

## **Third Year Review Guidelines for Faculty on the Tenure Track**

### **General Guidelines**

1. The faculty member, departmental administrator and chair will be notified of the timeline for the third-year review and the date by which materials are to be submitted to ensure a timely review.
2. The faculty member undergoing a third year review will provide an updated CV and prepare a career/professional summary that addresses their teaching, service, and research achievements to date in addition to their goals for the next 3-5 years.
3. The Departmental Promotions Committee (or equivalent) will review this material (the “Third Year Evaluation Guidelines” can be used as a guide—see below). This Committee should provide a written summary of their findings to the department chair, who is expected to summarize the findings and discuss with the faculty member.
4. The following information / documents to be submitted to the SOM P &H Committee
  - Chair’s recommendation regarding reappointment on the tenure track
  - Chair’s summary of findings with written acknowledgment from the candidate that all of the findings have been discussed with the faculty member
  - Departmental review (in departments with review committees) including the summary of findings and their recommendation regarding reappointment on the tenure track
  - Faculty member’s updated CV-(see below guidelines)
  - Faculty member’s career/professional statement

### **Third Year Evaluation Guidelines**

#### **Research**

1. What is the faculty member’s research focus? What are the faculty member's research priorities for the next three years?
2. Does this faculty member have an independent research project/program? If not, is he/she making sufficient progress towards independence?
  - Did the individual have an adequate start-up package upon entering Tulane?
  - Has this faculty member succeeded in obtaining extramural funding as principal investigator? If not, is there convincing evidence that he/she has a high probability of securing independent funding within the next 2 years?
  - List what peer-reviewed grant proposals have been submitted and to what entities? How many have been scored, approved, and/or funded?
3. Has this faculty member contributed scholarly publications in peer-reviewed journals? Has he/she published, or presented original research that was conducted independent of his/her mentor?

- What is the number of his/her peer-reviewed and other publications—since initiation on the tenure track and in total?
    - In which journals? What is the quality of the journals?
    - What is the impact of the publications?
    - How many as first, corresponding or senior author?
  - How many regional, national and international scientific presentations have been given by the faculty member since start of the tenure track and in total?
4. Include commentary regarding the promise and the significance of the investigative work and the synergy of this work with the department's and school's strategies for scientific and professional advancement.
  5. Is there sufficient support within the school to ensure this faculty member's success? What specific steps will the Department take to mentor him/her? What resources have been made available to this faculty member to enhance his/her potential success as a nationally recognized leader in their field?

### **Teaching**

1. What are the faculty member's teaching duties and responsibilities? How many graduate students does he/she mentor? How effective are the mentoring activities?
2. How does he/she participate in the teaching mission of the department and the SOM?
3. What are the evaluations of the teaching activities for this faculty member? What are his/her strengths or weaknesses?

### **Service/Clinical**

4. What is the faculty member's service to the SOM and University community? Does he/she serve in any departmental/school/university committees?
5. What is the service to the profession? What regional, national or international organizations does he/she participate? What peer-review activities has he/she participated in?
6. If applicable, what are the faculty member's clinical duties? How do they enhance or hamper his/her ability to conduct research or teach?

### **Summary**

1. Is this faculty member on the proper trajectory with respect to research, teaching and service to receive tenure? If not, what additional things should he/she be doing?
2. Is this faculty member making sufficient progress towards independence as an investigator?
3. What is the quality and significance of the faculty member's work?
4. What are the faculty member and the department doing to ensure that the criteria for advancement to include research, teaching and service are being met?

### **Curriculum Vitae (CV) Guidelines**

A standard format has not been adopted, however an example of a well-prepared CV is available on the website. The following guidelines should be used in preparing a CV:

- a. All information in the CV should be organized chronologically
  - a. Education – begin with college
  - b. Professional appointments
  - c. Honors and awards, editorial and other peer-review responsibilities
  - d. Formal teaching activities (including graduate students mentored)
  - e. Funding: include participation (PI, co-PI, etc.) and source
  - f. Regional, national, and international presentations (include title of the presentation, meeting name, date, location, faculty role)
  - g. Publications: Use standard (PubMed) nomenclature: Controlling and ultimately ending the HIV/AIDS pandemic: a feasible goal. Folkers GK, Fauci AS. JAMA. 2010 Jul 21;304(3):350-1. PMID:20639573
    - i. List all authors
    - ii. Separate peer-reviewed articles from non-peer-reviewed articles, chapters, and textbooks
- b. **DO NOT:**
  - a. Mix publications and presentations
  - b. Include CME activities unless faculty is presenter
  - c. Include publications "in preparation"