

**TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER**

**DEPARTMENT OF PEDIATRICS**

**Policy on Faculty Evaluation and Review**

**June 2011**

The Faculty of the Department of Pediatrics involved in resident teaching will undergo formal evaluations each quarter and annually for each academic calendar year. Performance criteria for the assessment of faculty serve to maintain the academic and professional goals and objectives of the Department and the Residency Program.

Several criteria will be used to assess a faculty member's performance and determine whether his or her contribution to the academic programs and to the department and institution is consistent with this general requirement for a commitment to teaching and academic medicine.

Faculty will be assessed based on six criteria deemed necessary to perform the functions of clinical faculty and maintain high academic standards for the program (see Faculty Evaluation Checklist):

1. Submission of Evaluations

All evaluations are due no later than the 5th of the month following the rotation (For instance, evaluations for Block 1 July 1-31, are due August 5th)

2. Clinical Knowledge

Faculty will be assessed on their demonstration of applied fund of knowledge, logical reasoning for problem solving and diagnostic evaluation. Demonstrated fund of clinical knowledge will be assessed during formal (end-of-rotation evaluation) and informal instruction (didactics evaluation form).

3. Commitment to Resident/Student Education

The role of attending physician for teaching purposes is defined as instruction or supervision of medical students or residents in both patient care and non-patient care settings. Students, residents, peer faculty and the program director will evaluate faculty members on their commitment to medical education.

Lectures, seminars, conferences or tutorials by the faculty member, or participation in the teaching of core curriculum are considered formal instruction. Preparation time will be considered part of the faculty commitment to such an assignment. Attendance at conferences, rounds and other teaching exercises as an observer or casual participant is not considered formal instruction by the faculty.

4. Clinical Teaching

Faculty will be assessed on their ability to provide adequate supervision during patient care activities, logical reasoning for problem solving and diagnostic evaluation, and teaching bedside skills (H&P, procedures, establishing rapport with patients).

5. Scholarly Research

Faculty will be assessed on their conduct of or participation in individual or departmental research projects . Research is a significant academic activity for purposes of faculty development and continuing education. In conducting and reporting their research, faculty members are expected to abide by the high standards of care and scientific integrity expected of members of the professoriate.

6. Professionalism

Membership on departmental and School committees, as well as advisory or consulting roles related to the department, School or University, constitutes valuable academic activities to be recognized in evaluating the contribution of the faculty member.

In addition, faculty will be evaluated for compliance with applicable professional, ethical, Department and University rules and policies and for their constructive and positive contribution to the academic and clinical enterprise.

Continued Appointment

Based on whether assessment criteria are met, the Program Director in collaboration with the Department Chair will determine appropriate course of action and/or professional recommendations for each faculty member.

**Evaluation of the faculty per this policy will be completed annually and documented by the Faculty Evaluation Checklist.**