

# Evaluating SERVICE During Annual Review for Faculty on Tenure and Clinical Tracks<sup>1</sup>

Based on the faculty member's performance, using the rubric below, please provide a **SERVICE EVALUATION** using the university standard performance rating, which is defined in IU BOT-24:

- Unsatisfactory (This is only used if this year and the prior year do not meet expectations.)*
- Does Not Meet Productivity Expectations*
- Meets Productivity Expectations (Satisfactory)*
- Exceeds Productivity Expectations (Excellence)*

The rubric below supports IU School of Medicine faculty and their leaders in determining an appropriate annual evaluation of **service**. Due to variance in faculty rank, the nature of one's work and disciplinary norms, more specific expectations are defined at the unit level. **Faculty are not expected to complete every listed activity in each category; not all categories or bullets apply to all faculty.** The annual review is intended to be holistic; faculty members' activities may fall into a variety of categories. For example, even if a faculty member demonstrates some behaviors listed under "exceeds expectations," their overall service rating may still be "meets expectations" if most of their activities align with that category.

	Does Not Meet Expectations	Meets Expectations (Satisfactory)	Exceeds Expectations (Excellence)
<b>Quality and Innovation</b>	<ul style="list-style-type: none"> <li>• Did not provide high quality patient care.</li> <li>• Did not or had very limited participation in expected growth and development opportunities in clinical practice, patient safety, and/or education innovations.</li> <li>• Did not or had very limited participation in quality improvement and innovation efforts in the unit.</li> <li>• Received repeated poor reviews (in comparison to peers) from patients, employees, learners, and/or faculty peers.</li> <li>• Allowed lapses in maintenance of relevant certifications.</li> </ul>	<ul style="list-style-type: none"> <li>• Provided high-quality patient care.</li> <li>• Pursued growth and development in clinical practice, patient safety, education or other job-related areas (e.g., CME, faculty development).</li> <li>• Engaged in innovations that improve patient care, practice quality, patient safety, education and/or other job-related practices.</li> <li>• Received adequate reviews from patients, employees, learners, and/or faculty.</li> <li>• Maintained all relevant certifications.</li> </ul>	<ul style="list-style-type: none"> <li>• Provided very high-quality care. Provider is a top clinical performer in the unit.</li> <li>• Contributed to the growth and development of others in clinical practice, patient safety, education and/or other job-related areas (e.g., taught CME, mentoring colleagues, delivered faculty development).</li> <li>• Engaged in innovations that significantly improved patient care, practice quality, patient safety, education and/or other job-related practices (i.e., data shows significant improvement in patient or learner outcomes).</li> <li>• Implemented and assessed new or improved applications of technologies, models of care delivery, patient safety, education, or other job-related interventions.</li> <li>• Received high-quality reviews from patients, employees, learners, and/or faculty peers.</li> <li>• Engaged in service-related program development and/or leadership activities.</li> <li>• Recognized for innovative activities in education, patient care, or other service-related work.</li> <li>• Received a grant or other funding that supports innovative activities.</li> <li>• Served as a principal investigator (site/local/overall).</li> </ul>

<sup>1</sup> While all research scientist-track faculty are not evaluated on service, there are cases where there is a service expectation for specific research scientist faculty. In those cases, this rubric applies to those individuals.

	Does Not Meet Expectations	Meets Expectations (Satisfactory)	Exceeds Expectations (Excellence)
<b>Leadership and Citizenship</b>	<ul style="list-style-type: none"> <li>• Did not make any or had very limited service contributions.</li> <li>• Did not have any or very limited community engagement.</li> </ul>	<ul style="list-style-type: none"> <li>• Played a key role in education programs, patient care, administrative work, and/or service activity.</li> <li>• Involved in academic administration activities (e.g., section director, promotion and tenure committee, IRB).</li> <li>• Played a key role in public events, support groups, community-based projects, and/or advocacy campaigns.</li> <li>• Participated in department, school, campus, hospital/clinic, and/or university committees.</li> <li>• Participated in service-related projects or task forces.</li> <li>• Participated in professional organizations.</li> </ul>	<ul style="list-style-type: none"> <li>• Played a key role or served as a leader in education programs, patient care, administrative work, and/or other service-related activities.</li> <li>• Held a department, school, or university leadership position, including serving as a committee chair.</li> <li>• Served as a grant and/or article reviewer.</li> <li>• Led a new initiative or program.</li> <li>• Received service-related recognition for contributions to the department, school, campus, hospital, clinic, or community.</li> <li>• Made significant contributions, such as serving as a leader, to professional organizations.</li> </ul>
<b>Dissemination and Collaboration</b>	<ul style="list-style-type: none"> <li>• Did not meet unit expectations regarding the dissemination of service-related activity.</li> <li>• Did not collaborate with colleagues or had very limited collaboration.</li> </ul>	<ul style="list-style-type: none"> <li>• Met unit expectations of quantity and quality of dissemination such as: <ul style="list-style-type: none"> <li>○ Educational materials</li> <li>○ Guidelines/protocols</li> <li>○ Popular media (e.g., op eds, news stories, blogs)</li> <li>○ Presentations</li> <li>○ Peer-reviewed publications</li> <li>○ Book chapters</li> </ul> </li> <li>• Involved in collaborative efforts (e.g., support of clinical trials, practice improvement, team science/practice, participation in education/curriculum, or engagement in other service-related activities).</li> </ul>	<ul style="list-style-type: none"> <li>• Exceeds unit expectations of quantity and quality of dissemination such as: <ul style="list-style-type: none"> <li>○ Educational materials</li> <li>○ Guidelines/protocols</li> <li>○ Popular media (e.g., op eds, news stories, blogs)</li> <li>○ Presentations</li> <li>○ Peer-reviewed publications</li> <li>○ Book chapters</li> </ul> </li> <li>• Received local, regional, national, or international recognition (e.g., awards, invited talks, moderator at national meeting, journal reviewer/editor) for service-related activities.</li> <li>• Significantly involved in interdisciplinary collaborative efforts (e.g., clinical trials, practice improvement, team science/practice, research, participation in education/curriculum or in other service-related activities).</li> </ul>