

Department of Physiology Guidelines for Annual Performance Review and Promotion of Fixed Term Faculty



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Fixed term faculty provide significant support to the department, college, and university, and they play an integral role in the instructional, research and service missions of MSU. Fixed term faculty generally are appointed on an annual basis, and thus should not consider reappointment and/or promotion to be an automatic action.

I. Annual Performance Review

A. General Principles

The purposes of the annual performance evaluation of fixed term faculty are to:

- Ensure that each individual has a clear understanding of what is expected of her/him in his/her appointment;
- Assess individual performance against expectations;
- Provide an opportunity for fixed term faculty and academic staff to provide input to unit administrators about their performance;
- Provide a basis for making decisions on merit pay; and
- Provide input for decisions about future appointments or promotion

B. Overview

1. All Department of Physiology fixed term faculty and academic staff shall have their performance evaluated on an annual basis, or within three months after the end of their appointment period.
2. The evaluation of fixed term faculty and academic staff shall be based on the duties and responsibilities specified in the position description. Weight will be given to all duties consistent with the percent time listed for assigned duties in the 'Fixed Term Faculty/Academic Staff Appointment/Reappointment Memorandum'
http://www.hr.msu.edu/forms/faculty_forms/FormInfoTMEM.htm
3. The standards and criteria for the assessment of performance shall be those in accordance with College and University policy and bylaws, and where applicable, the collective bargaining agreement for the Union of Non-tenure Track Faculty.
4. For fixed term faculty who are appointed in multiple units, a lead unit administrator shall be designated. This will include coordinating with the other unit(s) on performance planning, reporting, and evaluation to make things as seamless as possible for the faculty member.

C. Annual Performance Evaluation Process

1. The annual evaluation period shall be based on their appointment calendar.
2. Each fixed term faculty/academic staff member must submit a completed Department of Physiology Annual Review Form. The Annual Review Form and supporting

- documentation provide evidence to be used by the Faculty Advisory Committee and Department Chair in evaluating performance.
3. The Faculty Advisory Committee provides input to the Department Chair, but the Chair is responsible for final evaluation of the performance of each fixed term faculty consistent with the expectations for the position and policies of the unit.
 4. The Department Chair will assess each significant area of the individual's responsibilities, and provide an overall written evaluation.
 5. The Department Chair shall schedule a time to discuss the written evaluation with the fixed term faculty.
 6. The Department Chair shall certify with the Colleges involved and the Office of the Provost that the evaluation has been completed.

II. Promotion Criteria

The criteria used for promotion review are based on the fixed term faculty member's primary area of focus. The primary area generally is that area for which the majority of their effort is allocated. The faculty candidate must identify his/her primary area of focus in one of the following areas (Instruction, Research and Scholarly Activity, or Administrative Service) and use those specific criteria.

A recommendation for promotion should be based on several years (generally 5 to 7 years) of sustained and outstanding achievements in instruction, research and scholarly activity and service, consistent with performance levels for similar faculty expected at a premier, land-grant AAU University. In extenuating circumstances a faculty member may be considered sooner than 5 yrs.

Faculty members interested in going up for promotion are responsible to familiarize themselves with the department timelines, procedures and criteria prior to submitting a request for promotion and/or completing the required forms and academic portfolio.

Recommendations for promotion are made in the department according to college and university bylaws, policies, procedures, standards and criteria. The departments is responsible for initiating the reappointment and promotion process and providing guidance to the candidate. Faculty are provided with the necessary criteria, process and timelines at their time of appointment.

The department Faculty Advisory Committee (FAC) serves as advisor to the chair in matters of promotion. The chairperson is responsible for the recommendations he or she makes. The College RPT Committee provides advice to the Dean about department recommendations for promotion. Deans review independently each recommendation and approve or disapprove, taking into account department and college recommendations. Deans forward their recommendations to the Associate Provost for Academic Human Resources.

A. Promotion Documents

1. Recommendation for Reappointment, Promotion, or Tenure Action Form (Form D)
2. Reflective Essay of accomplishments over the reporting period

3. Current Curriculum Vitae
4. Academic Portfolio (see below)
5. Chair-generated description of the candidate's assignment(s), including the percent of appointment devoted to Instruction, Research/Scholarly Activities, Service, et.

B. Letters of Recommendation

Four to six letter of reference are required for promotions in all appointment systems. In all cases the department will follow the MSU Academic Human Resources policy for requesting letters and maintaining confidentiality.

<http://www.hr.msu.edu/documents/facacadhandbooks/facultyhandbook/tenureRecommend.htm>

1. Fixed Term Assistant Professor to Associate Professor

- Minimum of 1 external (chosen by Department chair) and 3-5 internal and/or external. External letter must be outside of the MSU appointment system

2. Fixed Term Associate Professor to Professor

- Minimum of 2 external (1 chosen by Department chair) and 2-4 internal and/or external. External letters must be outside the MSU appointment system

C. Evaluation Criteria (see Tables A-C for details)

1. Instruction and Curriculum Development – classroom and/or online
2. Research and Scholarly Activity
3. Administrative and Community Service
4. Overall Evaluation, which considers performance in all of the required performance areas relative to their percent time and importance.

NOTE: Evaluation is based only on assigned duties, not those activities that the faculty or staff member chooses to do on a voluntary basis.

III. The Academic Portfolio

An Academic Portfolio is defined as a compilation of evidence of the quality of the applicant's work in the areas of review outlined below: Instruction, Research and Scholarly Activity and Service. In addition to the required university/college promotion application forms and required documentation, the applicant should collect, assemble and organize significant academic products and other supporting documents which represent their best work in the areas of review, during the review period. The document is limited to 500 pages.

Below are examples of documents and other supporting materials representative of those that might be included in an academic portfolio. Each applicant's portfolio will vary as a function of their appointment type and assigned effort in each of the review areas and as outlined in the promotion criteria.

A. INSTRUCTION

Examples of documents and other supporting materials as evidence of quality in Instruction:

- Course, workshop, and seminar teaching evaluations/comments
- External and/or internal letters documenting excellence in quality of teaching
- Copies of syllabi, handouts, examinations, and other instructional materials you developed
- Educational software or web sites you developed
- Summary of advising and mentorship activities; evaluations from mentees
- Workshop and seminar handouts
- Participation and roles in curriculum revisions
- Awards, honors or other recognition for excellence in teaching

B. RESEARCH AND SCHOLARLY ACTIVITY

Examples of documents and other supporting materials as evidence of quality in Research and Scholarly Activity:

- Books, chapters or monographs (published)
- Peer-reviewed manuscripts (published)
- Peer-reviewed posters, abstracts (published), presentations
- Professional meeting peer-reviewed oral presentation handouts
- Invited oral presentation handouts
- Grants/contracts submitted and Notice of Grant Awards received
- Reviews or evaluations of peer-reviewed scholarly products
- Journal rankings & citation analysis
- External and/or internal letters documenting excellence in research, creative and scholarly activity
- Awards or other recognition for research/scholarly excellence
- Unsolicited testimonials, letters, e-mails

C. SERVICE

Examples of documents and other supporting materials as evidence of quality in Service:

Administrative/Committee Service

Summary of administrative leadership appointments

- Excellence in department, college and university task forces or ad hoc assignments
- Products generated by administrative service
- Excellence in administrative leadership appointments
- Awards for excellence in administrative service or other forms of professional recognition
- Invited presentations to other professional audiences, communities
- Elected or appointed positions in the department, college or university ad-hoc or standing committees
- Leadership positions in the department, college or university
- Products generated by committee service
- Excellence in committee service
- Awards for excellence in committee service or other forms of professional recognition
- Unsolicited testimonials, letters, e-mails, etc.

Professional Service

- Participation in local, state, regional, national and/or international professional organizations
- Elected or appointed positions in professional organizations
- Committee memberships and memberships on review or accreditation teams
- Reports written and submitted
- Grants received in support of the organization
- Editorial positions, review boards and ad hoc review requests
- Programs and conferences planned and coordinated, coordinated or served on a panel or chaired a session
- Awards for excellence in committee service or other forms of professional recognition
- Unsolicited testimonials, letters, e-mails, etc.

D. Broader Community Service

- Participation in local, state, regional, national and/or international community activities as a representative of the University (e.g., Outreach, MSU/Extension, Internal Studies and Programs, Urban Affairs Programs, community agencies, governmental agencies, etc.)
- Leadership positions
- Changes or improvements in service, products, policies or practices
- Publications and presentations relevant to broader community service
- Awards for excellence or other forms of recognition
- Unsolicited testimonials, letters, e-mails, etc.
- Participation in community educational events (e.g. science fairs, workshops, seminars)
- Volunteer in various community service roles (e.g. Habitat for Humanity, food drives, events in support of organizations helping others.

Table A. ADMINISTRATIVE SERVICE

A **primary focus in Administrative Service** requires being appointed to a major administrative position (50% or greater) within the department, college, or university.

- For promotion to Associate Professor, **must meet all of the basic and one or more of the distinguishing in Administrative Service**, and all of the basic in other two areas.
- For promotion to Professor, **must meet all of the basic and the majority of the distinguishing in Administrative Service**, and all of basic in other two areas.

ADMINISTRATIVE SERVICE BASIC CRITERIA	ADMINISTRATIVE SERVICE DISTINGUISHING CRITERIA	RESEARCH AND SCHOLARLY ACTIVITY BASIC CRITERIA	INSTRUCTION BASIC CRITERIA
<p><u>Administrative/Committee Service</u></p> <ol style="list-style-type: none"> 1. Is appointed to a major administrative position (50% or greater), in the department, college, or university. 2. Documents participation as an appointed or elected member of department, or college or university committees. 3. Documents effectiveness in their major administrative role through completed and adopted projects/product. 4. Provides evidence of leading or chairing department or college projects, committees, or task forces. <p><u>Professional Service</u></p> <ol style="list-style-type: none"> 1. Documents evidence of participation in relevant state, regional or national professional societies. 	<p><u>Administrative/Committee Service</u></p> <ol style="list-style-type: none"> 1. Documents continued effectiveness in their major administration role through completed and adopted projects/products that are also presented in external peer reviewed venues. 2. Provides evidence of participation in external peer review organizations and processes (e.g., study sections, editorial review boards, journal manuscript reviewer). 3. Documents representing the department, college or university to outside agencies, hospitals, or other institutions. <p><u>Professional Service</u></p> <ol style="list-style-type: none"> 1. Provides evidence of leadership positions in relevant local, state, regional, national and/or international professional associations or organizations. <p><u>Broader Community</u></p> <ol style="list-style-type: none"> 1. Provides evidence of service to the broader community as a representative of the University. 	<ol style="list-style-type: none"> 1. Provides evidence of participation in research and scholarly activities related to the mission of department, college, or university. 2. Documents evidence of disseminating research, scholarly or development efforts to the medical education community, community of the candidate's discipline, and/or to his/her own professional community related to major administrative position. 3. Participates in relevant professional groups and/or organizations appropriate to research field. 4. Publishes in refereed journals. 	<ol style="list-style-type: none"> 1. Complies with the Michigan State University Code of Teaching Responsibilities. 2. Discharges assigned teaching responsibilities competently, including preparation and presentation of material in a well-organized, current and stimulating fashion. 3. Accepts teaching assignments routinely and teaches in college programs of instruction on a regular basis. 4. Engages in two or more of the following: <ol style="list-style-type: none"> a. Presents a series of lectures b. Coordinates a course c. Primary instructor for a course d. Teaches in a laboratory or small group session e. Advises students/post-doctoral fellows/residents f. Teaches as attending physician (inpatient or outpatient settings) g. Organizes seminars, journal clubs, or continuing education programs h. Is invited to lecture outside one's own course (e.g. seminars/lectures on campus in the community, and at other institutions.)

Table B. RESEARCH AND SCHOLARLY ACTIVITY

A **primary focus of Research and Scholarly Activity** would include the demonstration of active and consistent dissemination of scholarship, such as the publication of articles, research reports, case studies and other observations in refereed journals, and by the publication of books, book chapters and review articles in non-refereed journals.

- For promotion to Associate Professor, **must meet all of the basic and one or more of the distinguishing in Research and Scholarly Activity**, and all of the basic in other two areas.
- For promotion to Professor, **must meet all of the basic and the majority of the distinguishing in Research and Scholarly Activity**, and all of basic in other two areas.

RESEARCH AND SCHOLARLY ACTIVITY BASIC CRITERIA	RESEARCH AND SCHOLARLY ACTIVITY DISTINGUISHING CRITERIA	INSTRUCTION BASIC CRITERIA	SERVICE BASIC CRITERIA
<ol style="list-style-type: none"> 1. Provides evidence of participation in research and scholarly activities related to the mission of department and college 2. Presents research, scholarly or development efforts to the medical education community, community of the candidate's discipline, and/or to his/her own professional community 3. Participates in professional groups and/or organizations appropriate to research field 4. Publishes in refereed journals 5. Participates in the development of research proposals for external funding 	<ol style="list-style-type: none"> 1. Publishes texts, reference materials, monographs or instructional materials which receive favorable review 2. Provides leadership in professional organizations, appointed or elected to positions of leadership in professional organizations 3. Has significant publication record in a defined area of work (serves as lead or corresponding author) 4. Serves as principal investigator (or co-PI) on funded research projects 5. Participation and membership in national study sections, peer review panels and advisory groups 	<ol style="list-style-type: none"> 1. Complies with the Michigan State University Code of Teaching Responsibilities 2. Discharges assigned teaching responsibilities competently, including preparation and presentation of material in a well-organized, current and stimulating fashion 3. Accepts teaching assignments routinely and teaches in college programs of instruction on a regular basis 4. Engages in two or more of the following: <ol style="list-style-type: none"> a. Presents a series of lectures b. Coordinates a course c. Primary instructor for a course d. Teaches in a laboratory or small group session e. Advises students/post-doctoral fellows/residents f. Teaches as attending physician (inpatient or outpatient settings) g. Organizes seminars, journal clubs, or continuing education programs h. Is invited to lecture outside one's own course (e.g. seminars/lectures on campus in the community, and at other institutions) 	<p><u>Professional Service</u></p> <ol style="list-style-type: none"> 1. Participates in local, state, regional or national professional societies <p><u>Administrative/Committee Service</u></p> <ol style="list-style-type: none"> 1. Participates as appointed or elected member of department, or college committees 2. Provides evidence of productive service in support of college committees and/or administrative activities <p><u>Community Service</u></p> <ol style="list-style-type: none"> 1. Participates in seminars and workshops aimed at dispelling research information to the community at large. 2. Takes part in science fairs and other community-based educational activities. 3. Is an active volunteer/leader in non-science-related community activities

INSTRUCTION

A **primary focus of Instruction** would include all direct instruction for any MSU academic program (e.g., pre-clinical, clinical, residency and post-graduate programs, undergraduate, graduate) as well as faculty development teaching. It includes instructional development that leads to products (articles, text books, instructional multimedia and hypermedia, etc.) or processes that improve the provision of instructional services. It also includes advising.

- For promotion to Associate Professor, **must meet all of the basic and one or more of the distinguishing in Instruction**, and all of the basic in other two areas.
- For promotion to Professor, **must meet all of the basic and the majority of the distinguishing in Instruction**, and all of basic in other two areas.

INSTRUCTION BASIC CRITERIA	INSTRUCTION DISTINGUISHING CRITERIA	RESEARCH AND SCHOLARLY ACTIVITY BASIC CRITERIA	SERVICE BASIC CRITERIA
<ol style="list-style-type: none"> 1. Complies with the Michigan State University Code of Teaching Responsibilities 2. Discharges assigned teaching responsibilities competently, including preparation and presentation of material in a well-organized, current and stimulating fashion 3. Accepts teaching assignments routinely and teaches in college programs of instruction on a regular basis 4. Engages in two or more of the following: <ol style="list-style-type: none"> a. Presents a series of lectures b. Coordinates a course c. Primary instructor for a course Teaches in a laboratory or small group session e. Advises students/post-doctoral fellows/residents f. Teaches as attending physician (inpatient or outpatient settings) g. Organizes seminars, journal clubs, or continuing education programs h. Is invited to lecture outside one's own course (e.g. seminars/lectures on campus in the community, and at other institutions) 5. Is assessed to be an effective teacher by learner evaluation 6. Is assessed to be an effective teacher by colleagues and other faculty 7. Provides evidence that teaching activities are based on current literature and the meaningful incorporation of that literature 	<ol style="list-style-type: none"> 1. Assumes and effectively discharges responsibilities related to assumption of leadership in instruction or instructional design 2. Provides evidence that he/she is requested as a teacher in college-level programs 3. Demonstrates ability to stimulate trainees towards scholarship in medicine and medical practice 4. Demonstrates ability to evaluate and counsel students, (medical, nursing, graduate, undergraduate), and residents. 5. Mentors and trains students/fellows who go on to become highly-regarded in their own fields 6. Develops and delivers innovative and highly-regarded teaching materials such as software, web-based instruction and assessment, electronic presentations, videotapes, course packs, course ware, or workshops 7. Receives awards and honors for mentoring and teaching excellence 8. Participates in credit and/or non-credit instructional activities such as CME, certificate programs, community programs or extension programming with high ratings 9. Participates as an instructor at national or international professional meetings 10. Invitations from other institutions to be visiting professor/lecturer or to share course materials 11. External recognition and publication of advances in teaching methodology, curriculum development, innovation and evaluation 	<ol style="list-style-type: none"> 1. Provides evidence of participation in research and scholarly activities related to the mission of department and college 2. Presents research, scholarly or development efforts to the medical education community, community of the candidate's discipline, and/or to his/her own professional community 3. Participates in professional groups and/or organizations appropriate to research field 4. Publishes in refereed journals 	<p><u>Clinical Service (if Applicable)</u></p> <ol style="list-style-type: none"> 1. Participates as a member of the Medical Services Plan, the CON- Practice Plan, or the Veterinary Teaching Hospital; and as a member of departmental/college group practice 2. Achieves or exceeds practice expectations as defined by the unit 3. Maintains clinical skills/knowledge base through participation in local and national clinical symposia, seminars and courses 4. Contributes as a faculty member in the operation, development and improvement of the department or college patient care services 5. Participates in quality assurance programs and/or other peer review activities related to patient care 6. Demonstrates satisfaction by patients/clients <p><u>Professional Service</u></p> <ol style="list-style-type: none"> 1. Participates in local, state, regional or national professional societies <p><u>Administrative/Committee Service</u></p> <ol style="list-style-type: none"> 1. Participates as appointed or elected member of department, or college committees 2. Provides evidence of productive service in support of college committees, and/or administrative activities