

Northwestern Health Sciences University

Faculty Performance Appraisal

June 2002

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Faculty Performance Appraisal Purpose and Guidelines

Purpose

The purpose of the Faculty Performance Appraisal is to provide a process for evaluating each faculty member based on her/his individual combination of professional activities. The evaluation process assesses the outcomes of an Annual Performance Plan* (APP) and provides the basis for a clear statement of performance expectations and accomplishments. The APP represents a participatory process in which an individual faculty member reaches a prior agreement with her/his supervisor on contract and work assignments. This mutually agreed-upon plan then forms the basis for the appraisal of the faculty member's performance for the upcoming year.

**Annual Performance Plan information will be forwarded for faculty review at a later date, when available. Training for development of the APP and use of the evaluation process by faculty members and supervisors will be scheduled before implementation of the rating scales.*

General Principles

1. The percentage of time and effort in each performance area is determined by agreement between the supervisor and faculty member. This leads to a series of goals and expectations that are outlined in the faculty member's APP. The APP must be consistent with the mission and objectives of the program, school, and institution.
2. An APP represents a mutual agreement between the supervisor and the faculty member regarding specific goals and expectations for the upcoming year. These goals and expectations, as well as categories within each of the performance areas that are considered "not applicable", are clearly stated within the APP.
3. Any component of the APP may be changed during the current evaluation period by mutual agreement.
4. The evaluation of faculty performance is based on the degree to which the expectations outlined in the APP have been satisfied. Meeting the expectations is considered standard performance, falling short of expectations is considered sub-standard, and exceeding expectations is considered above standard.
5. It is the faculty member's responsibility to assemble materials in a portfolio that can be used as evidence of her/his efforts in each performance area and for each separate category. To facilitate easy use by a reviewer, materials are arranged as outlined below:
 - The first section of the performance portfolio includes a copy of the annual performance plan.
 - Subsequent sections address each performance area, with subheadings for each category, as appropriate.

- The beginning of each section has the faculty member's self-rating for the corresponding performance area. A brief summary may also be provided to justify the ratings; this should include references to any supporting documentation.
- Supporting documents are included at the end of each section.
- Suggestions for appropriate supporting documents are outlined in **Appendix A: Examples of Professional Activities**.

Faculty Performance Appraisal General Instructions for Use of Appraisal Rating Scales

The appraisal rating scales are to be used by the individual faculty member for self-evaluation, by the individual's supervisor for observation and evidence review and, where appropriate, by the individual's peers for peer evaluation. The APP is completed each year by mutual agreement between the faculty member and the supervisor(s) having primary management over her/him. Based on the APP for the period being evaluated, a personalized percentage of effort will have been determined for each performance area, and these percentages are recorded at the beginnings of the sections covering each area.

The appraisal rating scales are used for evaluating the various forms of evidence of a faculty member's performance of her/his responsibilities. There are five numerical choices in each scale. The middle choice is identified as the standard that is appropriate for the individual who is meeting all expectations in that category. Any other rating would require that the evaluator identify the specific need for improvement and/or provide evidence of above average or outstanding performance in the corresponding "comments" section.

All categories have room to add additional performance criteria as mutually agreed upon in the APP. Likewise, areas that are not applicable can be noted. The scales are not intended to be used as a means of comparing one faculty member to another, but rather to provide information for individual improvement and recognition of achievement. Globally, collective information may be valuable for program and curriculum planning or faculty development initiatives.

In the areas of Professional Outreach, Self-Development and Citizenship, faculty members will have diverse and varied interests that may be self-selected and agreed to in collaboration with one's supervisor as part of the annual performance planning process. These will be added as separate categories in the appropriate rating scales. Examples of activities in the following appendix are provided as suggestions and do not represent a complete or exclusive list.

Date _____

Name _____

Rating Scale for Teaching [0-80%]

Personal % Effort _____

CATEGORY	1 Needs Improve- ment	2	3 Meets Expectations	4	5 Exceeds Expecta- tions	NA	COMMENTS Note specific evidence or observation in support of your rating, if different from “meets expectations”.
1. Instructional methods	1	2	<p>3</p> <ul style="list-style-type: none"> • Is aware of and uses available methods that are appropriate to the material, audience, allotted time, and learning objectives • Bases methods on knowledge of various learning styles and sensitivity to cultural differences • Improves or modifies methods based on assessment outcomes 	4	5		
2. Course content	1	2	<p>3</p> <ul style="list-style-type: none"> • Demonstrates a solid and current knowledge of the content • Ensures that depth and scope are consistent with University and program outcomes and with course learning objectives • Makes connections between course content and other disciplines • Reviews and updates content based on outcomes of learning assessments • Incorporates current knowledge as appropriate to the objectives • Uses current text and provides bibliographies and resources 	4	5		

CATEGORY	1 Needs Improvement	2	3 Meets Expectations	4	5 Exceeds Expectations	NA	COMMENTS Note specific evidence or observation in support of your rating, if different from “meets expectations”.
3. Assessment of student learning	1	2	3 <ul style="list-style-type: none"> Writes clear learning objectives that relate to program and University outcomes. Demonstrates that content and measurement instruments show a strong congruence with learning objectives. Clearly communicates methods and criteria to the student Analyzes and uses assessment outcomes for improvement of the course. 	4	5		
4. Communication	1	2	3 <ul style="list-style-type: none"> Provides clear and accessible directions, procedures, expectations, learning objectives, evaluation methods, assessment criteria etc. Speaks and writes in clear, respectful and professional language. Demonstrates enthusiasm for the subject matter 	4	5		
5. Syllabus	1	2	3 <ul style="list-style-type: none"> Is up- to- date, available to all students via the web site Includes: course management issues, clearly written learning objectives which relate to university and program outcomes, 	4	5		

CATEGORY	1 Needs Improve- ment	2	3 Meets Expectations	4	5 Exceeds Expecta- tions	NA	COMMENTS Note specific evidence or observation in support of your rating, if different from “meets expectations”.
6. Interpersonal	1	2	3 <ul style="list-style-type: none"> • Treats students and peers in a respectful and professional manner • Maintains professional and personal boundaries • Models professional attributes 	4	5		

7. Course management	1	2	<p style="text-align: center;">3</p> <ul style="list-style-type: none"> • Employs efficient systems for management of non-instructional duties • Is on time; uses the allotted class time, posts and holds office hours • Maintains accurate and confidential records • Gives timely and regular feedback of performance • Maintains an up-to-date course web site • Provides an environment of respect and rapport which is conducive to learning • Demonstrates timely preparation and ensures learning materials are available 	4	5		
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Date _____

Name _____

Rating Scale for Research and Scholarly Activities

Personal % Effort _____

CATEGORY	1 Needs Improve- ment	2	3 Meets Expectations	4	5 Exceeds Expecta- tions	NA	COMMENTS Note specific evidence or observation in support of your rating, if different from “meets expectations”.
1. Conceptualization and design of original research	1	2	3 <ul style="list-style-type: none"> As mutually agreed upon by supervisor and faculty and outlined in PDP. 	4	5		
2. Seeking and procurement of funding of original research	1	2	3 <ul style="list-style-type: none"> As mutually agreed upon by supervisor and faculty and outlined in PDP. 	4	5		
3. Implementation and conduct of original research in accordance with recognized <u>scientific</u> standards	1	2	3 <ul style="list-style-type: none"> Successful implementation and conduct of research mutually agreed upon by supervisor and faculty and outlined in PDP. 	4	5		
4. Implementation and conduct of original research in accordance with recognized <u>ethical</u> standards	1	2	3 <ul style="list-style-type: none"> Demonstration of familiarity with federal requirements for the conduct of human subjects research; demonstration of full compliance with institution's internal review board for all human subjects research. 	4	5		
5. Authorship and publication of original research in peer-reviewed journals	1	2	3 <ul style="list-style-type: none"> As mutually agreed upon by supervisor and faculty and outlined in PDP. 	4	5		
6. Authorship of other publications including refereed monographs, books or book chapters of scholarly significance.	1	2	3 <ul style="list-style-type: none"> As mutually agreed upon by supervisor and faculty and outlined in PDP. 	4	5		

CATEGORY	1 Needs Improvement	2	3 Meets Expectations	4	5 Exceeds Expectations	NA	COMMENTS Note specific evidence or observation in support of your rating, if different from “meets expectations”.
7. Presentation of original research at peer-reviewed conferences	1	2	3 <ul style="list-style-type: none"> As mutually agreed upon by supervisor and faculty and outlined in PDP. 	4	5		
8. Participation on editorial boards or as a reviewer of scholarly journals	1	2	3 <ul style="list-style-type: none"> As mutually agreed upon by supervisor and faculty and outlined in PDP. 	4	5		
9. Participation as a reviewer for outside funding agencies and conferences	1	2	3 <ul style="list-style-type: none"> As mutually agreed upon by supervisor and faculty and outlined in PDP. 	4	5		
10. Impact of work on public policy, clinical practice, or education	1	2	3 <ul style="list-style-type: none"> Demonstration of recognition for scope and quality of work at institutional, regional, national or international levels as appropriate for faculty member’s experience and role. 	4	5		
11. Participation in the conduct of ongoing research							
a. Level of participation	1	2	3 <ul style="list-style-type: none"> As mutually agreed upon by supervisor and faculty and outlined in PDP. 	4	5		

CATEGORY	1 Needs Improvement	2	3 Meets Expectations	4	5 Exceeds Expectations	NA	COMMENTS Note specific evidence or observation in support of your rating, if different from “meets expectations”.
b. Adherence to study protocols	1	2	3 <ul style="list-style-type: none"> Documented protocol violations less than 10% of study encounters; consults with study investigators for clarification of study protocols as needed. 	4	5		
c. Patient satisfaction	1	2	3 <ul style="list-style-type: none"> 80% of study patients report high levels of satisfaction with provider 	4	5		
d. Communication with study staff	1	2	3 <ul style="list-style-type: none"> Informs staff of schedule changes 80% of time 	4	5		
e. Reschedules/ cancellations			3 <ul style="list-style-type: none"> Reschedules or cancels 5-10% of patient visits 				
f. Timeliness	1	2	3 <ul style="list-style-type: none"> Is on time to see patients 80% of time 	4	5		
g. Schedule/Flexibility	1	2	3 <ul style="list-style-type: none"> Is flexible with schedule in order to accommodate research patients' needs 	4	5		
12. Time Match (actual quantity of research activities compared to % time reported)	1	2	3 <ul style="list-style-type: none"> Quantity of work outlined in PDP matches percent time reported 	4	5		

Date _____

Name _____

Rating Scale for Patient Care in University Clinics [0-80%]

Personal % Effort _____

CATEGORY	1 Needs Improvement	2	3 Meets Expectations	4	5 Exceeds Expectations	NA	COMMENTS: Note specific evidence or observation in support of your rating, if different from "meets expectations".
1. Consultant/ Instructor	1	2	<p style="text-align: center;">3</p> <ul style="list-style-type: none"> • Communicates clearly to students in a respectful and professional manner • Stimulates development of critical thinking • Engages in didactic teaching when intern's response/action indicate the need • Clearly and logically explains the basis for his/her opinion and advice • Demonstrates an open-minded approach to alternative suggestions by the interns • Is effective in leading case discussions/literature reviews, and demonstrates knowledge of the current literature • Promotes keeping of records in a way that is thorough, legible, efficient, and organized 	4	5		

CATEGORY	1 Needs Improvement	2	3 Meets Expectations	4	5 Exceeds Expectations	NA	COMMENTS: Note specific evidence or observation in support of your rating, if different from "meets expectations".
2. Mentor/ Role Model	1	2	3 <ul style="list-style-type: none"> Contrasts and compare implications of various diagnoses and/or therapies Reviews and validates the interns' clinic findings on a regular basis Actively demonstrates good clinical skills (assessment, diagnosis, treatment) Appears confident while evaluating and treating patients. Provides organized and informative clinical workshops Is approachable, receptive to students, and available for additional teaching when requested Models appropriate empathy and compassion in the clinical setting 	4	5		
3.Observer/ Evaluator	1	2	3 <ul style="list-style-type: none"> Regularly observes interns in the clinical setting identifying strengths and weaknesses Provides appropriate feedback to interns in a professional positive manner Asks the interns probing questions to assess their knowledge and gauge their clinical reasoning 	4	5		

CATEGORY	1 Needs Improvement	2	3 Meets Expectations	4	5 Exceeds Expectations	NA	COMMENTS: Note specific evidence or observation in support of your rating, if different from "meets expectations".
4. Professionalism	1	2	<p data-bbox="674 329 905 354">3</p> <ul data-bbox="632 362 1129 760" style="list-style-type: none"> <li data-bbox="632 362 1073 451">• Demonstrates understanding and appropriate response to the psychosocial issues <li data-bbox="632 483 1037 540">• Demonstrates efficient time management with patient care <li data-bbox="632 573 1129 662">• Provides clear directions, procedures and expectations to staff, patients and interns <li data-bbox="632 695 1121 760">• Speaks and writes in clear, respectful and professional language 	4	5		
5. Patient Care	1	2	<p data-bbox="884 857 905 881">3</p> <ul data-bbox="632 889 1136 1222" style="list-style-type: none"> <li data-bbox="632 889 1108 979">• Uses appropriate assessment and treatment techniques in a competent manner. <li data-bbox="632 979 1136 1101">• Generates complete and accurate documentation, including SOAP notes, third party reports and referral information. <li data-bbox="632 1101 1087 1157">• Knows and follows community professional standards of practice. <li data-bbox="632 1157 1098 1222">• Establishes evidence of acceptable patient satisfaction. 	4	5		

Date _____

Name _____

Rating Scale for Administrative Duties [0-80%]

Personal % Effort _____

CATEGORY	1 Needs Improve- ment	2	3 Meets Expectations	4	5 Exceeds Expecta- tions	NA	COMMENTS: Note specific evidence or observation in support of your rating, if different from “meets expectations”
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1. Review of employees	1	2	3 <ul style="list-style-type: none"> Reviews are turned in on or before the due date. Supervisor meets with employee and discusses their strengths and weaknesses. Action plans are established so employee has a clear understanding of what is expected Participates in the interviewing and decision making process in hiring and in orientation of the faculty. Oversees use of student employment resources within the program 	4	5		
2. Leadership abilities	1	2	3 <ul style="list-style-type: none"> Oversees curriculum administration, development, and evaluation appropriate to the goals and objectives of the program. Evaluates completed course assessment instruments regarding learner and course outcomes Serves as a resource to students, faculty, and administrators for program-related improvements. Represents the unit when relating to students, in program and University meetings, and with outside constituents. 	4	5		
CATEGORY	1 Needs Improvement	2	3 Meets Expectations	4	5 Exceeds Expectations	NA	COMMENTS: Note specific evidence or observation in support of your rating, if different from "meets expectations".

3. Day To Day Operations	1	2	3 <ul style="list-style-type: none"> Performs day-to-day operations smoothly. Addresses, takes action on, and monitors outcomes of identified curriculum, administrative, developmental and evaluative issues. Produces agendas prior to the meeting. Meetings are timely and cover the needs of the department. Plans of action are produced and reviewed at the next meeting. Everyone in the department is allowed and encouraged to participate 	4	5		
4. Coordination between Units	1	2	3 <ul style="list-style-type: none"> Works with other departments to further the goals of the institution 	4	5		
5. Building and Equipment Maintenance	1	2	3 <ul style="list-style-type: none"> Maintains and organizes building and equipment used in the department. Addresses necessary repairs in a timely manner. Plans ahead for future needs. 	4	5		
CATEGORY	1 Needs Improvement	2	3 Meets Expectations	4	5 Exceeds Expectations	NA	COMMENTS: Note specific evidence or observation in support of your rating, if different from "meets expectations".

6. Reports	1	2	<p style="text-align: center;">3</p> <ul style="list-style-type: none"> • Completes and files reports on time. • Maintains curriculum files that include course syllabi, class notes, and schedules. 	4	5		
7. Planning	1	2	<p style="text-align: center;">3</p> <ul style="list-style-type: none"> • Develops a working two-year plan based on the goals of the College and University, which is continually updated and implemented to help meet the needs of the program and university. • Turns in budget on time, with all categories completed, Presents explanations and rationale clearly for budgeted items. Represents accurately the department s and university needs within the budget. 	4	5		
8. Communication	1	2	<p style="text-align: center;">3</p> <ul style="list-style-type: none"> • Communicates program content, personnel and material resource needs to administrators, staff, faculty, and students. • Provides clear directions, procedures and expectations to staff • Speaks and writes in clear, respectful and professional language 	4	5		

Date _____

Name _____

Rating Scale for Professional Outreach [0-20%]

Personal % Effort _____

CATEGORY <i>[See Appendix A for some examples of professional outreach activities.]</i>	1 Needs Improvement	2	3 Meets Expectations	4	5 Exceeds Expectations	NA	COMMENTS: Note specific evidence or observation in support of your rating, if different from "meets expectations".
	1	2	3 Participates fully in this activity related to professional outreach as agreed in the Annual Performance Plan.	4	5		
	1	2	3 Participates fully in this activity related to professional outreach as agreed in the Annual Performance Plan.	4	5		
	1	2	3	4	5		
	1	2	3	4	5		

	1	2	3	4	5		
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Date _____

Name _____

Rating Scale for Self-Development [5-20%]

Personal % Effort _____

CATEGORY <i>[See Appendix A for some examples of self-development activities.]</i>	1 Needs Improvement	2	3 Meets Expectations	4	5 Exceeds Expectations	NA	COMMENTS: Note specific evidence or observation in support of your rating, if different from "meets expectations".
	1	2	3 Participates fully in this activity related to self-development as agreed in the Annual Performance Plan.	4	5		
	1	2	3 Participates fully in this activity related to self-development as agreed in the Annual Performance Plan.	4	5		
	1	2	3	4	5		
	1	2	3	4	5		
	1	2	3	4	5		
	1	2	3	4	5		

	1	2	3	4	5		
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Date _____

Name _____

Rating Scale for Citizenship [*5-20%]

Personal % Effort _____

CATEGORY	1 Needs Improve- ment	2	3 Meets Expectations	4	5 Exceeds Expecta- tions	NA	COMMENTS: Note specific evidence or observation in support of your rating, if different from “meets expectations”.
Minimum requirements for *5% Citizenship	1	2	3 Participates in graduations, actively serves on committees as assigned, attends faculty meetings, attends faculty Senate meetings.	4	5		
<i>[See Appendix A for examples of citizenship activities.]</i>							
	1	2	3 Participates fully in this activity related to self-development as agreed in the Annual Performance Plan.	4	5		
	1	2	3	4	5		
	1	2	3	4	5		

Faculty Performance Appraisal

Appendix A: Examples of Professional Activities

TEACHING

0-80%

The following activities will be considered in this category:

Demonstrating knowledge of content and best practices, such as

- Use of current text
- Inclusion of bibliographies and other resource streams
- Use of innovative instructional technologies
- Writing syllabi with clear course goals and learning objectives clearly stated for each lecture topic
- Teaching course work appropriate to the standards and competencies delineated by specific program and degree track curricula
- Demonstrating knowledge of prerequisite relationships
- Demonstrating ability to anticipate student misconceptions and difficulty with the material
- Demonstrating knowledge of students
- Knowledge of the characteristics unique to adult learners
- Knowledge of students varied approaches to learning
- Acknowledgement and/or incorporation of students skills, knowledge, and life experience on entering the program
- Knowledge of and sensitivity to students interests and cultural heritage

- Demonstrating knowledge of resources available on campus in hard copy as well as on the web and through interlibrary loan

Aligning instructional objectives to learner outcomes

- Written objectives are valuable in their level of expectation, conceptual understanding, and importance of learning
- Objective clarity permits viable method of testing
- Objectives are suitable for diverse student population
- Objectives integrate several learning styles

Designing coherent instruction

- Progression of lecture or lab activities is even and logical
- Materials and resources support instructional objectives
- Topic or unit has a clearly defined structure, and the time allocated is reasonable

Assessing student learning

- Handling and managing classroom materials such as notes, etc., occur smoothly and in a timely manner
- Efficient systems for performing non-instructional duties are in place (office hours, etc.)
- Adequate assistants, AV, or other support staff in laboratory and other hands on learning situations is available and accessible
- Available for guidance or mentorship

Managing student behavior

- Standards of student conduct are clear to all students
- Responses to inappropriate behavior is fair and follows University policy
- Creating an environment of respect and rapport
- Establishing a culture for learning

Collegiality and teamwork

- Treat colleagues and supervisors courteously and professionally
- Able to work as a team member

- Student sponsor/advisor for student activities
- Participation in Journal Club, campus seminars, board reviews, etc.
- Participation with Clinical Education Remediation (CERP)
- Clinical prep lab (T7)
- T8 orientation
- SHS methods lab supervision
- Clinical case studies 1 class

- Clinical supervision of clinical training resident (via CERP)

RESEARCH AND SCHOLARLY ACTIVITIES

0 – 80%

The following will be considered to represent research and scholarly activities:

- As principal investigator, or in collaboration with others, conceptualize, design, seeking and procurement of funding of original research (Measures: # funded, \$ amount of research grants awarded taking into account one's role in the research and availability of funding).
- As principle investigator, or in collaboration with others, implementation and conduct of original research in accordance with recognized scientific and ethical standards (Measures: # of studies in progress, status of studies in progress, # of studies completed, taking into account one's role in study and the level of difficulty of different study designs).
- Authorship and publication of original research in peer-reviewed scientific and professional journals (Measures: # of articles submitted, taking into account order of authorship and impact rating of journals).
- Presentation of original research at scientific and professional conferences (Measures: # of invitations to present, # of abstracts submitted, # of abstracts accepted, # of presentations made, taking into account available resources for travel).
- Authorship of other publications including refereed monographs, books or book chapters of scholarly significance intended for the academic community, and non-refereed articles in journals that are recognized by the department/institution as ranking among premier outlets for scholarship, and/or significantly impact research or educational practice.
- Participation in the conduct of ongoing research including patient recruitment, screening potential participants, performing testing procedures, and providing treatment according to study protocols.

PATIENT CARE IN UNIVERSITY CLINICS

0 – 80%

- Health care to University employees/students/faculty/alumni and families
- Health care to the general public

ADMINISTRATIVE DUTIES

0 – 80%

Administrative activities would include:

- Program coordinator
- Intern placement process
- Intern orientation
- Intern placement in CBI
- CBI program coordination
- Management of the DA
- CBI faculty liaison coordination
- Field doctor orientation and coaching
- CBI doctor development seminars
- Gathering and management of data related to clinical progress of students, the quality of teaching delivered settings and the quality of the overall clinical learning experience

Director of Department

- Review of employees
- Leadership abilities
- Department meetings
- Coordination between departments
- Budget
- Committee Chair

Clinic Director

- Review of employees
- Leadership abilities
- Department meetings
- Clinic management team meetings

- Budget
- Building and equipment maintenance

PROFESSIONAL OUTREACH

0 – 20%

The following represent examples of Professional Outreach:

- Service work for professional organizations
- Participation in National Board exam reviews
- Work with legislative affairs
- Consulting to professional or public agencies
- Public representation of our field (health talks, career fairs, newspaper articles)
- Publication of books intended to educate the lay population
- Participation in local, state, or national organizations
- Community health education
- Providing health services as a volunteer care provider
- Publication of articles, reviews, editorials, columns, software, or other literary activity that does not fit the strict definition of scholarly activity but contributes to the profession and mission of the University
- Teaching or helping to teach seminars, workshops, retreats, continuing education, etc., provided that such teaching was not part of the routine expectations of Teaching or Service
- Development of new products, devices, or inventions related to the field, provided that the candidate could document that the invention fulfilled a clear medical or professional need beyond mere profit, and required a significant amount of discipline-related technical expertise or scientific advice beyond mere business or administrative participation
- Development of new or unique modalities or methodologies in the professional discipline, or the assimilation of new or unique modalities or methodologies into one's professional practice or teaching regimen, such as new adjustment methods, needling techniques. Although such activity would not need to meet the strict definition of scholarship or research, it should be sufficiently documented to provide evidence of accomplishment.
- Other

SELF-DEVELOPMENT

5 – 20%

The following activities are considered in the category of self-development:

- Seminars, workshops, formal education including post-graduate education, or other educational activity that is above the required CEU's for licensure or certification, or which contributes to the candidate's ability to serve as a teacher or professional but would not qualify for CEU credit.
- Creative service that is unique or in excess of the routine service requirements of faculty, provided that it is adequately documented and promotes the profession, the good of the public, and/or the mission of the University. Routine private practice would not qualify as "service" in this regard
- Special curriculum development that is unique and unprecedented, and goes above and beyond the routine requirements of curriculum development expected of teaching faculty.
- Other

CITIZENSHIP

5 – 20%

The following activities are considered examples of citizenship:

- Attendance at graduation ceremonies
- Participation in committee work
- Assisting with student assessments
- Participation in University events like career day, chiropractic preparatory classes etc.
- Serving on the Faculty Senate
- Performing peer evaluations
- Other