FADPT Self-Assessment Checklist Review

Intentions for the Self-Assessment Checklist

To provide a tool for faculty that could assist in:

- ▶ Routine self-assessment of progress toward promotion
- ▶ Discussion of promotion progress during Annual Performance Reviews and mentorship meetings
- ▶ Assessment of whether one is "in range" for promotion

And more broadly

- ▶ Faculty understanding of what constitutes "competence" versus "excellence" through a non-exhaustive illustrative list of examples for each promotion domain
- ▶ Clarification of what constitutes scholarship
- ▶ Bringing greater consistency across Departments in how faculty self-assess and track their readiness for promotion

This tool is primarily intended to assist faculty who are non-tenure track

What the Self-Assessment Checklist is Not:

- An exhaustive or complete list of all accomplishments that may count toward promotion

- A formal document that determines at the Department or School level whether a faculty member will receive a promotion

This worksheet has been vetted by Drs J. Bhatia, L. Mulloy, V. Hudson, M. Hamrick, Chris White, the Committee on Faculty Affairs, The Dean's Cabinet, and the Faculty Senate Executive Committee; and consistent with The AAMC Group of Faculty Affairs, and Emory's "Simplified Promotion Criteria"

Brief Review of Promotion Guidelines

Minimum Time for Promotion to Next Rank:

- ► Instructor to Assistant Professor: 3 years
- ► Assistant Professor to Associate: 4 years
- ► Associate to Full Professor: 5 years

Promotion on the non-tenure track requires:

- ► Demonstrated competence (or better) in at least 3 areas of faculty life, and substantial achievement (excellence) in at least one area

Promotion on the tenure track requires:

- ► Demonstrated excellence in at least 2 areas (one being research) and competence in a third

Research/Scholarship Examples

Research/Scholarship Examples	
Competence	**Excellence**
- Publish 1-2 items per year (article, letter to editor, review paper, book chapter, etc.) - Submit an intramural or extramural request for research funding - Abstract accepted or poster accepted at regional or state meeting - Invited speaker on research findings at a state or regional meeting - Actively involved in a IRB-approved research project at MCG - Ad hoc peer reviewer for an academic publication	- Publication of peer-reviewed journal articles at an average rate of 2-3+ per year. - Some articles in high impact journals, or journals recognized as major journals of the discipline - A high H-index - Academic productivity in the area of research which is associated with high alt-metric scores on social media - Some articles with high alt-metric scores - Invited plenary speaker at a national meeting - Service on a grant review committee (i.e., NIH IRG committee) - Principal investigator on an extramural grant - Co-investigator on multiple extramural grants - Editorial Board member or Editor of a scientific publication - Patents

Education Examples

Education Examples	
Competence	**Excellence**
• Bedside teaching on clinical services with favorable student/resident feedback • Providing a few hours per year of formal lectures to trainees, with favorable student/resident feedback	• Sponsoring a pre-doctoral student or post-doc in your lab • Designing or performing a major revision of a course or curriculum • Serving as a preceptor for Physical Diagnosis (with good reviews) • Serving as a Problem-Based Learning Group Facilitator (with good reviews) • Serving as a training director for a basic science-doctoral, health student or graduate health student program; especially with evidence of student proficiency on PhD qualifying exams, medical student step exams, shelf exams, etc. • Leadership on a national-level committee pertaining to education or training • Regular invitations to speak at other medical school's Grand Rounds (or the equivalent therefor) or invitations to speak at national meetings on topics specific to medical education or your discipline • Authorship of 1-2 items per year (articles, review papers, book chapters, etc.) on educational topics in peer reviewed forums • Academic productivity in the area of education which is associated with high alt-metric scores on social media • Recognition by students/residents/peers for outstanding clinical teaching award(s) • teaching videos* • innovative teaching methods* • instructional manuals* • computer software* • course syllabi* • learner activities (i.e, PBL cases)* • assessment instrument/methods/strategies*

Clinical Examples

Clinical Examples	
Competence	Excellence
• Maintain licensure and hospital privileges in good standing without requirement of FPPE • Meeting expectations in regards to volume of clinical service • Good citizenship, evidence by lack of disruptive behaviors and respect for other disciplines • Collaborate across medical disciplines. • patient education materials* • webpages, blogs and/or other social media*	• Serving as medical director for an AUMC service • Leadership on a clinical service with major input into processes that lead to measurable improvements in safety, complication rates, mortality indices, clinical outcomes, patient satisfaction, service efficiency, etc. • Demonstrate evidence/reputation of personal Clinical Excellence through references or quality metrics. • Show evidence of referrals from a wide region as appropriate for specialty. • Leadership on specific clinical QI projects • Creation of a new, major clinical service, (i.e., a transplant service) • Leadership in obtaining national designation or accreditation for a clinical service • Membership on a national authority that creates diagnostic, treatment, or ethical guidelines, etc., for patient care • Recognized innovation in clinical practice (i.e., the development of a new surgical approach, or a new treatment algorithm) • Achieving patient satisfaction scores and feedback demonstrating excellent quality of care • Recognition of clinical excellence through national recognition as "Best Doctors" or similar award • Ability to draw clinical trainees into a MCG/AU training program • Recurring, regular medical newspaper column/radio show • Dissemination of peer-reviewed data and expertise in the form of Grand Rounds, clinical practice guidelines, seminars, podcasts, websites, small group activities with peer-reviewed data and internal benchmarking. • Published clinical and/or administrative policies adopted by one or more medical facilities • Appointed or elected leadership or membership on regional or national societies or specialty governing boards · Leadership in clinical care (e.g., membership on major clinical committees at the local, regional, or national levels) · • Appointed or elected leadership or membership on divisional, departmental, hospital, and/or school service-related governing boards ·

Teaching and Clinical Products as Scholarship

*There is agreement that for teaching and clinical products these to be scholarship, they must have demonstrable evidence of quality, peer review, dissemination, and impact, such as:

- ► number of downloads of a teaching video published in MedEdPORTAL

- ► adoption of teaching materials by other universities

- ► web page or blog hits

- ► publication of patient education materials by regional, state, or national organizations (such as a depression handout being adopted by National Alliance for the Mentally Ill).

- ► Although these products can be reported under education or clinical materials, their peer review and dissemination may raise them to the level of scholarship or "excellence"

Service Examples

Service	
Competence	Excellence
• Service on a standing committee of your home department or school wide committee	• Serving as Chair of a major school-wide committee such as Admissions, Student Promotions, Faculty Promotions and Tenure, Institutional Review Board, etc. • Serving on the Board or leadership position of a major national-level professional society • Serving as a Chair on a committee of a national-level professional society • Director of a core lab of MCG, with demonstration of excellence (i.e., sustained accreditation, etc.) • Leading a major administrative unit of MCG, with demonstration of achievement in stated goals of that administrative unit • Authorship of 1-2 items per year (articles, review papers, book chapters, etc.) on topics related to leadership or administration in peer reviewed forums

Self-Assessment Checklist Reminders

The self-assessment checklist is:

➢ Optional--there is no requirement that faculty use this tool

➢ Intended to be helpful in self-tracking readiness for promotion

➢ Not part of the promotion packet submitted to the Department or College

➢ An "unofficial" document that has been developed and reviewed by key MCG faculty affairs individuals and groups but does not play a role in the promotions decision-making process.

Questions?