

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 <sup>1</sup>					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 <sup>2</sup>
		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.

<sup>1</sup> 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.

<sup>2</sup> 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 - 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		
<b>I. Instruction</b>								
	Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
	Focus:							
	Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
	Focus:							
<b>II. Research/Creative Activity</b>								
	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:							
<b>III. a. Service – Academic Community</b>								

\*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:							
<b>III. b Service – Broader Community</b>							
<b>i. MSU Extension</b>							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
<b>ii. Professional/Patient Care Activities</b>							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
<b>iii. International Studies and Programs</b>							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
<b>vi. Urban Affairs Programs</b>							
Grantor:			<input type="checkbox"/>		<input type="checkbox"/>		
Focus:							
<b>v. Other</b>							
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 **Instruction**

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 Instruction**.
  - 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 Instruction** (at least six of eleven).
2. In a separate folder location<sup>1</sup>, 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**

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<sup>1</sup> On OneDrive, Google Drive, your hard drive, etc.

## Instruction – 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



I.B.5 Is Effective by Learner Assessment  
Is assessed to be an effective teacher by learner evaluation.

Summary of case

List of artifacts

## I.B.6 Is Effective by Peer Assessment

Is assessed to be an effective teacher by colleagues and other faculty.

Summary of case

List of artifacts

### I.B.7 Teaches Based on the Literature

Provides evidence that teaching activities are based on current literature and the meaningful incorporation of that literature.

Summary of case

List of artifacts

## Instruction – Distinguishing

### I.D.1 Provides Leadership in Instruction or Instructional Design

Assumes and effectively discharges responsibilities related to assumption of leadership in instruction or instructional design.

Summary of case

List of artifacts

## I.D.2 Is Requested as a Teacher

Provides evidence that he/she is requested as a teacher in college-level programs

Summary of case

List of artifacts

### I.D.3 Stimulates Trainees toward Scholarship

Demonstrates ability to stimulate trainees towards scholarship in medicine and medical practice.

Summary of case

List of artifacts

#### I.D.4 Evaluates and Counsels Trainees

Demonstrates ability to evaluate and counsel students (medical, nursing, graduate, undergraduate) and residents.

Summary of case

List of artifacts

## I.D.5 Mentors and Trains for Excellence

Mentors and trains students/fellows who go on to become highly regarded in their own fields.

Summary of case

List of artifacts



### I.D.6 Develops and Delivers Novel Instruction

Develops and delivers innovative and highly regarded teaching materials such as software, web-based instruction and assessment, electronic presentations, videotapes, course packs, course ware, or workshops.

Summary of case

List of artifacts

I.D.7 Recognized for Instructional Excellence  
Receives awards and honors for mentoring and teaching excellence.

Summary of case

List of artifacts

### I.D.8 Delivers Highly Rated Instruction

Participates in credit and/or non-credit instructional activities such as CME, certificate programs, community programs or extension programming with high ratings.

Summary of case

List of artifacts

I.D.9 Instructs at National/International Professional Meetings  
Participates as an instructor at national or international professional meetings.

Summary of case

List of artifacts

## I.D.10 Requested for Instruction at Other Institutions

Invitations from other institutions to be visiting professor/lecturer or to share course materials.

Summary of case

List of artifacts

## I.D.11 External Recognition for Teaching

External recognition and publication of advances in teaching methodology, curriculum development, innovation and evaluation.

Summary of case

List of artifacts

## Research and Scholarly Activity – 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

Presents research, scholarly or development efforts to the medical education community, community of the candidate's discipline, and/or to his/her own professional community.

Summary of case

List of artifacts



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

Participates in professional groups and/or organizations appropriate to the 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 Service – Basic (if applicable)

### S.B.C.1 Participates in Patient Care

Participates as a member of the Medical Services Plan, the CON-Practice Plan, or the Veterinary Teaching Hospital; and as a member of department/college group 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



## Professional Service – Basic

S.B.P.1 Participates in Professional Societies

Participates in local, state, regional or national professional societies.

Summary of case

List of artifacts

## Administrative/Committee Service – Basic

S.B.I.1 Participates in Institutional Committee Service

Participates as appointed or elected member of department or college committees.

Summary of case

List of artifacts

S.B.I.2 Provides Productive Institutional Service

Provides evidence of productive service in support of college committees and/or administrative activities.

Summary of case

List of artifacts

INSERT  
**Additional Reporting**  
(Bookmark documents for Additional Significant Contributions)