

SECTION IV. FACULTY Part A: Key Quantitative Indicators
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Indicate the **number of full-time, part-time, and volunteer faculty** in basic science and clinical departments (Source: AAMC Longitudinal Statistical Summary Report)

	Full-Time		Part-Time		Volunteer Clinical
	Basic Science*	Clinical*	Basic Science*	Clinical*	
Current Year (03/01/2007)	9	148	0	17	142
Next Year† (03/01/08)	45	168	0	25	153

* For purposes of consistency within the self-study document, Pathology will be classified as a basic science department.

† We plan to add 36 additional basic science faculty members. Of these, 11 will be medical educators and 25 will be investigators. We also plan to add 20 full-time clinical faculty members, 8 part-time faculty members, and at least 11 volunteer clinical faculty members.

SECTION IV. FACULTY

Part B: Narrative Data and Tables
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FA-1. The recruitment and development of a medical school's faculty should take into account its mission, the diversity of its student body, and the population that it serves.

- a. Complete the following table showing the gender, racial, and ethnic background for all current full-time faculty. The counts for full-time basic science and clinical faculty should sum to the current-year data reported in Part A of this section.

Category	Basic Science Departments (2006–07)	Clinical Departments (2006–07)
Black		5
Native American (including AK, HI)		
Mexican American*	2	38
Puerto Rican		4
White	3	79
Asian/Other Pacific Islander	3	12
Other Hispanic**	1	10
Other Race		
Unknown Race		
Male	9	101
Female		47

* This and other Hispanic ethnic categories may be of any race

** Include Cuban, other Hispanics, and combinations of these categories

- b. Describe any medical school or university policies and procedures on faculty recruitment with regard to diversity. How do these policies and procedures relate to the medical school's mission, planned student body, and population served? Include a copy of any such statements or provide the corresponding web URL.

Institutional Policies and Procedures on Faculty Recruitment

The currently used Faculty Recruitment Procedure, HSC OP 60.09, was developed to ensure 1) a standardized approach to faculty recruitment and 2) responsiveness to affirmative action and equal employment practices in hiring faculty. A strong commitment to affirmative action, as outlined below, encourages the recruitment of a diverse faculty. The procedure includes several specific components:

- At the beginning of a faculty search, the chair of the search committee is briefed by the Dean's office on affirmative action and equal employment opportunities (EEO)
- Members of the Dean's administrative leadership are briefed at least annually on changes in affirmative action and EEO policies.
- Position descriptions and advertisements are reviewed for compliance with affirmative action and EEO policies.

- A faculty recruitment procedure checklist is maintained for all candidates and applicants.
- Both the EEO Office and Human Resources Office are notified of the opening through the filing of appropriate forms.
- The vacant position is posted on the TTUHSC Job website where it is monitored for compliance with procedures.
- Candidates are assessed using a matrix of stipulated qualifications.
- A written review (the Faculty Searches Affirmative Action In-progress Review form) is required during the process.

The faculty recruitment procedure and other EEO procedures are included in the Appendix, Section IV, pages 1-5 and are also available online at { HYPERLINK "http://www.ttuhs.edu/hsc/op/op60/" } and { HYPERLINK "http://www.ttuhs.edu/hsc/op/op51/" }.

El Paso School of Medicine Policies and Procedures on Faculty Recruitment

The mission of TTUHSC-EPSON will be to provide opportunities for students and faculty to advance knowledge through innovative scholarship and research with a focus on international health and health care disparities and to provide exemplary health care to the community. Within this framework, the El Paso School of Medicine will be committed to recruiting faculty who have a strong interest in these issues. Furthermore, the school will be committed to recruiting a faculty that is diverse and reflective of the local community.

The School of Medicine is located in a unique region of the United States. El Paso/Ciudad Juárez is one of the largest urban centers on the US-Mexico Border and has a population that exceeds 80 percent Hispanic. Many of the students and faculty members are Hispanic, and the patient population is predominantly Hispanic. The El Paso campus of TTUHSC has a long tradition of recruiting students from the border region, providing outreach to underrepresented communities, and promoting a better understanding of the unique healthcare needs of the border community. As indicated in the table above (FA-1, Part a.), the current faculty is both diverse and reflective of the local community. With the establishment of the new four year medical school, we will continue to recruit and develop a diverse faculty to support our ongoing commitments to the community.

To maintain consistency and full compliance with federal and institutional regulations and guidelines on employment and to effectively implement the faculty recruitment procedure, the El Paso School of Medicine will continue a Faculty Recruitment Service that has previously been established on the campus. This service will work closely with the recruiting department and the Office of Human Resources to coordinate, facilitate, and monitor faculty recruitment and to report progress of faculty recruitment to the chair of the search committee, chair of the Faculty Recruitment Committee, the Associate Dean of Faculty Affairs, and the chair of the recruiting department.

At the beginning of each calendar year, all department chairs will submit to the Dean a tentative plan for faculty recruitment. This recruitment plan is based on a departmental

needs assessment of education, patient care, and research programs, in conjunction with available resources, budget, space, and equipment.

To coordinate faculty recruitment, the Dean will appoint a Faculty Recruitment Committee consisting of department chairs and all associate deans. This committee will make recommendations on faculty recruitment to the Dean based on the institutional guidelines concerning cultural diversity, the University's Affirmative Action policies in recruiting and hiring, and the following documents:

- The vision and mission statements of the El Paso School of Medicine, which emphasize international health and health disparities
- The El Paso School of Medicine five-year strategic plan, developed in 2004
- Departmental recruitment plans
- Medical Practice Income Plan (MPIP)

Office of Diversity and Multicultural Affairs

In addition to the policies and procedures outlined above, the Texas Tech University Health Sciences Center promotes faculty diversity through its Office of Diversity and Multicultural Affairs (ODMA). This office is directed by the Vice President for Diversity and Multicultural Affairs, Germán R. Núñez, PhD, and has responsibility for all schools and all campuses of the Health Sciences Center. The mission of ODMA is to increase, broaden, and support the diversity of students, faculty, and staff of TTUHSC by promoting an institutional climate that equally welcomes, values, nurtures, and respects the culture and contributions of all members of our pluralistic society. The vision of ODMA is to provide valuable support to all the schools in their efforts to build a richly diverse institution. The ODMA goals include significantly increasing the number of qualified underserved, underrepresented, and disadvantaged students, faculty, and staff in the institution, and working with the community and schools to build a strong pipeline of qualified students who are interested in pursuing health sciences professions. These goals are intended to promote diversity and multiculturalism throughout TTUHSC.

El Paso School of Medicine Office of External Affairs

On the El Paso campus, efforts for cultural and ethnic diversity will be coordinated from the office of José Manuel de la Rosa, MD, Vice Dean for External, Clinical, and Cultural Affairs. Dr. de la Rosa will work closely with Hoi Ho, MD, Associate Dean for Faculty Affairs to coordinate efforts to recruit and retain a diverse faculty. These efforts will be supported by the Office of External Affairs, previously called the Office of Border Health, which reflects a longstanding tradition of promoting diversity on the El Paso campus at all levels, including potential medical students, medical students, resident physicians, and faculty members. The Office of Border Health was established by the Health Sciences Center in 1994 as part of the "Border Expansion" initiative to provide outreach to and promote recruitment of residents from the Texas-Mexico border region. The new Office of External Affairs will continue to coordinate and expand upon existing programs and networks designed to encourage recruitment of a diverse student body and faculty.

FA-2. There must be a sufficient number of faculty members in the subjects basic to medicine and in the clinical disciplines to meet the needs of the educational program and the other missions of the medical school.

In determining the number of faculty needed for the educational program, medical schools should consider that faculty may have educational and other responsibilities in academic programs besides medicine. In the clinical sciences, the number and kind of faculty appointed should also relate to the amount of patient care activities required to conduct meaningful clinical teaching across the continuum of medical education.

Complete the following tables for the indicated basic science and clinical departments. See the instructions for completing the database for definition of full-time faculty.

a. Basic Science Departments

To firmly establish the foundation of the medical school, and to assure excellence in teaching, we emphasize the recruitment of qualified faculty in the educator-scientist track as well as investigators with teaching skills.

Faculty Numbers

Department*	Full-Time Faculty***					Part-Time
	Prof	Assoc	Asst	Inst/Other	Vacant	
Medical Education	1	3	7			
Biomedical Sciences	7	6	12			
Pathology**	2	3	4			

* Basic Science faculty members are assigned to either the Department of Medical Education or the Department of Biomedical Sciences, which has several sections based on the traditional disciplines of anatomy and cell biology, biochemistry, physiology, microbiology and immunology, and pharmacology and therapeutics.

** Report Pathology data here only if you report Pathology as a basic science department.

*** Projected data by 2009 with the projected complement of 45 basic science faculty positions

Planned Teaching Responsibilities

Department**	Number of Courses that will be Taught per Year*					
	Medical Students	Graduate Students	Dental Students	Nursing	Allied Health	Undergraduate (baccalaureate)
Medical Education	7†	NA	NA	NA	NA	NA
Biomedical Sciences	†	NA	NA	NA	NA	NA
Pathology***	7†	NA	NA	NA	NA	NA

* List only courses for which departmental faculty will have primary and ongoing responsibility (e.g., reporting final grades to the registrar)

** Replace indicated department names with names used at your institution, as needed.

*** Report Pathology data here only if you report Pathology as a basic science department.

Academic Year 2006-2007

† Eight courses will be taught during the first year of the curriculum. Basic science and pathology faculty will be involved in all of them except the course entitled Medical Skills. Biomedical Sciences faculty will have some teaching responsibilities but not primary or ongoing responsibilities.

b. Clinical Departments

Faculty Numbers

Department*	Full-Time Faculty***					Part-Time	Volunteer
	Prof	Assoc	Asst	Inst/Other	Vacant		
Anesthesiology		2	1	3			2
Emergency Medicine	1	2	12	3		7	3
Family Medicine		3	6	2			14
Internal Medicine	6	7	17	4		2	21
Neurology - Psychiatry	3	4	1	1		2	14
Obstetrics/ Gynecology	2	4	6	3			15
Ophthalmology			1	2		1	2
Orthopedics	2	3		3			29
Pediatrics	6	6	12	6		4	24
Radiology	2		4				4
Surgery	2	3	3			1	14
Total	24	34	63	27		17	142

* Replace indicated department names with names used at your institution, as needed.

** Report data for these departments here only if you report them as clinical departments.

*** Data of April 2007

Teaching Responsibilities

Department**	Number of Courses that will be Taught per Year*				
	Medical Students†	Dental Students	Nursing Students	Allied Health	Other (specify)
Family Medicine	7	NA	NA	NA	NA
Internal Medicine	8	NA	NA	NA	NA
Neurology/ Psychiatry	1	NA	NA	NA	NA
Obstetrics/ Gynecology	0	NA	NA	NA	NA
Pediatrics	7	NA	NA	NA	NA
Surgery	4	NA	NA	NA	NA
Other (Radiology)	6	NA	NA	NA	NA

* List only courses or clerkships for which departmental faculty will have primary and ongoing responsibility (e.g., reporting final grades to the registrar)

** Replace indicated department names with names used at your institution, as needed.

*** Report Pathology data here only if you report Pathology as a clinical department.

† Tallies in this column refer to participation in the 8 courses offered during the first year, which include the Scientific Principles of Medicine; four Clinical Presentation Modules; Medical Skills; Society, Community, and the Individual; and the Masters' Colloquium.

See also Part A for this section, and information for standard IS-12.

FA-3. Persons appointed to a faculty position must have demonstrated achievements commensurate with their academic rank.

FA-7. There must be clear policies for faculty appointment, renewal of appointment, promotion, granting of tenure, and dismissal that involve the faculty, the appropriate department heads, and the dean.

Texas Tech University Health Sciences Center El Paso School of Medicine (TTUHSC-EPSON) will have a progression of academic ranks that is consistent with *The Rules and Regulations of the Board of Regents of the Texas Tech University System (Regents' Rules)*, Section 04.03 ({ HYPERLINK "<http://www.texastech.edu/bor/rules.php>" }) and the Texas Tech University Health Sciences Center Operating Policies and Procedures (HSC OPs, { HYPERLINK "<http://www.ttuhsoc.edu/HSC/OP/OP60>" }). (Also see copies of these policies in the Appendix, Section IV, pages 6-21.)

These ranks include:

- **Faculty Associate**—Individuals appointed to this rank usually do not possess a terminal degree, are not in line for advancement in academic rank, are often in a non-biomedical discipline, and characteristically provide support services to the full-time faculty.
- **Instructor**—This rank is the entry-level appointment for individuals who have joined the faculty directly from a training program. In those disciplines where certification is required, these individuals are often not certified.
- **Assistant Professor**—This rank may also serve as an entry-level appointment for faculty members. It is usually reserved for those individuals who have demonstrated academic achievement or who have achieved certification in their discipline.
- **Associate Professor**—Individuals who achieve this academic rank are expected to demonstrate achievement within their discipline, including recognition among their peers, and to have provided service and leadership within the institution.
- **Professor**—Individuals who achieve this academic rank are expected to demonstrate achievement at an exceptional level and to be recognized nationally as an authority in their field.

TTUHSC-EPSON will have well-described expectations for academic achievement by its faculty. These expectations will be summarized in the Faculty Handbook and in the *Regents' Rules*. All faculty members will be expected to be active in four areas as appropriate to their discipline: scholarly pursuits (including teaching and research), clinical activities (as appropriate), administrative service, and public service. Levels of expected accomplishment will vary according to rank; for example, among the lower ranks, faculty members may have not yet accomplished outstanding achievement in all areas. However, achievement of greater breadth and depth will be expected for individuals aspiring to the highest ranks. At the time of initial appointment of new faculty members, an appropriate academic rank will be suggested by the responsible department chair. This recommendation will be reviewed by the Faculty Appointments Committee,

which may agree or recommend an alternative rank. This recommendation will be carried forward to the Dean who will then make a recommendation that is passed on to the President and finally the Board of Regents for their action.

- a. Provide a brief description of each faculty employment track.

TTUHSC-EPSOM follows the *Regents' Rules* concerning faculty employment. A copy of Chapter 4 of the *Regents' Rules* is included in the Appendix, Section IV, pages 6-20, and can be accessed at the following URL: { HYPERLINK "http://www.texas-tech.edu/bor/rules.php/" }.

The two primary faculty employment tracks will be 1) tenure track and 2) non-tenure track. Those faculty members who are on the non-tenure track may be appointed in one of three non-tenure categories: Clinical Track Appointment, non-tenure; Research Track Appointment, non-tenure; or Academic Track Appointment, non-tenure. Progression through each of these tracks includes the titles, instructor, assistant professor, associate professor, and professor with the appropriate qualifier (e.g., Research Assistant Professor or Assistant Professor of Clinical [name of discipline]). Individuals who are employed by TTUHSC-EPSOM less than half-time and who are engaged primarily in patient care may be identified by their academic rank and their clinical discipline (e.g., Clinical Assistant Professor). Each of these various tracks is described below.

Tenure-Track Appointment

Tenure track appointments will be appointments for full-time faculty positions. Tenure track faculty members are employed for a probationary period prior to consideration for tenure. Probationary appointments generally may not exceed a period of six years when tenure and promotion to associate professor would normally be granted. Applications for *early* tenure and promotion to associate professor may be made under special circumstances if recommended by the President and the Chancellor and approved by the Board of Regents.

Non-Tenure Track Appointment

Non-tenure track appointments shall not count as time toward tenure. Appointment letters in these instances shall clearly state that individuals receiving non-tenure track appointments shall not be accruing years toward tenure. In the event that a non-tenure track appointment is followed by a tenure track appointment, the time to be used toward tenure shall begin only with the tenure track appointment. Faculty members who have full-time non-tenure track appointments or who are full-time employees of institutions holding formal affiliation agreements with TTUHSC may be recognized with the titles of instructor, assistant professor, associate professor, or professor.

Clinical Track Appointment, non-tenure—Faculty who will be full-time and whose primary professional effort will be devoted to clinical applications may be appointed to the rank of instructor of clinical (name of discipline), assistant professor of clinical (title of discipline), associate professor of clinical (name of discipline), or professor of clinical (name of discipline). Appointments for these positions will be annual and may be renewed. Clinical track faculty members will not be eligible for tenure; however, they will be eligible for promotion under the same rules that apply to promotions for tenured and tenure track faculty, except that advancement within the clinical ranks is to be based

primarily on excellence in clinical applications performance. Clinical faculty may not vote on matters relating to appointment, retention, tenure, or promotion.

Research Track Appointment, non-tenure—Faculty whose primary professional effort will be devoted to research may be appointed to the rank of research instructor, research assistant professor, research associate professor, or research professor. Appointments for research faculty positions will be annual appointments that may be renewed. Research faculty members will not be eligible for tenure; however, they will be eligible for promotion under the same rules that apply to promotions for tenured and tenure track faculty, except that advancement within research ranks will be based primarily on excellence in research performance. Research faculty may not vote on matters relating to appointment, retention, tenure, or promotion.

Academic Track Appointment, non-tenure—Faculty whose primary professional effort will be devoted to teaching may be appointed to the rank of academic instructor, academic assistant professor, academic associate professor, or academic professor. Appointments for academic faculty positions will be annual appointments that may be renewed. Academic faculty members will not be eligible for tenure; however, they will be eligible for promotion under the same rules that apply to promotions for tenured and tenure track faculty, except that advancement within academic ranks will be based primarily on excellence in teaching. Academic faculty may not vote on matters relating to appointment, retention, tenure, or promotion.

Clinical Track Appointment, non-tenure, part-time—Faculty whose primary professional effort will be devoted to patient care and who will have a less than half-time appointment, i.e., less than half-time commitment to and less than half-time compensation from TTUHSC, may be appointed to the rank of clinical professor, clinical associate professor, clinical assistant professor, or clinical instructor. Appointments for part-time clinical faculty positions will be annual appointments that may be renewed. These part-time clinical faculty members will not be eligible for tenure; however, they will be eligible for promotion under the same rules that apply to promotions for tenured and tenure track faculty, except that advancement within clinical ranks will be based primarily on excellence in clinical performance. Part-time clinical faculty may not vote on matters relating to appointment, retention, tenure, or promotion.

- b. Briefly summarize the institution-wide (medical school or university) policies and procedures for the appointment, renewal of appointment, promotion, granting of tenure (if applicable), and dismissal for all faculty members. Include a copy of the written appointment and promotion guidelines or the web URL.

Guidelines for faculty recruitment, appointment, and promotion will be consistent with those of TTUHSC and the *Regents' Rules*. These guidelines, which are described in detail in Chapter 4 of the *Regents' Rules*, are provided in the Appendix, Section IV, pages 6-20, and are available online at the following URL: { HYPERLINK "http://www.texas-tech.edu/bor/rules.php" }.

Faculty Appointment

The request for appointment will be initiated by the department chair and recommended by the dean. Faculty transcripts, curriculum vitae, and proof of authorization to work in

the United States must be sent with the *Personnel Action Form* (PAF) to the Office of Human Resources. Official transcripts for all tenure-track and tenured faculty will be required to be on file in the Office of Human Resources.

The Texas Tech Board of Regents has responsibility for establishing terminal degree designations for each discipline based upon national standards. The School of Medicine, however, will have the opportunity to request that the board waive this requirement when the school can successfully document that a candidate has exceptional credentials.

The School of Medicine will require all applicants for tenure-track and non-tenure-track positions to have terminal degrees in their disciplines and to show proof of such credentials before they are hired. Exceptions may be made to this policy under the following circumstance: a candidate may have exceptional credentials that warrant solicitation of a waiver of the terminal degree requirement. Such a waiver should be requested in writing by the department chair. The request, along with appropriate supporting documentation, should be submitted to the dean and president before being forwarded to the Board of Regents for final disposition.

Renewal of Appointment

Non-tenured faculty members will receive a letter of reappointment on an annual basis. The letter will include information about compensation for the coming year. Tenured faculty members will also receive an annual letter concerning their level of compensation for the year ahead.

Notice of non-reappointment:

- Full-time faculty members will receive an annual evaluation by the department chair; non-tenure faculty must sign an annual renewal-of-appointment contract. Faculty members will receive notice of non-reappointment several months before their contracts expire. (For individuals who have been on the faculty for more than 4 years, this notice must be given one year before the end of the fiscal year; for individuals who have been on the faculty for less than 4 years but more than one year, notice must be given no later than April 30, four months preceding the end of the fiscal year.)
- The university is not required to give a non-tenured faculty member a reason for a decision of non-reappointment. However, each faculty member is entitled to see all of his or her personnel file and, at his or her expense, to obtain a copy of the information contained therein.

Promotion

Primary responsibility for evaluation of the academic qualifications of candidates for tenure or promotion will rest with the faculty. When the organizational structure permits, the tenure-promotion review process will include three sequential levels:

1. Evaluation by the department or division, which includes a vote by those faculty members who are at or above the rank to which the applicant aspires and a recommendation by the chair. For tenure, only tenured faculty members are permitted to vote. If there is an insufficient number of faculty members at or

above the rank of the candidate, ad hoc members of the committee may be appointed from related disciplines

2. Review at the School-of-Medicine level, which includes recommendation by the dean.
3. Review by the president. The president makes recommendations for tenure to the Board of Regents. A faculty member is awarded tenure or promotion by action of the Board of Regents.

The criteria and areas to be considered in the tenure and promotion decision processes will be scholarly pursuits (including teaching and research activity), patient care (as appropriate), administrative service, and public service.

Each department will be responsible for developing and disseminating guidelines for promotion and tenure. However, these guidelines must be reviewed and approved by the Dean of the School of Medicine and the President of the Health Sciences Center, and must be consistent with the standards set forth by the Board of Regents. Guidelines must address expectations concerning scholarly pursuits, including teaching and research activity, patient care if appropriate, administrative service, and public service.

It will be the joint responsibility of the head of the academic unit, dean, and faculty member to ensure that the faculty member is apprised of the criteria, standards, and guidelines of the school and the academic unit in which they have been appointed. The faculty member shall be provided such material on request.

Details and guidelines for tenure and promotion are available at the Board of Regents and TTUHSC websites: { HYPERLINK "http://www.texastech.edu/bor/rules.php/" } and { HYPERLINK "http://www.ttuhscc.edu/HSC/OP/OP60/" }.

Granting of Tenure

Academic tenure, or continuing appointment, has been developed so that Texas Tech University Health Sciences Center may have the benefit of the competent and honest judgment of its faculty. It thus recognizes the professional status of university faculty and assures that tenured employment may be terminated only for adequate cause (or as noted below). Tenure may normally be obtained only after a period of probationary service. After tenure is granted, the burden of proof rests upon the university when it wishes to dismiss a faculty member.

Members of the faculty who are employed full-time in the university and who hold the rank of associate professor or professor are eligible for tenure consideration.

The maximum probationary periods for admission to tenure are determined by rank: a) Assistant Professor, seven years; b) Associate Professor, four years; and c) Professor, three years. Time served on the tenure track in the assistant professor, associate professor, and professor ranks shall count as probationary time toward the award of tenure. In exceptional cases, the academic unit may recommend tenure at the time of the initial appointment of a professor.

A faculty member, at his or her request, may be considered for tenure prior to completion of the full probationary period without prejudice for later reconsideration. Credit toward tenure that was accrued at another institution of higher learning (or during previous

employment with the medical school) may be counted as partial fulfillment of the probationary period with a credit limit of three years. The number of credited years is determined with the advice and agreement of the prospective faculty member, the head of the academic unit, and the dean. The original letter of appointment shall contain specific information regarding the probationary years credited toward the acquisition of tenure.

Dismissal

Examples of cause for dismissal of a faculty member include, but shall not be limited to, the following:

- Professional incompetence
 - Neglect of professional responsibilities
 - Moral turpitude adversely affecting the performance of duties or the meeting of responsibilities to the school, or to students or associates
 - Mental or physical disablement of a continuing nature adversely affecting the performance of duties or the meeting of responsibilities to the school, or to students or associates
 - Unprofessional conduct adversely affecting the performance of duties or the meeting of responsibilities to the school, or to students or associates
- c. Explain any variation in the policies across tracks or in their application from department to department.

The departments or academic units will be encouraged to accept and apply the institutional criteria and guidelines in faculty appointment, tenure, and promotion. However, to stimulate the full development of scholarly activities and to raise the quality and standards of an academic unit, an individual academic unit or department may have its own set of more rigorous criteria for appointment and promotion. The differences between departmental and institutional criteria will frequently be in the required number of publications, research grants, or scientific presentations. It shall be the responsibility of the dean to approve these standards and guidelines and to monitor their application. The dean and the head of the academic unit shall review these guidelines periodically with appropriate recommendations from the faculty.

FA-4. Members of the faculty must have the capability and continued commitment to be effective teachers.

Effective teaching requires knowledge of the discipline and an understanding of curriculum design and development, curriculum evaluation, and methods of instruction. Faculty members involved in teaching, course planning and curricular evaluation should possess or have ready access to expertise in teaching methods, curriculum development, program evaluation, and student evaluation. Such expertise may be supplied by an office of medical education or by faculty/staff members with backgrounds in educational science.

Faculty involved in the development and implementation of a course, clerkship, or larger curricular unit should be able to design the learning activities and corresponding evaluation methods (student and program) in a manner consistent with the school's stated educational objectives and sound educational principles.

Community physicians appointed to the faculty, on a part-time basis or as volunteers, should be effective teachers, serve as role models for students, and provide insight into contemporary methods of providing patient care.

Among the lines of evidence indicating compliance with this standard are the following:

- *Documented participation of the faculty in professional development activities related specifically to teaching and evaluation.*
- *Attendance at regional or national meetings on educational affairs.*
- *Evidence that faculty members' knowledge of their discipline is current.*

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- a. Describe the elements of faculty teaching skills (e.g., content mastery; ability to lecture or lead a small group; professionalism) that will be formally evaluated by medical students.

Faculty members will be evaluated by medical students throughout the curriculum for their teaching skills and abilities to serve as an adviser of junior colleagues. Within the Scientific Principles of Medicine/Clinical Presentation Modules, faculty members will be evaluated on their apparent mastery of the topic they teach as well as their ability to identify controversies and areas for future study and understanding. Faculty members will be evaluated for presentation skills, use of learning objectives, evaluation methods, and advisement. In addition, faculty members will be evaluated for their professionalism as teachers, including their attitude toward others and respect for students as individuals. TTUHSC-EPSOM will have no tolerance for behavior of any individual within the structure of the institution that reflects harassment, inappropriateness, or abuse. Evaluation by students will be conducted formally at the end of each educational unit. During the Scientific Principles of Medicine/Clinical Presentation Modules, medical students will be asked to complete an evaluation questionnaire for each faculty member who participated in each distinct teaching module or course. The results of these questionnaires will be tabulated and analyzed by the Office of Evaluation with summary results provided to the appropriate individuals, including the evaluated faculty member, course or module committee chair, department chairs, the college masters, and assistant or associate deans. The evaluations also will be used by the Curriculum Committee and the individual course planning committees in their assessments of the effectiveness of the curriculum. (See Appendix, Section IV, pages 22 and 23 for sample form.)

- b. How will any problems identified by such evaluations be addressed?

It will be a goal of the institution to identify and, if necessary, remediate problems with either medical students or faculty in a timely manner. In order to accomplish this goal, evaluations must be conducted, summarized, and reviewed as quickly as possible. There must also be a process in place to deal with problems identified in these evaluations.

During the first two years, the college masters will oversee the day-to-day conduct of the curriculum, even though they will not have direct responsibility for course content. At the end of each teaching unit, the college masters will convene to identify unique or common problems that have been identified by medical students in evaluations of the faculty. In most instances, the problems identified will relate to the quality of instruction provided by an individual faculty member. The appropriate college master will be charged with meeting with the individual faculty member to discuss the evaluation, identify factors that might have influenced performance, and suggest possible corrective actions.

It is also expected that each interdisciplinary course committee will review its own performance at the conclusion of the teaching unit. At that time, course faculty will have the opportunity to review the overall effectiveness of their effort and to identify individual instructors who performed at either extreme. Collectively, the group can plan corrective actions for both the course and for individual participants in the course.

If a faculty member receives recurring poor evaluations indicating chronic performance problems, the college master or the department chair will advise the Associate Dean for Medical Education who, in turn, will meet with the individual faculty member and his/her department chair to advise them of the concerns that have been raised. Causes for the concern will be identified, and a plan of corrective action will be developed and agreed to by the faculty member, department chair, and associate dean.

If serious professional or behavioral problems are identified, the Dean will immediately be notified of the problem by the Associate Dean for Medical Education. It will be essential that the verification of the problem be identified rapidly so that, if needed, individuals can be removed from an unsafe environment as quickly as possible, intervention can be accomplished effectively, and corrective actions can be planned and implemented as needed.

- c. Describe methods that will be used by departments or the school to assess individual faculty teaching efforts (e.g., annual meetings to discuss course evaluations, peer review, focus group meetings with students, etc.).

The quality of medical student teaching and the outcomes of that teaching will be major concerns of TTUHSC-EPSON. Therefore, the school will be committed to providing faculty with the knowledge, skills, and attitudes needed for successful teaching and mentoring. All faculty will have access to the expertise available in the Office of Medical Education and its component offices—the Office of Curriculum and the Office of Evaluation—which will be established by the fall of 2007. The staff will include educational specialists with experience in course design and in evaluation. These individuals will be available to assist individual faculty members as well as departments, divisions, and interdisciplinary teaching teams in developing individual courses. They also will be available to assist in appropriate evaluation of both individual courses and student learners.

Faculty Evaluation Methods in the School of Medicine

Evaluation of individual faculty teaching efforts will be a high priority at all levels of curriculum administration. Department chairs and course directors will be expected to review course and faculty teaching evaluations at the conclusion of each teaching unit. As part of the process, the department chair and/or course director will review with each faculty member the results of his or her evaluation. At the school level, the Office of Evaluation will tabulate course and faculty evaluations at the conclusion of each teaching unit. The Office will then prepare a confidential summary that will be provided to the Associate Dean for Medical Education, the Associate Dean for Faculty Affairs, and the Curriculum Committee for their consideration and action, if necessary.

Evaluation of faculty teaching efforts and the supporting documentation will be part of the annual faculty review conducted by each department. The chair will meet with each faculty member to review the individual's self assessment, consider goals for the next academic year, and discuss the evaluation of the individual by the chair, to include teaching effort.

The Associate Dean for Medical Education and the Curriculum Committee will review the curriculum and its delivery at the conclusion of the academic year. The purposes of this review are to determine strengths and weaknesses of the program and to recommend and implement changes where needed. Individual faculty evaluations may be considered during this review, especially if there are serious concerns about the performance of particular faculty members.

Institutional Expectations

At the institutional level, faculty members will be expected to possess expertise within their own disciplines and to maintain that expertise through ongoing education and evaluation. Individuals who enter the clinical faculty at the instructor rank may not be certified in their discipline of practice, but they must be board-eligible or its equivalent. Such individuals will be required to pass the appropriate certification examination within three years of their appointment. Clinician faculty members at all higher ranks will be expected to be board certified and to maintain that certification according to the requirements of the specialty board. All faculty members will also be expected to participate in departmental conferences and seminars, both as participants and as presenters. Attendance at appropriate local, regional, and national conferences will be encouraged, as will presentation of scholarly work at these conferences.

Teaching Skills of Community Faculty Members

El Paso has a large, professionally diverse medical community, and nearly 140 local physicians are currently members of the volunteer faculty at TTUHSC El Paso. Because these individuals can make an enormous contribution to the richness of clinical instruction at TTUHSC-EPSON, we will be committed to encouraging their ongoing participation in the new school. At the same time, we will highly value excellence in teaching, and will be committed to ensuring that community faculty members consistently demonstrate good teaching skills, competence in their discipline, committed availability, and compliance with federal regulations. Before community faculty members will be assigned to student teaching, they will be required to attend a series of

presentations that include information about adult learning methods, useful teaching techniques in a clinical setting, evaluation methods, and the institutional forms and materials used for evaluation. Community faculty must participate in an annual review of these topics as a term for continued participation.

Teaching effectiveness of community faculty will be evaluated by a continuous process that includes student evaluations at the conclusion of each rotation. In the new school, these evaluations will be reviewed and acted upon, if necessary, by the Associate Dean of Medical Education. The community faculty member will also be provided with these evaluations as a means of performance modification.

Community faculty members will be expected to provide annual updates of their professional activities, including CME credit and verification of licensure and board certification. Community faculty availability will be assessed, in part, through the student evaluations and in direct communications with the Office of Medical Education. Individuals with frequent absences or inability to meet the time commitments of their clinical teaching activities will not be asked to continue.

Community faculty members, as part of the annual review, must review current federal regulations concerning HIPAA, student confidentiality, and related matters. Evidence of non-compliance with any of these regulations will be the basis for removing the community faculty member from the student teaching rolls.

As partial compensation for their services, community faculty members will be entitled to enrollment in the faculty development course if they desire, access to library services, recognition as a faculty member of TTUHSC-EPSON, faculty rates for CME activities, and annual public recognition of their service to the institution.

- d. Briefly summarize opportunities that will be available for faculty members to participate in external workshops, meetings, or other activities related to medical student education.

The institution will participate in the medical education network sponsored by Michigan State University and a consortium of medical schools with strong medical education programs. Participation will be open to all individuals with an interest in medical education. In this program, online conferences permit active participation by computer and telephone links. The published schedule of this series will be distributed to individual faculty members by email from the Office of Medical Education. Faculty members will be encouraged to participate in this program through online enrollment.

Faculty members will be encouraged to submit presentations to the annual AAMC meeting, especially to the Innovations in Medical Education sessions. In the past, the Dean's office has helped to defray the costs of the presentation materials and has also supported travel arrangements when no other funding source can be identified. This practice will continue.

Individual departments have different policies for support of faculty attendance at meetings related to medical education. In general, however, meetings concerning medical education will be considered as favorably as scientific or discipline-specific meetings.

See also information for standard ED-30 in Section II of the database, and standard FA-11 in this section.

FA-5. Faculty members should have a commitment to continuing scholarly productivity characteristic of an institution of higher learning.

- a. Describe how faculty scholarship will be fostered in the medical school. Note any opportunities for mentorship or other types of support for faculty scholarly activities.

Academic Development Initiative

We have a comprehensive program for fostering faculty scholarship that began as a regional initiative and will be continued at TTUHSC-EPSON. This program, called the Academic Development Initiative, focuses on individual faculty members and is designed to encourage scholarship and productive academic activity. The program will be administered at the level of the School of Medicine and will offer many activities for faculty members from all departments, while also encouraging faculty development at the departmental level and providing information to department chairs and other administrators to guide them in assisting junior faculty. Some elements of the program have been in place for several years, and other components are nearing implementation or are under development.

Faculty Orientation—All new faculty members will be introduced to academia and the institution by means of Faculty Orientation soon after their employment at TTUHSC-EPSON. The new faculty members will be provided an in-depth understanding of the organization and available resources and opportunities for their professional development. We have incorporated several informative presentations and networking sessions so that new faculty can quickly become familiar with the system, services, and personnel.

Annual Evaluations by Chairs—As the academic unit head, the department chair will conduct annual reviews in which he/she advises and assists individual faculty members in preparing their annual goals and objectives. The chair will be expected to work closely with each faculty member to outline clear expectations during the evaluation. Since the faculty evaluation will be a basic but critical component of faculty scholarship planning, the chair will be expected to allot adequate time to provide a constructive and objective evaluation with suggested corrective actions if appropriate. To ensure clarity, consistency, candor, and care in faculty evaluations and to ensure that chairs are competent and effective evaluators, all chairs will be required to participate in external or internal workshops or seminars on faculty evaluation, tenure and promotion, and leadership development. As the leader of the academic unit, the chair will be expected to incorporate individual faculty goals and objectives into the department's annual report as well as the department's 3-year goals and objectives.

The chair will forward a copy of all faculty evaluations to the Associate Dean of Faculty Affairs so that the Associate Dean can provide specific recommendations or necessary support to individual faculty members as needed.

Continuing Education—Basic sciences will offer a regular seminar schedule in which individual investigators will present their work, or visiting scientists will be invited to discuss new directions in the biomedical sciences and to present their research programs.

Most clinical departments are already active in promoting and enhancing medical education and patient care. The TTUHSC Office of Continuing Medical Education (CME), which has an office on the El Paso campus, is authorized to grant CME credits and has been active in coordinating learning activities for faculty, medical students, and residents. We are currently working toward achieving our own accreditation for CME. Not only the full-time and part-time faculty members participate in CME, but many volunteer clinical faculty members are also present at a number of learning activities, including grand rounds, morning report, noon conferences, tumor board, radiology lectures, and sub-specialty conferences.

Department Incentive Program—Each existing department has developed an incentive program for recognizing and rewarding faculty members for their scholarly contributions and accomplishments. Clerkship directors, besides protected time, receive an annual salary augmentation of \$15,000–\$20,000, additional administrative leave, and support for attending regional and national meetings of clerkship directors and workshops for teaching enhancement. Other scholarly attainments, such as publication in peer-reviewed journals, presentations at national scientific meetings, and extramural research grants, are also recognized and rewarded. In addition, the departments provide funding for continuing medical education and professional association membership. Newly established departments, including those with an emphasis on basic science, will be encouraged to develop similar incentive programs.

Research Incentive Awards—The Dean has identified discretionary funds to be used expressly for the encouragement of new research undertakings. This seed grant program provides small awards, generally no greater than \$20,000 for one year, to faculty who wish to begin a new research program. Because the size of the fund is limited, awards are competitive. There are usually no more than 5 awards each year. The process is open to all investigators, but preference is given to junior faculty members and new investigators. Previously funded individuals may also receive special consideration if they are “between grants.” These awards do not support salaries or personnel but do provide funding for small instrumentation and supplies. It is hoped that these awards will lead to more substantial funding by regional or national foundations and agencies.

Paso del Norte Health Foundation—This local foundation restricts its support to faculty and staff members of colleges, universities, and public agencies within the community who are engaged in biomedical and public health research. The foundation sponsors an annual funding cycle in which successful applicants may be awarded as much as \$75,000 per year for two years. Proposals must be responsive to the research initiatives identified by the foundation. TTUHSC-EPSOM faculty members are encouraged to apply, and TTUHSC-EPSOM provides scientific guidance to the foundation as it establishes its research priorities.

Hispanic Center of Excellence (HCOE)—The HCOE has been active in supporting Hispanic faculty by providing opportunities and funding for participation in faculty development activities, teaching enhancement courses, and advanced degree programs in public health. With the loss of federal Title VII funding to similar programs throughout the nation, we plan to assume many of these activities in our Office of External Affairs, under the direction of the Vice Dean for Clinical and External Affairs, Dr. José Manuel

de la Rosa. We will use institutional and other funds according to availability. Please refer to FA-11 for details of HCOE activities that promote faculty scholarship.

Faculty Development Newsletter—With a large circulation, this quarterly newsletter is the vehicle for introducing new faculty members, recognizing faculty accomplishments, sharing faculty voices and impressions about their work, and informing faculty about new and important developments that may be of interest.

Annual Faculty Banquet—This annual event is the time when full-time, part-time, and volunteer faculty come together to recognize the academic accomplishments of their colleagues. Poster presentations of current research projects and other accomplishments form the core of this activity. The event also features the recognition of the recipient of the prestigious Faculty of the Year Award as well as other faculty members who have made significant contributions to teaching, research, and community service.

Faculty Development Program—We are proud of our faculty and we want to provide them the best opportunities to excel. Therefore, we have established a comprehensive and versatile faculty development program. This program includes five levels:

1. The Faculty Development Course (FDC) is a program designed for the junior faculty and includes information about scholarly activities. Senior faculty members and guest speakers address issues such as the development of research and academic projects, grant writing, manuscript preparation, and methods to establish a scholarly project in the setting of a busy schedule.
2. Advanced Teaching and Technical Writing (ATT) is a more advanced course that is reserved for FDC graduates and expands on skills introduced in the FDC. Participants are asked to design simple studies, prepare brief funding requests, and develop the outline and narrative for a simple scholarly report. These efforts are all critiqued by experienced writers and investigators, both on the senior faculty and from outside programs.
3. Clinical Simulation and Teaching is a program for all faculty that is designed to facilitate instruction using clinical simulations and simulation models. This course provides faculty members with the new skills that they need to teach effectively in a modern setting using electronic and mechanized teaching devices. The program also affords opportunities for faculty members to develop medical education research projects based upon the use of newer teaching modalities.
4. Leadership Development is a program for senior faculty and administrators that is under development. With the expanded faculty in the new medical school, there will be a greater need for the senior faculty to have the leadership skills required to promote faculty development, plan for transitions in the operations and missions of the various departments, and assist individual faculty members in achieving promotion and/or tenure.

Faculty Mentoring Program—Some senior faculty members have independently taken the lead in mentoring the junior faculty, guiding them through challenges and difficulties in academia. However, we have initiated a comprehensive faculty mentoring program to identify committed senior faculty members, provide them with adequate training and support for their mentor role, and establish formal linkages of senior and junior faculty

mentoring teams. This program is directed by the Associate Dean for Faculty Affairs. It is described more fully in FA-10, part b.

Please refer to FA-11 for details and measurable outcomes of our faculty development program.

Sabbatical leave—Sabbatical leave is available for faculty after serving five years as full-time faculty. The faculty member may be authorized to spend up to six months in scholarly pursuits elsewhere at full pay or up to one year at half pay. Formal application is required as well as a favorable recommendation by the faculty sabbatical leave committee and approval by the Dean and President of the HSC. Final approval requires action by the Board of Regents. Several faculty members have taken advantage of the sabbatical leave for learning advanced techniques or procedures. The form for faculty leave is included in the Appendix, Section IV, pages 24-26. The process is completely described in TTUHSC Operating Policy 60.02 ({ HYPERLINK "http://www.ttuhsu.edu/HSC/OP/OP60/op6002.pdf" }) and included in the Appendix, Section IV, pages 27 and 28.

See also information for standard IS-13 in Section I of the database

FA-6. The medical school faculty must make decisions regarding student admissions, promotion, and graduation, and must provide academic and career counseling for students.

Student Admissions

Members of the full-time and clinical faculty will constitute the TTUHSC-EPSON Admissions Committee. The committee will have the responsibilities of determining the slate of candidates invited for interview, reviewing the credentials of candidates, conducting interviews of candidates, and recommending students for admission. Faculty members appointed to this committee will receive annual training concerning the application process and interviewing techniques.

Student Promotion and Graduation

Student promotion will be a multi-tiered activity requiring continuous formative and summative evaluation of the student by various faculty evaluators, often working collectively. These faculty evaluators will include the college masters, teaching committees, clinical clerkship directors, and clinical faculty. Some of these evaluators also will be members of the Student Grading and Promotions Committee, which will meet at least once annually to review the performance of all medical students during the academic year. In addition, the committee may meet at the conclusion of a major teaching unit or by special call for a particular issue of student grading or promotion.

Academic and Career Counseling

One of the major responsibilities of the college masters will be to provide academic and career counseling for medical students. A student counselor also will be retained within the Office of Medical Education to assist in advisement, and students will be advised each year during orientation of other advisement services available. The Associate Dean for Medical Education and the Office of Medical Education will have direct responsibility for administering the resources for academic and career counseling.

Refer to responses for standards MS-4, MS-18, and MS-33 in Section III of the database.

FA-8. A medical school should have policies that deal with circumstances in which the private interests of faculty members or staff may be in conflict with their official responsibilities.

Check each area where the medical school or the university has a faculty conflict of interest policy. Include a copy of each policy in the Appendix, or provide the web site URL where the policy can be viewed.

X	Conflict of interest in research
X	Conflict of private interests of faculty/staff with academic responsibilities
X	Conflict of interest in commercial support of continuing medical education

TTUHSC-EPSON adheres to the policy established by the Health Sciences Center (HSC OP 73.09) on conflict of interest in research. This policy applies to all employees of TTUHSC, students and trainees considered research personnel, and affiliated individuals. The policy establishes definitions and guidelines to address the issue and creates a Conflict of Interest Committee to review all disclosures of significant financial interest and to establish procedures for the review and management of conflicts of interest. The policy also describes the procedures to be used for annual disclosure. Each investigator is required to complete and file a form listing outside professional relationships and potential conflicts of interest. The policy on conflict of interest in research can be found in the Appendix, Section IV, pages 29-37, and the annual reporting form is provided in the Appendix, Section IV, page 38. These items are also available at: { HYPERLINK "http://www.ttuhscc.edu/HSC/OP/OP73/op7309.pdf" }.

TTUHSC-EPSON adheres to the policy established by the Health Sciences Center (HSC OP 10.08) on ethics. This policy is required by state law and contains guidance concerning the private interests of faculty and staff in relation to academic responsibilities. The policy on conflict of private interests of faculty/staff with academic responsibilities is provided in the Appendix, Section IV, pages 39-45, and is available at: { HYPERLINK "http://www.ttuhscc.edu/HSC/OP/OP10/op1008.pdf" }.

The CME office at TTUHSC-EPSON will be in full compliance with the guidelines of the Accreditation Council on Continuing Medical Education (ACCME) regarding commercial support. All faculty members who present information at CME activities will be required to disclose any conflict of interest regarding commercial support. Failure to disclose conflict of interest will disqualify the faculty member from participating as a presenter at any activities of the CME program. A copy of this form is included in the Appendix, Section IV, pages 46 and 47. Further information about CME is available at: { HYPERLINK "http://www.ttuhscc.edu/som/cme/" }.

FA-9. Faculty members should receive written information about their terms of appointment, responsibilities, lines of communication, privileges and benefits, and, if relevant, the policy on practice earnings.

a. Describe how faculty members are notified about the following items:

- Terms and conditions of employment
- Benefits
- Compensation, including policies on practice earnings

The Dean's letter of offer will outline terms and conditions of employment, salary, benefits and other compensation, including policies on practice earnings when appropriate. The department chair will also write a letter at the time of appointment that provides additional details on these topics and expected responsibilities within the department.

The Medical Practice Income Plan is administered at the HSC level, but each school and each department within each school has its own policy about distribution of practice earnings. Billing practices are centralized and in compliance with state and federal regulations. Computer support is also centralized. However, El Paso has and will continue to operate its own billing and collections office. The local manager is responsible for the daily operations of the plan, and local billing agents manage the billing and collecting process. This office is supported by fees assessed to the billing faculty.

Departmental practice income policy is reviewed with each new faculty member during recruitment and at the time of appointment. Each department has a written policy which will be provided to the individual faculty member at the time of appointment.

All faculty members participate in several days of orientation when they first arrive on campus. Much of this orientation will be coordinated by the Office of Human Resources, which will provide detailed written information about policies concerning employment and various benefits available. Each subsequent year, the faculty member will receive written notice of changes in benefits that will become available in the following fiscal year. Orientation sessions will be offered, and detailed written supporting documents will be provided.

Each year, preceding the beginning of the next fiscal year, all faculty members will receive a written communication that summarizes compensation for the year ahead. The faculty members will also receive an annual statement of their patient billings and collections.

b. How and when are faculty members informed about their responsibilities in teaching, research, and, where appropriate, patient care?

Each faculty member will be informed about his/her responsibilities in teaching, research, and if applicable, patient care, as early as during the interview. The department chair and the Associate Dean for Faculty Affairs will discuss in detail with faculty applicants the various faculty appointment tracks and their associated responsibilities and expectations. The letter of offer that will be written by the Dean delineates a framework of the

responsibilities, while the letter from the chair will discuss in detail the expectations and responsibilities in teaching, research and publication, and patient care. The letter will also provide information about available supportive resources, such as laboratory space, equipment, and protected time. In addition, the chair will be expected to describe in detail the line of reporting responsibility within the department and within the institution. The purpose of this is to make certain that the individual faculty member is aware not only of the administration's responsibility to him/her, but also to remind the individual of his/her responsibility.

- c. If there is a faculty handbook, include a copy or provide the web site URL where the handbook can be viewed.

Each faculty member receives a hard copy of the Faculty Handbook as part of the employment package. An electronic version of the Faculty Handbook (e-handbook) is available at { HYPERLINK "www.ttuhsu.edu/som/facultyDevelopment/e-handbook.aspx" }.

FA-10. They should receive regularly scheduled feedback on their academic performance and their progress toward promotion.

Feedback should be provided by departmental leadership or, if relevant, other institutional leadership.

- a. Briefly describe any medical school or university policies assuring that faculty members will receive periodic feedback on their performance and progress toward promotion.

TTUHSC has specific operating policies concerning feedback to faculty members about their performance and progress toward promotion. HSC OP 60.01 specifically addresses the tenure and promotion policy, including advisement of faculty members. HSC OP 60.08 describes the process required for annual review of non-tenure-track faculty. HSC OP 60.03 addresses the required, recurring, five-year review of tenured faculty members to be in compliance with Section 51.943 of the Texas Education Code. Please see the following:

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{ HYPERLINK "http://www.ttuhsu.edu/HSC/OP/OP60/op6001.pdf" }
{ HYPERLINK "http://www.ttuhsu.edu/HSC/OP/OP60/op6003.pdf" }
{ HYPERLINK "http://www.ttuhsu.edu/HSC/OP/OP60/op6008.pdf" }
{HYPERLINK
http://tlo2.tlc.state.tx.us/statutes/docs/ED/content/htm/ed.003.00.000051.00.htm#51.943.00
}
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Annually, each faculty member will be required to submit a report of his/her past year's accomplishments and the goals and objectives for the upcoming year. The goals and objectives for future accomplishments are the result of a merger of the faculty member's assigned responsibilities and the institutional goals and objectives. The performance evaluation given by the chair will be mission-guided, objectives-directed, and promotion-oriented. It should include a statement as to whether or not the faculty member is on track for promotion as well as recommendations for improvement in case the individual is not on track. In those circumstances in which the faculty member is a member of a division or other administrative unit of a department, the chief of that unit will also be required to provide an evaluation of the faculty member's performance. This may precede or be integrated with the chair's evaluation. However, it will not substitute for the required evaluation by the chair.

All chairs will also undergo annual evaluation. This includes electronic questionnaires completed anonymously by department faculty members. The completed questionnaires will be submitted to the Office of Faculty Affairs. This office, with assistance from the Office of Evaluation, will abstract and summarize these questionnaires. The resultant report will be submitted to the Associate Dean for Faculty Affairs and to the Dean as well as to the department chair under review. The report may serve as the basis of a meeting between the chair and the department faculty as well as between the chair and the Associate Dean for Faculty Affairs and/or the Dean.

Besides the annual evaluation given by the chair, a faculty member may request a formal performance review—the pre-tenure and promotion evaluation—at anytime. The pre-tenure and promotion evaluation will normally be scheduled at the usual mid-point of a

particular academic rank, i.e. at year 3 for assistant professors to be considered for associate professor and at year 2 for associate professors to be considered for professor. This will be a structured process similar to the formal tenure and promotion review. The individual will complete the application materials for promotion, including a statement of departmental and institutional requirements for promotion; descriptions of accomplishments in the areas of scholarly activities (medical education, research, and publication), clinical activity (if appropriate), and institutional and public service; external letters of recommendation; and copies of the most recent and important publications. These documents will be reviewed by all departmental faculty members at or above the academic rank to which the individual aspires. This ad hoc committee will review the documentation and, by ballot, indicate the recommendation for promotion. Committee members may also make comments about specific strengths and/or weaknesses of the application. In addition, any faculty member can request a performance review and feedback about the prospects for promotion from the Associate Dean of Faculty Affairs.

As mandated by state regulations and TTUHSC policy, tenured faculty members or those who have received academic promotion must undergo comprehensive performance evaluation within six years from the date that either tenure or academic promotion was granted. These evaluations will be conducted in cycles on an annual basis. The review will be a structured process in which the faculty member prepares documents similar to those required for consideration for promotion. These documents will be reviewed at the departmental level and then forwarded to the Faculty Tenure and Promotions Committee, which will make recommendations to the Dean. Possible recommendations include no further action, remediation for lack of progress, and even dismissal in unusual circumstances.

- b. Briefly summarize any mentoring programs being created for junior faculty at the institutional or departmental levels.

Currently, senior faculty members who teach in the Faculty Development Course (see FA-11) provide mentoring to junior faculty enrolled in the course. This mentoring includes providing guidance on teaching, scholarly writing, and planning for research programs. The senior faculty also work directly with individual faculty members and the Associate Dean for Faculty Affairs to provide guidance on academic promotion, including the preparation of supporting documents required for promotion. With the establishment of the four-year medical school, we intend to expand upon these mentoring activities and establish a formalized mentoring program. The Associate Dean for Faculty Affairs will recruit senior faculty members to be mentors, and these individuals will then receive specific training in mentoring, especially related to career guidance. Mentors will then be assigned responsibilities for junior faculty members. To the extent possible, mentoring matches will be made between senior and junior faculty members within the same discipline. At the same time, mentors will be encouraged to provide cross-disciplinary mentoring when needed to help junior faculty members take advantage of opportunities for cross-disciplinary career development.

This school-wide mentoring program will require support at the departmental level. To help ensure this support, the Founding Dean has clearly identified faculty mentoring as a priority, and documentation of mentoring activities has been incorporated into the

instrument used for annual evaluations of department chairs. In addition, the Associate Dean for Faculty Affairs has planned a faculty development program—Leadership Skills for Senior Faculty and Administrators (see FA-11)—that includes information about mentoring. This program will help chairs and other senior faculty members understand the importance of mentoring and learn how to become effective mentors. As the new school develops, we anticipate that departments will build on the school-wide mentoring program to develop their own processes for formal and informal mentoring of junior faculty.

See also information for standard FA-4

FA-11. Opportunities for professional development must be provided to enhance faculty members' skills and leadership abilities in education and research.

- a. Describe plans for centralized or departmental activities to assist faculty members in improving their skills as teachers and evaluators of medical students.

Institutional Faculty Development Program

The institutional Faculty Development Program was begun in 2003, following the establishment of the Office of Faculty Affairs and Development in July 2002. After conducting an extensive survey to determine faculty needs as well as to assess available resources, Dr. Hoi Ho, the Associate Dean for Faculty Affairs, implemented a comprehensive, ambitious five-year Faculty Development Program. The purpose of this program is to provide a basic program of faculty development for the entire institution upon which each department or academic unit can build a program of further faculty development that is specific to its needs and those of its faculty.

The institutional program has five elements: (a) basic orientation to the institution and its policies and procedures, (b) the core faculty development course, (c) advanced teaching and technical writing, (d) methods in clinical simulations and clinical simulation instruction, and (e) leadership skills for senior faculty members and administrators. Each of these elements is described below.

Basic Orientation is provided to all new faculty members. It includes information about the processes of promotion and tenure as well as organizational structure and governance, faculty rights and privileges, and federal regulations about key areas including research, privacy, and student interactions.

The Faculty Development Course (FDC) is a 60-hour course that extends over six months. It is offered twice a year and can accommodate 15 faculty members per session. The FDC is designed to help junior and mid-level faculty members enhance their teaching skills by familiarizing them with new teaching methodologies and to develop their professional careers by teaching them about clinical or basic science research strategies. Initially the course was open to all interested faculty. As soon as all current faculty who are interested in the program have completed it, the program will be focused on new faculty. All new junior and mid-level faculty will be required to attend the course within the first year of their appointment.

In just over 3 years, 90 faculty members have enrolled and successfully graduated from four FDCs. Positive feedback from the FDC participants and chairs as well as positive measurable outcomes related to participants have provided invaluable information for designing future faculty development programs. The Associate Dean for Faculty Affairs has presented the results of this faculty development program at several local and regional professional meetings. The curriculum of the FDC is outlined in the following table:

Curriculum of the FDC

Topics	Purposes	Method	Hours
Adult learning & teaching methods Evaluation of teaching effectiveness	Enhance teaching & evaluation skills	Lectures Application	20
Research principles	Ensure compliance	Lectures	6
Biomedical statistics	Introduce important concepts	Lectures Application	2
Career & professional development	Enhance awareness of opportunities	Lectures	11
Information & technology Technology in medical education	Enhance computer skills	Lectures Application	14
Oral presentation	Enhance presentation skills	Live presentation	2
Project presentation	Promote completion of a research project	Live presentation	5

The Advanced Teaching and Technical Writing program (ATTW), a more advanced faculty development program for faculty graduates of the FDC, is available once a year and can accommodate ten participants. This program offers unique opportunities for faculty to improve their skills in teaching and technical writing. The ATTW is driven by measurable outcomes, such as the demonstrated ability to give an effective oral presentation; conduct small and large group learning sessions; use technology to enhance medical education; prepare examination questions and tests that can measure trainees' learning; perform comprehensive performance evaluations; and write scientific reports appropriate for publication in peer-reviewed journals.

Methods in Clinical Simulation and Clinical Simulation Instruction uses a teaching laboratory that is equipped with state-of-the-art clinical simulation tools. This facility has 22 separate learning stations for training in a wide range of clinical assessment and physical diagnosis skills. As clinical simulation becomes an increasingly important teaching modality, it is critical that faculty members become accomplished in and learn about the potential strengths and weaknesses of simulation methodologies, and this course is designed to address this need. Faculty participants have learned the teaching skills required to use computer-based simulators, human clinical simulators, objective-directed stations, interpersonal communication stations, and Evidence-Based Medicine (EBM) stations. Besides providing clinical experiences, the laboratory also serves as the training site for basic computer and technology skills, including how to use wireless networking, Bluetooth, personal digital associates (PDAs), audience interactive response systems (AIRS), as well as data acquisition, collection, and analysis programs (DACA). These skills are essential for teaching and research, and this training course has been developed to prepare our faculty for the new curriculum, which will employ clinical simulation as a major teaching modality. The laboratory is also used for workshops on enhancement of bedside teaching and evidence-based medicine.

Leadership Skills for Senior Faculty and Administrators will be a program designed for department chairs and assistant and associate deans. In addition to providing these individuals with detailed and current information about institutional policies and procedures, the program will also provide information about mentoring, promoting faculty development, and management skills. The program will use outside experts as the teaching faculty to provide a greater sense of reliability, authority, and usefulness of the information. This course will be conducted every two years or more frequently depending upon interest and need.

Other Available Faculty Development Programs and Resources

In addition to these institutional programs offered through the office of the Associate Dean for Faculty Affairs, there are other programs geared to faculty development, including the following:

The *Virtual Campus* is an online resource that features a collection of presentation materials, such as Clinical Education of Medical Students in the 21st Century (Michael Whitcomb, M.D.) and Basic Science Education for Medical Students in the 21st Century (Roderick Nairn, Ph.D.), and other information related to professionalism and effective teaching. Supported by a grant of the National Library of Medicine, the *Virtual Campus* also maintains an exhaustive collection of learning resources for faculty, residents, and students from several departments, such as Emergency Medicine, Internal Medicine, Pediatrics, and Pathology. The link to the El Paso Virtual Campus is { HYPERLINK "www.ttuhsce.edu/el Paso/virtualCampus/renaissanceII.aspx" }.

The *Hispanic Center of Excellence* (HCOE) at El Paso has been very active in supporting faculty development and has sponsored several faculty development programs, as follows:

- Public Health—This program is designed for faculty members of EPSOM who enroll in the program of the University of Texas Health Science Center at Houston School of Public Health at El Paso and obtain the degree of Master of Public Health (MPH). Five faculty members have completed the MPH program.
- Environmental Health—This program is the joint effort of the School of Medicine at El Paso and the Institute of Environmental and Human Health (TIEHH). Participants in this program may choose to pursue an advanced degree or may select a program focused on a specific topic. It is anticipated that every faculty participant will develop a project designed to examine an environmental health issue encountered in the faculty participant's clinical activities.
- Short Courses—The purpose of this program is to provide junior and mid-level Hispanic faculty members who wish to change research or academic direction with opportunities to visit other institutions to learn new research methods or new procedures.
- Support for Hispanic faculty members—The HCOE has provided funding annually since 2001 for several faculty members to attend national faculty development seminars.

In early 2006, federal reductions in Title VII funding resulted in a significant loss of funds for the HCOE and other similar programs throughout the nation. Nonetheless, we

plan to assume many of these activities in our Office of External Affairs, under the direction of the Vice Dean for Clinical and External Affairs, Dr. José Manuel de la Rosa.

The Cross-Campus Faculty Development Program is coordinated by the Associate Dean for Faculty Affairs in Lubbock. This program includes visits from outstanding speakers and national experts in medical education to lecture on important current topics in medical education. The program is transmitted by our distance-learning television network (HealthNet) to Amarillo, El Paso, and Odessa. Because of the broad value of these programs and the existing infrastructure of the distance-learning television network, we will continue to collaborate on these programs with a projected plan of originating some offerings on the El Paso campus.

- b. Describe any centralized or departmental activities that will assist faculty members in enhancing their skills in research and grant procurement.

Although each clinical department has its own programs and resources for supporting faculty in conducting research, the school of medicine offers four main activities designed to assist faculty members in enhancing their skills in research and grant procurement:

- The Faculty Development Course (FDC) described above introduces faculty members to the basic principles of clinical research and provides them with opportunities to apply for intramural research funding.
- The Advanced Teaching and Technical Writing (ATTW) course, which is the follow-up development program for the FDC, includes several workshops in which faculty write scientific reports and develop grant proposals.
- The Office of the Associate Dean for Research conducts or sponsors seminars and workshops for grant writing. Through collaboration with the HCOE, the University of Texas at El Paso (UTEP), the University of Texas School of Public Health at El Paso, and the Paso Del Norte Health Foundation-Border Health Institute, several faculty members from the departments of Internal Medicine, Family Medicine, Emergency Medicine, Pediatrics, and OB-GYN have participated in grant writing workshops. Additional grant writing workshops are sponsored by TTUHSC and are available to all campuses.
- TTUHSC provides several seed grants (up to \$15,000/grant) to junior faculty to support their research endeavors. Grants are awarded through a competitive process in which junior faculty members prepare and submit research proposals with advice and guidance from their mentor/advisors. These proposals are evaluated and ranked by a panel of experienced investigators for approval and possible funding.

Links to research opportunities as well as current research activities are available online at { HYPERLINK

"www.ttuhs.edu/el Paso/virtualCampus/grantOpportunities.aspx" } and { HYPERLINK "http://www.ttuhs.edu/el Paso/research/" }.

See also information for standard FA-4.

FA-12. The dean and a committee of the faculty should determine medical school policies.

This committee, which typically consists of the heads of major departments, may be organized in any manner that brings reasonable and appropriate faculty influence into the governance and policymaking processes of the medical school.

FA-13. Schools should assure that there are mechanisms for direct faculty involvement in decisions related to the educational program.

Important areas where direct faculty involvement is expected include admissions, curriculum development and evaluation, and student promotions. Faculty members also should be involved in decisions about any other mission-critical areas specific to the school. Strategies for assuring direct faculty participation may include peer selection or other mechanisms that bring a broad faculty perspective to the decision-making process, independent of departmental or central administration points of view. The quality of an educational program may be enhanced by the participation of volunteer faculty in faculty governance, especially in defining educational goals and objectives.

The Dean of the School of Medicine is assisted by a committee of the faculty in determining medical school policies. This committee is established in the Faculty Bylaws and is designated the Dean’s Council. The Dean serves as the chair of this committee. Committee membership includes those individuals appointed to administrative positions with the title of assistant dean or higher; chairs of all recognized departments within the institution; heads of academic units with departmental structure, such as institutes and centers; and four elected faculty members, two each representing the basic sciences and clinical sciences. The Dean’s Council meets on a monthly basis or more frequently for consideration of special issues. The Dean’s Council acts on behalf of the Faculty and has responsibility to: (1) determine policy of the School of Medicine with respect to academic affairs; (2) participate by discussion, study, advice, and counsel in the formulation of policies of the School of Medicine; and (3) recommend faculty appointments for Associate Professor and Professor in a meeting following the circulation of the recommendations of the Faculty Committee on Appointments and Promotions.

- a. List the major permanent committees of the medical school. Note whether each committee is charged to make recommendations (R), empowered to take action (A), or both (B).

Permanent Committees of the El Paso School of Medicine

Committee	Number of Members*	Appointed or Elected by:	Reports to:	Authority (R/A/B)
Committees to be established as part of the governance structure of the new school				
Dean’s Council	27**	Dean Academic Council	Dean	B
Academic Council	10	Dean Voting Faculty	Dean	B
Faculty Council	17**	Voting Faculty	Faculty	R

Committee	Number of Members*	Appointed or Elected by:	Reports to:	Authority (R/A/B)
Independent committees to be established as part of the new school				
Medical School Admissions	18	Dean	Dean	B
Curriculum and Educational Policy	14	Dean with advice of the Academic Council	Dean	B
Evaluation	14	Dean with advice of the Academic Council	Dean	B
Student Grading and Promotion	19	Dean with advice of the Academic Council	Dean	B
Faculty Grievances	7	Dean Faculty	Dean	R
Currently operational committees to be transferred to the new school				
Graduate Medical Education	15	Dean	Dean	R
Continuing Medical Education	12	Dean	Dean	B
Faculty Appointments (will become Faculty Appointments, Promotion, and Comprehensive Performance Evaluation)	10**	Dean with advice of the Academic Council	Dean	R
Libraries and Educational Resources	5 + medical student and resident representation	Dean	Dean	R
Human Research Review (Institutional Review Board)	12	Dean	Dean	B
Animal Care	12	Dean	Dean	B
Clinical Affairs	11	Dean Voting Clinical Faculty	Dean	B
Medical Practice Income Plan	15	Dean Voting Clinical Faculty	Dean	R

* For those committees that are to be established as part of the governance structure of the new school or as independent committees within the new school, this number indicates the planned membership for the committee. For currently operational committees, this number indicates current membership.

** This number indicates the planned membership for the committee at this time, although the number of members will be variable.

At least six months before the beginning of the new academic year, the Dean will confer with the Academic Council about committee membership. In some instances, individuals will be appointed to a particular committee by virtue of administrative position. For example, department chairs will be appointed to some committees, such as the Academic Council. In some instances, the Dean may appoint individuals from a slate recommended by the Academic Council. In some instances, individuals will be elected by the voting faculty or by voting faculty who are also practicing clinicians.

Currently, announcements of vacancies on committees and solicitation of candidates are made at a general faculty meeting and by publication in newsletters and general e-mailings. Elections are conducted early enough that committees are fully constituted by the beginning of the academic year. These practices will continue in the new school.

If the committee structure is not complete, describe when you anticipate all committees will be functional.

Although the general organization of the campus and the administration are nearly complete, final ratification of the Faculty Bylaws and, hence, codification of some of the major committees remain to be accomplished. At the same time, some committees are already operational on the regional campus and will transfer over with establishment of the four-year medical school. The current status of the various committees is as follows:

Committees to be established as part of the governance structure of the new school

Policies and procedures for the following committees have been defined, and these committees will be formally established when governance is officially transferred from the current regional structure to the new governance structure for the independent medical school:

- Dean's Council
- Academic Council
- Faculty Council

Independent committees to be established as part of the new school

- Medical School Admissions—We plan to establish a planning committee within the next three months to review and establish proposed policies and procedures for this committee.
- Curriculum and Educational Policy Committee—We plan to establish an independent committee for the new school within the next three months. Some of the members of the committee will be individuals who are currently campus representatives to the Educational Policy Committee for the existing school.
- Evaluation Committee—We plan to establish a committee responsible for overseeing the evaluation process and providing guidance to the Office of Evaluation. The committee will work closely with the Curriculum and Educational Policy Committee, the Student Grading and Promotions Committee, and with department chairs and the Office of Faculty Affairs to ensure that relevant information is provided to effectively evaluate the curriculum, individual student progress, and individual faculty members.
- Student Grading and Promotion—We plan to establish a planning committee within the next three months to review and establish proposed policies and procedures for this committee.
- Faculty Grievances Committee—This committee will be established on an ad hoc basis as needed for individual grievances.

Currently operational committees to be transferred to the new school

- Graduate Medical Education Committee

- Continuing Medical Education Committee
 - Faculty Appointments, Promotion, and Comprehensive Performance Evaluation Committee—This committee currently manages appointments for the regional campus, and with establishment of the new school, the committee will also take on responsibilities for promotion and comprehensive performance evaluation of El Paso faculty. This committee will also make determinations regarding faculty development leave for El Paso faculty.
 - Library Committee—This committee currently serves as a subcommittee of the Health Sciences Center Library Committee. Because of the organizational structure of the library system, the committee will continue to serve as a subcommittee of the HSC committee, but it will also assume more direct responsibilities for the Gallo Library in El Paso.
 - Human Research Review—This committee currently functions as a free-standing committee.
 - Animal Care—This committee currently functions as a subcommittee of the institutional animal care and use committee. We will establish a free-standing committee. We will also employ our own director for our animal care facility. However, the Health Sciences Center will continue to provide administrative oversight of the operation for the animal care and use program.
 - Clinical Affairs—This committee currently functions as the clinic operations committee, concerned with day-to-day operations of the committee. We will establish a committee that will have responsibility for numerous clinical affairs including clinical affiliations, clinic operations, compliance with regulations of accrediting bodies and federal agencies, and other activities that impact the clinical affairs of the school of medicine.
 - Medical Practice Income Plan Committee—This committee has responsibility for the financial operations of the faculty practice and for guidelines concerning overhead expenses and the allocation of revenues from the practice. The committee will continue to work within the Health Sciences Center committee that includes all of the schools of the HSC, but it will also have more control of the operations of the practice plan on the El Paso campus.
- b. Describe how the dean currently obtains input from department heads and faculty members regarding institutional planning and decision-making.

The Dean meets with his administrative staff, including all associate and assistant deans, on a bi-weekly basis. The Dean meets with the Dean's Council on a monthly basis. This committee includes all of the assistant and associate deans, all department chairs, and elected faculty representatives. The Dean also meets with the Academic Council, which includes representatives from the Dean's Council and the Faculty Council. The Dean may be invited to meet with the Faculty Council. The Dean meets with individual chairs and faculty members on a needs basis. He maintains an open-door policy so that within the constraints of scheduling, individual chairs may see the dean about particular concerns or issues in a timely fashion. Individual faculty members may also see the dean by

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appointment, but these visits must respect the line of authority and maintain organizational protocol.

See also information for standard IS-4 in Section I of the database

END OF SECTION IV

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