FACULTY ADMINISTRATOR PERFORMANCE EVALUATION FORM

NAME: ___________________________ TITLE: ___________________________

SCHOOL/DEPARTMENT: ___________________ APPRAISAL PERIOD: FROM __________ TO __________

MONTH/YR MONTH/YR

PURPOSE:

The Faculty Administrator’s Performance Appraisal form is a tool for setting goals and objectives, measuring and documenting performance (as both administrator and faculty member), and discussing professional and organizational development. The tool is designed to facilitate communication, the most critical element in the performance planning and evaluation process. The process should strengthen the partnership between the Faculty Administrator and the evaluator, ultimately benefitting the School, the University and the parties involved.

Please note that this form is meant to be used for individuals whose responsibilities may vary widely. Therefore not every item will be universally applicable, and some items will be more important than others for each Faculty Administrator.

INSTRUCTIONS:

Prior to completing the appraisal form, each Faculty Administrator must provide the evaluator with an updated C.V., copy of current license and/or other credentials, TB test confirmation, goals and objectives previously established for the appraisal period, outcomes and accomplishments for each objective, other accomplishments for the past performance period, and performance goals and objectives for the coming period. The accomplishments should include attainment of objectives and performance outcomes as well as any additional information to account for all aspects of performance. The performance goals and objectives established should align with the University’s and School’s strategic intent and goals.

The form consists of three primary elements to document performance: 1) Competencies, 2) Performance Measures/Outcomes, and 3) Performance Goals and Objectives.

- The Competency Section contains four categories: administrative, leadership, organizational development, and faculty responsibilities. Considering performance for each of the generic competency statements, assign a numeric score (a number from 1.0 to 5.0) for each category using the Rating Guidelines below. Include a narrative for each category where appropriate.

- Under Performance Measures/Outcomes, indicate quantitative and qualitative outcomes for education, research, patient care and community service measures. Include outcomes of the individual’s own activities as well as those of the faculty and staff supervised by the individual and/or the department as a whole. Modify the specific measures used to fit the individual’s responsibilities. Use “other” and the space for comments to indicate other ways in which the Faculty Administrator has contributed to the achievement of these institutional goals. Where appropriate, provide a score for each category using the Rating Guidelines below.

- The results of Performance Goals and Objectives are evaluated on the table, or separate pages may be attached if more room is required. Follow the instructions outlined on the table.

- Establish goals and objectives for the next appraisal period using another copy of the Performance Goals and Objectives table or separate pages attached to this form.
On the last page, assign an overall rating based on the Rating Guidelines, taking into consideration the totality of the individual’s performance in relation to his/her responsibilities and the relative weight or importance of each responsibility. Complete salary change and summary narrative sections. The Faculty Administrator may also comment. Signatures for the evaluator and Faculty Administrator are required to process the appraisal.

- The evaluator must meet with the Faculty Administrator and review the appraisal with him/her as well as discuss faculty development issues.

**RATING GUIDELINES:**

5

Performance is clearly distinguished and the very best that can be attained. As a result of the Faculty Administrator’s leadership, the School and University have significantly advanced their positions toward excellence and prominence. Achievements are extraordinary and far exceed the highest standards in key performance areas.

4

Performance goes beyond position requirements and regularly exceeds expected results. The Faculty Administrator has been instrumental to the School’s success and consistently attains significant and lasting achievements. Champions innovation and implements initiatives to benefit the University.

3

Performance meets and may occasionally exceed expectations and required standards. The Faculty Administrator is proficient in the job and consistently delivers competent performance. Regularly achieves expected results and institutes initiatives that align with School and University goals.

2

Performance is inconsistent and somewhat below expectations. Outcomes in key areas are not always achieved. Improvement is necessary to meet the expectations for acceptable performance.

1

Performance fails to meet expectations and is not acceptable. The Faculty Administrator has serious performance deficiencies in key areas of the job.
COMPETENCIES

ADMINISTRATION:

- Builds effective faculty and staff teams and identifies optimal staffing levels necessary to effectively conduct the activities of the department or office.
- Creates effective work plans; identifies correct resources and processes to achieve goals and objectives; sets priorities; delegates authority and meets deadlines.
- Incorporates control systems that ensure efficient and effective workflow and task completion.
- Creates an atmosphere in which information is shared effectively both vertically and laterally; encourages open expression and exchange of ideas and opinions.
- Conveys information clearly and in a timely manner; prepares concise and informative written reports; makes effective presentations.
- Demonstrates sound financial performance and productivity; operates within budget; recommends methods to reduce costs and enhance revenues.
- Conducts all performance appraisals on time; evaluates performance based on outcomes of previously established goals and objectives.

LEADERSHIP:

- Leads effectively his/her department, division, administrative office or group toward excellence in the conduct of teaching, research, patient care, administrative services, community activities, etc.
- Communicates the University’s, School’s and department’s or office’s vision and mission to staff members through personal example and commitment; helps to turn the vision and mission into reality.
- Asserts own ideas and encourages others to do the same; gains faculty and staff support and commitment; motivates people to take action.
- Motivates and develops faculty and staff; accurately assesses and attempts to meet their developmental needs; provides specific and frequent feedback on performance; grooms faculty and staff for promotion.
- Creates an environment conducive to cooperation and trust.
- Acts professionally and responsibly within and outside of the University; contributes to a positive School and University image.
- Adjusts to shifting priorities, ambiguity and rapid change; demonstrates flexibility.
- Champions new initiatives; assumes risk and responsibility for the department or office; addresses and commits to the resolution of difficult issues.
- Demonstrates principled leadership and sound professional, academic and business ethics.
ORGANIZATIONAL DEVELOPMENT:

- Acts strategically; identifies critical, high-yield strategies and prioritizes team efforts accordingly; effectively plans for future growth and/or direction.
- Emphasizes the need to deliver quality services; defines standards for quality and evaluates processes against these standards to improve organizational performance; demonstrates commitment to quality improvement initiatives.
- Identifies constituents’ needs and takes action to meet them; continually searches for ways to increase satisfaction among the School’s and University’s constituents (students, faculty, patients, staff, communities).
- Supports the employment, education and development of minorities and protected classes; makes decisions based on the principles of Affirmative Action and Equal Employment Opportunity.
- Maintains professional, administrative and academic currency; understands the issues relative to the mission and goals of the department or office, School and University.
- Considers a broad range of internal and external factors when making decisions, including information about the community, the market and competitors; identifies and seizes strategic opportunities for success.

CATEGORY SCORE

FACULTY RESPONSIBILITIES:

- Is an effective, productive educator with proven record of student outcomes.
- Has a productive, continuing record of recognized research/scholarship output.
- Participates actively in School, University, professional and community service.
- If applicable, provides high quality patient care through faculty practice and/or service in the University’s patient-care units and/or affiliates.

CATEGORY SCORE
PERFORMANCE MEASURES/OUTCOMES

Provide quantitative and qualitative outcomes for each applicable measure and for additional measures appropriate to the individual's responsibilities. Include outcomes of the individual's own activities as well as those of the faculty and staff supervised by the individual and/or the department as a whole. Indicate change from previous year or evaluation period.

EDUCATION:

- Faculty recruitment:

- Faculty development and mentoring; # Master Educators:

- Entering student credentials (GPA, entrance exam scores):

- Student outcomes (national/regional exams, retention, prestigious competitions, training grants, postgraduate placement, alumni achievements):

- Housestaff/clinical fellow recruitment, satisfaction, retention, board outcomes, post-residency careers; postgraduate program accreditation:

- Programmatic excellence (curricular/instructional innovations, new programs, student community service/research opportunities, competency measurement, distance/electronic education, accreditation, collaborative programming):

- Other measures and outcomes:

CATEGORIC SCORE

RESEARCH/OTHER SCHOLARSHIP:

- # and direct $ research awards for last complete FY, as P.I. and departmental if applicable (total, NIH, training, per FTE faculty):
- Research awards per square foot research space:

- Peer-reviewed publications, books, abstracts:

- Other scholarship:

- Awards, national/international recognition, honors, invited presentations:

- Service on state, national, international committees, task forces, commissions, agencies; service in professional organizations, peer review:

- Other measures and outcomes:

**CATEGORY SCORE**

**PATIENT CARE:**

- Identified patient outcome measures (e.g., HEDIS or ORYX indicators, mortality rates for selected diagnoses, C-section rates, etc.):

- Patient satisfaction, as measured by standard proprietary or in-house surveys:

- Productivity (relative value units or other unadjusted or adjusted measure of relationship between FTE faculty and patient volumes or billings):

- Clinical Centers of Excellence:

- Quality and timely completion of patient records:
• Completeness and promptness of consultation letters to referring practitioners:

• Other measures and outcomes:

CATEGORY SCORE

**UNIVERSITY/COMMUNITY SERVICE:**

• Participation in department, School, University committees, task forces, projects:

• Membership on community advisory boards, committees, task forces; participation in community projects:

• Oversight of student participation in community projects:

• Other measures and outcomes:

CATEGORY SCORE

**STUDENT, FACULTY, STAFF DIVERSITY:**

CATEGORY SCORE
PERFORMANCE GOALS AND OBJECTIVES

**INSTRUCTIONS:** (Attach additional pages if more space is needed, or substitute your own narrative containing the same information.)

**SEE ATTACHED PAGE OF DEFINITIONS AND EXAMPLES.**

- State up to five goals, in priority order, which should be aligned with the University’s Strategic Intent and with the School’s and University’s goals.
- Under each goal, list one or more specific, measurable objectives.
- Review goals periodically and make changes to this section if goals or priorities change during the year.
- At end of appraisal period, describe the quantitative and qualitative outcomes for each objective, and give rating.
- Considering your individual rating for each goal relative to its priority, assign a numeric category score for overall goal and objective achievement.

Goal #1:

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<th>Outcomes</th>
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Goal #5:  

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CATEGORY SCORE FOR PERFORMANCE GOALS AND OBJECTIVES

Revised: July 2013
**EVALUATOR:**
Discuss your assessment of the Faculty Administrator's developmental needs, suggest ways the Faculty Administrator can meet those needs, and how you plan to help.

**FACULTY ADMINISTRATOR:**
Discuss your thoughts on this evaluation and identify the specific ways the University can help you optimize your performance.

OVERALL RATING _______  TOTAL MERIT INCREASE _______
AMOUNT APPLIED TO ACADEMIC BASE _______
AMOUNT AS ONE-TIME PAYMENT _______
BONUS PAYMENT _______

EVALUATOR’S SIGNATURE  DATE  FACULTY ADMINISTRATOR’S SIGNATURE*  DATE

*Signature is required; signature signifies only that appraisal has been reviewed, and does not signify agreement with the appraisal.
DEFINITIONS

**GOAL:** A high-order statement of an end or purpose toward which the organization is directed in pursuit of its vision or strategic intent, or toward which an individual is directed in pursuit of his/her role and responsibilities.

**OBJECTIVE:** A statement of an end or purpose toward which the organization or individual is committed in pursuit of a goal. As used here, it is more specific and limited in focus than a goal and is stated in measurable terms.

**OUTCOME:** The results obtained toward achieving the objective, as documented by measurable (quantitative or qualitative) parameters.

EXAMPLES

**RESEARCH:**

**GOAL:** Increase research activities and research success of the Department.

**Objective:** Increase funding from grants and contracts by ten percent over prior year’s funding level.

**Outcome:** Twelve percent increase from prior year in funding from grants and contracts.

**Objective:** Increase number of peer-reviewed articles published by Department faculty.

**Outcome:** Number of peer-reviewed articles per FTE faculty increased from 2.5 to 3.5.

**EDUCATION:**

**GOAL:** Ensure the excellence of the Department’s or School’s educational programs.

**Objective:** All students will achieve or exceed the national average score on Part 1 of the Boards in AY 2002.

**Outcome:** Ninety-five (95) percent of students scored at or above national average on Part 1 of the Boards.

**Objective:** All incoming house staff in the Department’s GME programs will be graduates of U.S. medical schools.

**Outcome:** In July 2001, nine out of 12 PGY 1’s were U.S. medical graduates.

**Objective:** Technology-assisted teaching and learning (such as Web-assisted instruction, use of CD-ROMs, etc.) will be utilized in all course offerings in AY 2002.

**Outcome:** As of September 2001, five out of seven courses utilized advanced technology in teaching and learning.

**PATIENT CARE:**

**GOAL:** Improve the quality of patient care services provided by the Department.

**Objective:** Primary C-Section rates will be at or below the rates for the peer group of University HealthSystem Consortium (UHC) hospitals.

**Outcome:** C-Section rates were 13.6 percent in 2001, as compared to 14.3 percent in the peer group.
**Objective:** Rates of readmission within 31 days of discharge for patients with a psychiatric diagnosis will be at or below the rates for the peer group of hospitals participating in the Maryland Quality Indicator Project.

**Outcome:** In 2001, the readmission rate within 31 days of discharge for patients with a psychiatric diagnosis was 3.1 percent, in comparison to 10.3 percent for the peer group.

**COMMUNITY SERVICE:**

**GOAL:** Strengthen the Department’s involvement in community service activities.

**Objective:** Increase the number of students participating in the Department's community service activities, in comparison with prior year.

**Outcome:** In AY 2002, ten students participated in community service activities, in comparison to six students in AY 2001.

**Objective:** Increase the percent of faculty in the Department participating in community service activities, in comparison with prior year.

**Outcome:** In AY 2002, the percent of faculty members in the Department who participated in community service activities sponsored by the Department increased from 40 percent to 50 percent (three additional faculty members), in comparison to AY 2001.

**DIVERSITY:**

**GOAL:** Increase the overall diversity of the faculty and the student body.

**Objective:** Increase the number of applications for admission from members of underrepresented minority groups by five percent, in comparison with prior year.

**Outcome:** There was no change in the number of applications for admission from members of underrepresented minority groups between AY 2001 and AY 2002.

**Objective:** Increase the number of minority candidates interviewed for faculty openings in the Department.

**Outcome:** Six additional minority candidates were interviewed in AY 2002, in comparison to AY 2001,