

## **CCOM Department of Psychiatry Standards of Performance for Tenured Faculty**

Standards of Performance for Tenured Faculty in the Department of Psychiatry at Carver College of Medicine have been developed. These standards are designed to allow for measurement of progress and contributions in the career of the faculty member. The following standards are not expected to be all-inclusive but rather to encompass the main focus of each mission.

Below is a listing of six broad categories based of types of contribution to the mission of the department. Within each of these categories faculty members are expected to strive for growth and for excellence. No single faculty member will be expected to excel in all six areas. Rather, each member will be expected to contribute strongly in some of these areas, and little or not at all in others. For example, professors and associate professors who are focused on research are expected to publish 5-10 papers in a five-year period, or at least one per year. These research-oriented faculty are also expected to hold 1-3 NIH grants. A tenured faculty member with primarily clinical responsibilities is expected to attend 3-6 months per year, and/or spend comparable amounts of time seeing outpatients. Clinically oriented tenured faculty should be involved in program building, seeking ways to improve on the clinical services we offer. All tenured faculty are expected to mentor 1-4 junior faculty, meeting with them regularly to help them develop a career trajectory. All tenured faculty are expected to participate in the life of the department through regular attendance at activities such as Grand Rounds, the departmental research seminar, and the monthly faculty meeting.

### **Teaching Activities**

#### **Teaching activities include:**

- Lecturing, facilitating small groups, instructing in laboratories, and other forms of participation in formal courses for medical and graduate students
- Directing formal courses for medical and graduate students
- Supervision of graduate student and postdoctoral research programs
- Teaching and supervising sabbatical faculty
- Mentoring of junior faculty and peers
- Clinical teaching of medical students and residents or fellows
- Participation in continuing medical education programs
- Development of teaching materials, in print or electronic media
- Development of courses and curricula
- Education for the public at large
- Education of undergraduate students

#### **Associate Professor**

- Favorable evaluations by students or residents, as part of a systematic evaluation program
- Favorable evaluations by peers, as part of a systematic evaluation

#### **Full Professor**

- Outstanding evaluations by students or residents, as part of a systematic evaluation program
- Outstanding evaluations by peers, as part of a systematic evaluation

- program
- Favorable evaluations of courses and curricula, as part of a systematic evaluation program
- Favorable performance data for students or residents, where these can be attributed largely to the individual faculty member
- Educational presentations or workshops at meetings of national/international professional societies
- Favorable evaluation by faculty mentored by the candidate

- program
- Outstanding evaluations of courses and curricula, as part of a systematic evaluation program
- Outstanding performance data for students or residents, where these can be attributed largely to the individual faculty member
- Leadership role in educational activities of national/international professional societies
- Teaching awards from students or peers
- Publication of teaching materials in peer-reviewed repositories
- National/international use of teaching materials
- Visiting professorships

### **Scholarship of Discovery**

The scholarship of discovery represents the interplay between development of hypotheses and discovery of new facts (e.g., basic, clinical, and translational research).

#### **Associate Professor**

- Publication of articles in professional journals appropriate to the field of endeavor. Greater significance will be attributed to first and/or senior authored papers in peer reviewed journals, but all publications will be evaluated
- Publication of books, monographs, or manuals on paper or in electronic media that are widely disseminated, evaluated by peers, and advance the field of endeavor
- Award of extramural support commensurate with the area of interest
- Demonstration of a sustained leadership role in an independent research program (e.g., research program leader or laboratory/clinic director)
- Evidence for a principal role in management and/or support of a

#### **Professor**

- A substantial record of peer-reviewed first and/or senior authored publications that demonstrate evidence of originality as an investigator
- A senior leadership role demonstrating superior competence and outstanding productivity on research projects
- Consistent extramural support for an established research program
- Service on National Advisory Councils or Boards, Editorship of journals, Leadership of national/international study sections, consensus panels, etc.
- Leadership of multi-institutional collaborative research projects

collaborative research program  
(e.g., letters from program leader or  
members of the research program)

- Invited presentations of original scientific data at major national or international meetings, or at major institutions or research organizations
- Development/award of patents for discoveries in the candidate's field
- Leadership and/or organization of peer-reviewed clinical trials as documented by program reviews or letters
- Service on study sections (or scientific peer review groups), consensus panels, etc.
- Leadership of national meetings or workshops
- Service on editorial boards of journals
- A national and/or international reputation as evidenced by external letters of reference

### **Educational Scholarship**

Educational Scholarship represents the synthesis of facts and theories in creative formats that facilitate their understanding and use by others, and the development of creative methodologies that foster such understanding.

#### **Associate Professor**

- College-level teaching awards from peers
- Publication of teaching materials in peer-reviewed repositories or journals.
- Development of teaching materials or curricular approaches that are adopted by other institutions
- Publication of research on education and learning assessment in peer-reviewed journals
- Presentation of research on education and learning assessment at

#### **Professor**

- National/international teaching awards
- National/international use of teaching materials
- Widespread impact of instructional, curricular, or learning assessment approaches
- Sustained, peer-reviewed program of research on education and learning assessment
- Competitive external funding of research program on education and learning assessment

- national/international meetings.
- Research on the efficacy of creative new teaching materials, courses, and curricula
- Writing reviews on aspects of health sciences education
- Writing reviews or textbooks on content areas in health sciences education
- Competitive local funding of educational research and development programs
- Leadership role in national/international health sciences education professional societies

### **Clinical Scholarship**

Any activities relevant to the conceptualization, evaluation, improvement, or delivery of clinical care that are innovative, widely disseminated, and promote advancement in the field are considered Clinical Scholarship.

#### **Associate Professor**

- Publication of peer reviewed articles in professional journals relevant to the clinical field of practice
- Publication of books, monographs, or manuals on widely disseminated media
- Invited audiovisual or poster presentations for clinical reviews or dissemination of innovative techniques at local clinically relevant venues
- Development/award of patents for discoveries in the candidate's clinical field
- Initiation and/or organization of investigator initiated clinical trials.
- Service on study sections or scientific peer review groups relevant to clinical field
- Abstracts from contributions at national meetings or workshops

#### **Professor**

- A substantial record of peer-reviewed first and/or senior authored publications that demonstrate evidence of mastery in the field
- A senior leadership role demonstrating superior competence and outstanding productivity on clinical projects
- Invited clinical review presentations or reports of experience with innovative techniques at major national or international professional meetings, or at major institutions
- Leadership and organization of continuous medical education and other clinical review meetings
- Service on National Advisory Councils or Boards, Editorship of journals in clinical areas
- Leadership of national/international study sections, consensus panels, etc.
- Leadership of multi-institutional collaborative clinical studies

- Service on editorial boards, or consistent contributions as ad-hoc reviewer for clinical journals
- Site-leader for multi-institutional collaborative clinical studies
- Award of extramural support for work in clinical area of interest
- Consistent extramural support for an established research program

### **Academic & Administrative Service**

The following examples are broadly defined as to encompass evaluation of both clinical and other academic services.

#### **Associate Professor**

- Participates in mentoring of trainees and junior colleagues
- Committee membership within the Department or College
- Task force membership
- Thesis committee membership
- Student/faculty advisor or mentor
- Journal reviewer
- Individual grant reviewer or local grant review committee
- Lectures to the lay public
- Media presentations/interviews
- Participation in health care planning programs
- Work with governmental agencies/legislature
- Leadership role in dealing with health issues at local level
- Board membership on health-related organizations or agencies
- Officer in local professional organization
- Membership on health organization/hospital committees
- Participation in public education and advocacy activities

#### **Professor**

- Formal primary mentoring of faculty, and trainees
- Committee membership at the university level
- Task force membership at the university level
- Major leadership role within a committee or task force
- Appointment to position of significant responsibility within the Department, College or University
- Editorial board of professional or scientific journals
- Federal/national study section or grant review committee
- Leadership role in dealing with health issues at regional, national or international levels
- Leadership role in national/international professional organization
- Membership on certification/licensure/specialty boards
- Leadership role on health organization/hospital committees
- Session chair/moderator at national/international meetings

### **Clinical Service**

In addition to examples given above, the list below offers additional examples for the evaluation of clinical services.

## **Associate Professor**

- Departmental and/or interdepartmental recognition of excellence in clinical skills by peers
- Consistently favorable reports on quality assurance and/or risk management assessments
- Consistently favorable reports in patient satisfaction assessments collected by the institution
- Creative, active participation in the evaluation of the effectiveness (quality, utilization, access, cost) of the care being provided
- Evidence that a unique clinical service is provided
- Timely completion of all medical records
- Maintenance of appropriate certifications and licensures (boards, BCLS, other training)

## **Professor**

- Recognition of mastery of clinical skills by:
  - becoming a regional source of referral for expert opinion
  - invitations to participate in practice guideline committees, external program reviews
  - invitations to consult with government, insurance, or drug agencies
- Creatively revises and improves quality assurance and/or risk management procedures
- Recipient of awards for outstanding patient care delivery
- Development of new techniques, therapies, or health care delivery systems that have improved the health of the population served
- Timely completion of all medical records
- Maintenance of appropriate certifications and licensures (boards, BCLS, other training)