

DEPARTMENT OF PHYSICIAN ASSISTANT STUDIES

FACULTY EVALUATION PLAN FOR MERIT PAY

PROCEDURE: The Department's Faculty Evaluation Committee will receive and assess performance summaries/portfolios from individual faculty members. The Committee will compare documented activities in the areas of Teaching, Scholarship and Service to the guidelines below and recommend a rating to the Department Head. The Committee will also review any proposals submitted by faculty members to change the guidelines and make a report to the entire department for consideration.

DESCRIPTION OF RATINGS:

| <u>Rating</u> | <u>Rating Name</u> | <u>Rating Description</u> |
|---------------|--------------------|---|
| 5 | Exceptional | Performance/results consistently exceed competent levels. A high degree of proficiency is shown in most aspects of performance. |
| 4 | Commendable | Performance/results frequently exceed competent levels. A high degree of proficiency is shown in certain aspects of performance. |
| 3 | Competent | Performance/results are consistently at expected levels. Meets job requirements. |
| 2 | Development Needed | Some performance deficiencies exist. Performance Improvement Plan is to be established and improvement is required. |
| 1 | Unsatisfactory | Performance is consistently below acceptable levels. Performance Improvement plan is to be established and immediate improvement is required. |

GUIDELINES:

I. Teaching: The Committee will consider the indicators listed below as evidence of activity and competence in Teaching.

1. Graduate courses developed/taught within the Program (including knowledge, skill and professional objectives for clinical year preceptorship rotations)
2. Graduate courses developed/taught in other programs/departments
3. Guest lecturing in other courses/departments
4. Didactic clinical laboratory assignments, including skills such as problem-based learning, and demonstration/teaching of clinical skills (medical interviewing and physical examination techniques), and clinical procedure skills such as radiographic interpretation, suturing, and EKG interpretation.
5. Participation in student clinical skills evaluation activities (such as Objective Structured Clinical Exams or OSCEs and/or instruction/evaluation of clinical students at preceptorship sites.
6. Student evaluations – summary scores from the standard CHHS evaluations, written comments and subjective comments from course debriefings that relate to teaching effectiveness.
7. Peer /Department Head evaluations
8. Peer mentoring for new or inexperienced faculty
9. Curriculum development or revision
10. Involvement in course development for undergraduate students such as Capstone courses

11. Activities to improve teaching or instruction delivery: revision of existing courses, new teaching methodology, participation and utilization of professional development activities (PowerPoint, Problem Based Learning instruction, Internet instruction, training of standardized patients, Evidence Based Medicine, etc); achieving or maintaining clinical skill expertise relevant to courses taught; development of learning outcome measures (such as pre and post tests that provide evidence of learning in a course), innovative use of instructional technology and development of internet resources for course instruction.
12. Preparation and dissemination of custom course materials for students: examples include student self-assessment packets, full course instructional packets, and custom texts. Includes development of manuals for didactic and clinical year students and preceptors.
13. Advisement/mentorship of clinical year student research projects
14. Advisement activities related to Program students
15. Teaching awards, honors or recognition.
16. Teaching/training activities related to student preceptors
17. Funded Teaching or course development grants

II. Scholarship: The Committee will consider the indicators listed below as evidence of activity and competence in Scholarship.

1. Publication in peer-reviewed professional journals, or contributions to textbook or textbook chapters published by a national or international publisher and where the author is acknowledged in the public credits.
2. Monographs published and disseminated by foundations or other agencies.
3. Book reviews, essays and abstracts published in peer-reviewed journals.
4. Papers, posters or presentations at regional, state, national and international professional meetings.
5. Scholarly presentations to campus or community based groups.
6. Certifications achieved in any area of professional clinical practice: examples include but are not limited to: CPR, ACLS, Pediatric ACLS, ATLS, CHES, special recognition in Surgery, etc.
7. Research proposals funded for \$10,000 or more and grant reports emanating from such projects.
8. Research proposals funded for less than \$10,000 and grant report emanating from such projects.
9. Research proposals submitted, but not funded.
10. Clinical practice activities: paid or voluntary clinical practice in area of specialty (including supervising physician or supervisor evaluation), participation in Grand Rounds, CME activities, development of clinical protocols/quality assurance parameters, evaluation of effective outcome criteria or any other clinical evaluation instruments; contributions to clinical research projects, etc.
11. Monographs or essays written for and published by professional associations and philanthropic organizations, and non-peer-reviewed journal articles.
12. Advancement of education: doctoral degrees for master's prepared faculty, post-doctoral fellowships, specialty certifications in education, etc.
13. Professional development activities, such as attendance at professional meetings needed to maintain national certification, and/or state certification and/or licensure
14. Presentation of original research materials at regional, state or national professional meetings.

III. Service: The Committee will consider the indicators listed below as evidence of activity and competence in Service.

1. Membership in professional organizations.
2. Elected office or other position of leadership held in professional organizations.
3. Special assignments for professional organizations: examples include directing seminars or providing workshops,
4. Participation at professional meetings in the capacity of moderator, speaker, panelist, discussant or evaluator.
5. Professional consultation activities.

6. Professional activities: test item writer, site visitor, serving as a reviewer for publications, serving as a grant reviewer, professional practice
7. Membership or leadership in Department, College or University committees, task forces, search committees, etc.
8. Participation in community service-related activities: volunteering on a periodic or continual basis with a non-profit /service organization, serving as a facilitator for a student community service project, participation in University, professional or community health fairs/expositions, etc.
9. Involvement or faculty sponsorship of student organizations or activities
10. Special Departmental, College or University assignments or activities deemed significant. For faculty with a significant administrative component to their position (limited to the Academic Coordinator and Clinical Coordinator positions), this includes satisfactory execution of the duties as outlined in the specific position description (individual position descriptions are found in the portfolio). The unique roles of these faculty/administrators is crucial to the successful administration of the Program and to maintaining standards related to accreditation. Therefore administrative activities are weighted more heavily for individuals in these roles and will be considered as substantial evidence for tenure and promotion as outlined. Creativity, exceptional organization, initiative, and improved methods to enhance the efficiency and effectiveness of assignments, as well as to promote an enhanced learning environment for students will be considered as evidence of above expected and exceptional performance.
11. Special community, regional, state, or national activities deemed significant.

RATING ASSIGNMENT:

The Committee will recommend a rating for each of the three areas (Teaching, Scholarship and Service) based on the entire contribution of the faculty member to the department's mission. The matrix of performance guidelines that follows represents the minimum criteria that must be met to justify a specific rating of 1-5 for the three areas.

| Rating: | Teaching | Scholarship | Service |
|-------------------------------|---|--|---|
| 5 - Exceptional | Activity in 10 of the guideline indicators | Activity in 3 of the guideline indicators including two items in #1 or one in #1 and one in #7 | Activity in 5 of the guideline indicators |
| 4 - Commendable | Activity in 8 of the guideline indicators | Activity in 3 of the guideline indicators including one item in #1 or #7 | Activity in 4 of the guideline indicators |
| 3 - Competent | Activity in 6 of the guideline indicators | Activity in 2 of the guideline indicators | Activity in 3 of the guideline indicators |
| 2 – Development Needed | Activity in 4 or 5 of the guideline indicators | Activity in 1 of the guideline indicators | Activity in 2 of the guideline indicators |
| 1 - Unsatisfactory | Activity in 3 or less of the guideline indicators | Activity in none of the guideline indicators | Activity in less than 2 of the guideline indicators |