

December 12, 2011

To: Lois Geist, MD

From: Rich Shields, PT, PhD

Re: Annual and Five Year Review of Faculty Program

I. Annual Review of Faculty-Current Process

The Physical Therapy & Rehabilitation Science (PTRS) Department currently has an annual review process in place. Each faculty member meets with the DEO in the spring to review his/her professional achievements, determine if s/he has met goals that had been set previously and to develop future goals. A summary report for each faculty member consists of 1) teaching ACE reviews that are benchmarked to the department's group mean (Appendix I), PT Student Graduates' Assessment of Curriculum (Appendix II), and the Peer Review of Teaching Program (Appendix III); 2) publication records that are benchmarked to the department's mean (Appendix IV); 3) service participation as a % of attendance (Appendix V; and 4) extramural research support including % salary support. At this annual review, the DEO communicates directly to the faculty member his/her projected salary for the next fiscal year.

II. Annual Review of Faculty-Future Process

The PTRS will continue to conduct these reviews as described above. In addition, faculty members will submit an updated CV with the option to submit a one page statement summarizing their teaching, scholarship, service, and goals for the next year. The DEO will continue to have staff aggregate departmental reports for teaching, scholarship, and service that are benchmarked to the department average. A review session will occur with each faculty member and the new "Standards of Performance" measures (section IV) will be reviewed and scored. This report will be placed in the faculty member's personnel file. At the conclusion of the meeting, workflow will be sent to the Provost indicating that the review has been completed.

III. Five-Year Peer Review of Tenured Faculty

IIIa. Construction of Committee- PTRS will review all tenured faculty members when the first required review of any faculty member comes due. That will put the

department on a fixed review cycle in an effort to increase efficiency and minimize faculty administrative burden. A DCG will be comprised of faculty members who are associate or full professors. For 5 year review of full professors, the DCG will be comprised of only those at the rank of full professor. The DCG committee will have a minimum of three active members.

IIIb. Committee Procedures & Timelines- Faculty due for review will be notified in July of the year of the review and should have all of their materials submitted to PTRS no later than September 1. Upon receiving all necessary documentation, the DEO will send the review packet to all DCG members for review. The head of the DCG committee will organize a committee meeting within 6-8 weeks to discuss the faculty members' materials and to develop their complete report. It will be the expectation that a finalized DCG report will be submitted to the DEO by December 1.

IIIc. Materials to be reviewed-The faculty member will prepare an updated CV and a personal statement on service, teaching, and research (not to exceed 3 pages). Included in the personal statement should be the faculty member's future plans for the next 5 years. The annual review reports will be included in the materials for the DCG.

IIId. Distribution and Use of the Committee's Report-The DCG will write a report summarizing the review. The report will be distributed to the faculty member being reviewed, the DEO, the Dean, and the Provost. This will also be kept in the confidential personnel file to be used to monitor progress.

IIIe. Frequency of Review should deficiencies be determined-If there are deficiencies, a development plan will be recommended by the DCG. The Dean and DEO will work together to develop and implement this plan as it will vary based on the individual. If not in agreement, the faculty member will have ten calendar days to describe, in writing, why he/she does not think this plan is acceptable. Progress on the development plan will be monitored each year at the annual review.

If a Faculty member believes the development plan is unfair he/she can go through the grievance process <http://www.uiowa.edu/~our/opmanual/iii/29b.htm#296>).

IIIf. Timeline for Performance Improvement-Evidence for progress will be determined during each faculty member's annual review, leading up to the next five year review. If the development plan does not meet with success by the next five year review, the DEO and Dean will determine a course of action in accordance with University Policy.

IIIg. Scope of Assessment using the Standards of Performance-It is recognized that the PTRS delivers both a high quality professional degree program that requires extensive teaching and service, as well as a successful extramurally funded research enterprise. Accordingly, it is recognized that outstanding achievements in certain areas (teaching, research, service) may offset moderate achievements in other areas (teaching, research, service).

IV. Standards of Performance

Teaching/Mentoring/Educational Scholarship

Associate Professor

- Favorable evaluations by students as part of a systematic evaluation of teaching.

(>3 on ACE evaluations)

Scored by actual ace score; 0 if 3 and below

- Favorable evaluations by peers, as part of a systematic evaluation program.

(> 3 on department's peer review)

Scored by actual values (3-5 scale); 0 if 3 or below

- Favorable evaluations of courses and curricula, as part of a systematic evaluation by the Commission for Accreditation of Physical Therapy and Graduates.

(Unfavorable, Favorable, Outstanding)

Scored as 1, 2, and 3 respectively

- Favorable mentoring of PhD students as evidenced by successful completion of comprehensive exams, post proposal, and at dissertation phase.

(Average 1 student successfully mentored for PhD every 5 years)

Scored as 0 (none), 1 (one); #>1

- Favorable comments by students as part of a systematic evaluation of teaching.

Scored 0-unfavorable; 1-favorable; 2-outstanding

Full Professor

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

(>4 on ACE evaluations)

Scored by actual ace score; 0 if < 4 and below

- Outstanding evaluations by peers, as part of a systematic evaluation program.

(> 4 on department's peer review)

Scored by actual values (4-5 scale); 0 if < 4

- Outstanding evaluations of courses and curricula, as part of a systematic evaluation by the Commission for Accreditation of Physical Therapy and Graduates.

(Unfavorable, Favorable, Outstanding)

Scored as 1, 2, and 3, respectively

- Outstanding mentoring of PhD students as evidenced by successful completion of comprehensive exams, post proposal, and publishable work from completed dissertations.

(Average of 2 students successfully mentored for PhD every 5 years)

Scored as 0 (<1), 1 (two); #>2

- Outstanding comments by students as part of a systematic evaluation of teaching.

Scored 0-unfavorable; 1-favorable; 2-outstanding

Scholarship of Discovery

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 (reprint request).

(Average of 5 publications over 5 years)

Scored 0(<5); #>=5)

- Publications of book chapters, monographs, or manuals on paper or in electronic media that are widely disseminated, evaluated by peers, and advance the field.

Scored 0 (none); 1(>1)

- Award of extramural support commensurate with the research program.

(One submission/year if unfunded)

Scored 0 (<5); #>=5)

- Demonstration of a sustained leadership role in an independent research program (e.g., research program leader or laboratory/clinic director).

(Research organization including PhD students, undergraduates)

Scored 0 (no); 5(yes)

- Presentations of original scientific data at major national or international meetings, or at major institutions or research organizations.

(3 every 5 years)

Scored 0 (<3); 5 (3); #(>3)

Professor

- A substantial record of peer-reviewed first and/or senior authored publications that demonstrate evidence of originality as an investigator.

(Average of 8 publications over 5 years)

Scored 0(<8); #>=8)

- A senior leadership role demonstrating superior competence and outstanding productivity on media distributed to peers that advance the field.

Scored 0 (none); 1(>1)

- Consistent extramural and multi-year support for an established research program.

(Consistent multi-year funding over 5 years)

Scored 0 (< 1 grant); 5 (1); 10 (2); 15 (3)

- Demonstration of an outstanding, sustained leadership role in an independent research program (e.g., research program leader or laboratory/clinic director).

(Research organization including students, post docs, research staff)

Scored 0(no); 5(yes)

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

(5 every 5 years)

Scored 0 (<5); 5 (5); #(>5)

Academic & Administrative Service

Associate Professor

- Committee membership and active participation within the Department (e.g. search committee's; DCG's; C/I; R and D; FSSA; Faculty)
- Thesis committee membership
- Student/faculty advisor
- Journal reviewer
- Individual grant reviewer or local grant review committee
- Lectures to the lay public
- 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

Scored by 0(<3); 5(3);

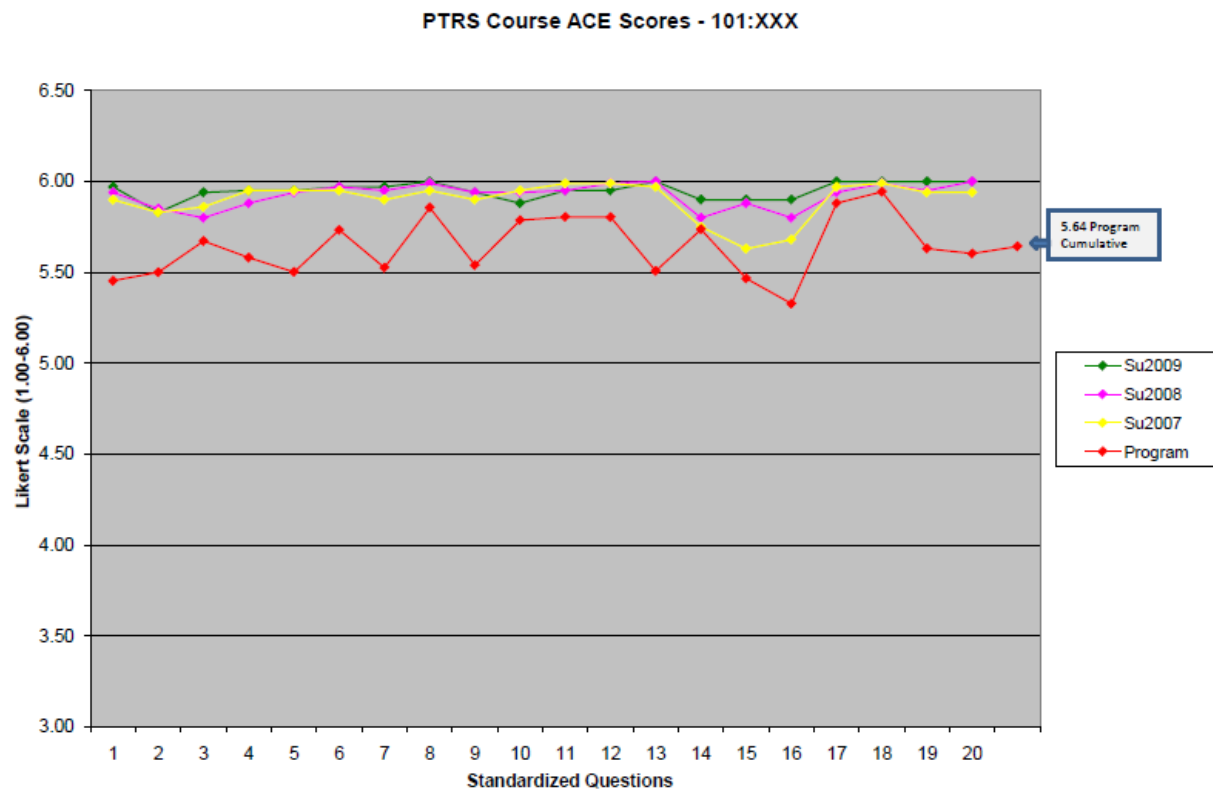
Professor

- Committee leadership within the department and at the university level.
- Major leadership role within a committee or task force.
- Appointment to position of significant responsibility within the Department.
- 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

Scored by 0(<3); 5(3);

It is expected that a faculty member will participate on at least 3 of the above services during any 5 year review period.

Appendix I. ACE Assessment for Faculty XXX (2007-09)



ACE Questions:

1. Class time is used efficiently.
2. There is continuity from one class to the next.
3. Course requirements are clear.
4. This course requires an appropriate amount of work for the credit earned.
5. A good mix of lecture and discussion occurs in this class.
6. Adequate time for questions is provided.
7. Important points are clarified with good examples.
8. The instructor seems interested in teaching this course.
9. Questions are answered clearly and concisely.
10. Help is available outside class if I have questions.
11. Student comments are responded to in an appropriate way.
12. This instructor speaks clearly audibly.
13. This instructor is effective in presenting materials in lecture/discussion.
14. The grading criteria for this course are clearly defined.
15. I know what improvement is needed from feedback on tests/assignments.
16. Exams allow me to adequately demonstrate what I have learned.
17. Adequate time is allowed for exams.
18. This instructor treats students fairly regardless of their ethnic or cultural views.
19. I have developed a greater appreciation for this subject.
20. I would recommend a course taught by this instructor to other students.

Appendix II. Example of PTRS Annual Curriculum Assessment by Graduates

Physical Therapy Foundational Sciences Curriculum (Scored by 100% 2010 graduates)

How well did your study of the following sciences prepare you for clinical internships?

Area	Poor	Fair	Good	Excellent
Pain	0.0%	22.9%	65.7%	11.4%
Motor Control/Human Performance	0.0%	0.0%	48.6%	51.4%
Kinesiology	0.0%	5.7%	25.7%	68.6%
Gross Anatomy	0.0%	0.0%	40.0%	60.0%
Health Promotion	0.0%	22.9%	31.4%	45.7%
Medical Neuroscience	2.9%	22.9%	48.6%	25.7%
Pathology	0.0%	31.4%	60.0%	8.6%
Pharmacology	2.9%	45.7%	42.9%	8.6%

Physical Therapy Clinical Sciences Curriculum

Rate the quality of your educational experiences in the following clinical courses

	Poor	Fair	Good	Excellent
Musculoskeletal Therapeutics	0.0%	2.9%	17.1%	80.0%
Neuromuscular Therapeutics	2.9%	17.1%	51.4%	28.6%
Pediatrics	5.7%	37.1%	45.7%	11.4%
Cardiopulmonary Therapeutics	0.0%	28.6%	60.0%	11.4%
Radiology	0.0%	0.0%	45.7%	54.3%
Integumentary	0.0%	11.4%	60.0%	28.6%
Prosthetics & Orthotics	8.6%	37.1%	37.1%	17.1%
Physical Agents	0.0%	20.0%	62.9%	17.1%
Psychosocial Aspects	0.0%	2.9%	57.1%	40.0%
Progressive Functional Exercise	0.0%	20.0%	51.4%	28.6%
Management & Administration	2.9%	14.3%	68.6%	14.3%
Principles of Physical Therapy	0.0%	2.9%	31.4%	65.7%
Clinical Medicine	0.0%	8.6%	65.7%	25.7%
Professional Ethics	0.0%	2.9%	40.0%	57.1%

Appendix III. Peer Review of Teaching Assessment Form

University of Iowa Carver College of Medicine
Peer Evaluation of Teaching

Key:
1=Strongly Disagree
5=Strongly Agree

Name of faculty member being observed: Date:

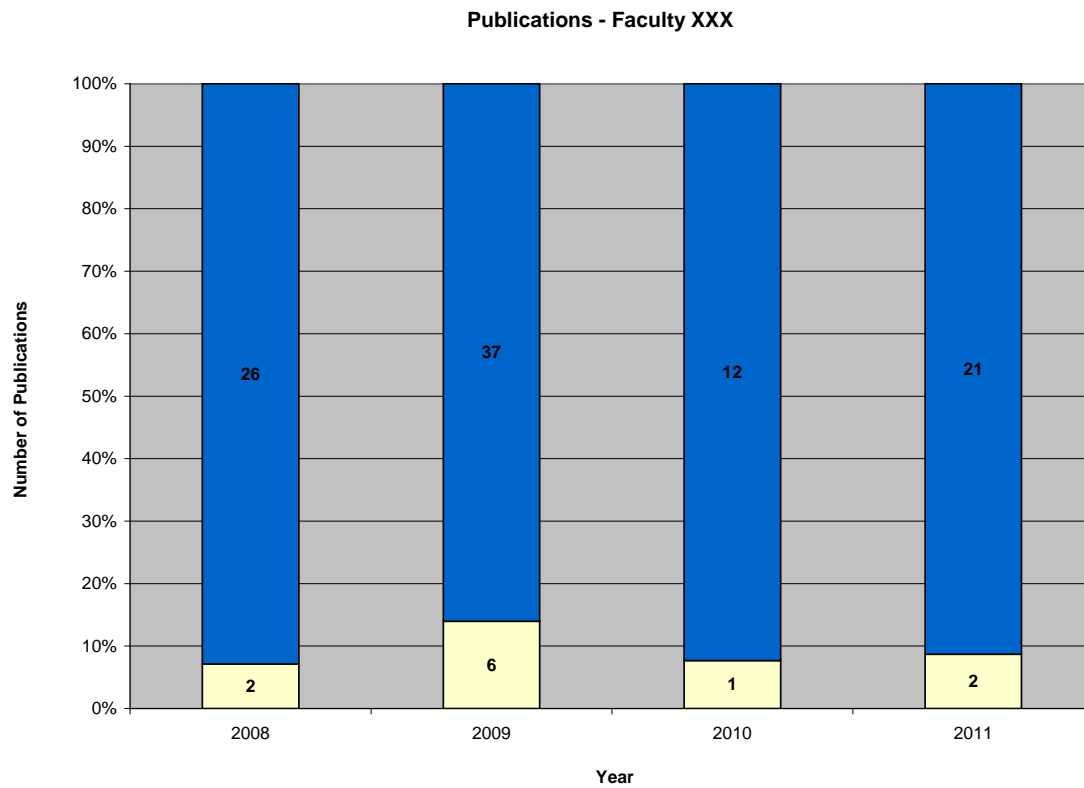
Context for observation (e.g., grand rounds, staffing):

Title of presentation (if applicable):

Course number (if applicable):

1. Demonstrated thorough knowledge of the subject area.
 2. Actively involved learners.
 3. Provided appropriate written materials (e.g., handouts).
 4. Covered an appropriate amount of material for the time allotted.
 5. Asked questions appropriate for the level of learner.
 6. Responded to questions in a clear and non-threatening way.
 7. Organized content logically.
 8. Used up-to-date materials and references.
 9. Presented content at an appropriate level of complexity.
 10. Presented conflicting views (if appropriate).
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Appendix IV. Publications for Faculty XX (yellow) relative to department total



Appendix V. Committee participation relative to department mean

