

Review of Tenured Faculty Members in the Department of Pediatrics

Preface

Tenured faculty members are expected to be reviewed on a regular basis (UI Operations Manual III-10.7). There are two types of review, the annual review by the Department Head and Vice Chair for Faculty Development and the 5-year peer review.

The annual review will include assessment of whether the faculty member has met the *performance standards* for tenured faculty in the Department of Pediatrics. These standards are designed to provide benchmarks by which the faculty member's effort allocation and productivity are measured. They will also define expectations of performance that allow identification of areas that require greater attention of the faculty member. Standards in some categories are somewhat higher for professors than for associate professors. The standards are not expected to be all inclusive but rather to encompass the main focus of each mission.

The standards will be used to guide assessment of the academic and professional success of the faculty member and to guide any remediation plans in the event of identified deficiencies.

The College of Medicine offers the following guidance with respect to the performance standards for tenured faculty members.

1. The standards must be easily understandable to the faculty member.
2. The standards must be measurable.
3. The standards must be flexible enough to allow for individuality but narrow enough to maintain equitable evaluation.
4. The standards must define expectations based on rank, if easily definable characteristics can be determined.
5. Identifying compliance with the standards should not require excessive work on the part of the faculty member or the department.

The Department's standards of performance for tenured faculty members must be reviewed and approved by the College of Medicine.

Teaching Activities

Examples of Teaching Activities

Lecturing, facilitating small groups, instructing in laboratories, and other forms of participation in teaching medical and graduate students, both in formal courses and in informal venues.

Directing instructional courses for medical and graduate students.

Supervision of graduate student and postdoctoral fellow research programs.

Teaching and supervising faculty members on developmental leave.

Mentoring of other faculty members, trainees, and students.

Clinical teaching of medical students and residents or fellows.

Participation in continuing medical education programs. including international education.

Development of teaching materials in print or electronic media.

Development of courses and curricula.

Education of the public at large.

Education of undergraduate, high school, and elementary school students.

Teaching Performance Standards for Tenured Faculty

Associate Professor	Professor
<u>Expected</u>	<u>Expected</u>
Favorable evaluations by students or residents, as part of a systematic evaluation program.	Outstanding evaluations by students or residents, as part of a systematic evaluation program.
Favorable evaluations by peers, as part of a systematic evaluation program.	Outstanding evaluations by peers, as part of a systematic evaluation program.
Favorable evaluations of courses and curricula (if applicable), as part of a systematic evaluation program.	Outstanding evaluations of courses and curricula (if applicable), as part of a systematic evaluation program.

Favorable performance by learners, which can be credited significantly to the individual faculty member

Favorable evaluation by faculty mentored by the faculty member (if applicable).

Outstanding performance by learners, which can be credited significantly to the individual faculty member

Outstanding evaluation by faculty mentored by the faculty member (if applicable).

Other Notable Accomplishments

Educational presentations or workshops at meetings of national or international professional societies.

Teaching awards from learners or peers.

National or international use of teaching materials.

Visiting professorships.

Other Notable Accomplishments

Leadership role in educational activities of national or international professional societies.

Teaching awards from learners or peers.

National or international use of teaching materials.

Visiting professorships.

There are several categories of scholarship: Scholarship of Discovery, Educational Scholarship, and Clinical Scholarship. Tenured faculty members are expected to meet the required performance standards in at least one of these categories.

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

Professor

Expected

Expected

Publication of at least one article per year in a professional journal appropriate to the field of endeavor. Greater significance will be attributed to papers published as first or senior author in peer-reviewed journals, but all publications will be evaluated.

A substantial record of publication in peer-reviewed journals of articles. In general, these should be articles that build on the theme of the faculty member's body of research and demonstrate originality. The number of such publications should ordinarily be 10 or more in a 5-year period.

 One article per year will not suffice for promotion to professor with tenure but is a performance standard for tenured associate professors who indicate Scholarship of Discovery as an area of focus for their annual review.

Substantial extramural support of research or other academic pursuit.

Consistent, substantial extramural support for an established research program.

Demonstration of sustained leadership of an independent research program,
 or

A senior leadership role demonstrating superior competence and substantial research productivity,
 or

Evidence for a major role in management and/or support of a collaborative research program.

Leadership of multi-institutional collaborative research projects.

Service on regional or national committees or boards, service as an ad-hoc reviewer of manuscripts or grant applications.

Service on national committees or boards, service as a journal editor or editorial board member, or service on national or international study sections or consensus panels.

Invited presentation of original scientific data at at least one regional, national, or international meeting, or at another institution or research organization.

Invited presentations of original scientific data at major national or international meetings, or at major institutions or research organizations.

Other Notable Accomplishments

Publication of books, monographs, or chapters on paper or in electronic media that are widely disseminated, evaluated by peers, and advance knowledge in the field.

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.

Any item on the Professor list of required or notable activities

Other Notable Accomplishments

Publication of books, monographs, or chapters on paper or in electronic media that are widely disseminated, evaluated by peers, and advance knowledge in the field.

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.

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 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.

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.
- Leadership role in national/international health sciences education professional societies.
- Publication of teaching materials in peer-reviewed repositories

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.
- 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.

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.
- Consistent extramural support for an established research program

Academic, Administrative, and Clinical 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

- 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.
- Timely completion of medical records.in accordance with institutional standards.
- Maintenance of appropriate certifications and licensures (boards, BCLS, other training).
- 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.
- Creation or enhancement of quality assurance, patient safety, or risk management processes.
- Consistently favorable reports in patient satisfaction assessments collected by the institution.
- Development of new techniques, therapies, or health care delivery systems that have improved the health of the population served.
- Timely completion of medical records.in accordance with institutional standards.
- Maintenance of appropriate certifications and licensures (boards, BCLS, other training).

Other Notable Accomplishments

- Recipient of award for outstanding patient care delivery.
- Evidence that a unique clinical service is provided.

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5-Year Peer Review

Tenured associate professors and professors will be reviewed in the fifth year after the previous peer review or promotion. They have the option to request peer review sooner. The peer review will consist of the following steps.

1. The Office of Faculty Development informs the faculty member of the upcoming review and requests an updated curriculum vitae and personal statement that summarizes the faculty member's accomplishments from the past 5 years and goals for the next 5 years in the areas of teaching, scholarship, and service.
2. The faculty member meets with an ad-hoc committee of peers chaired by a member of the Department of Pediatrics Promotions Advisory Committee. The committee prepares a report.
3. The faculty member meets with the Vice Chair for Faculty Development, who drafts a report on behalf of himself/herself and the Department Head. Faculty members who are vice chairs or who request to will meet with the Department Head instead of the Vice Chair for Faculty Development.
4. The reports of the ad-hoc committee and the Department Head and Vice Chair for Faculty Development will serve to document the review and will be forwarded to the Deans' office.

Date of preparation: See draft date in page header.

Date of approval by Department of Pediatrics Leadership Group:

Date of approval by College of Medicine: