

ASSIGNMENTS

Annual written assignments are made by the appropriate Department Chair with the approval of the Dean. Except for an assignment made at the beginning of an employee's employment, the Department Chair shall notify the employee prior to making the final written assignment. The assignment shall be communicated to employees no later than six weeks in advance of its starting date if practicable. Assignments may be changed from time to time at the discretion of the Department Chair or supervisor with notice to faculty members. If the faculty member believes their assignment is arbitrary or unreasonable, then the faculty member may appeal to and be heard by the Dean or Vice Provost for Academic Affairs. For information on Assignments, see College of Medicine Policy: <https://www.fau.edu/medicine/documents/assignments-policy.pdf>

EVALUATION OF FACULTY PERFORMANCE

Faculty shall be evaluated based on the guidelines and professional standards as set forth by the [Florida Atlantic University Academic Affairs Faculty Handbook](#). The University is committed to providing assistance to any faculty member who wants or needs to improve the performance of his/her assignment. Individuals responsible for the supervision and evaluation of a faculty member should endeavor to assist the faculty member in correcting any performance deficiencies reflected in the annual evaluation. If a faculty member receives an overall rating of "*Needs Improvement*" or "*Unsatisfactory*", the faculty member and the supervisor must develop a written Performance Improvement Plan to address the faculty member's performance. This plan will be appended to the annual evaluation. In cases where a faculty member receives a rating of "*Needs Improvement*" or "*Unsatisfactory*" in a smaller area of effort, which may not lower their overall rating below a rating of "*Good*", a formal Performance Improvement Plan is not required. Chairs are expected to address the "*Needs Improvement*" or "*Unsatisfactory*" rating in the faculty member's evaluation, annual goals, and assignment of responsibility for the upcoming academic year. This includes documenting the reason for the rating, expectations for the following year, as well as a discussion of available resources to support the faculty member in improving their performance. The evaluation should also address progress toward tenure and/or promotion, if applicable. For information on Evaluation of Faculty Performance, see College of Medicine Policy: <https://www.fau.edu/medicine/documents/evaluation-of-faculty-performance-policy.pdf>

PROVOST'S SUSTAINED PERFORMANCE EVALUATION POLICY

For information on the Provost's Sustained Performance Evaluation Policy, see University Policy: <https://www.fau.edu/provost/resources/policy-memoranda/>

COLLEGE OF MEDICINE SUSTAINED PERFORMANCE EVALUATION GUIDELINES

For information on the College of Medicine Sustained Performance Evaluation Guidelines, see College of Medicine Policy: <https://www.fau.edu/medicine/documents/com-spe-guidelines-final.pdf>

BIOMEDICAL SCIENCE DEPARTMENT CRITERIA FOR SUSTAINED PERFORMANCE EVALUATIONS

For information on the Biomedical Science Department Criteria for Sustained Performance Evaluations, see College of Medicine Policy: <https://www.fau.edu/medicine/documents/bms-spe-guidelines.pdf>

CLINICAL DEPARTMENTS CRITERIA FOR SUSTAINED PERFORMANCE EVALUATIONS

For information on the Clinical Departments Criteria for Sustained Performance Evaluations, see College of Medicine Policy: <https://www.fau.edu/medicine/documents/clinical-spe-guidelines.pdf>

PEER REVIEW OF TEACHING

Formative Peer-Review of Teaching Program

Any faculty member who wishes to receive formative feedback on their teaching and/or lectures for their personal development may request a peer-review through the Office of Faculty Affairs. Faculty are encouraged to take advantage of this robust formative process for their own development and it can also be used to build a portfolio illustrating development as an instructor. (The faculty member would voluntarily have the option of submitting this portfolio to their Chair as part of the annual review in addition to the summative peer-review of teaching or as part of their dossier for promotion and tenure.) Faculty may request up to 3 formative peer-reviews per academic year.

Summative Peer-Review of Teaching Program

All faculty who hold paid faculty appointments in one of the College's academic departments and teach students in the classroom at least 6 hours per year require a summative peer-review of teaching. Faculty members will know when their review is taking place, can request a specific date/lecture for review, can provide feedback to the Associate Dean for Faculty Affairs on the review process, will be able to provide a "faculty response" to any review they believe to be inaccurate, and may request up to 1 additional review from a different evaluator.

Evaluators

All current and former course directors will be responsible for completing the summative peer-review of teaching for faculty members in their course who meet the criteria for review. Additional peer-reviewers who have demonstrated excellence in teaching (i.e., outstanding to exceptional) and have completed the training program will also be made available for formative and any additionally requested summative peer-reviews of teaching. All evaluators and their assignments will be coordinated by the Associate Dean for Faculty Affairs. For information on Peer Review of Teaching, see College of Medicine Policy: <https://www.fau.edu/medicine/documents/peer-review-of-teaching-policy.pdf>

MENTORING OF FACULTY

Biomedical Science Department

The Biomedical Science Department (BMS) offers a mentoring program for faculty which pairs junior faculty with senior faculty. Additionally, the BMS Faculty Advisory Program is designed to provide a resource to support or enhance faculty performance. An Advisory Committee may be appointed for any tenured, or non-tenure track, Associate/Full Professor seeking advice on growth or development topics identified in the faculty's Individual Development Plan (IDP). Additionally, the BMS Mentoring Program can support faculty in achieving specific research skills identified as needing support. The program involves a structured mentorship program for junior faculty members with a focus on critical faculty development areas that are identified in the mentee's Individual Development Plan (IDP). Specific mentoring activities related to research include helping select research projects; helping select potential granting agencies; advising on choice of outlets for manuscripts; and reviewing manuscripts prior to submission. Faculty are encouraged to discuss the BMS mentoring program with the department chair or the department Director of Faculty Development.

Integrated Medical Science Department (IMSD)

The Integrated Medical Science Department (IMSD) offers a mentoring program for junior and mid-level faculty members with a focus on scholarship, career development, leadership/program development, and project development. The program identifies pairs of mentors and mentees to work together for a minimum of 18 months after hiring, after which point the involved individuals may opt to continue the relationship or not. Any faculty member with a 0.5 FTE appointment or greater, at the rank of Assistant or Associate Professor are eligible to participate as mentees, while any faculty at a higher rank than the mentee can serve as a mentor, with the exception of the department chair. Mentoring responsibilities and progress of activities with an assigned mentor will be documented in the Assignment of Responsibilities and evaluated annually. Faculty are encouraged to discuss the IMSD mentoring program with the department chair.

Department of Surgery

The Department of Surgery Chair provides individual mentoring with a focus on scholarship skills and research to department faculty. Specific topics addressed include Quality Improvement-Principle Investigator Project Development and Clinical Learning Environment Review: CLER – Patient (resident) safety, and quality improvement the Accreditation Council for Graduate Medical Education (ACGME) way.

College

The Office of Faculty Affairs sponsors a monthly Medical Education Scholarship Workgroup (MESW) that is facilitated by an experienced Educational Researcher. Each month, different topics related to research, i.e., qualitative methods, data collection, analysis, etc., are presented, along with readings, and provide a forum for junior mid-level and senior-level researchers to discuss projects in all stages of development in an open, supportive, and nurturing environment to receive feedback and guidance through the research process. The College also provides faculty with readily identified and available mentors that faculty can contact for 1:1 consultation to enhance faculty research and scholarship. A variety of faculty including the Associate Dean for Faculty Affairs, Department Chairs, the Assistant Dean for Medical Education, the Director of Program Evaluation, and others, are available for 1:1 consultation for faculty in planning, implementing, publishing, and

presenting education-related research or scholarly activities, including through use of the IRB-approved Data Repository for Medical Education Research (DRMER).

11/14/2019

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