**East Tennessee State University**

**Quillen College of Medicine**

**Faculty Activities Evaluation 2021-2022**

NAME DEPARTMENT \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Distribution of Effort: Teaching \_\_\_\_\_\_ % Research \_\_\_\_\_\_% Service \_\_\_\_\_\_ %

Faculty Narrative Self-Assessment: Provide an assessment of your faculty efforts this year based on your Faculty Activity Plan and your Faculty Activity Report:

Faculty Signature/Date /

Chair’s Narrative Assessment:

Chair’s Signature/Date /

**A conference must be held with each faculty member following review by the Chair so faculty can review and respond to the evaluation. The signed forms are then forwarded to the Vice Dean or Dean (for chairs) for review and additional comments.**

Date of Conference Signature/Faculty Signature/Chair

Comments (Faculty Member and/or Chair):

Comments by Vice Dean for Academic Affairs or Dean of Medicine (for chairs):

Signature/Date /

Recommendation for Faculty Development/Program Improvement (SACS 4.8.7):

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**FAE Subcommittee**

**Recommended Principles Regarding the FAE**

1. **The “Critical Activities” are not a check-list. They represent the types of activities that faculty members have identified as being important aspects of their faculty role.**
2. **It is critical that the FAP be clearly written and agreed to by faculty member, chair, and dean. The FAR provides the documentation for accomplishments of the Faculty Activity Plan. It is perhaps the most critical of the three components of the FAP/FAR/FAE process as it describes the accomplishment of the activities that have been planned.**
3. **The FAE allows the faculty member to point out, in a narrative format, the significance of the activities undertaken and reported in the FAP and FAR.**
4. **The purpose of this FAE study is to move away from evaluative labels toward a narrative assessment of the activities that provides meaning for the faculty member and assists the faculty member and chair to identify areas of accomplishment and those needing further development.**
5. **This FAE process is being conducted to allow the faculty to have greater input into the evaluation process. The attached list of “critical activities” identifies those factors you may deem important for the faculty role and provides a guide to the chairs and dean for what you, the faculty, believe are essential and critical faculty activities.**
6. **The FAE Subcommittee has recommended that “the department chairs specifically state whether the faculty member made satisfactory or unsatisfactory progress toward tenure and/or promotion during the evaluation period.”**

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**Critical Activities/Indicators of Success in the Faculty Role**

**February 1998**

**TEACHING:**

 **Assessment/Reviews - Student assessment**

 **National/state board performance**

 **Graduating students and alumni surveys/reviews**

 **Review of teaching by peers**

 **Review of teaching by chair**

 **Clinical instructor’s/agency’s reviews/comments**

 **Accreditation**

 **Curriculum/Methods - Curriculum development**

 **New course preparation**

 **New teaching methods**

 **Graduate/undergraduate**

 **Service courses/major courses**

 **Innovative teaching methods**

 **Lecture courses vs. process/project oriented courses**

 **Numbers of courses taught (graduate/undergraduate ratio)**

 **Theses, dissertations, co-ops, field, internships, etc.**

 **Continuing Education/ - Continuing education to update skills/knowledge**

 **Professional Development Clinical excellence/current field**

 **Extras - Extra help sessions**

 **Availability/office hours**

 **Organizational skills**

 **Enthusiasm**

**SERVICE:**

 **University - Committee involvement (all levels)**

 **Student advising/Committee chair (non-thesis option)**

 **Admissions Committee (departmental)**

 **Orientation Programs**

 **Recruitment (“Days”)**

 **Mentoring**

 **Search Committees**

 **Faculty advisor of student organizations**

 **Professional - All levels (local, state, regional, national, international)**

 **Offices, editorial boards, etc.**

 **Test banks**

 **Accreditation Site Visitor**

 **Editor of newsletter or other contributions**

 **Community - Health Fairs/Community presentations**

**Involvement on boards and day-to-day activities of community organizations**

 **Involvement on special task forces/boards**

**Consulting, training, assisting, reporting and serving on committees of volunteer agencies, in business, service organizations, media, schools, churches, and other health care organizations as it relates to one’s profession**

**SCHOLARLY ACTIVITIES:**

 **# of publications/abstracts submitted**

 **# of publications/abstracts published**

 **Competitively selected presentations**

 **Invited presentations**

 **Workshops given**

 **Educational software/media developed**

 **Continuing Education programs developed**

 **Book reviews published**

 **# grants submitted (intramural/extramural)**

 **# grants funded (intramural/extramural)**

 **Thesis direction (major professor/chair)**

 **Development of clinical manuals**

 **Development of therapy materials**

 **Development of accreditation documents**

 **Contracts**

**ADMINISTRATION: (For faculty with administrative responsibilities)**

 **Program self-studies**

 **Budgets**

 **Reports to state/professional agencies**

 **Chair/assistant chair**

 **Program development**

 **Graduate coordination**

 **Admissions coordination**

 **Clinical coordination (of students)**

 **Lab coordination/director**

 **Coordinating program advisory committees**

 **Coordination with clinical agencies (scheduling/contracts/etc.)**

 **Program follow-up surveys**

 **Schedule development**

 **Staff evaluation**

 **Grant coordination and management**

 **Human Resources Management**