**MICHIGAN STATE UNIVERSITY**

**College of Human Medicine**

FORM ON PROGRESS AND EXCELLENCE[[1]](#footnote-2)

**RECOMMENDATION FOR PROMOTION for CLINICAL/ADJUNCT NON-PREFIXED FACULTY**

Name:                   Date:

Last First Middle

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.

Current Appointment End Date       Reappointment through mass update is required if appointment ends in current academic year.

|  |  |  |
| --- | --- | --- |
|  | RECOMMENDATION BY DEPT CHAIR/SCHOOL DIRECTOR: | RECOMMENDATION BY DEAN: |
| Promote to Associate Professor |  |  |
| Promote to Professor |  |  |
| Do not promote |  |  |

Comments: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Primary Chairperson Signature Second Chairperson Signature Other Chairperson Signature

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Primary Dean Signature Second Dean Signature Other Dean Signature

Committee Votes

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Summary of Committee Votes | | | | | | | | | | |
| Department/School[[2]](#footnote-3) | | | | |  | College | | | | |
|  | Yes | No | Abstentions | Total |  |  | Yes | No | Abstentions | Total |
| # of votes |  |  |  |  |  | # of votes |  |  |  |  |

External/Internal Review Letters

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | Recommended by | |  |  |
| # | Reviewer Solicited | Candidate  (Yes/No) | Unit  (Yes/No) | Letter Included  (Yes/No) | Reason solicited letter was not received[[3]](#footnote-4) |
| 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.

# Section II – Summary Information

**Summary Ratings of Contributions by Department Chairperson:**

The purpose of this summary is to assess the candidate’s performance in relationship to expectations across the functional areas of instruction, scholarly productivity and research, and service within the academic and broader community. For relevant sub-functions, indicate the faculty member’s performance by placing an “X” 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 “scholarly productivity and research” is a national/international comparison within the discipline.

**Performance Ratings**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Function** | **Sub-Functions** | **Assignment**  **% of Time** | Excellent | Very Good | Avg. | Below Avg. | Poor |
| PATIENT CARE SERVICES | Patient Care Delivery |  |  |  |  |  |  |
|  | Consultation |  |  |  |  |  |  |
| INSTRUCTION\* | Pre-Clinical |  |  |  |  |  |  |
|  | Clinical |  |  |  |  |  |  |
|  | Resident |  |  |  |  |  |  |
|  | Post-Doctoral |  |  |  |  |  |  |
|  | Advising |  |  |  |  |  |  |
|  | Other |  |  |  |  |  |  |
| SCHOLARLY PRODUCTIVITY & RESEARCH | Scholarly Productivity & Research |  |  |  |  |  |  |
| INSTITUTIONAL SERVICES | Committee Service |  |  |  |  |  |  |
|  | Administrative Service |  |  |  |  |  |  |
| OTHER\*\* | Other (specify): |  |  |  |  |  |  |
| OVERALL RATING |  | 100% |  |  |  |  |  |

\* Include credit courses only, on and off campus.

\*\* See SECTION IV-E, “Additional Reporting.”

**Summary Statements by Chairperson and Dean:**

1. Summary comments by Department Chairperson\*. (Provide comments by function and across functions, citing strengths and weaknesses.)

1. Summary statement by Dean\*.

\*If the reporting period differs from the usual review period, please justify and support that period.

# Section III – A Patient Care Services

**Summary evaluation of Patient Care Services by Department Chairperson/Practice Director:**

Evaluate the faculty member’s contributions whose primary focus is patient care. Dimensions to be addressed may include (but are not limited to):

* *contributions to group practice; clinical skills, knowledge; operation, development and improvement of patient care services; quality assurance*
* *satisfaction of patients/clients, cost effectiveness;*
* *internal/external clinical studies, research*
* *leadership in patient care issues*
* *peer assessment, professional recognition*

# Section III-B – Clinical and Pre-Clinical Teaching

**Summary Evaluation of Instruction by Department Chairperson/Practice Director:**

Evaluate the faculty member’s scholarly contributions in **instruction**. Assess credit instruction activities, and instructional activities related to residents and post-doctoral fellows, and continuing professional education. Dimensions to be addressed may include (but are not limited to):

* *Credit instruction, on and off campus and clerkship activities; course, clerkship and residency curriculum development; experimental curricula; development of instructional materials such as textbooks, videotapes, 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 contextof the faculty member’s accomplishments as evidenced, for instance, in: *SIRS forms or resident evaluations; 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.*

# Section III-C – Scholarly Productivity and Research

**Summary Evaluation of Scholarly Productivity and Research by Department Chairperson:**

Evaluate the faculty member’s scholarly contributions in **scholarly productivity and research**. 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.*

# Section III-D – Institutional Services

**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.*

# Section IV-A – Patient Care Services

1. Describe clinical service responsibilities. Divide ambulatory from hospital responsibilities. Designate percent of time for each. The statement should include a summary/assessment of the quality of services rendered. Such evidence could include income generation, evidence of patient satisfaction, peer evaluations and/or recognition, etc.

1. Provide statement of consultation services, including percent of time, and evidence of peer referrals. Describe for each year of the period to be covered by the review.

# Section IV-B – Clinical and Pre-clinical Teaching

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  Lec Rec Lab | Number  of  Students | Number  Of  Assistants\*\* | Notes |
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\*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.

1. **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.

1. **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 |  |  |  |

1. **List of Instructional Works:**

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

1. **Other Evidence of Instructional Activity:**

Cite other evidence of instructional productivity such as works/grants in progress or under review (refer to Section IV-F). 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).

# Section IV-C – Scholarly Productivity and Research

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)

1. **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 |  |  |  |  |  |  |  |  |

1. **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-F); 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).

# Section IV-D – Institutional Services

1. **Service within the Academic Community**
2. **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-F); 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 affectedgroups or peers).

1. **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-F), 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).

**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-F), of activity that is primarily in support of or emanating from service within the broader community.

# Section IV-E – 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 patient care services, instruction, scholarly productivity and research and institutional services within the academic and broader community). Address the scholarship, significance, impact, and attention to contextof these accomplishments.

1. **Integration across Multiple Mission Functions:**

Discuss ways that your work demonstrates the integration of scholarship across the mission functions of the university.

**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.)

# Section IV-F – 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.\*

|  | |  |  | Status | | |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Name of Granting Agency (Grantor:)  Focus of Grant (Focus:) | Date Submitted | $ Amount Requested | Pending | $ Amt Funded | Not Funded | $ Amount Assigned to Faculty Candidate (if Applicable) | Principal/Co-Investigators (if not faculty candidate) |
| **I.** | **Instruction** |  |  |  |  |  |  |  |
|  | Grantor: |  |  |  |  |  |  |  |
|  | Focus: | | | | | | | |
|  |  | | | | | | | |
|  | Grantor: |  |  |  |  |  |  |  |
|  | Focus: | | | | | | | |
|  |  | | | | | | | |
| **II.** | **Research/Creative Activity** |  |  |  |  |  |  |  |
|  | Grantor: |  |  |  |  |  |  |  |
|  | Focus: | | | | | | | |
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|  | Grantor: |  |  |  |  |  |  |  |
|  | Focus: | | | | | | | |
| **III.** | **a.** **Service – Academic Community** |  |  |  |  |  |  |  |
|  | Grantor: |  |  |  |  |  |  |  |
|  | Focus: | | | | | | | |
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| **III.** | **b** **Service – Broader Community** |  |  |  |  |  |  |  |
|  | **i. MSU Extension** |  |  |  |  |  |  |  |
|  | Grantor: |  |  |  |  |  |  |  |
|  | Focus: | | | | | | | |
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|  | **ii. Professional/Patient Care Activities** |  |  |  |  |  |  |  |
|  | Grantor: |  |  |  |  |  |  |  |
|  | Focus: | | | | | | | |
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|  | **iii. International Studies and Programs** |  |  |  |  |  |  |  |
|  | Grantor: |  |  |  |  |  |  |  |
|  | Focus: | | | | | | | |
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|  | **vi. Urban Affairs Programs** |  |  |  |  |  |  |  |
|  | Grantor: |  |  |  |  |  |  |  |
|  | Focus: | | | | | | | |
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|  | **v. Other** |  |  |  |  |  |  |  |
|  | Grantor: |  |  |  |  |  |  |  |
|  | Focus: | | | | | | | |

1. This form was previously called “Form NP-D.” [↑](#footnote-ref-2)
2. 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. [↑](#footnote-ref-3)
3. 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. [↑](#footnote-ref-4)