

Stony Brook University School of Medicine
Department and Center Reviews

**INSTRUCTIONS TO DEPARTMENT CHAIRS AND CENTER DIRECTORS
PREPARING FOR YOUR REVIEW**

The Procedure for Department/Center Reviews is attached. Please read it carefully first. The major objective is to review the faculty, space, staff, and other needs of a department/center in the light of changing or developing institutional goals.

All clinical department reviews will be overseen by the Associate Dean for Faculty Affairs in the School of Medicine. Final reports go to both the Dean of the SOM and the Department Chair for further dissemination as deemed appropriate. For the basic sciences departments, such reviews will be coordinated between the Office of Faculty Affairs in the School of Medicine and the Office of the Provost. For the following basic science departments, the Provost's Office will be primarily responsible for departmental reviews: Neurobiology, Biochemistry, and Biomedical Engineering. The final reports of all basic science departments will be shared with the Dean of the SOM, the Provost, and with the department chair person.

If your department is scheduled for an external review, suggestions for outside reviewers will be accepted from any interested party, including the department or center under review, the Dean of the SOM, the pertinent Associate Deans, and the Faculty Senate. The Associate Dean for Faculty Affairs will consult with the Dean-SOM (and with the Provost's office when appropriate), to determine the final review team. The team will be given your self-study as well as a description of the SOM, how departments function within the SOM, and how the SOM functions within the Health Center.

You are asked to prepare for the review in two ways:

First, encourage all your faculty members, staff, and trainees to participate in the anonymous **on-line survey** of department morale and leadership. The survey consists of a standard set of questions that will be asked of all faculty when their department or center is under review, and you and your department members will be asked if there are additional questions you would like to add. The survey system allows us to know who has participated, but we cannot link responses to names.

Secondly, please lead your department in a **self-study**, and prepare a report, with appendices, for the review committee. Your report should have all the following components unless they are not applicable. You should add additional material as necessary to give the reviewers a comprehensive picture of your department's activities and accomplishments. **Your self study and all accompanying appendices must be submitted electronically to the Office of Faculty Affairs as a single PDF document.**

Self-Study for Department and Center Reviews

I. Table of Contents

II. Introduction

1. A short history of the department/center (with any background material you think important for the reviewers to know; include material about affiliated or joint departments)
2. Development of your self-study process
3. Department/center mission statement

III. Personnel: Faculty and support staff (include who, rank, time in department/center, role and responsibilities.

IV. Physical Infrastructure (space, shared equipment, etc.)

V. Education: Summarize how your department and its members support the educational efforts of the SOM and the Graduate School, in the following areas: List courses taught

1. Medical students
2. Residents
3. Fellows
4. Graduate students
5. Continuing education
6. Other

For the basic sciences departments, the details of the undergraduate and graduate educational programs addressing the questions stated in Appendix A of this document need to be summarized in an essay format.

IV. VI. Research and Scholarship

1. Faculty
2. Graduate Students
3. Fellows
4. Residents
5. Medical Students

VII. Clinical Activities

VIII. Relationships and Collaborations: Include a description of current relationships with affiliated hospitals, and analyze strengths and weaknesses of the relationships. Describe collaborations or partnerships with other departments and centers, with state agencies, etc.

IX. Development and Mentoring of Junior Faculty: Include new faculty hires and terminations in the past five years

X. Administrative roles played by department/center members outside the department/center

XI. Fundraising, outreach, community service

XII. Summary of strengths and weaknesses

XIII. Future goals and prospects

1. Faculty and staff needs
2. Infrastructure
3. Education
4. Research and Scholarship
5. Clinical Activities
6. Outreach and community service
7. Contributions to the School of Medicine's mission and goals

XIV. Appendices (include any additional material you deem useful)

1. Anonymous faculty and trainee survey results
2. NIH format cvs for each faculty member
3. Summary of department members by gender and ethnicity
4. Summary of outside and inside funding since the last review or for the last 7 years (whichever is shortest); NIH format is suggested.
5. For graduate students, post-docs, residents and fellows trained in the last 7 years, give the position each went on to, and if known, the current position held.
6. Equipment needs
7. Three to five year hiring plan
8. Listing of all faculty hiring and terminations in the past seven years
9. Listing of all publications in the past seven years
10. Listing of all courses taught by faculty in the past seven years
11. Fee for Service, Charges and Collections comparing past seven years
12. Work RVUs with benchmark percentile comparisons past seven years
13. Profit and Loss statements with explanation of variances over 10% past seven years
14. Any additional relevant appendices

Appendix A: EDUCATIONAL REPORT FOR BASIC SCIENCE DEPARTMENTS

Undergraduate Program

- What is the focus of the undergraduate program?
- What innovations has the department initiated to enhance the education of its majors and other undergraduates?
- What efforts has the department made to contribute to an integrated undergraduate curriculum across departments? To encourage, where possible, interdisciplinarity?
- What opportunities exist for majors and other undergraduates to engage in research and/or scholarly activities? What proportion of undergraduate majors are involved in research, creative, or scholarly activity?
- What are the department's procedures for academic advising of majors, and other undergraduates? How many faculty are directly involved in undergraduate advising? Are non-faculties involved in undergraduate advising?
- By what procedures are freshman-level courses designed, and faculty and teaching assistants assigned to them?
- How are learning outcomes for individual courses and for the major as a whole measured and evaluated?
- Does the department help prepare majors for careers after graduation? What policy and procedures does the department have for the assessment of its majors? How does the department monitor and assess outcomes for its majors such as graduation rates, job placement, performance in admission and licensing tests, placement in graduate school programs?
- How satisfied is the department with the quality of its current majors? How has the quality of undergraduate preparation affected the content and method of undergraduate instruction?
- What are the special needs of transfer students in the department? How has the department met those needs?
- In which courses do teaching assistants serve as the instructor? What proportion of the department's courses are taught by graduate teaching assistants? What is the rationale for assigning such instructional responsibilities to graduate students? How are teaching assistants prepared for instructional assignments? How are they monitored when so assigned?
- Does the department employ undergraduate teaching assistants? If so, what are their specific responsibilities, and how are they trained, supervised and compensated?

Graduate Program

- What is the quality of graduate students attracted to this program? What recruitment efforts are in place?
- What plans are there for graduate program development or change in the immediate future, and what are the reasons for the change?
- What are the procedures for academic advising, for supervision and evaluation of student progress through degree completion, and for assisting graduates in job placement? Does the department monitor and assess graduate student outcomes?
- How does the department assign and monitor graduate assistants' instructional responsibilities and develop and assess their teaching skills?
- What type of student body is served by the graduate program? Of particular interest are the following: geographic and academic origins of students, foreign students and students for whom English is a second language. If special provisions or requirements are made for the latter, and for special admissions in any categories, what is their significance for the program?

Postdoctoral Trainees and Postgraduate Fellows (where applicable)

- What is the quality of trainees and fellows attracted to this program? What recruitment efforts are in place?
- Have they been supported by external sources of funding?
- What are their teaching obligations, if any?
- What are examples of positions taken by trainees and fellows after their experience at Stony Brook?

Continuing Education and Other Activities (where applicable)

- How are the unit's continuing education efforts, including lectures, symposia, and grand rounds, available to professionals in the community?
- Are there other activities including disciplinary journals, collaborations with other parts of the University, support for continuing education, and evening and part-time programs?