

APPENDIX B: GUIDELINES FOR EVALUATION OF ARPT CRITERIA

INTRODUCTION

A faculty member's scholarship, research, and other academic work should make a contribution to the particular field of interest and serve as an indication of professional competence. This kind of activity is expressed in the quality of awards, peer-reviewed publications, abstracts, presentations, extramural funding. Activities include recognition beyond the boundaries of Central Michigan University.

It is clear from the criteria described in Appendix A that the College of Medicine intends to review the scholarly work for promotion and tenure to those whose activities lead to outcomes that are reviewed by peers outside of this institution and create for the candidate regional, national, or international recognition. The faculty candidate for promotion and/or tenure and the chair should understand eligibility in this area requires supporting documentation that the faculty members' activities have led to the creation of peer-reviewed products that have gained the candidate regional, national, or international recognition as required.

GENERAL GUIDELINES

Clinical, Education or Research scholarship may be achieved through innovation in the pedagogy of medical education, medical research, laboratory research, and the acquisition of knowledge through various means including publications, presentation, and professional practice that are peer reviewed and extend beyond Central Michigan University. Evidence of achievement in Clinical, Administrative, Research/Scholarship and Education.

CLINICAL

- A. Contribute to a clinical or professional program(s)
- B. Consideration by students, residents, fellow, faculty and regional peers as an excellent clinician
- C. Have an emerging or established local, regional, national, or international reputation as a consulting physician or professional.
- D. Play an essential role in developing and/or directing clinical or professional programs.
- E. Devise or implement a new clinical method or protocol, which receives local, regional, national, or international recognition.
- F. Develop or contribute to clinical cases
- G. Case reports

ADMINISTRATIVE/PROFESSIONAL/SERVICE

- A. Appointment to Editorial Boards of Professional Journals: Service on editorial boards of professional journals or as peer reviewers of manuscripts also provide evidence of the faculty members' stature within their discipline.
- B. Service on National Professional Advisory Boards: Service on study sections for NIH, NSF, or other national research advisory boards also provides evidence of national stature.
- C. Election/Appointment to Office in National Professional Organizations: Election/appointment to an official position or office in a national professional organization provides evidence of peer and national recognition.
- D. Awards: Awards received by the faculty member for excellence in teaching or research provides other evidence of their teaching and scholarly ability.
- E. Appointment or election to offices in pertinent local, regional or national medical societies.
- F. Advising of students, residents, junior faculty, staff, and could also include the role many faculty play as advisors to community groups and advisory boards
- G. Mentoring as an active role that more experienced faculty take in helping to advance the career of another faculty member, students or residents by improving his or her educational or other productivity over time.

RESEARCH/SCHOLARSHIP

- A. Invited Seminars: Research or Pedagogy seminars given by the faculty member at other institutions also provides evidence of research or education stature.
- B. Publications: The quality of publications, the consistency of productivity, and the number of publications are all factors that are considered. Considerations in judging the quality of scholarly work include whether or not the journals are refereed, journal impact factor, the number of authors and the role the faculty member played in the execution of the project.
- C. Support for Scholarship: The organization, execution, and establishment of a creative, productive and sustained research/scholarship program provides evidence of scholarly capabilities. Grants obtained as a principal investigator, or significant collaborating investigator at the national level provide evidence of research excellence for appointment or promotion to the rank of Associate Professor or Professor. Other types of research grants that will contribute to the scientific body of knowledge are also important. In view of the decreasing percentage of funded applications, unfunded grants, which are favorably reviewed, may be taken into account and given consideration. Medical education scholarship may be supported through collaborative arrangements with other institutions or entities.
- D. Presentations at Scholarly Meetings and Conferences: Scholarly stature and quality will be assessed, in part, by invited presentations at scholarly meetings and conferences. Presentations given at meetings or conferences that have been screened by a review

committee, may be given more weight. Invitations to participate in national or international meetings or to organize sessions for such meetings also provide evidence of peer recognition of research and education accomplishments.

EDUCATION

- A. Student and/or Performance: Objective measures, particularly external, of student progress in the courses in which the faculty member teaches provide evidence of teaching achievement.
- B. Student and/or resident Evaluation: classroom/laboratory teaching assessments compared to course norms.
- C. Review of Instruction: Quantity and evaluation of teaching by the Office of Medical Education including the assessment forms indicating the student evaluation of faculty teaching performance.
- D. Instructional Material and Methodology: Documented evidence of faculty creation of new teaching methods or subject matter will be considered for recognition of achievement in education. New instructional materials may be included in portfolios and submitted to Chairs along with an explanation of the reasons why new teaching methods or materials were introduced, a comparison of the new or non-traditional approach with conventional methods, and a review of outcomes.

ASSOCIATE PROFESSOR COMPETENCE

To be considered at the Associate Professor level for both Non-tenure and Tenure Track as **competent in scholarship/research** the faculty member must show activity that may include (this is not an all-inclusive list)

- Publications in peer reviewed venues
- Regional and/or national recognition
- The faculty member is a major contributor to the work, first or corresponding author or a significant contributor whom without the work could not have been completed
- Attempts or attainment of extramural funding to support the scholarship/research
- Development activities that include new curricula and syllabi, development of courses, interdisciplinary curricula, development of educational sites and/or community educational activities.
- Participating in faculty development activities
- Leadership as a service component and educational component would include service on an educational committee and/or chair of a committee.
- Obtainment or potential of attainment of external funding.
- Evidence of mentoring to students, residents and/or other faculty members.

PROFESSOR EXCELLENCE

To be considered at the Professor level for both Non-tenure and Tenure Track as **excellent** in **scholarship/research** the individual must show activity that may include (this is not an all-inclusive list)

- Ongoing and sustained works published in peer reviewed venues with high impact factor
- National or International recognition
- The faculty member is a major contributor to the work, first or corresponding author or a significant contributor without whom the work could not have been completed
- Obtainment of extramural funding as principal investigator (PI) to support scholarship/research. If the faculty member is a collaborating investigator and not the PI, it must be demonstrated that their contribution is crucial to the success and funding of the project.
- Activities that include new curricula and syllabi, course development, interdisciplinary curricula, development of educational sites and/or community educational activities.
- Participating in faculty development activities
- Evidence of effective mentoring of other faculty members, student and residents by establishing long-term relationships that aide the other faculty, student and residents in reaching his or her career goals.
- Leadership as a service component and educational component would include service on an educational committee and/or chair of a committee.
- Leadership as a professional service component that would include committee service or leadership positions on regional/national/international professional groups.