FACULTY COUNCIL MEETING MINUTES  
Monday, March 16, 2015  
Room 1150, MEB, 1st Floor  
12 Noon-1pm

MEMBERS IN ATTENDANCE:

Laxman Gangwani, Ph.D., Biomedical Science  
Susan Watts, Ph.D., Immediate Past President, Emergency Medicine  
Juan Figueroa-Casas, M.D., President-Elect, Internal Medicine  
Jennifer Molokwu, M.D., Family Medicine  
Dale Quest, Ph.D., President, Medical Education  
Darine Kassar, M.D., Neurology  
Rona Fagan, R.N., Orthopaedic Surgery & Rehabilitation  
Heidi Lyn, M.D., OB/GYN  
Alireza Torabi, M.D., Ph.D., Pathology  
Nassim Akle, M.D., Radiology  
Hoi Ho, M.D., Associate Dean for Faculty Affairs & Development, ex-officio, non-voting  
Rajendra Marwah, M.D., Community Representative, EPCMS, non-voting

MEMBERS NOT IN ATTENDANCE:

Jesus Peinado, M.D., Pediatrics  
Amelia Leony-Carrete, L.C.S.W., Psychiatry  
Trent Filler, D.D.S., Surgery  
Richard A. Lange, M.D., M.B.A., Founding President TTUHSC El Paso, Dean PLFSOM, ex-officio, non-voting

GUESTS:

J. Manuel de la Rosa, M.D., Provost & Vice President for Academic Affairs  
Frank Stout, AVP Finance and Administration  
Jessica Calderon-Mora, MPH, Office of Diversity  
Sitratullah Maiyegun, M.D., Pediatrics  
Zuber Mulla, Ph.D., OB/GYN  
Stormy Monks, Emergency Medicine  
Andrea Cancellare, Library  
Henry Weisman, M.D., Committee on Libraries and Educational Resources  
Shaked Laks, M.D., Radiology  
Cindy Camarillo, Sr. Director, Faculty Affairs  
Miranda Alvarez, Faculty Affairs

I. CALL TO ORDER

Dale Quest, Ph.D. - Faculty Council President  
Dr. Quest, President of the Faculty Council, called the meeting to order at 12:03 PM

II. REVIEW AND APPROVAL OF MINUTES

Dale Quest, Ph.D. - Faculty Council President  
Having met quorum, the Faculty Council members unanimously agreed to approve the meeting minutes from January 20, 2015 with no changes.

III. OLD BUSINESS
A. Approval of Bylaws Revisions
   • Dale Quest, Ph.D. President

Dr. Quest presented revisions to the Faculty Bylaws, Article IX.C.2, Committee on Curriculum and Educational Policy, and Article IX.C.3., Committee on Evaluation of Education Programs. A motion was made to approve the revisions. The motion was seconded and approved.

*See attached report

IV. NEW BUSINESS

A. Diversity Engagement Survey
   - Jessica Calderon-Mora, MPH

Ms. Calderon-Mora presented the results of the Diversity Engagement Survey:

*See attached report

B. Emeritus Appointment for Dr. Meier
   • Dale Quest, Ph.D.

Dr. Tyroch, department chair for the department of surgery submitted a nomination for an emeritus appointment for Dr. Donald Meier. A motion was made to recommend the approval of an Emeritus Professor appointment for Dr. Meier. The motion was seconded and unanimously approved. The recommendation will be forwarded to President Lange.
### V. DEAN’S REPORT

**J Manuel de la Rosa, M.D.**  
- Provost & Vice President for Academic Affairs

Dr. de la Rosa reported the following:

- Leadership Retreat: This year’s retreat took place over a two day period in Las Cruces, NM. The first day consisted of the deans from PLFSOM, GGHSON and GSBS. Dr. Quest and Dr. Figueroa were also present at this retreat, representing the Faculty Council. The second day was mainly for the clinical department chairs. The groups from both days will meet again on April 11th to compare notes and come up with a strategic plan.
- Clinical Affairs Committee: The committee was discussed at the retreat. The dean agreed to go ahead and activate the committee and appointment members. The Clinical Affairs committee will meet in coordination with the Clinic Operations committee.
- Tenure and Promotion Process: The president accepted an invitation from Dr. Quest to present at the Faculty Council next meeting regarding this process and this year’s results.
- President Lange confirmed that Dr. Kathryn Horn has been appointed as the Assistant Vice President for Student Services.
- Library Committee: Dr. de la Rosa asked the committee to start to meet monthly. The provost’s office is in the midst of reevaluating the library space, library collection, and website.

### VI. President’s Report

**Dale Quest, Ph.D.**  
- Faculty Council President

**Doctor’s Day Breakfast**
- Monday, March 30, 2015 7:30 AM-9:30 AM
- MEB 1110
- All PLFSOM Faculty are invited to attend at their convenience

**General Faculty Meeting**
- Tuesday, March 31, 2015 11:30 AM
- AEC, Misenhimer Auditorium

**Leadership Retreat Update**
- Dr. Quest and Dr. Figueroa took the topics of discussion from the Faculty Governance Retreat to the Leadership Retreat in Las Cruces. The groups will meet again in April to come up with a plan to address the issues discussed at the retreat. Dr. Quest will provide an update at the next Faculty Council Meeting.
### VII. FACULTY AFFAIRS AND DEVELOPMENT UPDATE

**Hoi Ho, M.D.**
- Associate Dean Faculty Affairs and Development

Dr. Ho reported the following:

![New Pathways & Faculty Evaluation](image1)

*See attached report

### VIII. STANDING COMMITTEE REPORT

**Committee on Libraries and Educational Resources**  
Henry Weisman, M.D.  
- Committee Chair

Dr. Weisman reported the following:

![TTUHSC](image2)

*See attached report

### IX. TTUHSC FACULTY SENATE UPDATE
X. EPCMS UPDATE

Rajendra Marwah, M.D.
- EPCMS Representative

Dr. Marwah reported – Syed Yusof, M.D. was elected President of the El Paso County Society, and Gilbert Handal, M.D. was elected Vice-President.
- Ceremony - Wednesday, January 21, 2015
  - Austin King, M.D. President of the Texas Medical Association (keynote speaker)
- CME Event - “Medicare in 2015: Everything You Need To Know”
  - Tuesday, February 24, 2015 from 9:00 – 12:30 p.m.
  - Location - El Paso Specialty Hospital
- CME Event - “Working Together to Accomplish Healthy Vision in 2020”
  - Tuesday, March 10, 2015 6:00 p.m.
  - Presented by TMA and EPCMS
  - Location - Paul L. Foster School of Medicine Room 1200 MEB at 6:00 p.m. CME available
- The El Paso Physician Show is Thursday, January 29, 2015
  - Students have expressed that it is very informative

XI. ADJOURNMENT

Dale Quest, Ph.D.
- Faculty Council President

With no further business to discuss, Dr. Quest, Faculty Council President, adjourned the meeting at 12:24 PM.

FOLLOW UP:

<table>
<thead>
<tr>
<th>ITEM:</th>
<th>PERSON/DEPARTMENT RESPONSIBLE:</th>
<th>TASK COMPLETED Y/N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nominations for EPCMS Membership</td>
<td>Pending Departmental Faculty Council Representatives</td>
<td></td>
</tr>
<tr>
<td>CEPC bylaws revisions review by faculty at-large</td>
<td>Office of Faculty Affairs</td>
<td></td>
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Dale Quest, Ph.D.
Faculty Council President
PLFSOM Faculty Bylaws
Proposed Revisions For Approval by Faculty Council
March 2015

PROPOSED FACULTY BYLAWS AMENDMENTS
Revised Summary of Revisions

**Summary of Revision:** Article IX.C.2., Committee on Curriculum and Educational Policy
Changes the committee's composition to reduce number of College Masters by two, and adds two additional 'at-large' members (one clinician and one basic scientist); Implements term limits for 'at-large' members; Adds 13 ex-officio, non-voting members to include the Assistant Deans of Medical Education, Assistant Dean of Student Affairs, Director of Assessment and Evaluation, the Dean or Dean’s designee, and 8 student representatives (2 from each class); Modifies title of committee chair; Clarifies relationship to the Committee on Evaluation of Education Programs

Article IX. STANDING COMMITTEES
C. Standing Committees

2. Committee on Curriculum and Educational Policy

This committee will report to the Faculty Council. The Curriculum Committee is chaired by the (Senior) Associate Dean for Medical Education. The membership of this committee will be broadly representative of the faculty responsible for and participating in the Doctor of Medicine degree program. Membership will include One-two College Masters from each of the four Colleges to include two-one basic scientists and two-one clinician, s are appointed for two-year terms on a rotating basis who are each appointed for a four-year term. In addition to the above, membership will include Three-four members from the basic sciences faculty and three-four members from the clinical sciences faculty are appointed for four year terms on a rotating basis. Candidates for these 'at-large' appointed positions are to be recommended by the (Senior) Associate Dean for Medical Education and appointed by the Dean for staggered four-year terms. Terms may be renewed by recommendation of the (Senior) Associate Dean for Medical Education and appointment of the Dean; however, 'at-large' members may be appointed for no more than two consecutive terms, after which they are ineligible to serve for four years. Candidates for these positions must demonstrate an ongoing interest in medical education as exemplified by presentations or publications on topics in medical education and/or recognized exemplary teaching skills. One student representative from each of the colleges is elected by the full student body membership of the respective college on an annual basis. Ex-officio, non-voting members will include: The Associate Director of the Library, and the Director of Information Technology or their designees, the Director of Assessment and Evaluation, the Assistant Deans for Medical Education, the Associate Dean for Student Affairs, and the Dean or Dean’s designee, and two student representatives from each of the four classes will be ex officio (non-voting) members. The student representatives will be designated by and from the Student Curriculum and Evaluation Committee, the members of which are elected or re-affirmed annually by each class.

The Committee on Curriculum and Educational Policy is charged with planning, coordinating, reviewing, and evaluating the curriculum to ensure that it adheres to the written educational policies, goals, and objectives of the School of Medicine. Further, the Committee shall have full authority to make changes in educational policy or in the organization of the curriculum with the concurrence of the Dean and with comment and input from the Faculty Council. The Faculty of the School of Medicine has the responsibility to define course objectives, create and deliver content to meet those objectives, and will modify their activities in response to appropriate feedback from peers and students. The Committee will provide updates on its activities at least
twice a year to the Faculty Council. In order to accomplish the mission of the Committee, the Chair may appoint subcommittees that may include members who are not members of the Committee. It shall be the responsibility of the Committee to coordinate the activities and reports of these subcommittees. In addition, the Committee receives reports from the Committee on Evaluation of Educational Programs.

Summary of Revision: Article IX.C.3., Committee on Evaluation of Education Programs
Changes reporting line to the Faculty Council; Clarifies the committee’s composition; Deletes student representatives; Increases terms of membership to 4 years; Implement term limits for committee members; Adds three ex-officio, non-voting members to include the Assistant Deans of Medical Education, and the Director of Assessment and Evaluation; Adds clarifying language to the committee’s roles

3. Committee on Evaluation of Education Programs

The Committee on Evaluation will report to the Committee on Curriculum and Educational Policy. The committee shall be chaired by the Director of Assessment and Evaluation. The membership of this committee will be broadly representative of the faculty responsible for and participating in the Doctor of Medicine degree program, basic science instruction across the curriculum and the clinical training programs, and will include an equal number of physician and non-physician faculty members with at least three of each. In addition, the membership will include two of the College Masters not currently serving on the Curriculum and Educational Policy Committee. Committee Members will be appointed by the Dean on the recommendation of Candidates for membership are to be recommended by the (Senior) Associate Dean for Medical Education and appointed by the Dean for an initial staggered 4-3 year terms. Terms may be that will be annually renewable at by the discretion of the Dean and upon recommendation of the (Senior) Associate Dean for Medical Education; however, members may be appointed for no more than two consecutive terms, after which they are ineligible to serve for four years. Candidate for these positions should demonstrate interest in medical education. Ex-Officio, non-voting members of the committee will consist of include the (Senior) Associate Dean for Medical Education, the Assistant Deans for Medical Education, and the Director of Institutional Policy and Effectiveness, and the College Masters for Medical Education who are not serving terms on the Curriculum and Educational Policy Committee. The Evaluation Committee shall be chaired by the Director of Assessment and Evaluation.

Its The Committee’s primary function will be to provide oversight on the design, methods, collection, and interpretation of all data (quantitative and qualitative) that is used to assess the quality of the educational programs of the school. The roles of the committee will include the following:

- Review of the school’s undergraduate medical education evaluation systems and processes on a regular basis, including the content and structure of testing materials, student performance, validity and reproducibility of evaluations, evaluation feedback, and correlation of course content and evaluations.
- Evaluation of the curriculum and in the context of student performance and provide feedback to the Dean and the Curriculum and Educational Policy Committee about the effectiveness of the curriculum.
- Identify problems in student performance, pedagogy, or evaluation that might require prompt modification or remediation.
February 6, 2015

Richard A. Lange, MD, MBA
President and Dean-TTUHSC-El Paso
Paul L. Foster School of Medicine
Medical Education Building
5001 El Paso Drive, Suite 3200
El Paso, TX  79905

RE: Donald Edward Meier, MD, FACS

Dear Dr. Lange:

As the Chair of Surgery at Texas Tech University Health Sciences Center-El Paso/Paul L. Foster SOM, it is a pleasure and an honor to recommend Dr. Meier for emeritus appointment. Don has been affiliated with Texas Tech for twelve years:

- Surgery Student Clinical Clerkship Director, PLFSOM, 2013 - present
- Professor of Clinical Surgery, 2006 - present
- Division Chief of Pediatric Surgery, 2006 - present
- Clinical Associate Professor of Surgery, 2003 -2005

As his curriculum vitae attests, he obtained a Doctorate of Medicine from the University of Tennessee School of Medicine in 1971. He completed his general surgery residency at the University of Texas Southwestern in Dallas in 1977. After several years as a medical missionary, he returned to Dallas to enhance his surgical training with a two-year fellowship in pediatric surgery at UT Southwestern from 1995 through 1997.

As he established his academic surgical career in Dallas, Don continued to pursue his true passion as a surgeon by providing surgical care in the mission fields of Africa. We were fortunate in 2003 that he was successfully recruited to El Paso. Under his leadership, he has raised the quality of surgical care for children not only in El Paso, but also in far west Texas, southern New Mexico and the State of Chihuahua.

He has received numerous accolades, to include:

- Recipient of the Meier/Mounsey Endowed Chair in Pediatric Surgery
- Honorary Professor of Pediatric Surgery, Addis Ababa University in Ethiopia
- Major (retired), United States Army
- Alpha Omega Alpha Honor Medical Society
- President’s Lifetime Volunteer Service Award
To his credit, he has been scholarly productive:

- 35 publications
- 10 book chapters
- 3 National visiting professorships
- 21 International visiting professorships in 11 countries

Dr. Meier has garnered regional, national and international recognition for Texas Tech over the past twelve years. He has trained numerous residents and medical students from Texas Tech, William Beaumont Army Medical Center and UT Southwestern Dallas as well as trainees during his many trips to Africa. Furthermore, he has been a wonderful mentor to residents, students and junior faculty over the years. I believe Don is a worthy candidate to be considered for professor emeritus status based on his faithful and distinguished service to the institution for the past twelve years.

Sincerely,

Alan H. Tyroch, MD, FACS, FCCM
Founding Chair/Professor
Department of Surgery
PLFSOM/TTUHSC-El Paso

AHT/slu
CURRICULUM VITAE
DONALD EDWARD MEIER, M.D.
December 02, 2014

OFFICE ADDRESS: Texas Tech University Health Sciences Center
Paul L. Foster School of Medicine
Department of Surgery
4800 Alberta Avenue
El Paso, Texas 79905
Office: (915) 215-5310
Fax: (915) 545-6864

E-MAIL ADDRESS: donald.meier@ttuhsc.edu

HOME ADDRESS: 15 Diamond Crest Ln.
El Paso, TX 79902
(915) 351-8774

DATE AND PLACE OF BIRTH: August 30, 1946, Memphis, Tennessee

MARITAL STATUS: Married, Patsy Shelia Myatt
September 27, 1969

CHILDREN:
Lara Meier Arp - DOB: 7-29-72
Molly Meier Darwin - DOB: 7-26-74
Edward Franklin Meier - DOB: 7-26-76

EDUCATION:
- Memphis State University, Memphis, Tennessee, 1964-1968.
  Degree: B.S. in Chemistry. Magna Cum Laude.
- University of Tennessee School of Medicine, Memphis, Tennessee, 1968-1971.
  Degree: Doctor of Medicine.

GRADUATE TRAINING:
- Medical Intern, City of Memphis Affiliated Hospitals, Memphis, Tennessee,
- Surgical Intern, The University of Texas Southwestern Medical School and
- Surgical Resident, The University of Texas Southwestern Medical School and
  Affiliated Hospitals, Dallas, Texas, 1973 -1977.
- Pediatric Surgery Fellow, Children’s Medical Center, The University of Texas
  Southwestern Medical School, Dallas, Texas, 1995 - 1997.
MILITARY SERVICE:

- United States Army, Rank: Major. Tour: Kimbrough Army Hospital, Fort Meade,

ACADEMIC APPOINTMENTS:

- Surgery Student Clinical Clerkship Director, Paul L. Foster School of Medicine,
  Texas Tech University HSC, El Paso, TX 2013 – Present.
- Honorary Professor of Pediatric Surgery, Addis Ababa University, Addis Ababa,
  Ethiopia, February 2008 – Present.
- Meier/Mounsey Endowed Chairman, Division of Pediatric Surgery, Department
  of Surgery, Texas Tech University HSC, Paul L. Foster School of Medicine, El
  Paso, Texas, Nov 2007-Present.
- Professor of Clinical Surgery, Texas Tech University HSC, Paul L. Foster School
  of Medicine, El Paso, Texas, January 2006-Present.
- Clinical Associate Professor of Pediatric Surgery, Texas Tech Medical Center
- Interim Chairman, Division of Pediatric Surgery, Department of Surgery, The
  University of Texas Southwestern Medical School, Dallas, Texas, July 2000-
  April 2003.
- Associate Professor, Department of Surgery, The University of Texas
  Southwestern Medical School, Dallas, Texas, June 1999-2003. Assistant
- Adjunct Assistant Clinical Professor, Department of Surgery, Vanderbilt
  University, Nashville, Tennessee, July 1998-Present.
- Associate Lecturer, Honorary Consultant Surgeon, Department of Surgery, Jos
  University Teaching Hospital, Jos, Nigeria, 1992-1994.
- Associate Lecturer, College of Medicine, University of Ibadan, Nigeria, 1989-
- Examiner, National Postgraduate Medical College of Nigeria, Faculty of General
- Surgery Course Director for Student Education, Department of Surgery, The
  University of Texas Southwestern Medical School, Dallas, Texas. 1981-1982.
- Chairman, Cancer Committee, Dallas Veterans Administration Medical Center,
- Assistant Director, Nutritional Support Teams, Parkland Memorial Hospital and
  the Dallas Veterans Administration Medical Center, Dallas, Texas. 1980-1982.
- Affiliate Faculty Advanced Trauma Life Support Course, American College of
HOSPITAL APPOINTMENTS:

- Attending Surgeon, El Paso Children's Hospital, El Paso, Texas 2012 – Present
- Attending Surgeon, Thomason Hospital (now University Medical Center), El Paso Texas, 2003 – Present.
- Attending Surgeon, Providence Memorial Hospital, El Paso, Texas, 2003 – Present.
- Attending Surgeon, Del Sol Medical Center, El Paso Texas, 2007 – Present.
- Director of Surgical Services, Children's Medical Center, Dallas, Texas, July 2000 – April 2003.
- Attending Surgeon, Children's Medical Center, Dallas, Texas, 1999-2003.
- Attending Surgeon, Baylor University Medical Center, Dallas, Texas, 2000-2003.
- Attending Surgeon, Zale Lipsky University Hospital, Dallas, Texas, 1994 – 1997.
- Consulting Staff Surgeon Presbyterian Hospital of Dallas, Texas 1980 – 1982.
- Visiting Teaching Staff Surgery, St. Paul Hospital of Dallas, Texas, 1980 – 1982.
- Assistant Chief of Surgical Services, Veterans Administration Medical Center, Dallas, Texas. 1990 – 1991.

CERTIFICATION:


LICENSURE:

- Texas State Board of Medical Examiners, No. E0554 (Active).
- Tennessee State Board of Medical Examiners, MD7538 (Inactive).
- Maryland Board of Medical Examiners, D21904 (Inactive)
- Nigerian Medical Council, Registration December 29, 1982 (Inactive).
HONORS AND AWARDS:

- Men's Scholarship Award, Memphis State University, 1968.
- Alpha Omega Alpha Honor Medical Society, September, 1971.
- Mosby Academic Award, 1971.
- Certification of Recognition and Appreciation for Outstanding Teaching and Concern for Students. Presented by the University of Texas Southwestern Medical School Class of 1981.
- Outstanding Fellow Award Presented by Pediatric Residents of Children's Medical Center, Dallas, Texas. June 13, 1997.
- Appreciation Award for Training Pediatric Residents at Texas Tech University Health Sciences Center-El Paso, June 2006
- President’s Lifetime Volunteer Service Award from the President’s Council on Service and Civic Participation, October 2007.

MEMBERSHIP IN PROFESSIONAL SOCIETIES:

- El Paso County Medical Society, 2003-present.
- Texas Medical Association, 1980-present.
- Parkland Surgical Society, June 1982-present.
- West African College of Surgeons, May 1983-present.
- International Society of Surgery, January 1990-present.
- International Health Medical Education Consortium, 1994-1996.
- Pan African Association of Surgeons, August 1995.
- American Pediatric Surgical Association, Candidate 1998, Member 2002-present.
- Name changed to The Global Health Committee 2014 – Present, Vice Chairman July 2014 – Present.
- American Academy of Pediatrics, 2000-present.
- British Association of Pediatric Surgeons, 2001-present.
- Pan African Pediatric Surgical Association 2009-present.
- Alliance for Surgical and Anesthesia Presence (ASA) 2011 - Present
BIBLIOGRAPHY:

Investigative Reports:


27. Oladiran I, Meier DE, Ojelade AA, Olaolorun DA, Adeniran A, Tarpley JL:


**Book Chapters:**


Presentations:


5. Meier DE, Tarpley JL: Cross-leg fasciocutaneous flap: A useful technique in the


15. Meier DE, Oladivan IO, OlaOlorun DA, Gbadere DA: Neonatal tetanus - a continuing problem in developing countries. Presented at the American


17. Meier DE, Cavouti D, Barber R, Meier P; An improvised gas sterilization device for developing world hospitals in the tropics. Accepted for presentation at the 40th World Congress of the International Society of Surgery, Bangkok, Thailand, Aug. 24-28, 2003. Conference subsequently canceled because of SARS.


**Invited Speaker**


5. Meier DE: Hardships are inevitable; misery is optional. General and pediatric surgery in developing countries. Founding Dean’s Lecture, Paul L. Foster School of Medicine, El Paso, Texas, May 2008.

6. Meier DE: Hardships are inevitable; misery is optional. Pediatric surgery in underserved areas. CIMA Lectures on World Health. Presented at Paul L. Foster School of Medicine, El Paso, Texas; Techlinked to all Texas Tech University HSC campuses, January 2010.

7. Meier DE: How about a tropical vacation in scrubs? Not for everybody, but it may be for you. American College of Surgeons, South Texas Chapter annual meeting, Houston, Texas, February 2011.


11. Meier DE: The under-served world needs a few good general, general surgeons. Surgical Grand Rounds, University of Colorado Denver School of Medicine, Denver, Colorado, February 27, 2012.


13. Meier DE: Hardships are inevitable; misery is optional: delivering and teaching


National Visiting Professorships


2. Vanderbilt University Children’s Hospital, Nashville, Tennessee, April 9, 2008.

3. H. James Fox Lectureship, University of Colorado Denver School of Medicine, Denver, Colorado, February 27-28, 2012.
International Visiting Professorships (21 Professorships in 11 Countries)


2. Mother Theresa Children’s Hospital, University of Tirana, Tirana, Albania, November 2000, November 2002.

3. University College Medical School, Kampala, Uganda, November 2000.


7. Prishtina University School of Medicine, Prishtina, Kosova, November 2002.


10. Bowen University Medical School Teaching Hospital, Ogbomoso, Nigeria, July 2010.

11. Mbingo Baptist Hospital, Mbingo, Cameroon, April 2011, February 2014.

12. Hospital Central, Eduardo Mondlane Medical School, Maputo, Mozambique, April/May 2012.

13. Central India Christian Mission Hospital, Damoh, India, February 2013.

Educational Video Tapes:


Abstracts


Building a Diverse and Inclusive Work Environment

Results from the Diversity Engagement Survey

About the Diversity Engagement Survey (DES)

- Developed in conjunction with the Association of American Medical Colleges (AAMC) and the University of Massachusetts Medical School in 2011.

- Benchmark data was collected from March 2011 through April 2011 among 14 institutions.

- 22 items long and can be administered to students, faculty, and staff.

- Developed as a tool to measure institutional climate and culture through the lens of diversity and inclusion.

- Data is collected and analyzed through DataStar, Inc.
Goals of Survey

- **Descriptive** (tells us about the inclusiveness of our academic learning environment)

- **Diagnostic** (defines our areas of strengths and areas of improvement for our diversity and inclusion efforts)

- **Prescriptive** (points to the strategic direction for change)

**BREAKDOWN OF ITEMS**

By Cluster and Factor
Common purpose factor
4. I feel that my work or studies contributes to the mission of the institution.
17. I feel connected to the vision, mission and values of this institution.

Access to opportunity factor
5. This last year, I have had opportunities at work/school to develop professionally.
9. There is someone at work/school who encourages my development.

Equitable reward and recognition factor
10. I receive recognition and praise for my good work similarly to others who do good work at this institution.
16. In my institution, I am confident that my accomplishments are compensated similarly to others who have achieved their goals.

Cultural competence factor
7. In this institution, I have opportunities to work successfully in settings with diverse colleagues.
11. I believe my institution manages diversity effectively.
15. In my institution, I receive support for working with diverse groups and working in cross-cultural situations.
20. In this institution, there are opportunities for me to engage in service and community outreach.

Vision/Purpose Cluster

Trust factor
1. I trust my institution to be fair to all employees and students.
13. If I raised a concern about discrimination, I am confident my institution would do what is right.
19. I believe that in my institution harassment is not tolerated.

Sense of belonging factor
6. At work/school, my opinions matter.
14. I consider at least one of my co-workers or fellow students to be a trusted friend.
21. I feel that I am an integral part of my department or school.

Camaraderie Cluster
**Appreciation Cluster**

**Appreciation of individual attributes factor**
3. I am valued as an individual by my institution.
8. Someone at work/school seems to care about me as an individual.
22. The culture of my institution is accepting of people with different ideas.

**Respect factor**
2. The leadership of my institution is committed to treating people respectfully.
12. In my institution, I experience respect among individuals and groups with various cultural differences.
18. I believe that my institution reflects a culture of civility.

**RESPONDENT DEMOGRAPHICS**
POSITION
• Executive Leadership/Senior Admin.: 19
• Faculty: 88
• Staff: 208
• Student: 131
• Resident/Fellow: 10
• Post-doc: 3

LENGTH OF TIME AT SCHOOL:
• < 1yr: 114
• 1 yr – 5 yrs: 188
• 5 yrs – less than 10 yrs: 79
• >=10 yrs: 70

RACE/ETHNICITY
• White: 163
• Black/African American: 6
• Hispanic/Latino: 218
• Asian: 37
• Other: 14

(Total = 453)

AGE GROUP BY BIRTH YEAR
• 1922-1944: 4
• 1945-1964: 120
• 1965-1980: 136
• 1981-2000: 187

GENDER
• Male: 164
• Female: 279

SEXUAL ORIENTATION
• Heterosexual: 399
• LGBTQ or Other: 35
• Missing/Refused to Answer: 19

BELIEF SYSTEM
• Christian: 277
• Non-Christian: 129

Item | Agree | Neither Agree or Disagree | Disagree
---|---|---|---
I feel that my work or studies contributes to the mission of the institution. **Common Purpose** | 94% | 6% | 0%
In my institution, I experience respect among individuals and groups with various cultural differences. **Respect** | 87% | 9% | 3%
I consider at least one of my coworkers or fellow students to be a trusted friend. **Sense of Belonging** | 87% | 9% | 3%

**Faculty Respondents: Top 3 Items**
Faculty Respondents: Top 3 Items

TTUHSC El Paso

- I feel that my work or studies contributes to the mission of the institution. **Common Purpose**
- In my institution, I experience respect among individuals and groups with various cultural differences. **Respect**
- I consider at least one of my coworkers or fellow students to be a trusted friend. **Sense of Belonging**

Benchmark Data

- I feel that my work or studies contributes to the mission of the institution. **Common Purpose**
- In my institution, I experience respect among individuals and groups with various cultural differences. **Respect**
- In this institution, I have opportunities to work successfully in settings with diverse colleagues. **Cultural Competence**

<table>
<thead>
<tr>
<th>Item</th>
<th>Agree</th>
<th>Neither Agree or Disagree</th>
<th>Disagree</th>
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<tbody>
<tr>
<td>I receive recognition and praise for my good work similarly to others who do good work at this institution. <strong>Equitable Reward and Recognition</strong></td>
<td>59%</td>
<td>24%</td>
<td>16%</td>
</tr>
<tr>
<td>In my institution, I am confident that my accomplishments are compensated similarly to others who have achieved their goals. <strong>Equitable Reward and Recognition</strong></td>
<td>61%</td>
<td>22%</td>
<td>17%</td>
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<td>If I raised a concern about discrimination, I am confident my institution would do what is right. <strong>Trust</strong></td>
<td>61%</td>
<td>30%</td>
<td>8%</td>
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Faculty Respondents: Bottom 3 Items

Building a Diverse and Inclusive Work Environment
March 2015

Building a Diverse and Inclusive Work Environment
January 2015
**TTUHSC El Paso**

- I receive recognition and praise for my good work similarly to others who do good work at this institution.  
  **Equitable Reward and Recognition**
- In my institution, I am confident that my accomplishments are compensated similarly to others who have achieved their goals. **Equitable Reward and Recognition**
- If I raised a concern about discrimination, I am confident my institution would do what is right.  
  **Trust**

**Faculty Respondents:**  
**Bottom 3 Items**

**Benchmark Data**

- I receive recognition and praise for my good work similarly to others who do good work at this institution.  
  **Equitable Reward and Recognition**
- In my institution, I am confident that my accomplishments are compensated similarly to others who have achieved their goals. **Equitable Reward and Recognition**
- I believe my institution manages diversity effectively. **Cultural Competence**

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**Staff Respondents:**  
**Top 3 Items**

<table>
<thead>
<tr>
<th>Item</th>
<th>Agree</th>
<th>Neither Agree or Disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel that my work or studies contributes to the mission of the institution. <strong>Common Purpose</strong></td>
<td>89%</td>
<td>9%</td>
<td>2%</td>
</tr>
<tr>
<td>I consider at least one of my coworkers or fellow students to be a trusted friend. <strong>Sense of Belonging</strong></td>
<td>81%</td>
<td>10%</td>
<td>9%</td>
</tr>
<tr>
<td>In this institution, I have opportunities to work successfully in settings with diverse colleagues. <strong>Cultural Competence</strong></td>
<td>77%</td>
<td>14%</td>
<td>8%</td>
</tr>
</tbody>
</table>
TTUHSC El Paso

- I feel that my work or studies contributes to the mission of the institution. **Common Purpose**
- I consider at least one of my coworkers or fellow students to be a trusted friend. **Sense of Belonging**
- In this institution, I have opportunities to work successfully in settings with diverse colleagues. **Cultural Competence**

Benchmark Data

- I feel that my work or studies contributes to the mission of the institution. **Common Purpose**
- In this institution, I have opportunities to work successfully in settings with diverse colleagues. **Cultural Competence**

Staff Respondents:

Top 3 Items

<table>
<thead>
<tr>
<th>Item</th>
<th>Agree</th>
<th>Neither Agree or Disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>In my institution, I am confident that my accomplishments are compensated similarly to others who have achieved their goals. <strong>Equitable Reward and Recognition</strong></td>
<td>44%</td>
<td>24%</td>
<td>31%</td>
</tr>
<tr>
<td>If I raised a concern about discrimination, I am confident my institution would do what is right. <strong>Trust</strong></td>
<td>55%</td>
<td>24%</td>
<td>20%</td>
</tr>
<tr>
<td>At work/school, my opinions matter. <strong>Sense of Belonging</strong></td>
<td>55%</td>
<td>25%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Staff Respondents:

Bottom 3 Items

Building a Diverse and Inclusive Work Environment
March 2015
**TTUHSC El Paso**

- In my institution, I am confident that my accomplishments are compensated similarly to others who have achieved their goals. **Equitable Reward and Recognition**
- If I raised a concern about discrimination, I am confident my institution would do what is right. **Trust**
- At work/school, my opinions matter. **Sense of Belonging**

**Benchmark Data**

- In my institution, I am confident that my accomplishments are compensated similarly to others who have achieved their goals. **Equitable Reward and Recognition**
- I receive recognition and praise for my good work similarly to others who do good work at this institution. **Equitable Reward and Recognition**
- At work/school, my opinions matter. **Sense of Belonging**

**Staff Respondents: Bottom 3 Items**

**Student Respondents: Top 3 Items**
TTUHSC El Paso

- In this institution, there are opportunities for me to engage in service and community outreach. **Cultural Competence**
- I consider at least one of my coworkers or fellow students to be a trusted friend. **Sense of Belonging**
- I believe that in my institution harassment is not tolerated. **Trust**

Benchmark Data

- In this institution, there are opportunities for me to engage in service and community outreach. **Cultural Competence**
- I consider at least one of my coworkers or fellow students to be a trusted friend. **Sense of Belonging**
- This last year, I have had opportunities at work/school to develop professionally. **Access to Opportunity**

Student Respondents:
Top 3 Items

<table>
<thead>
<tr>
<th>Item</th>
<th>Agree</th>
<th>Neither Agree or Disagree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>At work/school, my opinions matter. <strong>Sense of Belonging</strong></td>
<td>77%</td>
<td>13%</td>
<td>10%</td>
</tr>
<tr>
<td>I feel that I am an integral part of my department or school. <strong>Sense of Belonging</strong></td>
<td>81%</td>
<td>13%</td>
<td>6%</td>
</tr>
<tr>
<td>I feel connected to the vision, mission and values of this institution. <strong>Common Purpose</strong></td>
<td>82%</td>
<td>10%</td>
<td>8%</td>
</tr>
</tbody>
</table>

Student Respondents:
Bottom 3 Items

Building a Diverse and Inclusive Work Environment
March 2015
### Student Respondents: Bottom 3 Items

<table>
<thead>
<tr>
<th>TTUHSC El Paso</th>
<th>Benchmark Data</th>
</tr>
</thead>
</table>
| • At work/school, my opinions matter. **Sense of Belonging**  
  • I feel that I am an integral part of my department or school. **Sense of Belonging**  
  • I feel connected to the vision, mission and values of this institution. **Common Purpose**  | • At work/school, my opinions matter. **Sense of Belonging**  
  • I feel that I am an integral part of my department or school. **Sense of Belonging**  
  • I believe my institution manages diversity effectively. **Cultural Competence**  |

**ANALYSIS BY DIVISION OF BIOSTATISTICS & EPIDEMIOLOGY**
• Found that in general, those here more than 1 year were less likely to agree with the items.
• Factor that had largest impact was Length of Time at School.
• Logistic regression performed to model the dissatisfaction of all respondents to the three major clusters: Vision, Camaraderie, and Appreciation.
• The predictor variables included were: sex (male, female), race/ethnicity (Hispanic, non-Hispanic White, non-Hispanic Other), sexual orientation (heterosexual, not heterosexual), and age/generation gap (Baby Boomer, Generation X, Millennial).

VISION CLUSTER:
• Female faculty were 4.5 times more likely to be dissatisfied as their male counterparts if they had been at TTUHSC El Paso for 5 years or more.

Findings for Faculty (n=84) (Based on unadjusted rates)
Findings for Staff (n=130) (Based on unadjusted rates)

CAMARADERIE CLUSTER:
- Individuals that identified as not heterosexual (lesbian, gay, bisexual, transgender, queer) were 4.6 times more likely to be dissatisfied than their heterosexual counterparts if they had been at TTUHSC El Paso from 1-5 years.

VISION CLUSTER:
- Non-Hispanic White individuals were 7 times more likely to be dissatisfied than their Hispanic counterparts if they had been at TTUHSC El Paso from 1-5 years.
- Individuals that identified as not heterosexual (lesbian, gay, bisexual, transgender, queer) were about 3.5 times more likely to be dissatisfied than their heterosexual counterparts if they had been at TTUHSC El Paso from 1-5 years.

APPRECIATION CLUSTER:
- Individuals that identified as not heterosexual (lesbian, gay, bisexual, transgender, queer) were about 3.25 times more likely to be dissatisfied than their heterosexual counterparts if they had been at TTUHSC El Paso from 1-5 years.

Findings for Students (n=206) (Based on unadjusted rates)

- No Statistically Significant Findings
CONCLUSION

- Overall, the findings from the Diversity Engagement Survey demonstrate that faculty, staff, and students are satisfied with the efforts and climate here at TTUHSC El Paso.
- When analyzing the data at a deeper level, unfortunately, no real statistically significant findings were found.
- However, the overall findings indicate that we must continue the work we are doing in diversity.
Current Diversity Initiatives

- Diversity and Global Health Perspectives Lecture Series
- Annual Cultural Competence Conference
- TTUHSC El Paso Committee on Diversity
- Spanish Lab
- Gay Straight Campus Alliance (GaSCA)
- Cultural Events
  - Hispanic Heritage Month Celebration
  - Cultural Diversity Celebration
- Support for diversity-related student groups (Diversity in Medicine, Women in Medicine, LMSA)
- PLFSOM Women in Medicine and Science Organization
- Diversity Mentorship Program for MSIs
- Safe Zone Training for Faculty/Residents, Staff, and Students
- Collaboration for World AIDS Day Events

Next Steps

- Administer Annual Diversity Survey in collaboration with the Office of Institutional Research and Effectiveness and the Office of Assessment and Evaluation in March 2015
- Re-administer a qualitative survey follow up to Diversity Climate Assessment administered in 2013 in 2-3 years to re-assess
- Develop new diversity initiatives through the Committee on Diversity
- Expand current initiatives to include GGHSON faculty, staff, and students
QUESTIONS?
ANNUAL FACULTY EVALUATION

• New changes in the faculty evaluation form
• Essential information of new pathways
NEW CHANGES IN THE FACULTY EVALUATION FORM

• Option to be placed on:
  • Medical Educator Pathway
  • Clinical Educator Pathway

• Good Citizenship
• Professionalism
• Additional comments regarding faculty performance

RECOGNITION AND PROMOTION-BASED EVALUATION
2015 FACULTY EVALUATION
(To be completed by the Department Chair)

Name of Faculty Member ________________ Department Name ________________

Track: □ Tenure □ Non-Tenure □ If Tenure Track, Tenure Status: □ Acquiring □ Tenured

Date of Application for Promotion to Associate Professor / Professor / Tenure: ___________ or □ NA

This faculty member elects to be placed on the □ Medical Educator Pathway or □ Clinical Educator Pathway

By checking this box, the chair attests that the faculty member meets the eligibility for the selected promotion pathway, if applicable.

Primary Responsibilities (As determined with Department Chair) Check primary area of responsibility and enter approximate percentage of time

□ Teaching (%), □ Clinical Service (%), □ Scholarship (%), □ Public Service (%)
This pathway is designed for those faculty, clinician or non-clinician, who devotes the majority of their time to educational endeavors associated with the mission of the School of Medicine. Faculty on the medical educator pathway are required to develop an educator’s portfolio. Faculty on this pathway are expected to demonstrate true excellence in teaching and carry a heavy (50% or more) teaching load and/or heavy administrative load related to individual educational programs or the educational mission of the institution. In addition, they are expected to clearly demonstrate scholarship within medical education, combination of teaching and administration, and/or in their respective discipline in order to advance on this pathway. Clinical faculty on the medical educator pathway are required to demonstrate direct patient care clinical activity within their specialty, remain board certified in that specialty and maintain licensure with the TSBME.
ELIGIBILITY FOR CLINICAL EDUCATOR

TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER
PAUL L. FOSTER SCHOOL OF MEDICINE
Clinical Educator Pathway

The Clinical Educator Pathway predominantly recognizes contributions of clinicians in the clinical and educational arenas. It will be expected that candidates in this pathway will spend a minimum of 70% of their time in clinically related activities (patient care activities and patient care administration duties.) It is also expected that the time spent in clinically related activities will overlap with educational activities such as mentoring of medical students and supervision of residents and fellows in inpatient and outpatient settings. However, some demonstration of scholarship will be required. Applicants on this pathway are required to prepare an educator's portfolio and/or a clinical portfolio.

For the rank of Assistant Professor, clinicians are required to be board certified in their discipline and/or trained in a subspecialty fellowship program. For the rank of Associate Professor, it is expected that the faculty member has a regional reputation in either clinical care or education/scholarship. For the rank of Professor, a national reputation in either clinical care or education/scholarship is expected.

ELIGIBILITY FOR CLINICAL EDUCATOR

- Heavy load of clinically-related activities (>70%)
- Some relevant scholarship productivities
- Educator portfolio OR Clinical portfolio
## GOOD CITIZENSHIP

### CITIZENSHIP

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Does Not Meet Expectations</th>
<th>Meets Some Expectations</th>
<th>Meets All Expectations</th>
<th>Exceeds Expectations</th>
<th>Significantly Exceeds Expectations*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observes institutional/departmental policies/procedures</td>
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<td></td>
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<tr>
<td>Respects others and their rights</td>
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<tr>
<td>Serves others before herself/himself</td>
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<td></td>
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<td></td>
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<tr>
<td>Accepts personal responsibility</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contributes to the organization/community</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

*Provide justification when **Significantly Exceeds Expectations** is selected.

## PROFESSIONALISM

### PROFESSIONALISM

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Does Not Meet Expectations</th>
<th>Meets Some Expectations</th>
<th>Meets All Expectations</th>
<th>Exceeds Expectations</th>
<th>Significantly Exceeds Expectations*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective communication with other employers and customers</td>
<td></td>
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<tr>
<td>Conforms to the technical and ethical standards of her/his profession</td>
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<tr>
<td>Accountability</td>
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<tr>
<td>Trustworthiness</td>
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<tr>
<td>Honesty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Links to Professionalism to assist in evaluations:**

- [https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1769526/](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1769526/)
- [https://faculty-staff.ou.edu/B/Mark-C-Bolino-1/AME%202003.pdf](https://faculty-staff.ou.edu/B/Mark-C-Bolino-1/AME%202003.pdf)
- [https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1769526/](https://www.ncbi.nlm.nih.gov/pmc/articles/PMC1769526/)
ADDITIONAL COMMENTS

OVERALL EVALUATION
(Please check one box)

<table>
<thead>
<tr>
<th>Does Not Meet Expectations</th>
<th>Meets Some Expectations</th>
<th>Meets All Expectations</th>
<th>Exceeds Expectations</th>
<th>Significantly Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Additional Comments Regarding Faculty Performance
Use this section to document positive reinforcement and/or constructive feedback:

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

DEADLINE

• Deadline for completing the evaluation: corresponds to the department faculty numbers.

• In the memo from Faculty Affairs
  • < 10 faculty: 4 weeks
  • 10-19 faculty: 4-6 weeks
  • 20-30 faculty: 6-8 weeks
  • > 30 faculty: 8-10 weeks
Medical Educator Pathway

This pathway is designed for those faculty, clinician or non-clinician, who devotes the majority of their time to educational endeavors associated with the mission of the School of Medicine. Faculty on the medical educator pathway are required to develop an educator’s portfolio. Faculty on this pathway are expected to demonstrate true excellence in teaching and carry a heavy (50% or more) teaching load and/or heavy administrative load related to individual educational programs or the educational mission of the institution. In addition, they are expected to clearly demonstrate scholarship within medical education, combination of teaching and administration, and/or in their respective discipline in order to advance on this pathway. Clinical faculty on the medical educator pathway are required to demonstrate direct patient care clinical activity within their specialty, remain board certified in that specialty and maintain licensure with the TSBME.

Teaching

Examples of teaching activities include but are not limited to:

- Instructing medical students, residents, fellows, undergraduate students, graduate students, and postgraduate trainees in classroom, laboratory, patient care or other environments
- Advising, counseling, evaluating, mentoring, and recruiting students, residents, or fellows
- Presenting or leading continuing professional education programs
- Presenting or leading faculty development activities
- Instructing learners of other schools and institutions (must be professionally related and within university policies for conflict of interest and consulting)
- Developing curricula, organizing new teaching programs, substantially improving established courses, or integrating teaching activities within or between departments
- Developing or facilitating improvements in teaching techniques and methods of evaluation
- Developing or substantially improving teaching resources such as syllabi, manuals, testing procedures, electronic resources, and equipment, including the preparation and evaluation of standardized patients and similar resources

Applicants should ensure that all relevant teaching activities are documented. If necessary, the significance of specific teaching activities should be clarified as reviewers may not be familiar with the specific discipline or teaching program.

Measures of the quality of teaching must be provided. Measures of the quality of teaching include but are not limited to:

- Evidence of the effectiveness of teaching (e.g. objective evidence learner gains in knowledge, skills and/or other outcome measures)
- Evaluations by learners
- Evaluations by colleagues (peers or supervisors)
- Teaching awards or other formal recognition of teaching excellence
Medical Educator Pathway

- Performance of learners on standardized exams such as USMLE Step exams and NBME Subject (Shelf) exams, results of in-training exams, and results of American Board of Medical Specialties board examinations
- Learner and/or peer evaluation of educational materials, course management or other educational activities
- Adoption of teaching methods or materials by other courses or institutions
- Selection by other faculty members as a mentor for educational activities
- Invited presentations at other institutions as well as state, national and international meetings

Assistant Professor
Faculty members who are at Assistant Professor level or seeking a position at Assistant Professor level at the TTUHSC El Paso PLFSOM on the Medical Educator Pathway should be able to document competency in activities such as:

- Lecturing to medical and/or graduate students, residents, fellows, and peers
- Instructing during laboratory or similar experiential learning activities
- Teaching in patient care environments
- Facilitating and teaching in small group formats
- Participating in supervision and individualized teaching of graduate students or medical students
- Presenting patient conferences, grand rounds, and similar sessions
- Assisting with journal clubs
- Advising individual learners
- Developing teaching materials or new curricula
- Involvement with scholarly activities such as presenting at regional/national conferences and involvement with textbook chapters/publications relevant to their areas of expertise

Associate Professor
Faculty members applying for promotion to or appointment at Associate Professor level should demonstrate proficiency in activities such as:

- Developing and participating in teaching of major components of courses (medical student, graduate student, resident, fellow, or CME courses)
- Measurable success/ improved educational outcomes in running a residency/fellowship or clerkship/pre-clinical program
- Supervising graduate students or medical students and participating on dissertation committees
- Sustained and substantial teaching in patient care settings
- Developing significant educational and curricular materials (e.g. syllabi, curricular objectives, teaching cases, software)
- Developing significant evaluation techniques (e.g. examinations, surveys, software, standardized patients)
- Advising, mentoring and/or providing career guidance to significant numbers of learners
- Service on regional or national committees related to Academic Medicine
Medical Educator Pathway

- Recognized contributions (awards) for education at the teaching or organizational/administrative level or contributions within their specific discipline
- Number of support grants for educational activities, educational research, or within their specific discipline that have been submitted, approved and funded
- Contributions to the medical literature or to national or international education knowledge, or within their specific discipline including citations of published work
- Actively involved in scholarly activity over a sustained period of time
- Presents scholarly activity at peer reviewed regional/national medical education conferences and/or at conferences within their own discipline
- Invited scholarly talks at the regional level
- Development of teaching and evaluation materials that are used outside the institution
- Supervising or coordinating teaching by others (such as course directors, residency program director)

At this level there should be clear evidence of a regional reputation. Evidence of quality for all activities must be documented, including awards for teaching excellence or service to education.

Professor
Faculty members applying for promotion to the rank of professor on the medical educator pathway should demonstrate excellence in activities such as:

- Supervising or coordinating teaching by others (such as course directors, residency program director)
- Developing a course, curricular materials, or evaluation resources/techniques that are used regionally or nationally
- Playing a major role in the organization, implementation and evaluation of a regional or national educational activity
- Supervising an educational program for a regional or national audience
- Writing or editing textbooks or equivalent resources adopted by other institutions
- Acting as an education consultant to national bodies or a reviewer for national grants in education
- Serving as a national board examiner
- Participation in developing national examinations, standards, or resources for medical education (including specialty-specific activities)
- Evidence of success in educational leadership roles within institutions (associate dean type positions) as measured by student successes on USMLE steps, NBME scores, and accreditation of postgraduate programs like residencies and fellowships, including roles in developing new programs
- Serving as an item test writer for the NBME, USMLE or other National exams
- Serving on national committees like the ACGME or discipline specific RRC
- Serving on or Chairing national committees related to medical education societies like Society of Teachers of Family Medicine (STFM), Society of General Internal
Medical Educator Pathway

Medicine (SGIM), Council on Medical Students Education in Pediatrics (COMSEP), International Association of Medical Science Educators (IAMSE)

- Service on national discipline specific committees like APS and ASM
- Contributions to educational and scientific literature as measured by the assessment of the significance of original contributions to the literature or to national or international education knowledge, or within their specific discipline including citations of published work.
- Recognized contributions (awards) for education at the teaching or organizational/administrative level
- Invitations to teach at other institutions
- Use by other institutions of materials, teaching techniques, evaluation methods or publications related to education
- Number of support grants for scholarly activities or research that have been approved and funded
- Presenting scholarly activity at peer reviewed national/international conferences over a sustained period of time

At this level there should be clear evidence of a national or international reputation. Evidence of quality for all activities must be documented, including awards for teaching excellence or service to education.
The Clinical Educator Pathway predominantly recognizes contributions of clinicians in the clinical and educational arenas. It will be expected that candidates in this pathway will spend a minimum of 70% of their time in clinically related activities (patient care activities and patient care administration duties.) It is also expected that the time spent in clinically related activities will overlap with educational activities such as mentoring of medical students and supervision of residents and fellows in inpatient and outpatient settings. However, some demonstration of scholarship will be required. Applicants on this pathway are required to prepare an educator’s portfolio and/or a clinical portfolio.

For the rank of Assistant Professor, clinicians are required to be board certified in their discipline and/or trained in a subspecialty fellowship program. For the rank of Associate Professor, it is expected that the faculty member has a regional reputation in either clinical care or education/scholarship. For the rank of Professor, a national reputation in either clinical care or education/scholarship is expected.

Clinical Care
Applicants should select measures that most clearly and concisely document their accomplishments and the value of these activities to the Medical School and University. Measures of both quantity and quality of activities are required and, if necessary, applicants should provide brief descriptions to assist reviewers. Measures of patient care activities include numbers of patients, time allocation in clinical activity, procedures completed, Relative Value Units (RVUs), and value of the clinical service to the School. If the primary quality evaluation is the subjective assessment of peers, this should be available in letters from departmental colleagues, chair, or referees. Applicants must provide sufficient information to document the significance of their clinical services where applicable. While some aspects of clinical service are directly measurable (such as numbers of patients seen, patient satisfaction and assessments of clinical outcomes), others rely on the subjective assessment of peers (such as the impact of leadership of a professional clinical organization).

Examples of Clinical Service and Administration include, but are not limited to:

- Patient care in any setting including provision of essential services to the University
- Services to organizations for patients, their families, and community groups
- Services related to the development, management, evaluation, and improvement of clinical services
- Service on committees related to clinical services
- Public health or community health service
- External consulting or services as an expert witness. (These activities must be professionally related, enhance the reputation of
the University, and be carried out in accordance with the conflict-of-interest and other regulations of the University)

- Service to national organizations like Centers for Medicare & Medicaid Services (CMS) and Agency for Healthcare Research and Quality (AHRQ) as a clinical care expert or reviewer for clinical care/quality improvement/innovations grants
- Service to professional clinical organizations, e.g., American College of Physicians (ACP), American Academy of Pediatrics (AAP), American Academy of Family Physicians (AAFP), American Medical Association (AMA)
- Participation in the clinical affairs of the hospital or faculty group practice
- Leading or developing innovative new models of clinical care
- Developing new clinical techniques or devices

Teaching and Scholarship

Examples of teaching activities on this pathway include but are not limited to:

- Instructing medical students, residents, fellows, undergraduate students, in the classroom, laboratory, patient care or other environments
- Advising, counseling, evaluating, and recruiting students, residents, or fellows
- Presenting or leading continuing professional education programs
- Presenting or leading faculty development activities
- Instructing learners from other schools within the institution
- Developing curricula, organizing new teaching programs, substantially improving established courses, or integrating teaching activities within or between departments
- Developing or facilitating improvements in teaching techniques and methods of evaluation
- Developing or substantially improving teaching resources such as syllabi, manuals, testing procedures, web cases and other electronic resources, including the preparation and evaluation of standardized patients and similar resources

Measures of the quality of teaching must be provided. Measures of the quality of teaching include but are not limited to:

- Evidence of the effectiveness of teaching (e.g. objective evidence of learner gains in knowledge, skills and/or other outcome measures)
- Evaluation by learners
- Evaluation by colleagues (peers or supervisors)
- Teaching awards or other formal recognition of teaching excellence
- Performance of learners on standardized exams such as USMLE STEP exams and NBME subject (Shelf) exams
- Learner and/or peer evaluation of educational materials, course management or other educational activities
- Adoption of teaching methods or materials by other courses or institutions
- Selection by other faculty members as a mentor for educational activities
TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER  
PAUL L. FOSTER SCHOOL OF MEDICINE  
Clinical Educator Pathway

Expectations at the **Assistant Professor Level** include, but are not limited to:
- Clinical competence and demonstrated potential for excellence in area of expertise
- Contributions to collaborative team efforts in clinical and quality of care activities
- Local consulting in area of expertise (institution wide)
- Participation on clinically-related committees of the department, School of Medicine, the hospital and related organizations/institutions
- Lecturing to medical students, residents, fellows, and peers
- Teaching in patient care environments, including conducting inpatient teaching rounds and teaching in the outpatient clinic setting
- Facilitating and teaching in the small group format
- Presenting patient conferences, grand rounds, and similar sessions
- Advising individual students and learners (residents/fellows)
- Actively involved in scholarly activity

An expectation at the **Associate Professor Level** is determined by those parameters that signal a candidate’s regional reputation. Examples include, but are not limited to:
- Consulting on a regional basis
- Awards and other recognition as an outstanding regional clinician
- Active participation or leadership role in appropriate committees or groups related to clinical services such as quality improvement, infection control, utilization review, operating rooms etc.
- Leadership role/chair of major committees of professional medical organizations on a regional basis
- Spokesperson for the School of Medicine or university on areas of expertise
- Advisor/expert consultant to state government and regional organizations
- Opening and successfully expanding a new clinical service line for the institution
- Establishing inter-disciplinary collaborations or service lines
- Sustained and/or substantial teaching of components of courses (student, resident, fellow, or CME courses)
- Sustained and/or substantial teaching in patient care settings
- Advising, mentoring and/or providing career guidance to significant numbers of learners and/or junior faculty members
- Evidence of quality of teaching as outlined above
- Presents scholarly activity at peer reviewed regional/national conferences
- Conference abstracts published in peer reviewed journals.
- Publishes (regardless of author rank) in peer reviewed journals – biomedical or educational
- Invited scholarly talks at the regional level
- Publication of teaching materials in peer reviewed journals or websites

Expectations at the **Professor Level** require demonstration of significant, prestigious activities at the national or international level. Examples include, but are not limited to:
- Recognition as national leader in area of expertise
- Role on committees developing national standards in area of expertise
• Leadership role/chair in national or international professional medical organizations
• Serving on Centers for Medicare & Medicaid Services (CMS)/Agency for Healthcare Research and Quality (AHRQ) or similar panels as a clinical expert or as a clinical grant reviewer
• Developing a new/innovative clinical service line, significantly expanding that service line, which enhances the reputation of the institution and meets an important niche for care in the region
• Responsibility for a clinical program that improves the quality of medical care such as development of clinical pathways, develops practice standards, improves health outcome studies and creative activities like developing inter-disciplinary or inter-professional teams to improve health care
• Development of innovative health care delivery models and/or development of innovative approaches to assessing quality of care or development of new clinical techniques or devices
• A significant and sustained quality of teaching over a substantial number of years in patient care settings, the classroom and small group formats
• A sustained effort in advising, mentoring and/or providing career guidance to a significant numbers of learners (students, residents, fellows) and/or junior faculty members
• Evidence of substantial presentations over many years at peer reviewed conferences on education and contributions to the medical education literature
• Actively involved in scholarly activity over a sustained period of time
• Presents scholarly activity at peer reviewed national/international conferences
• Publishes in peer reviewed journals – biomedical or educational, as first author, second author or mentoring author
• Invited scholarly talks at the national level
• Development of teaching and evaluation materials that are used outside the institution
• Development of teaching and evaluation materials that are used outside the institution
• Serve as a national board examiner
Library Committee Report to the PLFSOM Faculty Council

Henry Weisman, M.D.

16 March 2015
TTUHSC EP Library Committee

**HSC-level committee**
Includes constituents from all three schools at TTUHSC EP (PLFSOM, GGHSON and GSBS)

Committee reporting structure – to the President

Currently meets monthly due to transition concerns and other pressing issues

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**Key Issues**

Transition – 9/1/2015
All resources and services fall under El Paso’s purview

Funding – TBD

Local Leadership

Increased staffing

Space – AEC space renovation

Cooperation across schools, committees
Questions?