching Rating Criteria
To receive "Above Satisfactory" rating in teaching, faculty should *exceed* the Satisfactory Criteria of <u>Courses</u> and <u>Advising</u> (two out of the three criteria listed above) **AND** achieve at least one "Above Satisfactory" contribution across all activities or outcomes in the Table 1.

Outstanding Teaching Rating Criteria

To receive "Outstanding" rating in teaching, faculty should *exceed* the Above Satisfactory Criteria of <u>Courses</u> and <u>Advising</u> (two out of the three criteria listed above) **AND** achieve at least one "Outstanding" contribution across all activities or outcomes in the Table 1.

Note: The director should exercise discretion in applying these metrics. The director should also exercise discretion for new faculty.

2) Research

Research, scholarly, and creative activities include funded and unfunded research & development, scholarly publications, substantive commercialization/licensing and patents, among other significant creative works. In evaluating faculty research, SMST looks for evidence that the research program has or will have a significant impact. Although a certain frequency of publication is generally necessary for establishing a research reputation, the sheer number of publications is neither the only nor the most important index of research productivity. Efforts to secure external research funding are expected of all faculty with a research assignment, and both the quantity, quality and success of grant proposals will be used in merit evaluations. One primary mission of the SMST is to achieve international and national visibility for excellence in research. Consequently, both quantity and quality of research and its impact are evaluated. The individual faculty member has the responsibility to provide context and demonstrate the quality and impact of their research for the evaluator to properly evaluate the significance and impact (impact factor, h-index, acceptance rate, or other known academic metrics or reviews).

Minimum requirements: Faculty with research assignments are expected to participate in research activities including publications, funded and unfunded research.

Table 2. Research Evaluation Criteria (Outstanding (O); Above Satisfactory (AS); Satisfactory (S); Unsatisfactory (US); Not Applicable (NA))

Items	Research <u>Activities</u>	Rating	Research <u>Outcomes</u>	Rating
Publications	Submission of refereed journal articles*	US S AS O	Journal articles accepted and/or in press or published in peer-reviewed journals*.	US S AS O
	Submission of refereed conference proceeding*		Conference papers accepted and/or in press or published in peer-reviewed conferences*.	
	Other submissions (book chapters, book proposals, or other relevant work).		Edited books and monographs	
			Other accepted /published work	
Grants	Grant submission as PI (or lead investigator from SMST) for external funding. Consider amount, role, share, and competitiveness	US S AS O	External Grant awards and/or expenditures as **PI** (or lead investigator from SMST) considering amount, role, and competitiveness	US S AS O
	Grant submission as a Co-PI or senior personnel for external funding. Consider amount, role, share, and competitiveness.		External Grant awards and/or expenditures as **Co-PI** (or lead investigator from SMST) or senior personnel of funding considering amount, role, and prestige	
	Grant submission as a PI, Co-PI, or senior personnel for internal funding. Consider the amount, role, and share		Internal grant awards and/or expenditures as a PI, Co-PI, or senior personnel considering amount, role, and share	
Presentations	Preparing and submitting abstracts and		Invited (keynote) talks in prestigious venues.	

	presentations at local, national, or international conferences, professional meetings and panels	US S AS O	Presenting scholarly or academic work at local, national or international conferences, professional meetings, and panels	US S AS O
Awards	Application for internal and external awards and being a runner-up	US S AS O NA	-External research / creative works recognition awards (e.g., best Paper awards, or professional societies awards). -Internal Awards: School/College (e.g., RIA, Outstanding Research Award) -Distinguished awards: fellows, or University level awards: Pegasus, Luminary, Trustee, etc.).	US S AS O NA
Patents	Filing for patent disclosures, patents, licensed technologies.	US S AS O NA	Registered patent, or licensed technology	US S AS O NA
Other	Other public and peer-assessed dissemination of work—e.g., exhibition / workshops / posters / conferences.	US S AS O NA	Products of other peer-assessed work	US S AS O NA
	Design, development, testing and dissemination of new advanced technologies that are used as research tools (e.g., datasets, open-source codes, platforms, etc.).		Products of research tools	
Overall		US S AS O		US S AS O
Overall Research Rating	Unsatisfactory, Conditional, Satisfactory, Above Satisfactory, Outstanding			

* Each faculty member should demonstrate high quality by presenting impact factors, h-index, acceptance rate, or other known academic metrics or reviews

Unsatisfactory Research Rating Criteria:
Unsatisfactory rating is given to a faculty who does not meet the minimum requirements, <u>OR</u> receives conditional for two consecutive years.

Conditional Research Rating Criteria:
Conditional rating is given to a faculty who meets the minimum criteria but does not meet the Satisfactory Criteria

Satisfactory Research Rating Criteria
To receive satisfactory rating, faculty should meet <u>two of the three</u> merit criteria below:

<u>Merit Criterion 1</u>**:** Publish or have accepted 2 peer reviewed quality journal and/or conference papers in the evaluation year.

Merit Criterion 2:
>(i) Research Awards (RA) of $100k or Research Expenditures (RE) of $50k in the Year Evaluated **OR**
>*(ii) Average of $150k RA or $75k RE in the last 3 years.*

Merit Criterion 3: participated in the submission of at least 2 proposals for a total of at least $350k in the evaluation year.

Above Satisfactory Research Rating Criteria
To receive "Above Satisfactory" rating in research, faculty should *exceed* the Satisfactory Criteria of <u>publications</u> and <u>grants</u> (two out of the three criteria listed above) **AND** achieve at least two "Above Satisfactory" contributions across all activities or outcomes in the Table 2.

Outstanding Research Rating Criteria
To receive "Outstanding" rating in research, faculty should *exceed* the Above Satisfactory Criteria of <u>publications</u> and <u>grants</u> (two out of the three criteria listed above) **AND** achieve at least two "Outstanding" contributions across all activities or outcomes in the Table 2.

Note: The director should exercise discretion in applying these metrics. The director should exercise discretion for new faculty.

3) Service
All SMST faculty are expected to contribute to services at the school, college, university, community, and profession. Involvement in service activities differs according to rank with the expectation that higher ranks will have more service involvement and take more leadership roles.

Minimum requirements: Faculty are expected to contribute to the University's mission by serving on School, College, or University committees.

Table 3. Service Evaluation Criteria ((Outstanding (O); Above Satisfactory (AS); Satisfactory (S); Unsatisfactory (US); Not Applicable (NA))

Service Item	Service <u>Activities</u>	Rating	Service <u>Outcomes</u>	Rating
School	Participating in standing (e.g., curriculum, CEP, P&T) and ad hoc committees (e.g., search committees, AESP)	US S AS O NA	Achievements made by standing and ad-hoc committees (e.g., cases reviewed, searches completed)	US S AS O NA
	Chairing standing (e.g., curriculum, CEP, P&T) and ad hoc committees (e.g., search committees, AESP)			
	Participating in a junior faculty mentorship program		Number of mentorship activities accomplished (e.g. number of faculty mentored, proposal submitted, activities performed)	
	Faculty Advisor, coach, volunteer for SMST student activities (e.g., clubs, student seminars)		Number, size, and impact of the activities	
	Supporting school infrastructure and programs (e.g., program reviews, accreditation and marketing, website, ARCC, Classrooms, facility, student labs, etc.)		Progress and state of the service (e.g., accreditations, website updates, lab upgrades, etc.)	

	Organizing and/or participating in school-level events, external partnerships, seminars, etc.		Number, size, and impact of the activities	
College	Participating in standing, ad hoc committees, and subcommittees (e.g., curriculum, P&T, awards, fellowships, sabbatical, search)	US S AS O NA	Progress and state of the service performed	US S AS O NA
	Chairing standing and ad hoc committees			
	Organizing college-level events, external partnerships, seminars, etc.		Number, size and impact of the activities	
University	Participating in standing, ad hoc committees, and subcommittees (e.g., curriculum, policy, senate, P&T, awards, fellowships, sabbatical, search)	US S AS O NA	Progress and state of the service performed	US S AS O NA
	Mentoring and assisting junior faculty at UCF		Participating in a formal mentorship program	
	Faculty Advisor, coach, volunteer for UCF-recognized SGA clubs and organizations.		Number, size, and impact of the activities	
	Organizing and/or participating in university-level events, external partnerships, seminars, etc.		Number, size, and impact of the activities	
Community	Serving on committees (e.g., government, industry, K-12) or boards for federal or state government agencies	US S AS O NA	Progress and recognitions for the service outside the university	US S AS O NA
	Outreach activities and engagement (e.g., connections with schools, teachers, or parents).		Progress and recognition for work with the community	
Profession	Active member in organizations in the discipline (e.g., serving on boards or committees within national organizations, program committees of international conferences) and national (e.g., National Academy of Science, Engineering, and Medicine) and international organizations (e.g., OECD)	US S AS O	Roles and activities performed in professional organizations	US S AS O
	Organizing and chairing executive committees of conferences, symposiums, and workshops		Number, size and impact of the activity performed	
			Serving as an editor, associated editor, and editorial board member	
	Reviewing for journals, conferences, and other professional and academic publications		Reviewer for journals, conferences, symposia, etc.	
	Participating in activities organized by national and international funding agencies (e.g., NSF, DoD, DoE, NASA, NIH, NATO, etc),		Serving as a reviewer for funding agencies (e.g., NSF DoD, NASA, NIH panels)	
Other	-Faculty Cluster Initiative (FCI) lead scientist and (co-)Cluster lead -Faculty program coordinator -etc.		-Number of faculty mentored, CPE, P&T, administrative duties, reporting to FCI, etc. -Effective management of a program	
Overall Service Rating	Unsatisfactory, Conditional, Satisfactory, Above Satisfactory, Outstanding			

Unsatisfactory Service Rating Criteria:

Unsatisfactory rating is given to a faculty who does not meet the minimum requirements, <u>OR</u> receives conditional for two consecutive years.

Conditional Service Rating Criteria:
Conditional rating is given to a faculty who meets the minimum criteria but does not meet the Satisfactory Criteria

Satisfactory Service Rating Criteria
To receive satisfactory rating, faculty should meet <u>two of the three</u> merit criteria below:

<u>Merit Criterion 1</u>**:** Participate in at least two services for the School, College or University listed in Table 3
<u>Merit Criterion 2</u>**:** Achieve at least one service outcome from Table 3
<u>Merit Criterion 3</u>**:** Achieve at least one professional service outcome.

Above Satisfactory Service Rating Criteria
To receive "Above Satisfactory" rating, faculty should *exceed* the Satisfactory Criteria (two out of the three criteria listed above) **AND** achieve at least two "Above Satisfactory" contributions across all activities or outcomes in Table 3.

Outstanding Service Rating Criteria
To receive "Outstanding" rating, faculty should *exceed* the Above Satisfactory (two out of the three criteria listed above) **AND** achieve at least two "Outstanding" contributions across all activities or outcomes in Table 3.

Note: The director should exercise discretion in applying these metrics. The director should exercise discretion for new faculty.

4) Other Assigned Duties
Faculty members within the SMST may have assignments in addition to or in lieu of teaching, research, and service. For example, these assignments may include serving as Associate/Assistant school director or program coordinator or FCI Cluster (CO-)Lead. It will be the responsibility of the SMST Director to develop a list of expected duties and responsibilities of such alternative assignment(s). The performance criteria for these positions will be developed using these expected duties and responsibilities. All benchmarks and metrics used for these will be shared with faculty members given an "*Other*" assignment at the start of the assessment period.

Overall Rating
The overall rating will be based on the ratings in the four categories outlined above, namely, Teaching, Research, and Service according to Table 4.

Table 4. Overall Rating

Overall	Teaching	Research	Service
Outstanding (O)	At least AS	O	At least AS
	O	At least AS	O

Above Satisfactory (AS)	O	At least S	At least S
	AS	At least AS	At least S
	At least S	O	At least S
Satisfactory (S)	At least S	At least S	At least S
Conditional (C)	At least one C		
Unsatisfactory (U)	At least one U		

Note: The director should exercise discretion for new faculty.