FREDERICK P. WHIDDON COLLEGE OF MEDICINE
FACULTY PRODUCTIVITY AND EVALUATION

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| Faculty Name: |  |
| Primary Department |  |
| Appointment Track: |  |
| Current Rank: |  |
| Academic Report Year: | July 1, 20XX-June 30, 20XX+1 |
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ALL DATA SHOULD REFLECT ACTIVITY WITHIN THE ACADEMIC REPORT YEAR
DO NOT DELETE SECTIONS OR ALTER TABLE HEADERS OR FORMATS (ROWS CAN BE ADDED)

# I. Contributions to Education

1. Faculty development in education

List educational faculty development sessions, conferences, or other activities that you participated in during the previous year.

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## 2. Instructional leadership roles in medical/graduate education

| Role | Yes or No? | If Yes, name the module, clerkship, course or residency program(s) |
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| Module or clerkship director (UME program) |  |  |
| Module or clerkship co-director (UME program) |  |  |
| Graduate course director (PhD or MS programs)  |  |  |
| Graduate course co-director (PhD or MS programs) |  |  |
| Residency program director (GME programs) |  |  |
| Residency program associate director (GME programs) |  |  |

## 3. Contributions to education

**Direct instruction:** Medical student (UME), Graduate student (PhD or Master’s), or Undergraduate student (BS) instruction in formal, scheduled courses, modules, clerkships, selectives or electives. For each course note **CUMULATIVE hours** in each category over the report year. **Do NOT report hours per week or month.**

| Course/module number AND name  | # Hrs Lecture  | # Hrs Simulation | # Hrs Classroom Active learning | # Hrs Labs |
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**Direct instruction:** Resident instruction means hours that you deliver **classroom** instruction in the residency curriculum. For each residency program in which you are engaged, note **CUMULATIVE hours** in each category over the report year. Instruction designed for residents cannot be counted for medical student instruction, even if medical students are present. Do not report hours per week or month. **Do not include time in rounds or other instruction in the clinical setting.**

| Residency program name  | # Hrs Lecture | # Hrs Simulation | # Hrs Classroom Active learning | # Hrs Labs |
| --- | --- | --- | --- | --- |
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### Clinical instruction – Since clinical instruction is taken into account in physician compensation and clinical RVU expectations, do not specify hours of instruction.

| Clerkship or Residency program name  | Do you teach on Rounds (Yes or No)? | Do you teach in Clinic or Surgery (Yes or No)? |
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Scholarship mentoring: Research supervision and advisory committees, including thesis/dissertation committees, undergraduate or MD research honors, summer medical student research, undergraduate directed studies, resident research, or quality improvement.

| Program type | Student name | Degree sought | Expected completion date | Your role (major advisor, committee member) |
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Mentoring, coaching, and advising:

| Program type | Number of students  | Your role (advisor, coach, etc.) |
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Curricular innovation: Development of new medical school or graduate courses (explain briefly), creation of new curricula, new evaluation tools for instruction, new instructional methods, and/or new electronic materials for instruction for use in the Whiddon College of Medicine or professional groups (explain briefly).

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Narrative section: Include contributions to education not capturedabove (bullet points can be used).

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4. Evaluation of teaching ability (this section must include summary of teaching evaluations from students and/or colleagues)

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## 5. Academic honors recognizing education

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## 6. Educational goals

List the educational goals from your previous faculty evaluation.

| Educational goal(s) | Measurable objective(s) | Achieved (Yes/No)? | Continuing (Yes/No)? |
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List your educational goals for the upcoming year.

| Educational goal(s) | Measurable objective(s) |
| --- | --- |
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## 7. Assessment of contributions to education

| Questions to consider | Faculty assessment | Chair assessment |
| --- | --- | --- |
| What is the faculty's % effort in education?  |  |  |
| Is there a disconnect between perceived effort and contributions to education? Are adjustments needed? |  |  |
| Are there hurdles to overcome or resources needed to meet goals in this area? |  |  |
| What are the faculty member's needs for development in education?  |  |  |
| For faculty below Professor rank, are contributions in this domain tracking well towards promotion and/or tenure?  |  |  |
| Additional comments |  |  |

|  | Unacceptable | Below Expectations | MeetsExpectations | Exceeds Expectations | Exemplary |
| --- | --- | --- | --- | --- | --- |
| Education | No evidence for participation in education | Very limited participation, or poorly rated direct instruction  | Provides direct instruction in one or more courses, with satisfactory ratings; contributes via mentoring | Some evidence of exceeding expectations in contributions to education | Consistently goes well beyond expectations in education and serves in one or more educational leadership roles |
| Faculty rating |  |  |  |  |  |
| Chair rating |  |  |  |  |  |

# II. Contributions to Scholarship

1. **Faculty development in the area of scholarship**

List faculty development in scholarship activities that you participated in during the previous year including workshops, conferences, or other development activities.

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1. **Leadership roles related to scholarship**

List leadership roles in scholarship. These could include being a PI on a multi-investigator (non-R01) grant application (e.g. NIH PPG, S10, T32, …), organizing collaborative research groups or research conferences, serving as study section chair, serving on national writing groups, etc. Include a narrative to describe contributions to each of the listed efforts.

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1. **Contributions to scholarship**

If not first or last author, include a brief description of your role in each of the publications, projects, or activities.

Published peer-reviewed articles, registered patents, and/or articles in press **(Do not include submitted manuscripts or patent applications in this section)**

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Abstracts/posters for forums/conferences outside the institution (if published, provide complete citation)

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Abstracts/posters for forums within the Whiddon College of Medicine, or USA Health System

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Textbooks or scientific monographs, book chapters, teaching manuals, or other books published

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Submitted (but not yet accepted) manuscripts or patent applications

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Internalseminars at USA (e.g., Grand Rounds, Distinguished Scientist Seminars, departmental seminars, CME instruction, etc.)

| Date | Location/Type of presentationInternal ONLY | Title |
| --- | --- | --- |
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External invited seminars and lectureships, and/or invited talks at regional, national or international professional meetings (including external Grand Rounds or CME instruction). **Do not include platform presentations of abstracts or poster presentations in this section.**

| Date | Institution or conferenceExternal ONLY | Title |
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Extramural funding (supply **ALL** requested information: **agency/sponsor AND total award amount are required**) – note if award is a subcontract or trainee fellowship

| Agency/grant AND award # | Clinical trial (y/n) | Title  | Your role  | Total award ($) period (month/year) | Current year funding |
| --- | --- | --- | --- | --- | --- |
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Submitted/pending extramural applications (supply **ALL** requested information) – include all applications submitted during the report year, even if not funded and no longer pending

| Agency/grant AND award # | Clinical trial (y/n) | Title  | Your role  | Total award period(month/year) | Status (pending/ declined) |
| --- | --- | --- | --- | --- | --- |
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Other scholarship relating to clinical practice (i.e., organization of new clinical services, design and implementation of new quality assurance programs, quality improvement and/or patient safety initiatives, development of infrastructure to improve care delivery, etc.). To be effective as scholarship, these projects **MUST** 1) have clear goals, 2) show adequate preparation, 3) use appropriate methods, 4) show significant results, 5) be effectively presented, and 6) use reflective critique (from Glassick et al., Scholarship Assessed. 1997).

*Reproduce (copy/paste) table to insert additional projects.*

| Project Title |  |
| --- | --- |
| Dates |  |
| Your role |  |
| Problem |  |
| Project goals |  |
| Evidence of preparation |  |
| Results |  |
| Presentation/dissemination |  |
| Reflective critique |  |

**Narrative section:** Include contributions to scholarship not noted above (bullet points can be used).

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## 4. Academic honors recognizing scholarly work

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## 5. Scholarship goals

List the scholarship goals from your previous faculty evaluation.

| Scholarship goal(s) | Measurable objective(s) | Achieved (Yes/No)? | Continuing (Yes/No)? |
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List your scholarship goals for the upcoming year.

| Scholarship goal(s) | Measurable objective(s) |
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## 6. Assessment of contributions to scholarship

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| Questions to consider | Faculty assessment | Chair assessment |
| What is the faculty's % effort in scholarship?  |  |  |
| Is there a disconnect between perceived effort and contributions to scholarship? Are adjustments needed? |  |  |
| Are there hurdles to overcome or resources needed to meet goals in this area? |  |  |
| What are the faculty member's needs for development in scholarship?  |  |  |
| For faculty below Professor rank, are contributions in this domain tracking well towards promotion and/or tenure?  |  |  |
| Additional comments |  |  |

|  | Unacceptable | Below Expectations | MeetsExpectations | Exceeds Expectations | Exemplary |
| --- | --- | --- | --- | --- | --- |
| scholarship | No evidence for scholarship  | Some deficiencies noted in scholarship contributions | Produces scholarship relevant to the appointment track | Frequently goes beyond expectations for scholarship | Substantial scholarship; mentors others to develop scholarship; scholarship in multiple domains |
| Faculty rating |  |  |  |  |  |
| Chair rating |  |  |  |  |  |

# III. Contributions to Clinical Practice

1. Faculty development in clinical practice

Describe your participation in faculty development activities in clinical practice. These may include, but are not limited to (i) QI and patient safety, (ii) fostering your well-being and the well-being of trainees, and (iii) patient care based on practice-based learning and improvement efforts.

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1. Leadership in clinical practice

Please describe leadership activities in clinical practice. These may include, but are not limited to, leadership in the areas of clinical administration, QI, improving patient safety, and improving patient care.

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1. Contributions to clinical practice(if item below is not applicable, note N/A)

| Clinical practice activity | Your clinical contributions |
| --- | --- |
| Service sites |  |
| # ½ day clinics per week with trainees |  |
| # ½ day clinics per week without trainees |  |
| # OR days/week  |  |
| # days call/month |  |
| # weeks/year as ward/ICU attending |  |
| Clinical RVUs relative to national discipline norms |  |
| Non RVU clinical productivity (please provide specifics) |  |
| Other (please provide specifics) |  |

## Development of new clinical service(s)

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Narrative section to include contributions to clinical practice not described above (bullet points can be used).

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## Honors recognizing clinical practice care

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1. **Clinical practice goals**

List the clinical practice goals from your previous faculty evaluation.

| Clinical practice goal(s) | Measurable objective(s) | Achieved (Yes/No)? | Continuing (Yes/No)? |
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List your clinical practice goals for the upcoming year.

| Clinical practice goal(s) | Measurable objective(s) |
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## Assessment of contributions to clinical practice

| Questions to consider | Faculty assessment | Chair assessment |
| --- | --- | --- |
| What is the faculty's % effort in clinical practice?  |  |  |
| Is there a disconnect between perceived effort and contributions to clinical practice? Are adjustments needed? |  |  |
| Are there hurdles to overcome or resources needed to meet goals in this area? |  |  |
| What are the faculty member's needs for development in clinical practice?  |  |  |
| For faculty below Professor rank, are contributions in this domain tracking well towards promotion and/or tenure?  |  |  |
| Additional comments |  |  |

|  | Unacceptable | Below Expectations | MeetsExpectations | Exceeds Expectations | Exemplary |
| --- | --- | --- | --- | --- | --- |
| Clinical Practice | No evidence for clinical practice activity | Some deficiencies noted in clinical practice contributions | Meets clinical practice expectations  | Frequently goes beyond expectations; takes on additional roles | Goes well beyond expectations, with evidence for clinical leadership |
| Faculty rating |  |  |  |  |  |
| Chair rating |  |  |  |  |  |

# IV. Administration & Service

1. **Faculty development in leadership/service**

List faculty development in leadership and administration that you participated in during the previous year including workshops, conferences, or other development activities.

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1. **Leadership in service**

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1. **Contributions through service**

Internal committee assignments (note leadership roles)

| Committee | Term | Are you Chair? | Unit (Department, College, University, USA Health) |
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Departmental or other administrative assignments (vice chair service, non-committee administrative assignments, e.g., core directors, assistant/associate deans)

| Administrative Roles | Term | Unit (Department, College, University, USA Health) |
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Regional/national/international professional service (include memberships on boards of directors or advising panels, professional society offices, etc.)

| Professional service  | Detail/role  | Term |
| --- | --- | --- |
| Study sections for grant review |  |  |
| Journal editor or editorial board member |  |  |
| Journal peer review |  |  |
| National clinical guidelines development |  |  |
| Question writer for Step, Board, CME self-assessment exams  |  |  |
| Professional society leadership roles  |  |  |
| Professional society committees |  |  |
| Other (give specifics) |  |  |

Community service - note efforts that contribute to the engagement of the Whiddon College of Medicine with the community; membership in a community organization alone is not sufficient.

| Contribution | Date(s) | Organization |
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**Narrative section:** Include contributions to scholarship not noted above (bullet points can be used).

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1. **Service goals**

List the service goals from your previous faculty evaluation.

| Service goal(s) | Measurable objective(s) | Achieved (Yes/No)? | Continuing (Yes/No)? |
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List your service goals for the upcoming year.

| Service goal(s) | Measurable objective(s) |
| --- | --- |
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1. **Assessment of contributions to administration/service**

| Questions to consider | Faculty assessment | Chair assessment |
| --- | --- | --- |
| What is the faculty's % effort in administration/service?  |  |  |
| Is there a disconnect between perceived effort and contributions to administration/service? Are adjustments needed? |  |  |
| Are there hurdles to overcome or resources needed to meet goals in this area? |  |  |
| What are the faculty member's needs for development in administration/service?  |  |  |
| For faculty below Professor rank, are contributions in this domain tracking well towards promotion and/or tenure?  |  |  |
| Additional comments |  |  |

|  | Unacceptable | Below Expectations | MeetsExpectations | Exceeds Expectations | Exemplary |
| --- | --- | --- | --- | --- | --- |
| Service | No evidence for service | Some deficiencies noted in service contributions  | Meets service expectations to the Whiddon COM | Frequently goes beyond expectations | Goes well beyond expectations; significant evidence for leadership in service/administration |
| Faculty rating |  |  |  |  |  |
| Chair rating |  |  |  |  |  |

# V. CITIZENSHIP

|  | Unacceptable | Below Expectations | MeetsExpectations | Exceeds Expectations | Exemplary |
| --- | --- | --- | --- | --- | --- |
| CITIZENSHIP | No evidence for service | Some deficiencies noted in service contributions  | Meets service expectations to the Whiddon COM | Frequently goes beyond expectations | Goes well beyond expectations; significant evidence for leadership in service/administration |
| Observes institutional/ departmental policies and procedures |  |  |  |  |  |
| Respects others and their rights |  |  |  |  |  |
| Serves others before himself/herself |  |  |  |  |  |
| Accepts personal responsibility |  |  |  |  |  |
| Contributes to the organization/community |  |  |  |  |  |
| Faculty rating |  |  |  |  |  |
| Chair rating |  |  |  |  |  |

# VI. PROFESSIONALISM

|  | Unacceptable | Below Expectations | MeetsExpectations | Exceeds Expectations | Exemplary |
| --- | --- | --- | --- | --- | --- |
| PROFESSIONALISM | No evidence for service | Some deficiencies noted in service contributions  | Meets service expectations to the Whiddon COM | Frequently goes beyond expectations | Goes well beyond expectations; significant evidence for leadership in service/administration |
| **Effective communication with employees/ trainees/patients** |  |  |  |  |  |
| **Conforms to technical and ethical standards of his/her profession**  |  |  |  |  |  |
| Accountability |  |  |  |  |  |
| Trustworthiness |  |  |  |  |  |
| Honesty |  |  |  |  |  |
| Faculty rating |  |  |  |  |  |
| Chair rating |  |  |  |  |  |

Comment on any effects of COVID-19 on annual productivity that the faculty member would like to see documented.

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Suggestions for future faculty development topics:

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# FACULTY PRODUCTIVITY EVALUATION FORM

|  |  | Effort Distribution |  |
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| Faculty Name: |  | Education |  |
| Primary Department: |  | Scholarship |  |
| Appointment Track: |  | Clinical Practice |  |
| Current Rank: |  | Administration & Service |  |
| Academic Report Year: | July 1, 20XX-June 30, 20XX+1 | **Total** | **100%** |

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| --- | --- | --- | --- |
| FACULTY - CHAIR CONFERENCE  |  |  | **IS THIS A MID-PRE-TENURE REVIEW?** |
|  | DATE |  |  |
|  |  |  |[ ]  YES |[ ]  NO |
|  |
| ADDITIONAL FACULTY MEMBER COMMENTS |
|       |
| ADDITIONAL CHAIR’S COMMENTS – as appropriate (provide an attachment if more space is needed). |
|      **For faculty below the rank of Professor:** given current performance, is the faculty member on track for promotion and/or tenure? [ ]  YES [ ]  NO  |
|  |  |  |  |
| FACULTY SIGNATURE |  | CHAIR SIGNATURE  |  |
| **PLEASE FORWARD A COPY OF THE COMPLETE EVALUATION DOCUMENT, INCLUDING THIS PAGE WITH SIGNATURES, TO THE OFFICE OF FACULTY AFFAIRS.**  |