

# P & T BOOT CAMP

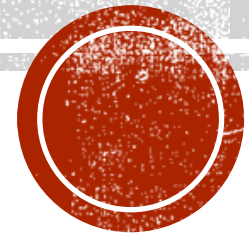
## GUIDELINE OVERVIEW AND DOSSIER PREPARATION

Darshana Shah, PhD.

Professor, Department of Pathology

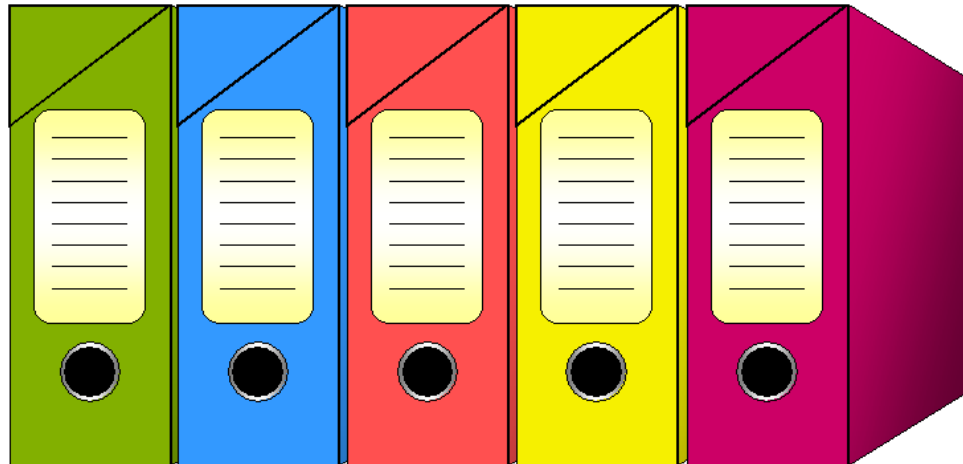
Associate Dean for Faculty Advancement

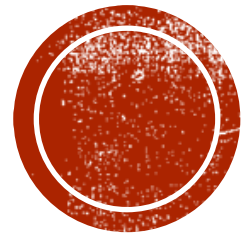
8-5-2022



# AGENDA

- TOP TEN MUST KNOW ABOUT PROMOTION & TENURE
- *PROMOTION AND TENURE DOSSIER*





# 1. INITIAL APPOINTMENT

## WHAT TRACKS?

# SCHOOL OF MEDICINE TRACK

- Non- tenure,  
SM
  - Clinical track
  - Specialty track
- Tenure Track
  - Research
  - Education

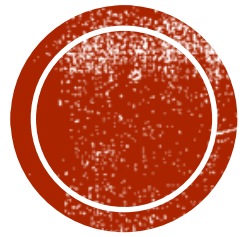
## IV. SCHOOL OF MEDICINE FACULTY TRACKS

Faculty can be appointed to the following tracks: clinical (non-tenure or School of Medicine SM), research (probationary/tenure), education (probationary/tenure), or specialty (non-tenure: research, education, service). Clinical track faculty may petition their department Chair to transfer to a tenure-track research/education appointment. The decision must be based on the achievements of the faculty member and the needs of the department, and must meet the requirements set forth by the PAC as any time served in the non- tenure track will now need to be reviewed as fulfilling tenure track requirements. If the department Chair is in support of the petition, then he/she will petition the Dean of the School of Medicine.

Specialty tracks are available to accommodate the few faculty who significantly contribute to the mission of the School of Medicine, but their positions are primarily non-clinical and do not fit into another track. Specialty track faculty members may have only one area of significant contribution, which must be indicated in the letter of appointment.

Probationary tenure track-research/education faculty cannot switch from research to education or vice-versa prior to obtaining tenure. Tenured faculty members may petition their Chair for a change in track assignment at any time after receiving tenure, with the realization that this change may delay their promotion to the next higher rank due to the different achievement expectations for these different tracks.



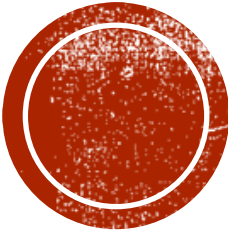


## 2. POLICIES- PROMOTION AND TENURE POLICIES






### Faculty By laws & P & T Policy







the policies and criteria set forth in these bylaws. New faculty will receive from their Chair or his/her designee, the policies and procedures for obtaining promotion and/or tenure together with a discussion of expectations of achievements for their particular department. The Chair and the faculty member will sign a form stating the meeting was held and the current P&T policies/procedures given/received by the faculty member. The form will become part of the candidate's portfolio for P&T.






# 3. PAC Representative



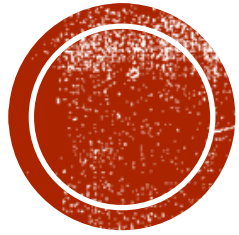
## Personnel Advisory Committee 2022-2023

Biomedical Sciences	 Nalini Santanam, PhD, MPH, FAHA	 Piyali Dasgupta, PhD
Cardiovascular Services	 Carlos Rueda, MD	
Dentistry	 Hassan El-Hassan, DDS	
Family Medicine	 Adrienne Mays, MD	

Internal Medicine	 Kamran Zaheer, DO
Neurosurgery	 Nicolas Phan, MD (Chair)
Neurology	 J. Ivan Lopez, MD, FAAN, FAHS
OB/GYN	 Hisham Keblawi, MD
Ophthalmology	 Vishal Verma, MD
Oncology	 Jennifer L. Dotson, DO

Orthopaedics	 Akshay Goel, MD
Pathology	 Jonathan Cuda, MD
Pediatrics	 Rose Ayoob, MD
Psychiatry	 Jordan Gaal, DO
Surgery	 Farzad Amiri, MD, FACS





# 4 ANNUAL EVALUATIONS

form. When the evaluation process is completed, the chairperson will confer with the faculty member and discuss the evaluations. Annual reports must be completed by faculty, evaluated by the Department Chair and signed by the Department Chair for each faculty member. Lack of an annual report for each year that faculty have an appointment in the School of Medicine will prevent candidates from being considered for promotion and/or tenure, unless there is letter supplied by the Dean of the School of Medicine outlining an extraordinary circumstance that prevented this requirement from being met. Copies of the Faculty Activities Evaluation forms will be forwarded to the Dean or Dean's Designee subsequent to the post-

At the end of every calendar year, each faculty member will complete the Annual Faculty Activities Evaluation form <http://www.marshall.edu/board/files/MUBOG-AA-22a-Annual-Evaluation-of-Faculty-Amended-2014> and submit the completed form, together with whatever supporting material the faculty member deems appropriate, to his/her Chair by March 31. Using the above materials submitted by the

## MARSHALL UNIVERSITY JOAN C. EDWARDS SCHOOL OF MEDICINE

The Annual Faculty Activities Evaluation form must be completed by ALL Full Time and Part time Faculty Members before June 30, 2019. This form is standardized to verify that the School meets the Marshall University Board of Governor's requirement to provide annual evaluations to all Faculty Members.

<http://www.marshall.edu/board/files/MUBOG-AA-22a-Annual-Evaluation-of-Faculty-Amended-2014-04.pdf>

The form is revised and approved by JCESOM Faculty Council April 2013.

It should again be emphasized that the evaluation must take into account the Faculty Member's assigned and approved activities.

The last page of the completed Annual Faculty Assessment Summary must be signed by both the Departmental Chair and the faculty member to verify the information. Even if the Faculty Member does not agree with the Chair's assessment/comments, the Faculty Member must sign and date the form. The Faculty Member is required to attach a signed detailed letter of explanation if she/he indicates a substantial disagreement with the overall assessment.

# ANNUAL EVALUATION FORM VS FACULTY EFFORT REPORT

Faculty Annual Evaluation form – (opportunity to receive and give feedback)

<http://jcesom.marshall.edu/media/21958/Evaluation-of-Faculty-Activities.pdf>

- Annual Faculty Effort Report –Summary Report :

<https://somwebapps.marshall.edu/facultyEffort>





**MARSHALL UNIVERSITY  
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**7. OVERALL ASSESSMENT:** Integrated assessment of Faculty performance.

**Chair's Summary:**

	Exemplary	Professional	Needs Approval	Unacceptable
Teaching & Mentoring				
Research & Scholarly Activities				
Clinical Service				
Activities Honors, Awards, Administrative and Institutional Service Activities				
Professional Development				

Please fill out completely.

Name of Faculty Member: \_\_\_\_\_ Degree: \_\_\_\_\_

Academic Year: \_\_\_\_\_ Department: \_\_\_\_\_

Name of Department Chairperson: \_\_\_\_\_

Rank: \_\_\_\_\_ Years in Rank: \_\_\_\_\_ FTE: \_\_\_\_\_ %

Academic Track: \_\_\_\_\_ Tenured: \_\_\_\_ Yes \_\_\_\_ No

Percentage effort in the following activities during the evaluation period:

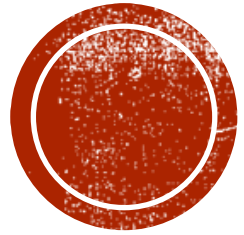
Clinical: \_\_\_\_ Education: \_\_\_\_ Research: \_\_\_\_ Administrative: \_\_\_\_ Service: \_\_\_\_ Other: \_\_\_\_

I have a Mentor: ☐ Yes ☐ No Name(s) of Mentor(s): \_\_\_\_\_

## P & T Application- Appendix C

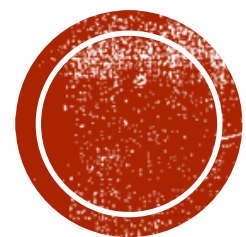
- II. A. According to his/her Annual Evaluation Forms the following percentage of time of duties was mutually agreed upon by him/her and myself. The percentages indicate a yearly average during time in current rank.

\_\_\_\_\_ % Education  
 \_\_\_\_\_ % Research/Scholarly Activity  
 \_\_\_\_\_ % Service/Administrative duty to the University  
 \_\_\_\_\_ % Professional Service/Patient Care



## **5. RECOMMENDATION LETTERS**





## 6. CRITERIA

## Examples

### CLINICAL FACULTY SCHOOL OF MEDICINE (SM) NON-TENURE TRACK

Criteria for Promotion	<i>Assistant Professor to Associate Professor Non-Tenure Track</i>
<b>Teaching</b>	<b>TWO OF THREE ACTIVITIES REQUIRED</b> <ul style="list-style-type: none"><li>• Instructs trainees in classroom, laboratory, patient care or other environments</li><li>• Present teaching rounds or patient conferences (average of one year)</li><li>• Participates in faculty development to improve his or her own teaching skills</li></ul>
<b>Research/Scholarly Activity</b>	<b>ALL ACTIVITIES REQUIRED</b> <ul style="list-style-type: none"><li>• Attendance at one national professional society meeting per year</li><li>• Oversee (mentor) medical students and/or resident and/or fellow in research projects that may include chart review projects or case presentations</li><li>• Poster presented by mentee at local (Research Day) or regional meeting</li></ul>
<b>Patient Care</b>	<b>ALL ACTIVITIES REQUIRED</b> <ul style="list-style-type: none"><li>• Patient satisfaction rated above the average for peer group (peer group consisting of faculty of similar rank within the department)</li><li>• Peer ratings reflect a professional or exemplary clinician when compared with peers from JCESOM</li><li>• Maintains high level of professionalism (professional or exemplary level)</li><li>• Clinical productivity meets chair's expectations, with benchmarks to be predetermined at the time of appointment</li><li>• Clinical outcome measurements are above average compared to a local or regional peer group, with clinical outcomes measures to be predetermined at the time of appointment</li></ul>
<b>Service</b>	<b>ALL ACTIVITIES REQUIRED</b> <ul style="list-style-type: none"><li>• Financially uncompensated community service</li><li>• Membership on hospital and/or departmental committees</li></ul>
<b>Recommendation Letters</b>	<ul style="list-style-type: none"><li>• Two recommendation letters from peers within the school</li><li>• One recommendation letter from extramural peers</li></ul>

[https://jcesom.marshall.edu/media/60591/reformatted-faculty-promotion-tenure-regulations-post-2013\\_may2022.pdf](https://jcesom.marshall.edu/media/60591/reformatted-faculty-promotion-tenure-regulations-post-2013_may2022.pdf)



## Example

Criteria for Promotion	<i>Associate Professor to Full Professor Non-Tenure</i>
<b>Teaching</b>	<b>TWO OF THREE ACTIVITIES REQUIRED</b> <ul style="list-style-type: none"> <li>Instructs trainees in classroom, laboratory, patient care or other environments</li> <li>Presents teaching rounds or patient conferences (average of one per year)</li> <li>Participates in faculty development to improve his or her own teaching skills</li> </ul>
<b>Research/Scholarly Activity</b>	<b>ALL ACTIVITIES REQUIRED</b> <ul style="list-style-type: none"> <li>Attendance at one national professional society meeting per year</li> <li>Oversee (mentor) medical student and/or resident and/or fellow in research projects that may include chart review projects or case presentations</li> <li>Poster presented by mentee at local (Research Day) or regional meeting</li> </ul>
<b>Patient Care</b>	<b>ALL ACTIVITIES REQUIRED</b> <ul style="list-style-type: none"> <li>Demonstrates excellent clinical leadership. Examples include: <ul style="list-style-type: none"> <li>Established consultant or attracts patients on a regional, national or international level</li> <li>Develops and/or directs a clinical program</li> <li>Devises a clinical quality improvement protocol</li> <li>Devises a new method or procedure which receives national recognition</li> <li>Develops and directs health-related public service programs</li> </ul> </li> <li>Patient satisfaction rated as “outstanding” or “top docile” (depending on scale of measurement) with patient satisfaction benchmarks predetermined at the time of appointment</li> <li>Peer ratings reflect an outstanding clinician (exemplary level evaluations)</li> <li>Outstanding professionalism evaluations (to include nursing and clinical staff)</li> <li>Clinical outcome measurements are outstanding compared to local or regional peer group, with outcome measures predetermined at the time of appointment</li> <li>Clinical productivity exceeds chair’s expectations, with productivity benchmark determined at the time of appointment</li> </ul>
<b>Service</b>	<b>THREE OF SIX ACTIVITIES REQUIRED</b> <ul style="list-style-type: none"> <li>Member of Medical School or University committee (e.g. Faculty Senate)</li> <li>Membership on committees or boards of state, regional or national medical organization</li> <li>Participation in multi-center clinical trials or participate in demonstration projects/model programs such as obesity initiative or abuse prevention program or prehospital training such as training of EMT</li> <li>Organizing local or regional scholarly/research symposium</li> <li>Uncompensated membership on hospital or health department committees</li> <li>Community service comprised of service on a board or steering committee of an organization</li> </ul>
<b>Recommendation Letters</b>	<ul style="list-style-type: none"> <li>Two recommendation letters from extramural peers</li> <li>One recommendation letter from peers within the school</li> </ul>





b. CLINICAL FACULTY SCHOOL OF MEDICINE (SM) TENURE TRACK

Criteria for Promotion	<i>Assistant Professor to Associate Professor (Educator)</i>	<i>Assistant Professor to Associate Professor (Research)</i>
<b>Teaching</b>	<b>ALL ACTIVITIES REQUIRED</b> <ul style="list-style-type: none"> <li>Require publication of two articles in educational research as either primary or co-author</li> </ul> Any 2 of the following: <ul style="list-style-type: none"> <li>Develops or facilitates improvements in teaching techniques or methods of evaluation</li> <li>Participating in the design, organization, coordination and evaluation of a course or series of lectures</li> <li>Participates in educational planning through service on the Medical School or departmental curriculum committee</li> <li>Develops or substantially improves teaching resources (syllabi, manuals, testing procedures, preparation and evaluation of standardized patients and similar resources)</li> <li>Develops and/or presents effective continuing education or other professional program/meetings including invited presentation</li> <li>Publication of papers and/or presentation at professional meetings on topics related to education</li> </ul>	<b>TWO OF THREE ACTIVITIES REQUIRED</b> <ul style="list-style-type: none"> <li>Instructs trainees in classroom, laboratory, patient care or other environments</li> <li>Presents teaching rounds or patient conferences (average of one per year)</li> <li>Participates in faculty development to improve their own teaching skills</li> </ul>
<b>Research/Scholarly Activities</b>	<b>ALL ACTIVITIES REQUIRED</b> <ul style="list-style-type: none"> <li>Attendance at one national professional society meeting per year</li> <li>Oversee (mentor) medical students/residents/fellow in research projects that may include chart review projects or case presentation</li> <li>Poster presented by mentee at local (Research Day) or regional meeting</li> </ul>	<b>ALL ACTIVITIES REQUIRED</b> <ul style="list-style-type: none"> <li>An average of one peer-reviewed publication every two years while a faculty member at JCESOM</li> </ul> One of the following two: <ul style="list-style-type: none"> <li>Application as a principal or co-PI of extramural peer reviewed grants or contracts</li> <li>Presentation as senior author or co-author of research results at an average of one national meeting per year</li> </ul>

<b>Patient Care</b>	<b>ALL ACTIVITIES REQUIRED</b> <ul style="list-style-type: none"> <li>Board certification in clinical area</li> <li>JCESOM peer rating reflect professional level clinical competency (peer evaluation questionnaire to be predetermined)</li> <li>Patient satisfaction rated equal or better than the average for peer group (peers from faculty's own department and patient satisfaction questionnaire provided to the faculty at the time of appointment)</li> <li>Maintains high level of professionalism (profession/exemplary level on annual evaluations)</li> <li>Compliant with the medical records policy of the institution</li> <li>Demonstrates overall professional level clinical competency as assessed by department chair (parameters of clinical competency predetermined with the department Chair at the time of appointment)</li> </ul>	<b>ALL ACTIVITIES REQUIRED</b> <ul style="list-style-type: none"> <li>Board certification in clinical area</li> <li>JCESOM peer rating reflect professional level clinical competency (peer evaluation questionnaire to be predetermined)</li> <li>Patient satisfaction rated equal or better than the average for peer group (peers from faculty's own department and patient satisfaction questionnaire provided to the faculty at the time of appointment)</li> <li>Maintains high level of professionalism (profession/exemplary level on annual evaluations)</li> <li>Compliant with the medical records policy of the institution</li> <li>Demonstrates overall professional level clinical competency as assessed by department chair (parameters of clinical competency predetermined with the department Chair at the time of appointment)</li> </ul>
<b>Service</b>	<b>THREE OF SIX REQUIRED</b> <ul style="list-style-type: none"> <li>Member of Medical School or University Committee (e.g. Faculty Senate)</li> <li>Membership on committees or boards of state/regional/national medical organization</li> <li>Participation in multi-center clinical trials or participate in demonstration projects/model programs such as obesity initiative, abuse prevention program or prehospital training such as training of EMT</li> <li>Organize local or regional scholarly/research symposium</li> <li>Uncompensated membership on hospital or health department committees</li> </ul>	<b>THREE OF SIX ACTIVITIES REQUIRED</b> <ul style="list-style-type: none"> <li>Member of Medical School or University Committee (e.g. Faculty Senate)</li> <li>Membership on committees or boards of state/regional/national medical organization</li> <li>Participation in multi-center clinical trials or participate in demonstration projects/model programs such as obesity initiative, abuse prevention program or prehospital training such as training of EMT</li> <li>Organize local or regional scholarly/research symposium</li> <li>Uncompensated membership on hospital or health department committees</li> <li>Community service comprised of service on a board or steering committee of an organization</li> </ul>

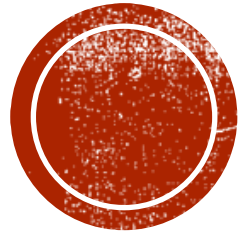


c. BASIC SCIENCE FACULTY SCHOOL OF MEDICINE (SM) NON-TENURE TRACK

Criteria for Promotion	<i>Assistant Professor to Associate Professor (Educator)</i>	<i>Assistant Professor to Associate Professor (Research)</i>
<b>Teaching</b>	<b>ALL ACTIVITIES REQUIRED</b> <ul style="list-style-type: none"> <li>Develops or facilitates improvements in teaching techniques or methods of evaluation</li> <li>Responsible for the design, organization, coordination of a course (course director)</li> <li>Participation in education planning through service on the Medical School curriculum committee</li> <li>Publication of peer-reviewed papers and/or presentations at professional meetings related to education</li> <li>Receives consistent “excellent” teaching evaluations and/or teaching awards</li> <li>Develops and participates in the teaching of major portions of a graduate course</li> </ul>	<b>ALL ACTIVITIES REQUIRED</b> <ul style="list-style-type: none"> <li>Presents an average of six lecture hours/semester to medical and/or graduate students</li> <li>Evidence of participation in professional development workshops for teaching skills</li> <li>Participates in training of graduate students by service on thesis committees and/or involvement in professional development workshops</li> <li>Participates as a small group facilitator and/or composes a clinical/basic science case/problem</li> </ul>
<b>Research/Scholarly Activities</b>	<b>ALL ACTIVITIES REQUIRED</b> <ul style="list-style-type: none"> <li>At least two peer-reviewed publications, while a faculty member at JCESOM</li> <li>Application as the principal investigator or co-PI for extramural research/educational grants or contracts</li> <li>Presentation of laboratory or educational research as primary or co-author at one or more national meetings</li> </ul>	<b>ALL ACTIVITIES REQUIRED</b> <ul style="list-style-type: none"> <li>Six peer-reviewed publications while a faculty member at JCESOM <ul style="list-style-type: none"> <li>Three of the six must have impact factor of 3.0 or higher</li> <li>Three of the six must have significant contribution from the faculty member as evidenced by being first or last author, except in cases where the faculty member’s contract state that their significant contribution will be in a support role for research as a vital member of a research team. These can include work finished, but not published during postdoctoral training</li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>Award of at least one extramural, peer-reviewed grant as PI or, if a vital member of a research team as defined above, as co-PI</li> <li>Presentation of research results, on average, at one national meeting per year</li> </ul> <p>One of the following two:</p> <ul style="list-style-type: none"> <li>Ad hoc review of an average of one manuscript per year for National/International journals while a faculty member at JCESOM with the understanding that the faculty member’s Chair will ensure that these opportunities are made available to the faculty member</li> <li>Service as an ad hoc member of a grant review panel for a federal agency or national foundation</li> </ul>
<b>Service</b>	<b>ALL ACTIVITIES REQUIRED</b> <ul style="list-style-type: none"> <li>Service on a University committee (e.g. Faculty Senate)</li> <li>Service on a major medical school committee (e.g. Admissions, Curriculum or Academic Standards)</li> </ul>	<b>ALL ACTIVITIES REQUIRED</b> <ul style="list-style-type: none"> <li>Service on a University committee (e.g. Faculty Senate)</li> <li>Service on a major medical school committee (e.g. Admissions, Curriculum or Academic Standards)</li> </ul>
<b>Recommendation letters</b> <b>*Letters should be addressed to the PAC Committee and sent directly to the Office for Faculty Advancement</b>	<ul style="list-style-type: none"> <li>1 recommendation letter from peers within the school</li> <li>2 recommendation letters from peers outside of the school</li> </ul>	<ul style="list-style-type: none"> <li>1 recommendation letter from peers within the school</li> <li>2 recommendation letters from peers outside of the school</li> </ul>





# 7. SUPPORTING DOCUMENTS

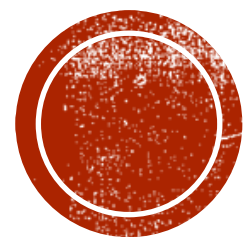
Patient care

Education

Research

Administrative  
Service

Evaluations – Teaching, Patient satisfaction survey 360 evaluations.... etc



# 8. RESOURCES

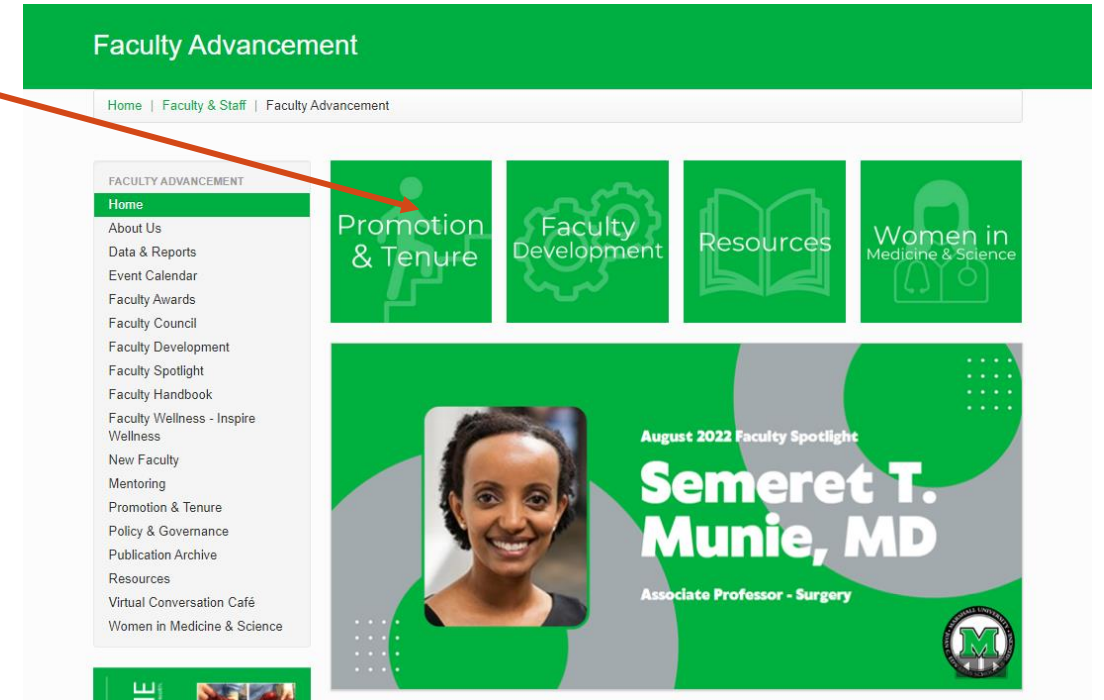




1.



2.





## FACULTY ADVANCEMENT

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[Event Calendar](#)

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[Faculty Council](#)

[Faculty Development](#)

[Faculty Spotlight](#)

[Faculty Handbook](#)

[Faculty Wellness - Inspire  
Wellness](#)

[New Faculty](#)

[Mentoring](#)

## Promotion & Tenure

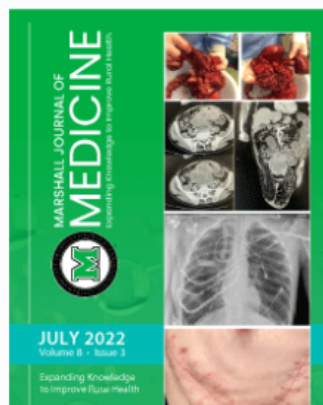
[Policy & Governance](#)

[Publication Archive](#)

[Resources](#)

[Virtual Conversation Café](#)

[Women in Medicine & Science](#)



## Upcoming Promotion & Tenure Workshops

### The Academic Portfolio: Its Preparation, Uses, and Value in Academic Medicine

- July 2022

### Promotion & Tenure Boot Camp

- August 4, 2022
- October 2022

Email [OFA@marshall.edu](mailto:OFA@marshall.edu) to reserve your spot for Promotion & Tenure Workshops.

[P&T Policies](#)

[Preparing Your Dossier](#)

[Faculty Evaluations](#)

[Assembling Your P&T Dossier](#)

[FAQ](#)

- Promotion & Tenure Regulations
  - [MU JCESOM Faculty Promotion & Tenure Regulations](#) (for faculty hired AFTER 2/21/2013)
  - [MU JCESOM Faculty Promotion & Tenure Regulations](#) (for faculty hired BEFORE 2/21/2013)
- Annual Evaluation of Policy
  - [MUBOG AA-22](#)

## Personnel Advisory Committee

[Personnel Advisory Committee Members](#)

[Purpose, Goals, Committee Expectations & Membership](#)

[Duties & Responsibilities](#)

# PROMOTION & TENURE CHECKLISTS

[P&T Policies](#)

[Preparing Your Dossier](#)

[Faculty Evaluations](#)

[Assembling Your P&T Dossier](#)

[FAQ](#)

- [Promotion & Tenure Dossier Template](#)
  - Use this template as your guide while assembling your own dossier
- Promotion & Tenure Checklists
  - [Clinical Non-Tenure Track](#)
  - [Clinical Tenure Track](#)
  - [Basic Science Tenure Track](#)
  - [Specialty Non-Tenure Track](#)
- Appendix C
  - [Appendix C](#) (for faculty hired after 2/21/2013)
  - [Appendix C](#) (for faculty hired before 2/21/2013)

# PREPARING YOUR DOSSIER

Email [OFA@marshall.edu](mailto:OFA@marshall.edu) to reserve your spot for Promotion & Tenure Workshops.

P&T Policies

Preparing Your Dossier

Faculty Evaluations

Assembling Your P&T Dossier

FAQ

- [Scholarly Activity](#)
- [CV Builder](#)
- [Faculty Effort Report](#)
  - [Faculty Effort Questions & Answers](#)
- [Semester Hour Equivalent Calculation Details](#)



[P&T Policies](#)[Preparing Your Dossier](#)[Faculty Evaluations](#)[Assembling Your P&T Dossier](#)[FAQ](#)

### Department Chair Evaluations

Each year in January, faculty members must submit an annual report of scholarly, teaching, and service activities for the preceding **calendar** year. Annual evaluation helps you and your chair assess the progress.

- [Annual Evaluation of Policy](#)
  - [MUBOG AA-22](#)
- [Annual Evaluation Form](#)
- [Mid-Tenure Review](#)
  - [Mid-Tenure Review for Associate Professor - Research](#)
  - [Mid-Tenure Review for Associate Professor - Educator](#)

### Nurse/Staff/Colleague Evaluation

- [Nurse Evaluation of Faculty](#)
- [Peer Evaluation of Faculty](#)
- [Peer Evaluation of Faculty Teaching](#)

# FACULTY EVALUATION



### Nurse/Staff Evaluation of Faculty

Faculty Member (print name)	Unacceptable	Needs Improvement	Professional	Exemplary	N/A
<b>Nurse Evaluation of Faculty</b>					
1. Acts responsibly, demonstrates respect for patients. (Prof)	1	2	3	4	5
2. Is courteous and respectful of staff (Prof)	1	2	3	4	5
3. Answers tasks in a timely fashion (Prof)	1	2	3	4	5
4. Works well as part of the healthcare team. (Prof)	1	2	3	4	5
5. Adapts easily to changes in the office environment (Flex. and Effic.)	1	2	3	4	5
6. Remains calm, prioritizes, and anticipates problems to accommodate a crowded/hectic schedule (Flex. and Effic.)	1	2	3	4	5
7. Manages time well (Flex. and Effic.)	1	2	3	4	5
8. Follows up on abnormal test results (Flex. and Effic.)	1	2	3	4	5
9. Is approachable; concerns/opinions are easily shared with this individual (Comm.)	1	2	3	4	5

General comments: \_\_\_\_\_

Strengths: \_\_\_\_\_

Suggestions for improvement: \_\_\_\_\_

Date: \_\_\_\_\_

### Peer Evaluation of Faculty

Faculty Member (print name)	Unacceptable	Needs Improvement	Professional	Exemplary	N/A
<b>Peer Evaluation of Faculty</b>					
1. Answers emails and calls in a timely fashion (Prof)	1	2	3	4	5
2. Arrives on time for shifts and other scheduled activities (Prof)	1	2	3	4	5
3. Encourages collaboration and cooperation (Prof)	1	2	3	4	5
4. Accepts responsibility for assigned coverage duties or, in the event of an emergency, arranges appropriate coverage (Prof)	1	2	3	4	5
5. Promotes teamwork (Prof)	1	2	3	4	5
6. Provides handoffs that are organized, accurate, and complete (Comm.)	1	2	3	4	5
7. Makes every effort to be available and respond to requests (Comm.)	1	2	3	4	5
8. Resolves conflicts and negotiates well when disagreements with others arise (Comm.)	1	2	3	4	5
9. Communicates clearly and efficiently in oral and written form (Comm.)	1	2	3	4	5
10. Is approachable; concerns/opinions are easily shared with this individual (Comm.)	1	2	3	4	5
11. Demonstrates enthusiasm and interest in teaching students and residents (Teach.)	1	2	3	4	5
12. Is an exceptional role model for students/residents (Teach.)	1	2	3	4	5
13. Demonstrates leadership strength (Lead.)	1	2	3	4	5
14. Is committed to improvement of the department (Lead.)	1	2	3	4	5
15. Is open to other's ideas.	1	2	3	4	5
16. Offers criticisms and suggestions in a constructive way (Lead.)	1	2	3	4	5
17. Implements strategies (e.g. organizational/motivational) or demonstrates behaviors (integrity/ethical judgment) that have the potential to lead to practice improvement (Lead.)	1	2	3	4	5





P&T Policies

Preparing Your Dossier

Faculty Evaluations

Assembling Your P&T Dossier

FAQ

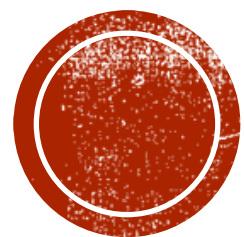
- [Promotion & Tenure Dossier Template](#)
  - Use this template as your guide while assembling your own dossier
- Promotion & Tenure Checklists
  - [Clinical Non-Tenure Track](#)
  - [Clinical Tenure Track](#)
  - [Basic Science Tenure Track](#)
  - [Specialty Non-Tenure Track](#)
- Appendix C
  - [Appendix C](#) (for faculty hired after 2/21/2013)
  - [Appendix C](#) (for faculty hired before 2/21/2013)

# ASSEMBLING YOUR P & T DOSSIER

<https://jcesom.marshall.edu/faculty-staff/faculty-advancement/promotion-tenure/>







## **9. CURRICULUM VITAE**



Login using your MUSOM Account Credentials

# UPDATE YOUR CURRICULUM VITAE WITH OUR ONLINE TOOL

## Faculty List

Find by name:

First Name	Last Name		
Brian	Abadir	<a href="#">Demographics</a>   <a href="#">Contact</a>   <a href="#">Education</a>   <a href="#">Employment / Experience</a>   <a href="#">Certifications</a>   <a href="#">Licenses</a>   <a href="#">Memberships</a>   <a href="#">Honors/Awards</a>   <a href="#">Committees</a>   <a href="#">Educational Activities</a>   <a href="#">Creative Products</a>   <a href="#">Patents</a>	Scholarly Activity <a href="#">Print AAMC CV (PDF)</a> <a href="#">Download AAMC CV (DOC)</a> <a href="#">Download NIH Biosketch (DOC)</a>
Farouk	Abadir	<a href="#">Demographics</a>   <a href="#">Contact</a>   <a href="#">Education</a>   <a href="#">Employment / Experience</a>   <a href="#">Certifications</a>   <a href="#">Licenses</a>   <a href="#">Memberships</a>   <a href="#">Honors/Awards</a>   <a href="#">Committees</a>   <a href="#">Educational Activities</a>   <a href="#">Creative Products</a>   <a href="#">Patents</a>	Scholarly Activity <a href="#">Print AAMC CV (PDF)</a> <a href="#">Download AAMC CV (DOC)</a> <a href="#">Download NIH Biosketch (DOC)</a>
Simon labib	Abdallah	<a href="#">Demographics</a>   <a href="#">Contact</a>   <a href="#">Education</a>   <a href="#">Employment / Experience</a>   <a href="#">Certifications</a>   <a href="#">Licenses</a>   <a href="#">Memberships</a>   <a href="#">Honors/Awards</a>   <a href="#">Committees</a>   <a href="#">Educational Activities</a>   <a href="#">Creative Products</a>   <a href="#">Patents</a>	Scholarly Activity <a href="#">Print AAMC CV (PDF)</a> <a href="#">Download AAMC CV (DOC)</a> <a href="#">Download NIH Biosketch (DOC)</a>
Yousef	Abdel-Aziz	<a href="#">Demographics</a>   <a href="#">Contact</a>   <a href="#">Education</a>   <a href="#">Employment / Experience</a>   <a href="#">Certifications</a>   <a href="#">Licenses</a>   <a href="#">Memberships</a>   <a href="#">Honors/Awards</a>   <a href="#">Committees</a>   <a href="#">Educational Activities</a>   <a href="#">Creative Products</a>   <a href="#">Patents</a>	Scholarly Activity <a href="#">Print AAMC CV (PDF)</a> <a href="#">Download AAMC CV (DOC)</a> <a href="#">Download NIH Biosketch (DOC)</a>
Charles	Abraham	<a href="#">Demographics</a>   <a href="#">Contact</a>   <a href="#">Education</a>   <a href="#">Employment / Experience</a>   <a href="#">Certifications</a>   <a href="#">Licenses</a>   <a href="#">Memberships</a>   <a href="#">Honors/Awards</a>   <a href="#">Committees</a>   <a href="#">Educational Activities</a>   <a href="#">Creative Products</a>   <a href="#">Patents</a>	Scholarly Activity <a href="#">Print AAMC CV (PDF)</a> <a href="#">Download AAMC CV (DOC)</a> <a href="#">Download NIH Biosketch (DOC)</a>
Nader	Abraham	<a href="#">Demographics</a>   <a href="#">Contact</a>   <a href="#">Education</a>   <a href="#">Employment / Experience</a>   <a href="#">Certifications</a>   <a href="#">Licenses</a>   <a href="#">Memberships</a>   <a href="#">Honors/Awards</a>   <a href="#">Committees</a>   <a href="#">Educational Activities</a>   <a href="#">Creative Products</a>   <a href="#">Patents</a>	Scholarly Activity <a href="#">Print AAMC CV (PDF)</a> <a href="#">Download AAMC CV (DOC)</a> <a href="#">Download NIH Biosketch (DOC)</a>
Nello	Abrenica	<a href="#">Demographics</a>   <a href="#">Contact</a>   <a href="#">Education</a>   <a href="#">Employment / Experience</a>   <a href="#">Certifications</a>   <a href="#">Licenses</a>   <a href="#">Memberships</a>   <a href="#">Honors/Awards</a>   <a href="#">Committees</a>   <a href="#">Educational Activities</a>   <a href="#">Creative Products</a>   <a href="#">Patents</a>	Scholarly Activity <a href="#">Print AAMC CV (PDF)</a> <a href="#">Download AAMC CV (DOC)</a> <a href="#">Download NIH Biosketch (DOC)</a>
Muhammad	Abubker	<a href="#">Demographics</a>   <a href="#">Contact</a>   <a href="#">Education</a>   <a href="#">Employment / Experience</a>   <a href="#">Certifications</a>   <a href="#">Licenses</a>   <a href="#">Memberships</a>   <a href="#">Honors/Awards</a>   <a href="#">Committees</a>   <a href="#">Educational Activities</a>   <a href="#">Creative Products</a>   <a href="#">Patents</a>	Scholarly Activity <a href="#">Print AAMC CV (PDF)</a> <a href="#">Download AAMC CV (DOC)</a> <a href="#">Download NIH Biosketch (DOC)</a>
Frederick	Adams	<a href="#">Demographics</a>   <a href="#">Contact</a>   <a href="#">Education</a>   <a href="#">Employment / Experience</a>   <a href="#">Certifications</a>   <a href="#">Licenses</a>   <a href="#">Memberships</a>   <a href="#">Honors/Awards</a>   <a href="#">Committees</a>   <a href="#">Educational Activities</a>   <a href="#">Creative Products</a>   <a href="#">Patents</a>	Scholarly Activity <a href="#">Print AAMC CV (PDF)</a> <a href="#">Download AAMC CV (DOC)</a> <a href="#">Download NIH Biosketch (DOC)</a>
Christopher	Adams	<a href="#">Demographics</a>   <a href="#">Contact</a>   <a href="#">Education</a>   <a href="#">Employment / Experience</a>   <a href="#">Certifications</a>   <a href="#">Licenses</a>   <a href="#">Memberships</a>   <a href="#">Honors/Awards</a>   <a href="#">Committees</a>   <a href="#">Educational Activities</a>   <a href="#">Creative Products</a>   <a href="#">Patents</a>	Scholarly Activity <a href="#">Print AAMC CV (PDF)</a> <a href="#">Download AAMC CV (DOC)</a> <a href="#">Download NIH Biosketch (DOC)</a>

<https://somwebapps.marshall.edu/FacultyDB/Account/Login?ReturnUrl=%2fFacultyDB%2fFaculty>



# FACULTY SHOW & TELL ACTIVITIES TRACKING TOOLS

## » JCESOM Scholarly Activity

Scholarly Activity for: Darshana Shah (PTH)

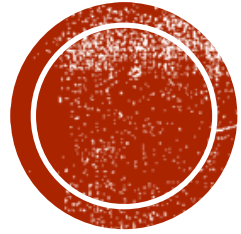
PUBLICATIONS PRESENTATIONS GRANTS SERVICE

[+ ADD an Unlisted Publication]

☐ Publications Accepted / In Press

ID #	Item Title	Author(s)	Publication & Citation	Your Author Role	Link	Edit
Pub-1176	Consensus Guidelines for Practical Competencies in Anatomic Pathology and Laboratory Medicine for the Undifferentiated Graduating Medical Student	Margret S. Magid, MD1, Darshana T. Shah, PhD2, Carolyn L. Cambor, MD3, Richard M. Conran, PhD., MD, JD, FCAP4, Amy Y. Lin, MD5, Ellinor I.B. Peerschke, PhD6, Melissa S. Pessin, MD PhD7, Ilene B. Harris PhD8	Academic Pathology-Journal	Contributor	<a href="#">Web</a>	<a href="#">Edit</a>
Pub-1187	Group for Research In Pathology Education Leading the Way in Pathology Education: Bridging Basic and Clinical Sciences Strategies & Scholarship,	Darshana Shah, PhD., Marshall University Joan C. Edwards School of Medicine Kevin Carnevale, MD , Des Moines University College of Osteopathic Medicine	Medical Science Educator,	Lead	<a href="#">doi</a>	<a href="#">Edit</a>
Pub-292	From freedom to learn to freedom to innovate: The Harvard Macy Institute Story	Shah D.Armstrong E,	Enhancing the Professional Culture of Academic Health Science Centers: The interplay among education leaders, their programs, and the organizational environment	Lead	<a href="#">Web</a>	<a href="#">Edit</a>



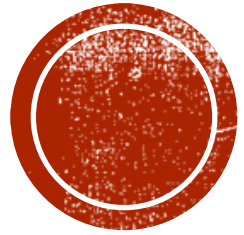


# 10. TIMELINE



Call for Promotion- by AUGUST- Office of Faculty Advancement  
Submission by November 1

Failure to comply with the November 1 deadline for submission of documentation to the Dean or Dean's Designee shall result in the deferral of a promotion recommendation to the following year or failure of the Personnel Advisory Committee to recommend tenure.



# ***HOW TO PREPARE P & T DOSSIER?***





*The Office for Faculty Advancement recommends organizing your electronic Promotion & Tenure Dossier and including a Table of Contents for the committee member to navigate the dossier.*

Example:

#### **Table of Contents\***

Application for Tenure ..... Section 1

Curriculum Vitae ..... Section 2

#### **Appendices:**

Chair's Letter ..... Appendices 1

Recommendation Letters .....

Appendices 2

Annual Evaluations ..... Appendices 3

Teaching Activities ..... Appendices 4

    Quantity ..... Subappendix 1

    Quality ..... Subappendix 2

Curriculum/Program Development ..... Appendices 5

Research/Publication ..... Appendices 6

Clinic & Operation ..... Appendices 7

Advising & Mentoring ..... Appendices 8

Administration & Leadership ..... Appendices 9

Professional Development ..... Appendices 10

Honors, Awards, Recognitions & Service ..... Appendices 11



RECOMMENDATION FOR PROMOTION AND/OR TENURE (using  
post-2013 guidelines)

I am recommending \_\_\_\_\_ I am NOT recom-  
mending \_\_\_\_\_

\_\_\_\_\_ for:

\_\_\_\_\_ promotion to \_\_\_\_\_, and/or \_\_\_\_\_ tenure,  
effective July 1, 20 \_\_\_\_.

Signed \_\_\_\_\_ Chairperson

\_\_\_\_\_ Department

\_\_\_\_\_ Date

I. A. His/Her current status.

\_\_\_\_\_ Assistant Professor \_\_\_\_\_ probationary \_\_\_\_\_tenured

\_\_\_\_\_ Associate Professor \_\_\_\_\_ probationary \_\_\_\_\_tenured

\_\_\_\_\_ Professor \_\_\_\_\_ probationary \_\_\_\_\_tenured

\_\_\_\_\_ School of Medicine Assistant Professor (non-tenure track)

\_\_\_\_\_ School of Medicine Associate Professor (non-tenure track)

B. Time in current rank at Marshall University JCESOM.

\_\_\_\_\_ years \_\_\_\_\_ months.

C. Total time as full-time faculty member at Marshall University JCESOM.

\_\_\_\_\_ years \_\_\_\_\_ months

Date of Hire \_\_\_\_\_

D. If he/she holds an M.D. degree, list Board certifications and  
Fellowships of American Colleges, or state eligibilities.

Board Certified in \_\_\_\_\_

Board Eligible in \_\_\_\_\_

Fellowships \_\_\_\_\_

E. If he/she is a member of a Basic Science Department, check the follow-  
ing which apply:

\_\_\_\_\_ Instructor member of MU Graduate Faculty

\_\_\_\_\_ Associate member of MU Graduate Faculty

\_\_\_\_\_ Graduate member of MU Graduate Faculty

\_\_\_\_\_ Doctoral member of MU Graduate Faculty

II. A. According to his/her Annual Evaluation Forms the following per-  
centage of time of duties was mutually agreed upon by him/her and my-  
self. The percentages indicate a yearly average during time in current  
rank.

\_\_\_\_\_ % Education

\_\_\_\_\_ % Research/Scholarly Activity

\_\_\_\_\_ % Service/Administrative duty to the Univer-  
sity

\_\_\_\_\_ % Professional Service/Patient Care

B. He/she should be considered on the basis of activities relating to  
these percentages of time per type of activity.

\_\_\_\_\_ Yes \_\_\_\_\_ No If "No", why not?

\_\_\_\_\_

\_\_\_\_\_

III. OVERALL EVALUATION. Based on annual departmental evaluations I  
would rate his/her overall performance  
within current rank as:

Education

Service to the University

\_\_\_\_\_ Level 1\*

\_\_\_\_\_ Level 1

\_\_\_\_\_ Level 2

\_\_\_\_\_ Level 2

\_\_\_\_\_ Level 3

\_\_\_\_\_ Level 3

Research/Scholarly Activity

Professional Service/Patient Care

\_\_\_\_\_ Level 1

\_\_\_\_\_ Level 1

\_\_\_\_\_ Level 2

\_\_\_\_\_ Level 2

\_\_\_\_\_ Level 3

\_\_\_\_\_ Level 3

IV. ADDITIONAL COMMENTS. On separate sheet or in the space below, de-  
tail any additional information which you feel may be of assistance in  
considering this faculty member for promotion and/or tenure.

V. Checklist

A. Current curriculum vitae including list of publications is attached.

\_\_\_\_\_ Yes \_\_\_\_\_ No

B. All annual Faculty Evaluations since last promotion are attached,

\_\_\_\_\_ Yes \_\_\_\_\_ No,

\_\_\_\_\_ Number attached (If all evaluations are not  
available, a letter from the chair explaining why they are not availa-  
ble is required.)

C. Letters of recommendation from peers  
at JCESOM are attached Associate Professor  
tenure track need 1  
Associate professor  
non-tenure track  
need 2, Professor  
tenure track need 0  
Professor non-tenure track need 1

\_\_\_\_\_ Yes \_\_\_\_\_ No,

or have been requested

\_\_\_\_\_ Yes \_\_\_\_\_ No.

D. Letters of recommendation from peers at other  
universities are attached Associate Professor tenure  
track need 2  
Associate Professor  
non-tenure track  
need 1 Professor  
tenure-track need 3  
Professor non-tenure track need 2


\_\_\_\_\_ Yes \_\_\_\_\_ No,

or have been requested

\_\_\_\_\_ Yes \_\_\_\_\_ No

E. Written recommendation of departmental personnel commit-  
tee/representative (or Chair Personnel Advisory Committee  
if no representative available) is attached.



- **Curriculum Vitae (CV)**
- **Department Chair Letter**
- **Recommendation Letters** 
- **Annual Evaluations**

*If not all evaluations are available, a letter from the chair explaining why they are not available is required*



## Teaching Activities\*

Use the following charts to help guide and organize your teaching activities list.

\*Example of teaching activities include lectures, small group teaching, PBL, Grand Rounds, CME talks, Laboratory and Research based teaching, supervision of clinical activities of students, residents, fellows, procedural skills teaching, preceptorships, etc. Also make sure to list by level (fellows, residents, medical students, graduate students, etc.)

Quantity: Whom do you teach, how much, and what do you teach?

Teaching Activities Grid

Number #	Year(s) Taught*	Title or topic	Teaching Instruction method	Where taught	Total teaching hours/yr for this activity	Type of learner	Number learners/year
1							
2							
3							
4							

Quality: Teaching ratings with comparison data for all educational activities cited: Student, resident, fellow evaluations, Grand round evaluations, Letters evaluating

Number	Who and how many evaluated you? (e.g., 25 learners, student, residents, peer)	Describe the process for evaluating your teaching	List evaluations/ evaluation summaries included in Appendix XX:
1			
2			
3			

teaching effectiveness Often from former trainees and from peers who have observed the your teaching.

## Curriculum/Program Development

\*Use this chart to help guide and organize your curriculum/program development list.

Number	topic and type (e.g. clerkship module, residency longit experience, fellowship research component)	Type and # of learners per yr	is it implemented? (Yes/No)	Where is it implemented? (dept, institution regional, national, intern?)	Your degree of responsibility (leader or contributor)

Please note: These are examples only, provided to suggest ways of indicating a faculty member's role and time commitment in a variety of settings, and may not accurately reflect the details of any actual course, lecture, committee, etc.

### I. Teaching Activities

Number	Title or topic of activity	Teaching strategy	Where taught	Total teaching hrs/yr	Type of learner	No. of learners in a year
1	Lecture on Rashes	Repeated lecture in the med student clerkship	Department	1 hour every 8 weeks = 6 hrs per yr	Medical student	20 learners
2	Grand Rounds	Workshop as part of Faculty Development Program series	Institution wide	4 workshops/yr @ 3 hrs each = 12 hrs/yr	Faculty affiliated with med school	70 learners
3	Pediatric Inpatient Rotation	Family-centered rounds with bedside teaching, teaching at delivery attendance, admissions, ED consults and pediatric stabilizations	Department	On service about 150 days/yr @ 4 hrs/day = 600 hrs/yr	Family medicine residents and 4th year medical students	4 learners
Grand Total						94

Quality: Teaching ratings with comparison data for all educational activities cited—Student, resident, fellow evaluations, grand round evaluations and letters evaluating teaching effectiveness. Often from former trainees and peers who have observed your teaching.

Number	Who and how many evaluated you? (e.g., 25 learners, students, residents, peer)	Describe the process for evaluating your teaching	List evaluations/ evaluation summaries included in Appendix XX
1	10 Students	evaluation - Medical Student Lecture	

~ 70 Faculty, Students, residents evaluation - Pediatric Grand Rounds.

### II. Mentoring and Advising



# Clinic & Operation

This area would include a write-up that involves:

## Evidence Highlighting Progress in Improved Clinic Operations:

e.g. Reorganized clinic infrastructure to improve clinic workflow, patient satisfaction and access to care. Improved documentation with redesigned progress note to assist in resident supervision

## Evidence of improving Physician Productivity

e.g. Standardized physician appointments which generated more clinic visits and improved access; Redesigned the progress note and streamlined paperwork, which improved both documentation and billing

Patient education materials, presentations organization of, or participation in health education programs for the public

e.g. Quantity

Clinic:

Cardiology clinic, CHP, 5 half-days per week, 48 weeks per year

Neurosurgery clinic, 1 day per week, 48 weeks per year

Inpatient:

ID service, PUH/MUH inpatient consultation, 8 months per year, 5 days per week, 11 hours per day

Surgical:

Trauma surgery, OR and ward rounds, 36 weeks per year

the 2015-2016 academic year and the plans/goals you have for the upcoming academic year for each section.

## I. CLINICAL ( %)

Dr. Jude will complete the below table

	Charges	Collections	# Pt. Visits	Total RVUs	Hospital RVUs	Precepting RVUs	Personal RVUs
2015	382,115	341,632	1842	281,006			
2016	522,055	414,207	2062	4095			
Change (%)	36.690	19.590	11.990	43.290			

Evaluation: 1 2 3 4 5

My clinical duties include providing patient care at Three Rivers Medical Center in Louisa, KY (TRMC) and Cabell Huntington Hospital (CHH). I serve as the Vice-Chairman of the Department of Surgery and Medical Director of Physical, Occupational, and Speech Therapy at TRMC. Through my practice I have maintained high levels of professionalism, and I have been compliant with the medical record policies at both institutions. During the past few years, my practice has seen a significant increase in surgical volume. I have received excellent feedback from my patients at both TRMC and CHH, and I score highly among my peers for overall quality of care and patient satisfaction. Further, I have maintained a high level of proficiency in my clinical work (exemplary level) as demonstrated by the peer ratings I have received. Over the last 3 years, I have also staffed an orthopaedic clinic in Inez, KY, further extending the Marshall Orthopaedic footprint to Martin County. I provide sideline football coverage at Lawrence County High School and conduct a Weekend Sports Clinic during football season. I am active in the community and participate in my local Rotary Club. As a part of my patient outreach, I have given multiple talks at Rotary Club and Senior Circle meetings in Louisa, KY.





**Marshall (PCP, PED, SP)  
Patient Satisfaction Survey Results - 2nd Half  
Normative DB: All MTC Normative Database**

Current: Jul 1, 16 - Dec 31, 16 (n=45) [1]  
Previous: Jan 1, 16 - Jun 30, 16 (n=45) [1]  
12 Month: Jan 1, 16 - Dec 31, 16 (n=90) [1]

Questions	12 Month Score	Current Score	Previous Score	Change [2]	All OB/GYN Marshall	All OB/GYN MTC DB	All OB/GYN Marshall Rank	All Marshall Current Rank [3]	All Marshall 12 Month Rank [3][4]
<b>Doctor-Patient Communication</b>									
How satisfied were you with the way the provider listened to what you had to say?	96.43	100.00	92.71	7.29 ↑	96.24	93.96	1(13)	1(211)	55(222)
How satisfied were you with the provider's ability to answer your questions in a way you could understand?	97.14	98.96	95.31	3.65 ↑	96.46	94.50	2(13)	10(211)	47(222)
Were the benefits and potential side effects of any new medication covered by the physician?	100.00	100.00	100.00	0.00 →	89.20	87.36	1(13)	1(208)	1(219)
<b>Overall Ratings - Provider</b>									
How satisfied were you with the overall quality of the provider's care?	97.92	99.48	96.35	3.13 ↑	95.09	96.21	1(13)	1(150)	6(151)
Would you recommend this provider to family and friends?	97.89	100.00	95.74	4.26 ↑	96.64	90.90	1(13)	1(150)	25(151)
<b>Overall Ratings</b>									
Overall, how satisfied were you with this visit?	97.40	98.96	95.83	3.13 ↑	95.51	93.07	1(13)	3(150)	11(151)
<b>Timely Access to Care</b>									
In the past six months, did you seek care at another location because you were unable to be seen on a timely basis?	95.24	92.86	97.62	-4.76 ↓	92.45	92.41	7(13)	69(148)	26(150)
How satisfied were you with the ease of making appointments?	97.22	98.33	96.11	2.22 ↑	96.04	96.34	1(13)	4(150)	10(151)
How satisfied were you with the response you received from the provider's office after the office was closed?	92.03	93.92	89.84	4.08 ↑	91.13	85.41	5(13)	21(197)	27(216)
<b>Office Staff</b>									
How satisfied were you with your provider's office in returning your calls?	91.86	94.32	89.29	5.03 ↑	92.99	92.46	6(13)	36(146)	70(149)
How satisfied were you with the amount of time you waited at the provider's office, both in the lobby and the exam room?	91.57	90.91	92.26	-1.35 ↓	91.49	80.35	8(13)	99(242)	95(255)
How satisfied were you with the front desk staff?	97.09	99.43	94.64	4.79 ↑	96.75	91.45	1(13)	9(241)	46(255)
<b>Continuity and Coordination of Care</b>									
Did you and the provider talk about all the prescription medicines that are being taken?	100.00	100.00	100.00	0.00 →	91.58	90.44	1(13)	1(179)	1(183)
If your provider sent you for a blood test, x-ray, or other test, did someone from your provider's office follow-up to give you the test results?	69.09	74.19	62.50	11.69 ↑	72.31	74.71	5(13)	136(226)	164(243)
<b>Nursing Staff</b>									
How satisfied were you with the nursing staff?	95.11	96.59	93.60	2.99 ↑	95.18	92.91	7(13)	97(242)	155(255)
<b>Facilities</b>									
How satisfied were you with the appearance and cleanliness of the buildings and grounds?	99.13	100.00	98.21	1.79 ↑	97.07	97.20	1(13)	1(147)	11(150)

[1] n = number of surveys completed in current half, previous half, or rolling 12 month period  
[2] Change = current score compared to previous half

[3] Current and 12 Month Rank - dependent on number of valid responses  
[4] 12 Month Rank - Denominator based on providers with a minimum "N" value and to be reported on during the current period.

## Patient Satisfaction Verbal Comments



### Nurse/Staff Evaluation of Faculty

Faculty Member (print name)	Unacceptable	Needs Improvement	Professional	Exemplary	N/A
<b>Nurse Evaluation of Faculty</b>					
1. Acts responsibly, demonstrates respect for patients. (Prof)	1	2	3	4	5
2. Is courteous and respectful of staff (Prof)	1	2	3	4	5
3. Answers tasks in a timely fashion (Prof)	1	2	3	4	5
4. Works well as part of the healthcare team. (Prof)	1	2	3	4	5
5. Adapts easily to changes in the office environment (Flex. and Effic.)	1	2	3	4	5
6. Remains calm, prioritizes, and anticipates problems to accommodate a crowded/hectic schedule (Flex. and Effic.)	1	2	3	4	5
7. Manages time well (Flex. and Effic.)	1	2	3	4	5
8. Follows up on abnormal test results (Flex. and Effic.)	1	2	3	4	5
9. Is approachable; concerns/opinions are easily shared with this individual (Comm.)	1	2	3	4	5

General comments: \_\_\_\_\_

Strengths: \_\_\_\_\_

Suggestions for improvement: \_\_\_\_\_

Date: \_\_\_\_\_

### Peer Evaluation of Faculty

Faculty Member (print name)	Unacceptable	Needs Improvement	Professional	Exemplary	N/A
<b>Peer Evaluation of Faculty</b>					
1. Answers emails and calls in a timely fashion (Prof)	1	2	3	4	5
2. Arrives on time for shifts and other scheduled activities (Prof)	1	2	3	4	5
3. Encourages collaboration and cooperation (Prof)	1	2	3	4	5
4. Accepts responsibility for assigned coverage duties or, in the event of an emergency, arranges appropriate coverage (Prof)	1	2	3	4	5
5. Promotes teamwork (Prof)	1	2	3	4	5
6. Provides handoffs that are organized, accurate, and complete (Comm.)	1	2	3	4	5
7. Makes every effort to be available and respond to requests (Comm.)	1	2	3	4	5
8. Resolves conflicts and negotiates well when disagreements with others arise (Comm.)	1	2	3	4	5
9. Communicates clearly and efficiently in oral and written form (Comm.)	1	2	3	4	5
10. Is approachable; concerns/opinions are easily shared with this individual (Comm.)	1	2	3	4	5
11. Demonstrates enthusiasm and interest in teaching students and residents (Teach.)	1	2	3	4	5
12. Is an exceptional role model for students/residents (Teach.)	1	2	3	4	5
13. Demonstrates leadership strength (Lead.)	1	2	3	4	5
14. Is committed to improvement of the department (Lead.)	1	2	3	4	5
15. Is open to other's ideas.	1	2	3	4	5
16. Offers criticisms and suggestions in a constructive way (Lead.)	1	2	3	4	5
17. Implements strategies (e.g. organizational/motivational) or demonstrates behaviors (integrity/ethical judgment) that have the potential to lead to practice improvement (Lead.)	1	2	3	4	5



# Advising & Mentoring

Being an advisor and mentor to many students, residents, fellows and junior faculty is a rewarding part of your job but also time consuming. It is important that you document the time involved, a description of the capacity in which you served as an advisor/mentor, and the outcome for that student.

Name of mentee or advisee	Dates of mentoring/ advising	Number of years you invested in relationship	Their role/position during the time you were their mentor/advisor	Your role and what you taught them	Their current position (Academic position)	Their significant achievements (presentation, publication, award or grants received)

## Past and Current Mentees, Marshall University:

Name	Type	Dates	Project	Presentation/Publication
Erin Casey	Medical Student (Class of 2019)	October 2016-present	<i>Marshall Teen Talk: a telehealth project to rural high school teens</i>	Oral presentation at WV Rural Health Conference October 2017
Wes Urian	Medical Student (Class of 2019)	October 2016-present	<i>Marshall Teen Talk: a telehealth project to rural high school teens</i>	Oral presentation at WV Rural Health Conference October 2017
Preeya Shah	Medical Student (Class of 2020)	June 2017-present	<i>Effect of Adolescent Gynecologist on LARC access Funded by MS1 Summer Stipend Program</i>	Abstract submitted for North American Society for Pediatric and Adolescent Gynecology research meeting
Annie DeFruscio	Medical Student (Class of 2020)	June 2017-present	<i>Effect of Adolescent Gynecologist on LARC access Funded by MS1 Summer Stipend Program</i>	Abstract submitted for North American Society for Pediatric and Adolescent Gynecology research meeting



# Professional Development\*

Use this table to help guide and organize your list for professional development activities.

\*This includes any conferences, certification or degree programs or other educational professional development activities that you have attended as a learner.

Activity Number	Name and Description (include duration, e.g. 3 hrs, 1 day, 1 month)	Dates and Location	Sponsoring organization/institution



# Scholarship\*

Use this table to help guide and organize your list of scholarship.

\*This includes all activities that contribute to scholarship (in teaching, research and clinical service) such as presentations, peer reviewed publications, funding and committee activities. Whenever possible include evaluation/impact that has resulted from these activities.

Number	Peer reviewed Publication/ Journal/year	Book Chapters year	Peer reviewed abstracts Conference/year	National/international/ regional Platform presentation

Local/state,  
(SOM/MU) Committees  
Presentations





Honors, Awards,  
Recognitions and Service\*

Use this to guide and organize your list of awards and  
recognitions.

\*Awards, honors and selection to participate in regional  
or national education programs.

Number	Awards/ Teaching, research , excellence	National committee members; USMLE- National Board, AAMC, ACGME	Elected/selected members Specialty disciplines	NIH Study section	Journal Editors/ Reviewer



# THANK YOU!

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