

STANDARD 4: FACULTY PREPARATION, PRODUCTIVITY, PARTICIPATION, AND POLICIES

1. Comment on the current and anticipated adequacy of faculty numbers, mix, qualifications, and availability to support the medical education program and the other missions of the medical school. (4.1)

A large and adequate number of faculty members participate in and are available to support the medical school teaching mission. A demonstrable contribution to teaching is expected of faculty appointed to all but the research track. Courses required for medical students are taught by faculty from 6 of the 8 basic science departments, and by 12 of the 20 clinical sciences departments. The full time basic science and clinical faculty number 2257, providing a ratio of approximately 4 faculty per student. That ratio grows to 6 by accounting for 948 part time and volunteer faculty, most of whom fulfill a clinical preceptor role. Those who are substantially involved in the medical curriculum are provided protected time with compensation ranging from 0.25 FTE to 0.4 FTE. These individuals include society leaders, curriculum chair, clerkship directors, small group advisors and preclinical course directors. A doctoral degree is required for faculty appointment with only limited exception. SOM policy is that clinical faculty must be, minimally, board-eligible in their specialty upon appointment and board-certified for continuation. There is also a healthy mix of experienced and younger faculty that ensures a good balance of time-tested wisdom and new ideas. The basic science faculty evenly split between senior (Full/Associate professors) and junior (Assistant) professors, whereas a third of the clinical faculty hold full and associate professor ranks. The demographic mix of faculty is important for providing appropriate role models for students. The SOM faculty demographics are very consistent with that of the student population with regards to gender and ethnicity. The faculty also ranks higher in the number of female faculty as well as minority faculty when benchmarked with other medical schools.

The expected faculty attrition rate for the next three years is 11%, which will be offset by new hiring activities. If one extrapolates this data, it would take 6.8 years for a 25% attrition to occur and 13.6 years for a 50% attrition, which is a longer average time that the mean for US Medical Schools (4.6 years for 25% attrition and 9.4 years for 50% attrition) as per AAMC data (see attached document). The basic science departments expect 5 to 6 new faculty hires in the next three years. All but the departments of Otolaryngology, Neurosurgery and Urology also foresee new faculty hiring.

2. Evaluate the level of scholarly productivity of the faculty in the context of the medical school's research mission and goals. (4.2)

The level of scholarly productivity of the faculty is outstanding. Participation in scholarship is expected of all faculty, but to a different degree depending on faculty focus. Scholarly impact is judged in part by quantitative measures including the h-index of individual faculty, senior authorship on high impact papers, and reputation among the leaders of their respective fields. Tenure track faculty members are those that participate in the full range of academic activities including scholarship, teaching, and professional service. Tenure track faculty members are expected to show a continuous record of publication of original research, as well as to contribute important reviews and book chapters. Most have achieved and maintained a national and international reputation for their scholarship. They must maintain a strong record of extramural funding and give presentations at national and international meetings. Similar expectations for scholarship hold for faculty on the research track, but teaching and service are not required. Members of the faculty on the clinical track and the medical educator and service track must also contribute original scholarly publications as well as book chapters and reviews. As a group the faculty is extremely successful in securing extramural research funding (e.g., 17 departments in the school are among the top 25 most highly NIH funded departments in their fields in 2014).

3. Are the policies and procedures for faculty appointment, promotion, granting of tenure (if applicable), and dismissal clear, understood by the faculty, and followed? Do all faculty get regular and sufficient information related to their responsibilities, benefits, and remuneration? (4.3)

The policies and procedures for faculty appointment, promotion, granting of tenure (if applicable), and dismissal are adequately understood by the faculty, and are followed. Moreover, faculty members get regular and sufficient information related to their responsibilities, benefits, and remuneration. New faculty members are informed initially in

STANDARD 4: FACULTY PREPARATION, PRODUCTIVITY, PARTICIPATION, AND POLICIES

their offer letters about terms and conditions of employment, proposed academic rank, salary, clinical compensation plans, description of responsibilities, benefits information, clinical credentialing and licensing information (if applicable). A standard template for offer letters is available. Upon hire, the chair or division chief proposes one of four tracks for each faculty member, to which the faculty member agrees. There are four faculty tracks in the Emory School of Medicine, the tenure track, research track, clinical track and Medical Education Service track. The responsibilities and expectations for each track differ as described online in The School of Medicine Guidelines for Appointments, Promotion and Tenure, and the Emory Grey book. Thereafter, new faculty members meet formally with their division chief/chairs to review their responsibilities, performance, and career goals in accordance with School of Medicine Faculty Development policies. These meetings are captured using the Career Development Conference Report online reporting tool, which can be accessed by the faculty member, the chair and the dean. Moreover, the School of Medicine holds a mandatory annual orientation for new faculty to present information on faculty policies, conflict of interest, promotion and wellness, along with other academic topics of interest.

Renewal of limited (clinical, research and medical educator and service tracks) appointments are decided by chairs on an annual basis based on faculty performance and departmental needs. In the absence of a letter of non-renewal, a limited appointment is considered renewed. In the case of tenure track faculty who do not achieve tenure in the requisite period the chair may recommend to the dean that the faculty member be reassigned to Clinical or Research Track. Alternatively, the faculty member may receive a letter of non-renewal, which should be issued on or before May 30th for a termination date of August 31st of the following year. Policies outlined in the Emory Grey Book describe criteria for termination of employment of tenured faculty.

4. Comment on the adequacy of the policies and procedures related to provision of feedback to faculty about their academic performance and progress toward promotion and tenure (if relevant). Is the requirement to provide feedback to faculty codified in institutional policy and is the policy followed? (4.4)

There are adequate policies and procedures for provision of feedback to faculty regarding their academic performance and progress toward promotion and tenure (if relevant). School of Medicine policy requires feedback to faculty, and this policy is adequately followed. The chair or chair's designee in each department of the School of Medicine is expected to conduct a periodic professional development review with each regular, full-time faculty member who holds primary appointment in the department. To comprehensively capture and archive information related to these meetings, the online career development conference report tool was developed and implemented in 2007 (http://med.emory.edu/faculty_dev/career-development/cdcr.html). This tool allows the faculty member to either upload a CV or describe his/her accomplishments on a structured, online form. The chair or chair's designee reviews the form and then meets with the faculty member focusing on his/her research accomplishments, teaching effectiveness, and service contributions (productivity measures and patient satisfaction scores) in view of his or her short-term and long-term professional goals and the goals of the department and School of Medicine. Progress towards promotion and tenure is discussed at these conferences. All meetings are followed by a written narrative by the chair, with an opportunity for the faculty member to respond.

The Associate Dean for Faculty Affairs oversees the Career Development Conference Reports, provides information to chairs about faculty who are due for review, and tracks completion of the required career conferences. In March of each year, the online tool is updated to indicate which faculty members are due for review that year. An email is sent to the chairs advising them to begin the review process. Reviews must be completed by December 31, after which two months are allowed for completion of the supporting documentation. The Associate Dean reviews completion rates each year and provides a report to the dean, who shares it with the chairs during their annual review. The total Career Conference Report Completion Rate for 2013 was 77% and for 2014 was 74%. These rates are adequate for this newly implemented system, but should be improved upon in next year.

STANDARD 4: FACULTY PREPARATION, PRODUCTIVITY, PARTICIPATION, AND POLICIES

5. Evaluate the adequacy of opportunities for professional development to enhance the teaching, assessment, evaluation, and research skills of the faculty and the knowledge of their disciplines. Is faculty development accessible/available to faculty at all sites and is faculty participation supported by the institution? (4.5)

There are adequate opportunities for professional development to enhance the teaching, assessment, evaluation, and research skills of the faculty and the knowledge of their disciplines. These opportunities for faculty development are accessible and available to faculty at all sites and faculty participation is encouraged by the institution. The office of Faculty Development is responsible for creating and coordinating programs to assist faculty with all aspects of career development. This office is staffed by a 0.2 FTE coordinator and directed by the Associate Dean for Faculty Affairs and Development (0.5 FTE). There is also oversight by an Executive Associate Dean for Faculty Affairs and Development. Programming needs are identified via the Faculty Development Advisory Committee, which consists of faculty representatives in both basic and clinical science departments across the university.

The SOM offers a robust series of programs to enhance the teaching, evaluation and assessment skills of the faculty. These include programs as diverse as the following: “Learning to be better teachers” – an annual full day teaching workshop; Junior Faculty Development Course which has enrolled over 300 faculty in the past 8 years; Medical Education Workshop series offered by the GME Office; and the annual Faculty Education, Enrichment, and Development Conference which offers career-path specific sessions for educators, researchers and basic scientists. In addition, faculty may obtain one-on-one sessions through the “Teaching Consultation Program,” and/or consult with our Assistant Dean for Medical Education Research who is a PhD educator with expertise in assessment, program evaluation and curriculum development. All departments review teaching performance through the Career Conference Reports. Chairs, core faculty and course and clerkship directors review evaluations of participating faculty. If necessary, faculty is then offered remediation opportunities via their individual departments.

Faculty development in research skills are fostered via both individual department resources ranging from mentoring programs to grant or manuscript review committees to department seminars on publishing, as well as SOM sponsored programming such as “Clinical Research Bootcamp 101,” “K Club,” and access to a grant-writing specialist who offers a 3-session grant writing tutorial for a new grant. The Emory University Office of Research Compliance also offers monthly series of lectures on topics related to research compliance, monitoring and ethics.

Each department manages discipline-specific professional development and professional development funding. Faculty participates in teaching workshops or conferences through national meetings of their professional societies. Most departments distribute a set amount each year for each faculty member and allot discretionary funds from clinical revenues and/or protected time to attend professional development events. The SOM offers a robust series of programs to help faculty prepare for promotion, including the Faculty Development Seminar Series and a bi-annual CV workshop.

Faculty development programming is communicated through the all-faculty email list and posted on the website. The faculty Development Seminar Series is held on main campus and broadcasted in real-time via Adobe Connect. Seminars are also taped and archived for later viewing. All SOM faculty Development events are free to attend and supported by the departments.

6. Comment on whether the dean and a committee of the faculty determine institutional policies. (4.6)

There are 3 different leadership groups that regularly meet with the Dean to help shape institutional policies. The Council of Chairs meets twice monthly and is comprised of the Chairs of the School’s 28 academic departments. Non-voting ex-officio members of the Council of Chairs include the Dean, Executive Associate Deans and selected Associate Deans. The Curriculum Committee focuses on educational program policies for the School of Medicine. This committee consists of eleven sub-committees and one executive committee. Its membership includes faculty from almost all of the departments, in addition to students. Each sub-committee and the executive committee meet monthly. Examples of priority areas during the most recent academic year include policies on scheduled instructional

STANDARD 4: FACULTY PREPARATION, PRODUCTIVITY, PARTICIPATION, AND POLICIES

time, revamping student assessment and program evaluation instruments and processes, oversight of student electives, and the standardized use of Blackboard for all courses and clerkships. More detail on the Curriculum Committee can be found in Standard 8.1. Finally, the Faculty Advisory Council (FAC) was established in 2008 and its 10 members, elected by their peers from the clinical and basic science departments, serve as a conduit for feedback from the School of Medicine faculty to the Dean regarding issues relevant to faculty functioning in the SOM. The FAC's priority areas over the past year have been protecting faculty time and reducing administrative burden, providing feedback on the Dean's strategic initiatives, optimizing communication, and faculty governance.