

Academic and Administrative Reviews at VTCSOM

The Virginia Tech Faculty Handbook section 1.4.2 states:

- The colleges are comprised of academic departments, and/or schools. Departments and schools are under the supervision of department heads, chairs, and school directors who report to the dean of the college. Department heads, chairs, and school directors are responsible for the growth and vigor of academic programs, recruitment and retention of faculty, administration of the curriculum*, and the budget of their department or school. In certain cases, some of these responsibilities may be delegated.
- Department heads, chairs, and school directors serve for terms specified by the dean. The president or the provost authorizes the appointment. The dean, in consultation with department or school faculty, analyzes the results of reviews conducted prior to reappointment and decides the length of term and procedures for renewal.
- Faculty committees are integral to departmental, school, and college governance and are formed to make recommendations and otherwise assist the head, chair, or school director in curricular modification, in the selection of new faculty, and in the determination and application of policies.

*N.B. The phrase “administration of the curriculum” reflects the preponderance of departmentally-based courses at Virginia Tech. In contradistinction, LCME accreditation standards for MD-granting schools requires the administration of the medical school curriculum be a function of a faculty committee (at VTCSOM, the Medical Curriculum Committee) responsible for “the overall design, management, integration, evaluation and enhancement of a coherent and coordinated medical curriculum” (LCME Standard 8). As delineated in Standard 8.3 (Appendix 1), the educational responsibility – inclusive of education vision, strategy, and operational leadership – occurs through the faculty governance committees (MCC, BIC1, BIC2), the Chief Academic Officer (at VTCSOM, the Dean), the Associate Dean for Medical Education (at VTCSOM, the Senior Associate Dean for Medical Education), and the Office of Medical Education Staff. The decanal/administrative leaders additionally collaborate directly with course/clerkship directors and faculty to enact the medical education program. Department chairs, faculty, decanal/administrative leaders, and education leaders will work collaboratively to ensure adherence to LCME expectations for effective curricular management.

The VTCSOM chair position descriptions include this list of general academic leadership and management responsibilities:

- Oversees all faculty activities and manages all academic initiatives of the department*.
- Ensures adequate faculty for their department's responsibilities to the educational mission of VTCSOM, either through supporting the educational activities of current faculty or recruitment of additional faculty with appropriate training, teaching skills, and experience.
- Participates with the Dean, Vice Dean, Senior/Associate/Assistant Deans, the Chief Diversity Officer and other department chairs in the leadership group of VTCSOM and attends regular leadership meetings to discuss both immediate concerns and strategic planning.
- Develops long-range and strategic plans and directions that support the mission of the faculty and VTCSOM.
- Consistent with the procedures stipulated in the VTCSOM faculty bylaws and guidelines, manages all initial faculty appointments to VTCSOM in the department, and organizes a

Departmental Appointment, Promotion, Retention and Tenure (APRT) Committee to review and recommend faculty appointments (as requested), promotions and maintenance of appointment.

- Annually completes faculty evaluations (either directly or by delegation to the section chief) and is responsible and accountable to the dean for the academic performance of the faculty.
- Together with departmental faculty collaborates with VTCSOM on the development of departmental educational programs.
- Encourages and supports the research training programs of VTCSOM and fosters research interactions between departmental faculty and medical students as well as other learners.
- Serves as a role model and advocate, displaying a commitment to scholarship and academic excellence and supporting the Teacher-Learner Standards of Ethical and Professional Conduct of VTCSOM.

*N.B. "Oversees all faculty activities and manages all academic initiatives of the department" includes faculty teaching, research and service activities.

How teaching and educational administration are included in the annual review process:

Consistent with school policy and procedures (viewed online [here](#)), Chairs conduct an annual academic review of each faculty member with an academic appointment in their department. The scope of the review includes the faculty member's teaching, research, and service, including clinical service where appropriate. The annual academic reviews include faculty teaching roles including large and small-group didactic teacher, clinical teacher/supervisor, PBL facilitator, LACE preceptor, mentor and other roles not included in the separate administrative review criteria (see below). To facilitate these reviews, data on teaching effectiveness should be provided to the chair from the dean's office, Carilion Clinic GME office, and OCPD/TEACH. If teaching improvement plans are needed, they should be developed by the chair with support from the dean's office, GME office, and/or OCPD/TEACH.

Annual administrative reviews are conducted by the dean or designee for faculty serving as a **chair, dean** (assistant/associate/senior associate/senior/vice dean), **director*** (course/curriculum/unit director), **chief diversity officer or chief well-being officer**. The administrative reviews focus exclusively on the roles and responsibilities associated with their administrative position and are additional to the academic review conducted by the chair of the department in which faculty hold an academic appointment. Specifically for medical education, the annual administrative reviews include individuals who are in education leadership roles who have the responsibility of leading and implementing the curriculum under the guidance of the faculty governance committees, the Dean, and Senior Associate Dean for Medical Education as described in Standard 8.3. Specific examples in medical education at VTCSOM include assistant/associate deans, course/clerkship (co)directors, unit directors (e.g., PBL co-director, anatomy education director, etc.) or curricular area leaders (e.g., HSSIP Champions). **In light of the holistic nature of the annual academic review that chairs conduct with their faculty, the administrative review summary from the dean's office will be shared with the faculty member and chair, and discussed with the chair for collaborative input when deemed appropriate, prior to the academic review meeting.** If improvement plans are needed in the faculty member's administrative role, they will be developed by the supervisor in the dean's office in collaboration with the chair.

*N.B. Carilion Clinic – VTCSOM graduate medical education program directors are reviewed by the chair in collaboration with the designated institutional official / associate dean for graduate medical education.