

MICHIGAN STATE UNIVERSITY
College of Human Medicine

FORM ON PROGRESS AND EXCELLENCE
RECOMMENDATION FOR PROMOTION FOR FIXED TERM FACULTY

Name: Last First Middle Date:

Present Rank

Primary MSU Department Second MSU Department Name Other MSU Department Name

Primary MSU College Name Second MSU College Name Other MSU College Name

Years of MSU service as of next July 1 as:
ASSISTANT PROFESSOR ASSOCIATE PROFESSOR

Years of faculty experience as of next July 1 (MSU & other)

Highest Degree Institution Date

Additional Training/Education/Certifications/Licensure

Review Period Begin Date The review period begins with the date of first appointment/reappointment in current rank.

	RECOMMENDATION BY DEPT CHAIR/SCHOOL DIRECTOR:	RECOMMENDATION BY DEAN:
Promote to Associate Professor	<input type="checkbox"/>	<input type="checkbox"/>
Promote to Professor	<input type="checkbox"/>	<input type="checkbox"/>
Do not promote	<input type="checkbox"/>	<input type="checkbox"/>

Comments: _____

Primary Chairperson Signature Second Chairperson Signature Other Chairperson Signature

Primary Dean Signature Second Dean Signature Other Dean Signature

Provost Signature

**FORM ON PROGRESS AND EXCELLENCE
SECTION I-A – ADDITIONAL INFORMATION**

Committee Votes

Summary of Committee Votes									
Department/School ¹					College				
	Yes	No	Abstentions	Total		Yes	No	Abstentions	Total
# of votes					# of votes				

External/Internal Review Letters

#	Reviewer Solicited	Recommended by			Reason solicited letter was not received ²
		Candidate (Yes/No)	Unit (Yes/No)	Letter Included (Yes/No)	
1	Name:				
	Academic Rank, Title, Department: Institution*:				
2	Name:				
	Academic Rank, Title, Department: Institution*:				
3	Name:				
	Academic Rank, Title, Department: Institution*:				
4	Name:				
	Academic Rank, Title, Department: Institution*:				
5	Name:				
	Academic Rank, Title, Department: Institution*:				
6	Name:				
	Academic Rank, Title, Department: Institution*:				
7	Name:				
	Academic Rank, Title, Department: Institution*:				
8	Name:				
	Academic Rank, Title, Department: Institution*:				

*Note: An explanation is needed, as necessary, for non-peer/aspirant reviewer institutions and/or reviewers who have not attained the academic rank of the candidate.

¹ For units with multiple committees (e.g. reading committees), the vote reported should be from the committee that provides the ultimate recommendation to the chair/director.

² In cases in which an external letter writer indicates that she/he is unwilling to write a letter, please provide a copy of that communication, or indicate if it is not available.

**FORM ON PROGRESS AND EXCELLENCE
SECTION II – SUMMARY INFORMATION**

Summary Ratings of Scholarly Contributions by Department Chairperson/School Director:

The purpose of this summary is to assess the candidate’s performance in relationship to expectations across the functional areas of instruction, research and creative activities, and service within the academic and broader community. For relevant sub-functions, indicate the faculty member’s performance by placing an “✓” under the most appropriate rating (from excellent to poor). Performance should be evaluated relative to most appropriate comparison group and to assigned duties as reflected in percentage of time. For example, the most appropriate level of comparison for the function of “research and creative activities” is a national/international comparison within the discipline.

Performance Ratings

Function	Sub-Functions	Assignment % of Time	Excellent	Very Good	Avg.	Below Avg.	Poor
INSTRUCTION	Undergraduate*		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Graduate*		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Non-Credit Instruction		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Academic Advising		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
RESEARCH & CREATIVE ACTIVITIES	Research & Creative Activities		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SERVICE	<i>Academic: Within Scholarly and Professional Organizations</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Academic: Within the University</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<i>Within the Broader Community:</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OTHER	Other (specify):		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL RATING		100%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Include credit courses only, on and off campus
** See SECTION IV-D, “Additional Reporting.”

INSERT

Letter from Department Head

(If desired, but must also fully complete Sections II and III)

INSERT
Letter from Department RPT Committee
(Preferred, not required)

INSERT
Letter from College RPT Committee
(To be added by FAD)

INSERT
Assignment Description
(including Focus Area)

INSERT
Assignment Description
(including Focus Area)

FORM ON PROGRESS AND EXCELLENCE
SECTION III-A – INSTRUCTION

Summary Evaluation of Instruction by Department Chairperson:

Evaluate the faculty member's scholarly contributions in **instruction**. Dimensions to be addressed may include (but are not limited to):

- *Credit instruction, on and off campus; course and curriculum development; experimental curricula; development of instructional materials such as textbooks or software; technology enhanced instruction;*
- *Non-credit instructional activities including the development of certificate programs, community programs, extension programming, etc.;*
- *International instruction such as instruction abroad, comparative/international courses on campus, etc.;*
- *Patient care activities in support of instruction;*
- *Academic advising (making clear what the appropriate responsibilities and expectations are); and*
- *Instructional activities in professional/clinical, extension, international, or urban arenas.*

The evaluation should address the scholarship, significance, impact, and attention to context of the faculty member's accomplishments as evidenced, for instance, in: *SIRS forms; peer evaluation of instruction; evaluations by affected groups; teaching portfolios, including course syllabi, examinations; websites, etc.; publications and presentations related to pedagogy; guest lectures and visiting/adjunct appointments; grants received in support of instruction; and instructional awards or other forms of professional/alumni recognition.*

FORM ON PROGRESS AND EXCELLENCE
SECTION III-B – RESEARCH AND CREATIVE ACTIVITIES

Summary Evaluation of Research and Creative Activities by Department Chairperson:

Evaluate the faculty member's scholarly contributions in **research and creative activities**. Dimensions to be addressed may include (but are not limited to):

- *Discovery of new knowledge, including creative activities, and originality of approach;*
- *Development of innovative problem-solving strategies or methodologies;*
- *Application and dissemination of knowledge, including extension activities;*
- *Patient care activities in support of research and creative activities; and*
- *Research and creative activities in outreach, professional/clinical, extension, international, or urban arenas.*

The evaluation should address the scholarship, significance, impact, and attention to context of the faculty member's accomplishments as evidenced, for instance, in: *publications, presentations, poster sessions, websites, etc.; performances and exhibits; scores, showings, recordings, and curatorial activities; citations of one's work by others; evaluations by peers and affected groups including comments by outside evaluators, journal editors, referees, etc.; grants received in support of research; and research awards or other forms of professional/alumni recognition.*

FORM ON PROGRESS AND EXCELLENCE
SECTION III-C – SERVICE WITHIN THE ACADEMIC AND BROADER COMMUNITY

Summary Evaluation of Academic Service by Department Chairperson:

1. Evaluate the faculty member's scholarly contributions in **service within the academic community**—within professional and scholarly organizations or within the University. Dimensions to be addressed may include (but are not limited to):
 - *Membership in professional organizations/societies external to the University;*
 - *Role as editor of scholarly or professional journal or other similar publication;*
 - *Leadership role in internal academic governance and/or in external professional organizations;*
 - *Membership on department/school, college and university governance committees;*
 - *Ad hoc service involvement in special study groups/committees, service on internal/external review panels, member of grievance panels, etc.; and*
 - *Academic service activities in outreach, professional/clinical, extension, international, or urban arenas.*

The evaluation should address the scholarship, significance, impact, and attention to context of the faculty member's accomplishments as evidenced, for instance, in: *committee accomplishments (policies, reports, organizational changes), evaluation by committee colleagues/chairperson or organization executive officers, and service awards or other forms of professional/alumni recognition.*

2. Evaluate the faculty member's scholarly contributions in **service within the broader community**. Dimensions to be addressed may include (but are not limited to):
 - *Application of scholarship to voluntary roles in community-based organizations;*
 - *Establishment of community links, voluntary leadership roles in community-based organizations;*
 - *Success in achieving grants and other forms of support for community service activities;*
 - *Success in completing assignments and projects for community service activities;*
 - *Responsiveness to societal needs and attention to the assets and goals of external groups;*
 - *Effectiveness in promoting the inclusion and advancement of diverse groups;*
 - *Development and evaluation of innovative approaches, strategies, technologies, and systems of service delivery.*
 - *Broader community service activities in professional/clinical, extension, international, or urban arenas.*

The evaluation should address the scholarship, significance, impact, and attention to context of the faculty member's accomplishments as evidenced, for instance, in: *publications, programs offered; presentations, performances, exhibits, broadcasts, websites, brochures and other print materials, and collection development; grants received in support of community activities; evaluations by affected groups including comments by outside evaluators, conference organizers, and/or media representatives.*

FORM ON PROGRESS AND EXCELLENCE
SECTION III-D – ADDITIONAL REPORTING

Summary Evaluation of Candidate's Special Foci by Department Chairperson:

Where appropriate, evaluate the faculty member's scholarly activities and contributions **across the functional areas** of instruction, research and creative activities, and service within the academic and broader community. While the faculty member's accomplishments may be reported under any of the functional areas or on the additional reporting page (Section IV D), this space provides an opportunity for special comments where the faculty member's work shows integration across the functions or has had a particular focus. This is also the appropriate place for discussion of any contributions or accomplishments that do not naturally fit elsewhere.

FORM ON PROGRESS AND EXCELLENCE
SECTION IV-A – INSTRUCTION

The faculty member is encouraged to use a range of evidence demonstrating instructional accomplishment, which can be included in portfolios or compendia of relevant materials.

1. Undergraduate and Graduate Credit Instruction:

Record of instructional activities for at least the past six semesters. Include only actual participation in credit courses (on- or off-campus instruction) or virtual university on-line courses. In determining the “past six semesters,” the faculty member may elect to exclude any semesters during which s/he was on leave; additional semesters may be included on an additional page. Fill in or, as appropriate, attach relevant print screens from CLIFMS*.

Semester and Year	Course Number	Credits (Number or Var)	Number of Sections Taught			Number of Students	Number of Assistants**	Notes
			Lec	Rec	Lab			

*Consult departmental staff who are authorized to enter data on the web-based CLIFMS (Course Load, Instruction, Funding and Modeling System) system and can search for course sections and enrollments by faculty name, per semester.

**May include graduate and undergraduate assistants, graders, and other support personnel.

2. Non-Credit Instruction:

List other instructional activities including non-credit courses/certificate programs, licensure programs, conferences, seminars, workshops, etc. Include non-credit instruction that involves international, comparative, or global content delivered either to domestic or international groups, either here or abroad.

**FORM ON PROGRESS AND EXCELLENCE
SECTION IV-A – INSTRUCTION - continued**

3. Academic Advising:

a. Faculty member’s activity in the area of academic advising. The statement may include commentary on supplementary materials such as recruitment activities, international student advising, evidence of peer recognition, and evidence of student recognition.

Undergraduate:

Graduate:

Graduate/Professional:

Other:

b. Candidate’s undergraduate advisees (if applicable to individual under review):

	Freshman	Sophomore	Junior	Senior
Number of current undergraduate advisees				

c. Candidate’s graduate/graduate-professional advisees (limit to principal advisor or committee chairpersonship status):

	Masters	Doctoral	Professional
Number of students currently enrolled or active			
Number of graduate committees during the reporting period			
Degrees awarded during the reporting period			
Degrees awarded during career			

FORM ON PROGRESS AND EXCELLENCE
SECTION IV-A – INSTRUCTION - continued

4. List of Instructional Works:

List publications, presentations, papers, grants received (refer to Section IV-E), and other works that are primarily in support of or emanating from instructional activity.

5. Other Evidence of Instructional Activity:

Cite other evidence of instructional productivity such as works/grants in progress or under review (refer to Section IV-E). Address instructional goals and approaches; innovative methods or curricular development; significant effects of instruction; and curatorial and patient care activities, etc. Include evidence of instructional awards and peer recognition (within and outside the university).

FORM ON PROGRESS AND EXCELLENCE
SECTION IV-B – RESEARCH AND SCHOLARLY ACTIVITY

1. List of Research/Creative Works:

Attach a separate list of publications, presentations, papers, and other works that are primarily in support of or emanating from Research and Creative Activities. Indicate how the primary or lead author of a multi-authored work can be identified. The list should provide dates and, in particular, accurately indicate activity from the reporting period. Items to be identified:

- 1) Books
- 2) Book chapters
- 3) Bulletins or monographs
- 4) Articles
- 5) Reviews
- 6) Papers and presentations for learned professional organizations and societies
- 7) Artistic and creative endeavors (exhibits, showings, scores, performances, recordings, etc.)
- 8) Reports or studies

Indicate peer-reviewed or refereed items with a “**”.

Indicate items with a significant outreach component with a “***” (determined by the faculty member)

2. Quantity of Research/Creative Works Produced:

For each of the categories listed in question one above, list the number of research and creative works produced.

	1	2	3	4	5	6	7	8
During the reporting period								
During career								

3. Number of Grants Received (primarily in support of research and creative activities; refer to Section IV-E):

During the reporting period: _____ During career: _____

4. Other Evidence of Research/Creative Activity:

Cite other evidence of research and creative productivity such as: seminars, colloquia, invited papers; works/grants in progress or under review (refer to Section IV-E); patents; formation of research-related partnerships with organizations, industries, or communities; curatorial and patient care activities, etc. Include evidence of peer recognition (within and outside the university).

FORM ON PROGRESS AND EXCELLENCE
SECTION IV-C – SERVICE WITHIN THE ACADEMIC AND BROADER COMMUNITY

1. Service within the Academic Community

a. Service to Scholarly and Professional Organizations:

List significant committee/administrative responsibilities in support of scholarly and professional organizations (at the local, state, national, and international levels) including: elected and appointed offices held; committee memberships and memberships on review or accreditation teams; reports written and submitted; grants received in support of the organization (refer to Section IV-E); editorial positions, review boards and ad hoc review requests; and programs and conferences planned and coordinated, coordinated or served on a panel or chaired a session. Include evidence of contributions (e.g., evaluations by affected groups or peers).

b. Service within the University:

List significant committee/administrative responsibilities and contributions within the University. Include service that advances the University's equal opportunity/affirmative action commitment. Committee service includes: appointed and elected university, college, and department ad hoc or standing committees, grievance panels, councils, task forces, boards, or graduate committees. Administrative responsibilities include: the direction/coordination of programs or offices; admissions; participation in special studies or projects; collection development, care and use; grants received in support of the institution (refer to Section IV-E), etc. Describe roles in any major reports issued, policy changes recommended and implemented, and administrative units restructured. Include evidence of contributions (e.g., evaluations by peers and affected groups).

FORM ON PROGRESS AND EXCELLENCE

SECTION IV-C – SERVICE WITHIN THE ACADEMIC AND BROADER COMMUNITY - continued

2. Service within the Broader Community:

As a representative of the University, list significant contributions to local, national, or international communities that have not been listed elsewhere. This can include (but is not restricted to) outreach, MSU Extension, Professional and Clinical Programs, International Studies and Programs, and Urban Affairs Programs. Appropriate contributions or activities may include technical assistance, consulting arrangements, and information sharing; targeted publications and presentations; assistance with building of external capacity or assessment; cultural and civic programs; and efforts to build international competence (e.g., acquisition of language skills). Describe affected groups and evidence of contributions (e.g., evaluations by affected groups; development of innovative approaches, strategies, technologies, systems of delivery; patient care; awards). List evidence, such as grants (refer to Section IV-E), of activity that is primarily in support of or emanating from service within the broader community.

FORM ON PROGRESS AND EXCELLENCE
SECTION IV-D – ADDITIONAL REPORTING

1. Evidence of Other Scholarship:

Cite evidence of “other” scholarship as specified on p. 2 in the “summary rating” table (i.e., functions outside of instruction, research and creative activity, and service within the academic and broader community). Address the scholarship, significance, impact, and attention to context of these accomplishments.

2. Integration across Multiple Mission Functions:

Discuss ways that your work demonstrates the integration of scholarship across the mission functions of the university—instruction, research and creative activities, and service within the academic and broader community.

3. Other Awards/Evidence:

Cite other distinctive awards, accomplishments of sabbatical or other leaves, professional development activities, and any other evidence not covered in the preceding pages. (If the reporting period differs from the usual review period, then justify and support that period here.)

**FORM ON PROGRESS AND EXCELLENCE
SECTION IV-E – GRANT PROPOSALS**

List grant proposals submitted during reporting period relating to teaching, research and creative activities, or service within the academic and broader community. Include grants in support of outreach, international, urban, and extension activities.*

	Name of Granting Agency (Grantor:) Focus of Grant (Focus:)	Date Submitted	\$ Amount Requested	Status			\$ Amount Assigned to Faculty Candidate (if Applicable)	Principal/Co-Investigators (if not faculty candidate)
				Pending	\$ Amt Funded	Not Funded		
I. Instruction								
	Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
	Focus:							
	Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
	Focus:							
II. Research/Creative Activity								
	Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
	Focus:							
	Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
	Focus:							
	Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
	Focus:							
	Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
	Focus:							
III. a. Service – Academic Community								

*Anyone with an MSU Net username and password can log onto the web-based Information Reference database, maintained by the Office of Contract and Grant Administration, to search for records of proposals and grant awards by principal investigator. Printouts may be attached to this page.

**FORM ON PROGRESS AND EXCELLENCE
SECTION IV-E – GRANT PROPOSALS - continued**

Name of Granting Agency (Grantor:) Focus of Grant (Focus:)	Date Submitted	\$ Amount Requested	Status			\$ Amount Assigned to Faculty Candidate (if Applicable)	Principal/Co-Investigators (if not faculty candidate)
			Pending	\$ Amt Funded	Not Funded		
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
III. b Service – Broader Community							
i. MSU Extension							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
ii. Professional/Patient Care Activities							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
iii. International Studies and Programs							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
vi. Urban Affairs Programs							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
v. Other							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							

INSERT
Reflective Essay
(Five page limit, firm)

INSERT

CV

(No required format, AAMC format recommended)

INSERT
External/Internal Reviews

INSERT
Review Letter 1

INSERT
Review Letter 2

INSERT
Review Letter 3

INSERT
Review Letter 4

INSERT
Review Letter 5

INSERT

Annual Reviews from Each Year of the Review Period

(in order from most recent, must include page with
explanation for any missing years)

INSERT
Annual Review
2022

INSERT
Annual Review
2021

INSERT
Annual Review
2020

INSERT
COVID-19 Impact Statement
(optional)

Academic Portfolio Divider Template

Associate Professor or Professor – Fixed Term System

Primary Focus of **Administrative Service**

This template was last updated on 5/17/2023.

Instructions

Use this template to create the dividers for your Academic Portfolio.

1. Remove any pages for criteria that you will not address. Make sure to retain pages for all “basic” or required criteria for your appointment type.
 - a. For promotion to associate professor, you must meet all basic criteria in all three areas of review and **one or more distinguishing criteria in Administrative Service**.
 - b. For promotion to professor, you must meet all basic criteria in all three areas of review and **the majority of the distinguishing criteria in Administrative Service** (at least three of five).
2. In a separate folder location¹, assemble the artifacts that you will use as evidence that each criterion is met. Organize subfolders according to the areas of review and criteria. (Hint: open the Navigation Pane in this document for a quick list of areas of review and criteria.)
 - a. Save each artifact as a .pdf.
 - b. Use Adobe Acrobat Reader to add comments and annotations to artifacts to direct the reviewer’s attention. Make sure the title of the artifact is at the top of the first page of the artifact.
3. On each divider page in this document, write 1-2 brief paragraphs summarizing your case that the criterion is met.
4. Below the paragraphs, list the titles of the artifacts that support your case in the order they should be presented.
5. Submit this file and the folder of artifacts to your departmental RPT staff person with your other dossier components.

MAXIMUM SIZE OF COMPLETED DOSSIER (ACADEMIC PORTFOLIO AND OTHER REQUIRED DOCUMENTS): 500 PAGES

¹ On OneDrive, Google Drive, your hard drive, etc.

Administrative/Committee Service – Basic

S.B.A.1 Holds an Administrative Position at MSU

Is appointed to a major administrative position (50% or greater) in the department, college or university.

Summary of case

List of Artifacts

S.B.A.2 Participates in Institutional Service

Documents participation as appointed or elected member of department, college or university committees.

Summary of case

List of artifacts

S.B.A.3 Provides Productive Administrative Service

Documents effectiveness in the major administrative role through completed and adopted projects/products.

Summary of case

List of artifacts

S.B.A.4 Fills Leadership Roles in Institutional Service

Provides evidence of leading or chairing department or college projects, committees or task forces.

Summary of case

List of artifacts

Professional Service - Basic

S.B.P.1 Participates in Professional Organizations

Documents evidence of participation in relevant state, regional or national professional societies.

Summary of case

List of artifacts

Clinical Service – Basic (if applicable)

S.B.C.1 Participates in Patient Care

Participates as a member of a member of department/college group practice, an affiliated residency practice, or other clinical practice.

Summary of case

List of artifacts

S.B.C.2 Achieves Practice Expectations

Achieves or exceeds practice expectations as defined by the unit.

Summary of case

List of artifacts

S.B.C.3 Maintains Clinical Knowledge and Skills

Maintains clinical skills/knowledge base through participation in local and national clinical symposia, seminars and courses.

Summary of case

List of artifacts

S.B.C.4 Contributes to Improvements in Patient Care

Contributes as a faculty member in the operation, development and improvement of the department or college patient care services.

Summary of case

List of artifacts

S.B.C.5 Participates in Quality Assurance

Participates in quality assurance programs and/or other peer review activities related to patient care.

Summary of case

List of artifacts

S.B.C.6 Demonstrates Patient Satisfaction
Demonstrates satisfaction by patients/clients.

Summary of case

List of artifacts

Administrative/Committee Service – Distinguishing

S.D.A.1 Demonstrates Effectiveness and Excellence in Administrative Service

Documents continued effectiveness in their major administrative role through completed and adopted projects/products that are also presented in external peer-reviewed venues.

Summary of case

List of artifacts

S.D.A.2 Participates in External Peer Reviews

Provides evidence of participation in external peer review organizations and processes (e.g., study sections, editorial review boards, journal manuscript reviews).

Summary of case

List of artifacts

S.D.A.3 Represents MSU to Outside Institutions

Documents representing the department, college or university to outside agencies, hospitals, or other institutions.

Summary of case

List of artifacts

Professional Service – Distinguishing

S.D.P.1 Provides Leadership in Professional Organizations

Provides evidence of leadership positions in relevant local, state, regional, national and/or international professional associations or organizations.

Summary of case

List of artifacts

Service to the Broader Community – Distinguishing

S.D.B.1 Provides Community Service on Behalf of MSU

Provides evidence of service to the broader community as a representative of the university.

Summary of case

List of artifacts

Scholarly Productivity and Research – Basic

R.B.1 Participates in Research and Scholarship

Provides evidence of participation in research and scholarly activities related to the mission of the department and college.

Summary of case

List of artifacts

R.B.2 Presents Research and Scholarship

Documents evidence of disseminating research, scholarly or development efforts to the medical education community, community of the candidate's discipline, and/or to his/her own professional community related to the major administrative position.

Summary of case

List of artifacts

R.B.3 Participates in Professional Organizations in Research Field

Participates in relevant professional groups and/or organizations appropriate to research field.

Summary of case

List of artifacts

R.B.4 Publishes Research and Scholarship
Publishes in refereed journals.

Summary of case

List of artifacts

Clinical and Pre-clinical Teaching – Basic

I.B.1 Meets MSU Code of Teaching Responsibility

Complies with the Michigan State University Code of Teaching Responsibilities.

Summary of case

List of artifacts

I.B.2 Teaches Competently

Discharges assigned teaching responsibilities competently, including preparation and presentation of material in a well-organized, current, and stimulating fashion.

Summary of case

List of artifacts

I.B.3 Teaches Routinely

Accepts teaching assignments routinely and teaches in college programs of instruction on a regular basis.

Summary of case

List of artifacts

I.B.4 Participates in a Range of Teaching Activities

Engages in two or more of the following:

- a. Presents a series of lectures
- b. Coordinates a course
- c. Primary instructor for a course
- d. Teaches in a laboratory or small group session
- e. Advises students/post-doctoral fellows/residents
- f. Teaches as attending physician (inpatient or outpatient settings)
- g. Organizes seminars, journal clubs or continuing education programs
- h. Is invited to lecture outside one's own course (e.g., seminars/lectures on campus, in the community, and at other institutions)

Summary of case

List of artifacts

INSERT
Additional Reporting
(Bookmark documents for Additional Significant Contributions)