

---

**FACULTY PERFORMANCE EVALUATION POLICY AND PROCEDURES**

The purpose of the San Juan Bautista School of Medicine (SJBSM) Faculty Performance Evaluation (FPE) Policy and Procedure is to establish a clear and structured framework for evaluating faculty members, including full-time, part-time, and voluntary appointments. This policy provides faculty with written expectations regarding performance, professional development, and progress toward promotion and/or tenure, as outlined in their faculty appointment letters. Evaluations are designed to ensure transparency, accountability, and alignment with institutional goals while fostering faculty growth and excellence in teaching, research, service, and professional conduct.

The evaluation process considers the scope and nature of the faculty member's commitments to their respective departments, ensuring that assessments are proportionate to their roles and responsibilities. By providing constructive feedback and identifying areas for improvement, the policy aims to support faculty in achieving their professional goals while maintaining the high standards required by SJBSM.

**Procedures:****A. Evaluation Criteria**

1. The faculty members will be evaluated using academic competencies on:
  - a. leadership/administration
  - b. teaching
  - c. ethics/professionalism
  - d. research
  - e. community service
  
2. Each faculty member will be evaluated in the following format:
  - a. Annual Evaluation by Department Chair or Associate Dean.
  - b. Student's evaluation at the end of the course/clerkship.
  - c. Conferences/Lectures Evaluations.
  - d. Completion of a doctoral degree or board of specialty.
  - e. Publications on peer-reviewed journals and/or presentations on scientific meetings.
  - f. Services rendered to the San Juan Bautista School of Medicine
  - g. Honors and recognitions received, while in the San Juan Bautista School of Medicine.

**B. Process:**

- At the end of each academic year, the Academic Dean requests the respective Associate Deans to initiate the process of faculty evaluation.
- The Associate Deans are responsible for notifying the Department Chairs to schedule individual meetings with faculty members, to

discuss results of the annual performance evaluation, including the student faculty evaluation, and provide feedback. These discussions also include relevant information on faculty promotion and tenure.

-The completed evaluation form is kept in the faculty file. In case of a poor evaluation, the faculty have the opportunity to remediate their performance and a mid-term evaluation is conducted to measure progress.

-The annual faculty evaluation process is monitored by the Academic Dean who discusses the final outcomes with President/Dean, who oversees the process and have the final decision on any issue related to faculty.

-Faculty members who are volunteer or adjuvant receive the compiled anonymous evaluations for their teaching participation in courses/clerkship.

### **C. Evaluation Components:**

**1. Leadership/Administration:** Faculty members of the School must actively participate in academic activities, committees and professional development activities. His/her ability to communicate with students, colleagues, and staff are fundamental in the advance of the medical and health education. Faculty members will have the opportunity to participate in various professional development activities that includes but is not limited to the following:

- a. Teaching Strategies
- b. Assessment Strategies
- c. Curriculum Development
- d. Academic Administration
- e. Evidence Based Medicine
- f. Grantsmanship
- g. Scientific Writing
- h. Biomedical Informatics
- i. Diversity and Inclusion
- j. Ethics and Professionalisms

**2. Teaching:** Faculty members of the School must have received an advanced degree and have training in the professional competence necessary for the position for which they are being considered. All faculty members shall be dedicated to the ideals of medical education and be supportive of the program and policies. Qualifications pertinent to teaching, essential for appointment or promotion in academic rank, include:

- a. Pedagogical experience
- b. Command of the subject matter to be taught and capacity for integration with related areas.
- c. Oral and written communication skills (Spanish and/or English)
- d. Presentations skills

- e. Empathy with Students
- f. Ability to work within a team
- g. Ability to encourage or motivate students
- h. Enthusiastic dedication to teaching or to applying knowledge to the medical field
- i. Professional and ethical attitudes.

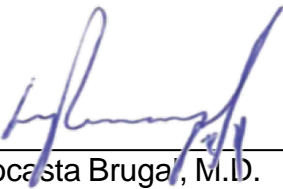
The responsibility of the faculty members as mentor carries over and beyond the classroom to other phases of student life. It also entails initiating and improving education strategies intra-and extramurally.

3. **Community Service:** The scope of academic activities at the San Juan Bautista School of Medicine is beyond teaching and research, it includes service. Service includes, in addition to clinical service, other activities, such as: administrative duties, committee work, and counseling, service to the public schools, government agencies (local or federal) private industry, or general public.
4. **Ethics/Professionalism:** Faculty members are expected to develop competency in professionalism and medical ethics. The most important components of professional ethics that the faculty must follow are:
  - a. Respect for the students
  - b. Privacy own students
  - c. Tolerance and openness
  - d. Avoiding inappropriate behavior
  - e. Apply all the ethics and professionalism guides in research activities
5. **Research:** Research activity should be encouraged among Faculty members of all tracks. The faculty members that participate in research track have up to 60% of protected time effort for research activities. Qualifications are to be evaluated on the basis of their research activities and the quality of their publications and/or other creative works. Faculty participation and leadership in professional association or editorial work on scientific journals will also be considered.
6. **Performance Evaluation and Remediation Plan:** In cases where the Faculty Evaluation reveals deficiencies and a determination that the faculty member "does not meet expectations", or the faculty member receives a ranking of 'unsatisfactory' a remediation plan will be developed. The plan will focus on remediating the non-compliance expectations with specific support, goals and outcomes. While on remediation the plan shall be modified, including timeline, if deemed necessary in response to a new area of improvement for remediation. Mid-term evaluation is completed to measure the progress, until remediation plan has been successfully completed. The development

of the remediation plan will be unique and will be a joint responsibility of the respective Department Chair and/ or the corresponding Associate Dean. The development of the plan should be viewed by all parties as an aid that will enhance the faculty member's future performance, which in turn results in a better fulfillment of the institution's mission. The plan clearly indicates the links between the deficiency or deficiencies and the specific operationalized goals and outcomes for the faculty member. This remediation plan shall also indicate deadlines for completion and consequences for failure to satisfactorily complete the remediation plan that may include request for consideration of dismissal.

Effectivity:

The dispositions contained in this Executive Order will be effective immediately.



---

Yocasta Bruga, M.D.  
President

Approved: August 3, 2020  
Revised: June 2024