

Faculty Performance Evaluation Criteria (Section II)

A. EDUCATION / TEACHING

1. Criteria for Productivity. EXAMPLES include but are not limited to:

- Courses taught and/or administered, including number of courses; number of students, residents, and post-docs; type of course; and level of courses
- Individual lectures and leadership of small group discussions
- Direction of independent study, projects, theses, and dissertations
- Member of thesis and/or dissertation committee
- Leadership role for educational program, including undergraduate, graduate, post-doc, residency, and fellowship
- Educational or training grant proposal submission and/or award
- Participation in training grants (as principal investigator or co-principal investigator, co-investigator, or mentor for trainee)

2. Criteria for Quality as an Educator. EXAMPLES include but are not limited to:

- Teaching assessments, including student, resident, and post-docs
- Overall assessment of educational program for leaders of that program

3. Criteria for Internal or External Recognition in the Education Mission. EXAMPLES include but are not limited to:

- Master Educators' Guild or other teaching academies
- Teaching awards
- Invitation to speak at other institutions or conferences on educational program topic
- Award/Submission of training grant (as principal investigator or co-principal investigator)

B. RESEARCH AND SCHOLARSHIP

1. Criteria for Productivity. EXAMPLES include but are not limited to:

- Peer reviewed publications, citations, books, reviews, and chapters
- Publication of abstract or presentation of research at regional, national, or international conference
- Submission of extramural research grant proposal (as principal investigator or co-principal investigator)
- Grant award (as principal investigator or co-principal investigator)
- Active research grant (as principal investigator, co-principal investigator, or co-investigator)
- Salary coverage on extramural grants or contracts commensurate with actual percent effort
- Active junior investigator/mentored research award (junior faculty or mentor/sponsor)
- Participation in journal club, lab meeting, department research seminar
- Mentor for graduate student, undergraduate student, post-doc, residents, and/or professional students engaged in research
- Participation in clinical trials (as clinical expert and/or recruitment of patients)

2. Criteria for Quality as an investigator. EXAMPLES include but are not limited to:

- Mentor for graduate student, undergraduate student, post-doc, and/or professional students engaged in research
- Quality of publications
- Journal impact factors
- Original research articles vs case reports vs reviews, as appropriate for track

3. Criteria for Internal or External Recognition in the Research Mission. EXAMPLES include but are not limited to:

- Member of grant review committee for governmental agency or foundation, editorial board, journal reviewer or co-editor

- Invitations to lecture locally, nationally, or internationally
- Research award
- Honorific research societies
- Research presentation or publication that receives substantial public recognition and/or publicity, or changes clinical or public policy

C. CLINICAL / PATIENT CARE

1. Criteria for Productivity. EXAMPLES include:

- RVUs, billings, but in fields which do not use RVUs and billings, other measures of productivity should be used
- WRVUs in This Fiscal Year (if applicable)

2. Criteria for Quality of Clinical Practice. EXAMPLES include but are not limited to:

- Patient assessment and satisfaction
- Clinical results/outcomes
- Peer assessments, including health care providers who consult with or refer patients and other practice staff
- Clinical unit or practice director assessment
- Frequent consults with and outside of the institution

3. Criteria for Internal or External Recognition in the Clinical Mission. EXAMPLES include but are not limited to:

- Development of new and/or innovative clinical techniques or services or interprofessional clinical programs
- Development of new methods to evaluate outcomes and effectiveness
- Translation of research into clinical practice
- Membership or leadership of regional, national, or international clinical organizations
- Clinical honors and awards, including significant clinical awards and recognition by peers
- Invited presentations, including clinical conference
- Recognition as leader in a clinical field by local, regional or national peers

D. SERVICE

1. Criteria for Productivity. EXAMPLES include but are not limited to:

- Participation as member/leader for department, school, interschool, and/or institutional committee
- Development of new department, school, or institutional program
- Committee or leadership of professional organization, community board or editorial board
- Submission/funding of extramural service grant proposal (as principal or co-principal investigator)
- Participation in community activities (number of projects)
- Participation in service-learning activities with students (number of projects)
- Size of/demands of administrative unit or service led by the faculty
- Fostering collaborations (networking) with outside institutions and/or external funding source to advance the academic missions; developing extramural clinical sites; helps with recruitment efforts
- Documentation of hours committed to the service process
- Faculty Mentoring including, but not limited to:
 - Identified mentor(s) (for mentees: faculty up to and including Associate Professors)
 - Individual Development Plan completed (for mentees)
 - Mentor-mentee agreement signed (for mentees)
 - Engagement in mentor-mentee meetings and training opportunities as appropriate for career track (for all)
 - Number of faculty mentees (for associate professors and professors)
 - Mentees within or outside department

2. Criteria for Quality. EXAMPLES include but are not limited to:

- Sustainability/ continuity/ longevity of contributions (projects are continued due to their quality)
- Products or policy from committee work that impact functioning of department, school, discipline

3. Criteria for Internal or External Recognition in the Service Mission. EXAMPLES include but are not limited to:

- Member of grant review committees for governmental agency or foundation, editorial board, journal reviewer or co-editor
- Recognition and/or publicity about a service project that benefits the school
- Development of an innovative service project that receives recognition and/or publicity
- Innovation in community service
- Leader of professional organization
- Membership or leadership on community committee that requires/includes professional expertise/guidance
- Membership or leadership on state agency
- Membership or leadership on advisory board
- Professional presentation to community organization
- Professional consultant to governmental organization
- Consultant to community organization

E. PROFESSIONALISM

For specific missions, criteria are included but are not limited to the examples listed.

1. Education / Teaching:

- Behaves courteously and professionally with trainees, students and colleagues
- Volunteers to cover for colleagues in emergencies
- Timeliness with completion of evaluations
- Follows University policy, including compliance and training requirements

2. Research and Scholarship:

- Honest and ethical conduct of all research endeavors, data interpretation and reporting
- Sharing of ideas, reagents and participation in open intellectual discourse
- Professional and courteous interaction with colleagues in Department, School, University and the field
- Follows University policy, including compliance, lab safety and animal protection and training requirements

3. Clinical:

- Behaves courteously and respectfully with all members of health care team, colleagues, students and patients
- Participation in professional and clinical development programs
- Participant in service-learning or clinical improvement activity/program
- Administrative/management and/or leadership of clinical services
- Attends clinical team meetings or departmental conferences
- Provision of clinical cross-coverage when needed
- Follows University policy, including compliance, infection protection and safety and training requirements

4. Service:

- Behaves courteously and ethically with community members/ agencies, colleagues, trainees
- Steps in to help cover Department responsibilities if colleagues are unable to do so
- Timely completion of administrative requirements
- Follows University policy, including compliance and training requirements