

Teaching Criteria

A faculty member who **exceeds expectations** is generally expected to have produced evidence of a sustained and successful commitment to excellence in teaching, mentoring, and other instructional activities over the prior 5 years, including the following:

- Student teaching evaluations consistently exceeding each of the following, contextualized and adjusted, as appropriate, for courses that have historically lower evaluation score averages across teaching faculty:
 - Department means
 - College means
 - GatorEvals instructor average scores of 3.7
- Peer assessments consistently indicating excellence in teaching
- Demonstrating pedagogical or curricular innovation enhancing student learning
- Contribution to educational scholarship
- Awards for excellence in teaching or mentoring
- Teaching certificates and significant commitment to pedagogical professional development
- Leadership in regional, national or international educational societies or boards of the candidate's field
- Contribution to funding educational programs through external sources (e.g., grants, foundation, or industry support)

A faculty member who **meets expectations** is generally expected to have produced evidence of a sustained and successful commitment to high-quality teaching, mentoring, and other instructional activities over the prior 5 years, including the following:

- Student teaching evaluations consistently exceeding the lower of the following, contextualized and adjusted, as appropriate, for courses that have historically lower evaluation score averages across teaching faculty:
 - The normal range of variation in performance compared to faculty across the faculty member's department and college; and
 - GatorEvals instructor average scores of 3.7
- Teaches in assigned courses as per department expectations/needs
- Effective mentorship of students/trainees (e.g., office hours, meetings and evaluations completed regularly, establishing individualized development plans (IDPs), opportunities to present and publish work)

A faculty member who **does not meet expectations** exhibits the following performance characteristics over the prior 5 years:

- Both of the following, contextualized and adjusted, as appropriate, for courses that have historically lower evaluation score averages across teaching faculty:
 - A consistent pattern of student teaching evaluations below the department average in any course with a greater than 10% average response rate; or
 - GatorEvals instructor scores equal or less than 3.7 in any course with a greater than 10% response rate
- In cases in which student responses fall below the 10% minimum requirements also exhibit:
 - Record of student evaluations response rates consistently below the department average
 - Absence of peer assessments of teaching, or peer assessments of teaching which fail to document adequate teaching
- Record of poor mentorship of students/trainees (e.g., failure to hold regular meetings, office hours, and evaluations, establish IDPs, or provide opportunities to present and publish work)
- Inconsistent acceptance of assignments to meet the teaching needs of the department/unit

Clinical Criteria

A faculty member who **exceeds expectations** is generally expected to have produced evidence of the following over the prior 5 years:

- Clinical productivity, as measured by RVU's or other appropriate measures, consistently exceeds unit targets
- Leadership roles or national/international impact on clinical organizations, federal agencies/foundations or conferences
- Holding a leadership role in nationally funded collaborative network
- Invited professorships at other academic institutions
- Demonstrating clinical innovation (e.g., game-changing healthcare, creating a nationally/internationally emulated program, etc.)
- Innovation in practice methods, development of new programs and leadership in safety and quality initiatives
- Awards or recognition for excellence related to clinical performance
- Regular patient referral from national or international area

A faculty member who **meets expectations** is generally expected to have produced evidence of the following over the prior 5 years:

- Clinical productivity, as measured by RVU's or other appropriate measures, consistently meets unit targets
- Significant clinical contributions aligned with the needs of the unit, college, university, profession, and other constituencies, as appropriate for the faculty member's discipline
- Engaged participation in safety and quality initiatives
- Routine and highly regarded clinical presentations that inform the local or regional practice community
- Patient satisfaction scores that fall within the normal range of variation in performance compared to faculty across the faculty member's department and college and evidence of a sustained and successful commitment to high-quality patient care
- Patient referrals from a regional, national or international area
- Satisfactory communication with clients and colleagues

A faculty member who **does not meet expectations** exhibits the following performance characteristics over the prior 5 years:

- Clinical productivity, as measured by RVU's or other appropriate measures, consistently does not meet unit targets
- Clinical program of insufficient quality relative to the mission and community needs
- Patient satisfaction scores that routinely fall below the normal range of variation in performance compared to faculty across the faculty member's department and college
- Lack of evidence of a sustained and successful commitment to high-quality patient care
- Failure to report for clinical shifts or respond to phone calls during emergency duty
- Evidence of poor communication with clients or colleagues
- Multiple adverse event reports directly related to care provided by the practitioner

A faculty member who is **unsatisfactory** exhibits the following performance characteristics over the prior 5 years:

- Clinical productivity, as measured by RVU's or other appropriate measures, consistently falls substantially below unit targets
- Disregard, failure or minimal efforts to follow previous advice or other efforts to provide correction
- Minimal efforts or failure to participate in assigned clinical duties
- Evidence of unsatisfactory quality of practice including either lack of competence or effort in patient care/diagnostic service