

Performance Measures and Expectation Levels

The clearer that the expectations are set at the beginning of the review period, the easier they are to track and assess.

If it is necessary to revise objectives during the review period, both the Chair and faculty member should capture the revisions.

“Tips for Developing Objectives”

Setting Performance Measures

When identifying performance measures, it is important for the Chair to share with the faculty member the needs of the department. By doing this, faculty are better able to see innovative ways they can contribute.

Criteria for Writing Performance Measures

Well written objectives ensure a clear understanding of what is expected and how it will be measured. To do this, follow the **SMART** criteria:

- S** **Specific:** dealing with particular area of performance rather than a broad, general area
- M** **Measurable:** if it can't be measured, you can't tell whether or not it's been achieved
- A** **Achievable:** not too easy to achieve, but not so hard as to be impossible; under faculty member's control
- R** **Relevant:** should set objectives only for important areas of performance, those which will impact the department and College
- T** **Time-based:** includes clear target dates

Objectives do not have to be written in a particular style. However, a common approach is:

1. Start with an action verb
2. Specify the performance area or work to be accomplished
3. Include measurement indicators or performance standards

Key Measurements

When writing objectives, the most common mistake is leaving out performance criteria and standards, which are ways to assess the performance outcomes. In other words, the objective statement should include what work needs to be done, in addition to how and what degree one will know if the work was successfully accomplished. Some typical types of performance standards, or ways to measure performance are:

- Quantity:** How much is done?
- Quality:** How well the work is done?
- Efficiency:** What resources/costs are used to do the work?
- Timeliness:** When work is done?

“EXAMPLES”

Teaching: Performance Plan

Performance Measures

Expectation Levels

Medical Student Teaching

- | | |
|--------------------------------|--|
| 1. Lectures | Present [number] lecture(s) in Term(s) [number] |
| 2. Evaluations | Above average ratings from students (60% rate as 3.5 or above on scale of 1-5) Receive ratings within one-half standard deviation of department average Peer or faculty development evaluation of lecture |
| 3. Syllabus Preparation | Above average quality – subjective evaluation by Chair and/or Course Director |
| 4. Final Exam Questions | Above average quality – submitted on time – subjective evaluation by Chair and/or Course Director |
| 4. Innovative Teaching Methods | Extent and effectiveness of computer integration in lectures. Use of clinical problems in teaching basic concepts. Other innovative methods. Above average quality as determined by student evaluations and subjective evaluation by Chair and/or Course Director. |
| 5. Quantity of Teaching | As required in the [name] course(s). |
| 6. Course Director | _____ |

Graduate Student Teaching

- | | |
|----------------------------|---|
| 1. Course Evaluation | Above average based on student comments and subjective evaluation by Chair and/or Course Director |
| 2. Number of Advisees | [list individuals] and any goals for them this year |
| 3. Research | Abstracts and publications produced by graduate students [number] abstracts, [number] publications |
| 4. Quantity of Teaching | [number] courses |
| 5. Dissertation Committees | Willing service |

Advising

- | | |
|--------------------|--|
| 1. Medical Student | Serve as a PDAT Advisor for Class of [year] and [year] |
|--------------------|--|

Other

- | | |
|------------------|---|
| 1. Accessibility | Provide at least [number] hours of regular office hours for medical and graduate students; email accessible to students |
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Research: Performance Plan

Performance Measures

Expectation Levels

Grant Submission

[number] federal grant
[number] nonfederal grant

Grants Received

[number] funded

Publications Submitted

[number] submissions

Publications Accepted

[number] accepted

Abstracts Submitted

[number] submissions

Abstracts Accepted

[number] accepted

Professional meetings/workshops

Attend [number] professional meetings (and list probable meetings)

Collaboration

Continuing collaborative studies with [name] on [topic] and a publishing of results. Continue studies with [name] to [describe]. Continued effort to find funding for these projects as evidenced by grant submissions. Revise and resubmit [grant name] to [funding agency]. Publish papers.

Service: Performance Plan

Performance Measures

Expectation Levels

Attendance and participation on committees.

Above average attendance and participation.

Quantity
Committees Served

[number] committees
List committee names and role