

School of Medicine Policy on Faculty Development and Performance Review

Introduction and General Policy Statements

The School of Medicine is dedicated to sustaining and facilitating the career development of its faculty in scholarship, teaching, and professional service. This *Policy on Faculty Development and Performance Review* ("Policy") was created in recognition that our faculty are the most important resource in the School of Medicine. Maintaining and developing each faculty member's professional engagement throughout his or her career is a high priority for the school. The *Policy* shall be implemented and conducted within the School of Medicine without discrimination in regard to race, color, religion, sex, sexual orientation, age, national origin, disability, or veteran status. All policies, procedures, and actions regarding faculty development and performance review shall conform to the *Bylaws of the University*, the *Statement of Principles Governing Faculty Relationships*, and the guidelines of the Office of Equity and Inclusion. As part of the career development and review process, departments shall make available to all of their faculty members the School of Medicine *Guidelines for Appointment, Promotion, and Tenure* ("Guidelines"). The *Guidelines* include a discussion of the criteria and requirements for faculty performance leading to promotion and the award of tenure. Faculty are encouraged to be familiar with the *Guidelines*.

Faculty Development and Performance Review Policy

In each department of the School of Medicine, the Chair or the Chair's designee shall conduct a periodic professional development review with each regular faculty member who holds a primary appointment in the department. This review shall be based on performance in the areas of teaching, scholarship, and service and shall be conducted using the online faculty evaluation form, the Career Conference and Performance Review (CCPR), which is available annually to all departments (http://med.emory.edu/faculty_dev/career-development/ccpr.html). Instructions for its use are included with the form.

The general criteria for performance and promotion in each mission area are included in the School of Medicine *Guidelines*. The departments may establish specific criteria in addition to, but in accordance with, those described for the School of Medicine. These criteria must be included in the departmental guidelines for appointment and promotion and made available to the faculty of the department. Initial letters of appointment should reference the School of Medicine and departmental guidelines and general criteria.

Objectives

The objectives of the career development and performance review of each faculty member are:

- A. To provide useful feedback to the faculty member in written form that will be entered into the online faculty evaluation form and submitted at the end of the year.
- B. To provide to the faculty a written professional development plan that sets short-term and long-term goals in consonance with departmental objectives.
- C. To provide to the faculty member career counseling through discussion with the Chair or Chair's designee.
- D. To recognize substantial accomplishments by the faculty member.
- E. To provide information to the Chair that can be used to facilitate and enhance faculty contributions and participation in scholarship, teaching, and service.
- F. To provide information that can be used to make decisions concerning:
 - a. Salary changes
 - b. Reappointment of non tenured faculty
 - c. Redefinition of duties and responsibilities as appropriate

- d. Allocation of spaces, facilities, and other resources
 - G. To assist the Chair and the faculty member in identifying any professional performance issues or areas of weakness a faculty member may have and in developing plans to remedy such problems.
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Departmental Guidelines

Each department shall develop written departmental guidelines for faculty review and development, in accordance with the School of Medicine *Policy on Faculty Development and Performance Review and Guidelines for Appointment, Promotion, and Tenure*. The departmental guidelines shall include the specific criteria for faculty review or shall provide reference to the criteria stated in the School of Medicine *Guidelines*. The departmental guidelines may be more detailed depending upon the needs and strategic plans of the individual department. The departmental guidelines shall include a mechanism for accomplishing formal faculty mentoring in the department or division, when requested by the faculty member. These guidelines should not restrict the diverse interests, contributions, and creativity of individual faculty members. A copy of the departmental guidelines on faculty review and development shall be submitted to the Dean of the School of Medicine for approval.

Departmental Procedures

A. Chair's letter to new faculty recruit

Initial faculty duties, responsibilities, career goals, and objectives should be established by the Chair or the Chair's designee in writing during the recruitment stage for all regular faculty members and be part of the faculty member's departmental record. Ordinarily, the written document will be part of the recruitment letter(s) by the Chair or Division Chief. A template of the recruitment letter is available online at http://med.emory.edu/administration/faculty_affairs_dev/procedures.html.

B. Schedule for career development and performance review conferences

The School of Medicine requires annual reviews using the CCPR for all faculty ranks, including Associates, Senior Associates, Instructors, Assistant Professors, Associate Professors and Professors. Regular, full-time and part-time faculty must be reviewed. Newly hired faculty will be exempt from the review process for their first year, but will be required to participate in the CCPR process the calendar year following completion of their first full year of employment. Reviews may be conducted more frequently if desired by the Chair or faculty member.

C. Faculty member's role in career development and performance review conferences

The faculty member will complete Part I of the CCPR prior to the career conference, which includes uploading a current copy of his/her curriculum vitae. This section of the form captures awards and notable accomplishments and contains a section in which the faculty member specifies both short and long term goals. The Department may also request that faculty bring additional materials to the development review such as teaching evaluations.

D. Department career development and performance review meeting

In each department, the Chair or Chair's designee will hold formal career development and performance review meetings with each faculty member annually. The Chair's designee may be a Division Chief, a senior faculty member in the department, or the direct faculty supervisor of the faculty member. At the

discretion of the Chair, other faculty participants internal or external to the department may be included in the meeting if desired by the Chair or Chair's designee or requested by the faculty member. These individuals are herein referred to as the "evaluator."

The career development and performance review conference should be conducted in a manner free of arbitrary, capricious, and discriminatory elements; should reflect the nature of the individual's field of work; and must conform to fair and reasonable expectations as recognized by faculty peers in each department. All participants should be sensitive to the special needs and circumstances of individual faculty members.

Prior to the review meeting the evaluator should review Part I of the CCPR and obtain and review any available metrics or evaluations of the faculty member's teaching, scholarship and service. The evaluator and faculty member will jointly review and modify, as appropriate, the short and long term goals proposed by the faculty member in Part I. A development plan should be created and should set appropriate time lines for accomplishments of these objectives and should indicate criteria for self-monitoring by the faculty member. The plan should include guidance on promotion matters and the ways in which the department will assist the faculty member. Participants in the review should assess the quality of the faculty member's accomplishments and contributions, identify any weaknesses or deficiencies in the record and develop a remedial plan that defines specific goals and outcomes that would help the faculty member overcome these weaknesses.

E. Written summary of career development and performance review meeting and development plan

Following the career conference the evaluator will complete and submit Part II of the CCPR online. This portion of the form includes a section in which the faculty member is evaluated in each of the academic missions using the following descriptors: "far below expectations", "below expectations", "meets expectations", "exceeds expectations," and "far exceeds expectations." It also provides for a narrative summary outlining important points of the discussion, expanding on the reasons for the foregoing evaluation, detailing goals and objectives, and defining a remedial plan, if any.

Once Part II is submitted, the faculty member receives notification that it is available for review. The faculty member should carefully review Part II and complete Part III, which allows for faculty comments. Online submission of Part III, which will occur automatically if the faculty member has not signed on within two weeks after Part II is posted, will be considered an acknowledgment that the faculty member has read, understood, and verified the contents of Part II. If a faculty member and the department cannot agree on the contents of the written document, the faculty member may request a second development plan (see "*Additional processes*" below). Following online submission of Part III, Part IV of the CCPR will be made available to the Chair or Chair's designee to make final comments. Online submission of Part IV by the Chair or Chair's designee is considered verification and completion of the form, but the faculty member will be notified of, and have an opportunity to respond to, any changes in evaluative parameters made by the chair.

Follow-up

Follow-up meetings or reviews before the next scheduled development review may be part of the faculty member's development plan. Such additional meetings and reviews may also be requested by the Chair or the faculty member.

Departmental Report to Dean

All CCPRs are archived online for a period of 10 years and are available for review by the faculty, Chair or Chair's designee and the Dean's Office, as appropriate. At the end of the academic year, the Dean will receive a summary of the completed CCPRs from each department

Additional Processes

A. Departmental level

If the Chair or Chair's designee and the faculty member cannot agree on the contents of the written meeting summary and development plan as to the faculty member's performance, goals and objectives, and development or remedial plan, or if the faculty member so requests, the Chair may, in consultation with the faculty member, appoint another senior faculty member or an ad hoc committee to review the development plan, and provide necessary advice to the Chair on how to resolve areas of disagreement. The ad hoc committee will include senior faculty in the department and may also include senior faculty in the department in which the faculty member holds secondary or joint appointment or other senior faculty whose expertise may be desired. To the extent possible and reasonable, any ad hoc committee member should be knowledgeable about the faculty member's area of research, teaching or professional service.

B. Extra-departmental level

The procedures for appeal set forth in the School of Medicine *Guidelines* are available to any faculty member who feels aggrieved by the career conference and performance review procedures as applied to that faculty member.

* Approved by SOM faculty, ballot vote, November 1996

* Approved by SOM Council of Chairs, December 1996

* Revised by SOM Assoc. Dean for Faculty Affairs, October 2011

* Revised by SOM Assoc. Dean for Faculty Affairs, February 2016

* Approved by SOM Council of Chairs, March 2016