INSTRUCTIONS FOR CONDUCTING A FACULTY PERFORMANCE EVALUATION:

For New Jersey Medical School, Robert Wood Johnson Medical School (including CINJ and UBHC), Rutgers School of Dental Medicine, School of Nursing (excluding those faculty in the AAUP-AFT), School of Health Professions (including NJEA Program Directors), and School of Public Health.

1. Performance evaluations will evaluate the faculty member’s performance since the date of his/her last faculty performance evaluation and shall set expectations for the coming academic year. The evaluation period begins May 1 and ends July 15th of each year. By no later than June 1, the faculty member must submit the following items to the Chair or other evaluator:

   a. a completed Self-Evaluation form (with the “Self-Evaluation box selected) reporting information about his/her activities during the evaluation period and indicating how goals and objectives previously set for the period have been achieved (if additional quantitative measures are applicable for the faculty member, those data should be attached separately or included in the additional space provided on the form). Section III: Goals and Objectives for Next Evaluation Period must also be completed on the Self-Evaluation form;
   b. an updated C.V.

2. After submission to the Chair or other evaluator, the Evaluator completes Faculty Performance Evaluation Form by:

   a. selecting Faculty Evaluation by Evaluator checkbox at the top of the form
   b. recording the total FTE of the faculty member and their Education/Teaching (eFTE), Research and Scholarship (rFTE), Service (sFTE) and Clinical/Patient Care (cFTE) broken down by Contract Clinical and Productivity Based cFTE (if applicable, see guidelines here: (https://facultyaffairs.rbhs.rutgers.edu/wp-content/uploads/guidelinesfordefiningfte-cfte.pdf). The FTEs for the four areas of responsibility must add up to the total FTE of the faculty member. If a faculty member does not have responsibilities in a particular mission area, the FTE recorded for that activity will be 0 and that area will not be evaluated.
   c. for Faculty in the School of Health Professions (NJEA Program Directors) only, indicate the Program Administration (aFTE)
   d. For clinical faculty in NJMS and RWJMS (including CINJ and UBHC) indicate the faculty specialty, the corresponding specialty, or alternative where no appropriate benchmark exists, based upon the publications listed in the evaluation form. Please note, these are entered in Section I for FY18 and in Section III for FY19.
   e. enter comments describing the quality of the performance in each area of responsibility, based upon the criteria listed, the Faculty Self-Evaluation form submitted, the previously set goals and

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objectives, and of the overall performance. Where appropriate in the clinical section, indicate the actual WRVUs for FY18.

f. Based on these written comments, assign a rating via the pull-down box (5. Exceptional, 4. Exceeds Expectations, 3. Meets Expectations (Satisfactory), 2. Needs Improvement, and 1. Unsatisfactory) to each area of responsibility, for Professionalism, and to the overall evaluation;

g. In consultation with the faculty member, establish and record FTEs for each area of responsibility and goals and objectives for each of these mission areas for the next fiscal year. Where appropriate indicate the anticipated WRVUs for FY19.

3. Evaluator gives the proposed evaluation to the faculty member in advance of the face-to-face review meeting between them, allowing sufficient time for the faculty member to reflect and respond.

4. By July 15 of each year, the evaluator meets with the faculty member to discuss the proposed evaluation and weightings of areas of responsibility and goals and objectives for the next fiscal year. In addition to establishing the goals and objectives themselves, it is important to give some indication as to how fulfillment of those goals and objectives will be measured. (Note that the weights assigned should reflect the importance of the area of responsibility within the totality of the individual’s duties and responsibilities, not the relative time commitment to that area of responsibility.) Establishment of goals and objectives and consultation with the faculty member regarding those goals and objectives are very important aspects of the evaluation and are not optional. The consultation may occur during the evaluation session itself or by exchange of documents. The initial proposal of goals and objectives most frequently is developed by the faculty member rather than by the evaluator. However, the evaluator has the responsibility of establishing the final statement of the goals and objectives following the consultation process and adding these to the evaluation.

   a. This meeting is required, not optional. It is important to use this meeting to review faculty development issues pertaining to the individual faculty member. For example, for junior faculty members it is essential to discuss progress toward promotion, steps that should be taken to qualify for promotion, additional credentials/training that would be useful for career advancement, and other related matters. An optional section is provided on the Faculty Performance Evaluation Form for long-term goals, particularly those relating to career development issues for junior faculty.

   b. If appropriate, the evaluator may amend the evaluation following the meeting with the faculty member.

   c. The faculty member must sign the evaluation, which indicates only that she/he has reviewed the evaluation. The faculty member may submit a written response to the evaluation.

5. Copies of the final evaluation go to the faculty member, the evaluator and to the personnel file in the Dean’s Office.

Questions concerning the Faculty Performance Evaluation process should be directed to rbhsfacultyaffairs@ca.rutgers.edu or 973-972-7595.

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