

**College of Medicine**  
**Scholarly Productivity and Impact Metrics**

5-17-15

I am writing in response to your memo dated April 21, 2015. Below are my responses including a discussion of process that was used to develop the metrics (how faculty were engaged and how they participated), the specific rationale for the metrics selected (whether at the department/program level or at the college/school level), and a statement of how the recommended metrics align with existing guidelines (*e.g.*, RPT). I also discuss how I and my Chairs use these metrics, and how the information tracked and reported might be used to inform decision-making and strategy for the College of Medicine.

Scholarly productivity and impact are issues that have been discussed in an ongoing manner in the College of Medicine for virtually the entire time I have been the Dean. Those discussions led to the first revision of our Faculty Handbook in decades which expanded and redefined our faculty pathways and put 25% of tenured faculty salary at risk for scholarly productivity. Next we rewrote our "Faculty Standards and Guidelines" completely revising the criteria for promotion and tenure for each of the pathways. In total, this work took over a year and involved dozens of committee meetings, at least a dozen College of Medicine Advisory Council meetings and several Faculty Meetings including the largest in the College's history for final approval. *The COM Standards and Guidelines* including general criteria by which scholarly productivity is measured are here

[http://www.uvm.edu/medicine/documents/COM\\_Standards\\_Guidelines\\_0414.pdf](http://www.uvm.edu/medicine/documents/COM_Standards_Guidelines_0414.pdf)

Over the past one and a half years the standards for the quantity and quality and the scholarship of teaching and research have been discussed in a broadly representative committee specifically charged by the Dean to perform a global assessment and make recommendations regarding our metric-based budgeting process called the Faculty Teaching and Research Reward System (FTARRS). This was the first revision since its implementation 14 years ago. The committee and the Dean performed an extensive educational process for Department Chairs and for Faculty and went through an extensive process for input and for approval by the faculty (see attached FTARRS Meetings). The committee assigned credit hours for each course in the curriculum a rarity amongst medical schools and the first time in our College. The final product of this committee distributes most of the College's general fund to the Departments in proportion to their teaching and research productivity assessed by their credit hours of teaching, the quality of their teaching and the quantity of their research funding. The committee felt that externally funded research had already passed rigorous external review for quality. This new system was implemented for the 2015 budget.

<http://www.uvm.edu/medicine/documents/FTARRSFinalReportOctober2014.pdf>

Individual department Chairs and departmental Faculty Standards Committees play critical roles in implementing the *COM Standards and Guidelines* in department-specific manners. All departments have implemented some version of an Annual Review Form, most use the version developed to closely link to the UVM "green sheets" which we call the UVM College Of Medicine Annual Faculty Review form

<http://www.uvm.edu/medicine/facultyaffairs/documents/AnnualFacultyReviewDetailedForm0812.pdf> .

In addition, several have developed additional metrics to aid them in assessing productivity for distribution of the FTARRS funds to individual faculty. This additional step is particularly important to our Clinical departments since the UVMMG Faculty Compensation Plan also has a fixed and variable structure, and requires each chair/service line leader to develop productivity metrics for assigning the variable piece. I've attached the Department of Pathology Faculty Incentive Plan form as an example of

how some departments are applying specific criteria for this purpose. This form was developed over 6 months by a dedicated committee, reviewed by the faculty at a faculty meeting, modified based on that review, reviewed by the department of Pathology Executive Council, run as a pilot project, again modified, and is being implemented for one cycle to see how it functions. It will be reviewed at the time of each faculty member's annual review along with the COM Annual Faculty Review form, and will be used to help the chair distribute the variable part of the UVMMG compensation and the variable part of the UVM COM fixed/variable compensation.

In addition to the Tenure Track, the COM has 4 major renewable tracks: Education Scholar, Research Scholar, Clinical Scholar and Clinical Practice Physician. Metrics for these tracks are similar to those for the Tenure Track, but limited in scope based on the track and any specific expectations associated with a particular candidate's employment. The following discussion relates to both teaching and research, but both might not apply to any given faculty member depending on her/his track and appointment.

## TEACHING

The scholarship of teaching has been defined using the 5 categories:

- Direct Teaching
- Curriculum Development
- Learner Assessment
- Mentoring and Advising
- Educational Leadership

To ensure that the faculty continues to achieve at a high and improving level, the COM has developed and recently revised the Faculty Teaching and Research Reward System (FTARRS) which specifically directs resources to each department dependent on the quantity and quality of the teaching provided at all levels by faculty members in that department. FTARRS has been presented to the COM Faculty and has been approved by vote of the faculty. Of note, a portion of the departmental allocation of these funds will depend on quality metrics in the above 5 categories, especially the first, Direct Teaching.

In support of the educational mission, and to further the support of a rich culture of education and educational scholarship at the COM, the Teaching Academy has been developed by a Task Force, and was formally inaugurated in November 2014. Membership is by peer review of the applicant's educational portfolio, including quantity, quality and engagement in the 5 areas noted above. There are three levels of membership in the Teaching Academy, with qualifications that are roughly analogous to the academic ranks (instructor, assistant professor, associate professor and professor). Portfolio submissions are peer reviewed by two members of the Teaching Academy; and submissions for the highest level of membership are also externally peer reviewed.

The Teaching Academy is now beginning a process of developing quality measures which will include both student and peer evaluations. Other metrics and rubrics are anticipated in the near future, with an overall goal of providing formative feedback, and thus collaborative teaching improvement. The Teaching Academy is supported by philanthropy in the form of an endowed professorship. In addition, departmental funds are contributed by each department chair in the College of medicine.

## RESEARCH

Faculty with duties that include research are expected to show evidence that they are continuously and effectively engaged in scholarly activity of high quality and significance, as appropriate to the candidate's field. At annual review documentation of productivity, and the quality of research or scholarly work, is submitted; examples include the number of peer reviewed research publications and the journals in which these papers are published, the amount of grant funding and role of the faculty member on each funded project, the number of national/international presentations (local presentations are considered of lower impact), academy memberships, and service on editorial boards and competitive funding review committees (especially NIH-based peer review, followed in impact by major national specialty Foundations such as the American Heart Association).

It is the responsibility of the chair, working with the candidate, to first gather, then understand, and finally communicate to others (e.g., the departmental and/or COM-level Faculty Standards Committee) clear information. Some examples of this process include:

- the significance of publications and the review standards of the journals and its standing in the discipline;
- the role of the candidate in a multi-authored paper (first author, senior author);
- for monographs, the reviewing policies of the press; and to report reviews published subsequent to the appearance of the work;
- Any appraisals of publications or other works by the faculty member which have appeared in the scholarly and critical literature;
- Evaluations from acknowledged scholars or practitioners at other institutions who are independent of the faculty member being evaluated are highly valued metrics;
- A record of continuing support by competitive grants and contracts in the discipline is an important indication of recognized research competence and productivity;
- Textbooks, reports, and similar products connected with teaching or public service may be considered creative work insofar as they present new ideas or incorporate the candidate's scholarly research;
- Service as editor of a professional journal or service as an officer of a professional organization, may be considered as recognition of scholarly achievement.
- Invitations by outside institutions to give talks and seminars are important indicators of high impact research.

## **COM Advisory Council & COM faculty Meetings FTARS planning, updates, discussion**

- College of Medicine Advisory Committee April 11, 2013
- Faculty Meeting April 16, 2013
- College of Medicine Advisory Committee May 9, 2013
- Faculty Meeting, May 13, 2013
- College of Medicine Advisory Committee July 11, 2013
- College of Medicine Advisory Committee August 8, 2013
- College of Medicine Advisory Committee September 12, 2013
- College of Medicine Advisory Committee October 10, 2013
- Faculty Meeting October 14, 2013
- College of Medicine Advisory Committee November 14, 2013
- College of Medicine Advisory Committee December 12, 2013
- College of Medicine Advisory Committee January 9, 2014
- College of Medicine Basic Science Chairs April 10, 2014
- College of Medicine Advisory Committee May 8, 2014
- Faculty Meeting May 12, 2014

## FTARS & Education Subcommittee Meetings

9/9/2013	Email to faculty from FCM (CW)
9/12/2013	Email to Committee Re: meeting scheduling (MR)
9/17/2013	Committee meeting #1
10/14/2013	Committee meeting #2
10/31/2013	Committee meeting #3
11/13/2013	November Meeting
11/21/2013	FTARS Open Forum
12/5/2013	FTARS Education Sub-Committee #1
12/9/2013	December Meeting
1/6/2014	FTARS Education Sub-Committee #2
1/7/2014	January Meeting #1
1/27/2014	January Meeting #2
2/12/2014	FTARS Education Sub-Committee
2/13/2014	February Meeting #1
2/25/2014	February Meeting #2
2/25/2014	FTARS Education Sub-Committee
3/10/2014	FTARS Education Sub-Committee
3/28/2014	March Meeting #2
4/4/2014	FTARS Education Sub-Committee
4/16/2014	FTARS Education Sub-Committee
4/18/2014	April Meeting
4/24/2014	FTARS Education Sub-Committee
4/30/2014	April Meeting #2
5/7/2014	Education Subcommittee
5/13/2014	May Meeting
6/2/2014	June Meeting
8/4/2014	August Meeting #1
8/26/2014	August Meeting #2
9/9/2014	Writing Report Meeting
11/21/2014	Open Forum
1/27/2015	COM Faculty Meeting
1/30/2015	Email to Faculty with Link, final report & Slide presentation

Department Faculty Meetings w/Dean Morin – January-February 2015

Date	Time	Department	Location
Tues. 1/20/15	6:00-7:00 PM	Orthopaedics	Stafford 410
Weds. 1/28/15	7:30-8:30 am	Family Medicine	HSRF 200
	5:00-6:00 pm	Surgery	Davis Auditorium
Thurs. 1/29/15	4:45-5:30 pm (45 minutes)	Physiology	HSRF 200
Fri. 1/30/15	7:00-8:00 am	Ob/Gyn	UVM Med. Ctr. Smith 426 Conf. Room
	2:00-3:00 pm	MMG	Stafford 301
Mon. 2/2/15	5:00-6:00 pm Arrive at 5:00 pm, but give presentation from 5:15-6:00.	Medicine	Fletcher 473
Tues. 2/3/15	12:00-1:00 pm	Radiology (lunch will be served)	UVMCC McClure 1 <sup>st</sup> floor Radiology Education Room (Rm 1312)
	5:15-6:15 pm	Anesthesiology	Anesthesiology Conf. Room, ACC WP2 Rm 260
Weds. 2/4/15	1:00-2:00 pm	Pathology (lunch will be available at 12:30 outside Davis Aud.)	Davis Auditorium
Tues. 2/10/15	12:00-1:00 pm	Psychiatry (lunch will be provided)	UHC Rehab Room 4325
Weds. 2/11/15	7:00-8:00 am	Pediatrics	Davis Auditorium
	12:15-1:15 pm	Biochemistry (No lunch provided)	Given C443 Classroom
Fri. 2/13/15	1:45-2:30 (45 minutes)	Neurological Sciences	HSRF 200
	3:00-4:00 pm	Pharmacology	HSRF 200