

**ANNUAL REVIEW OF CLINICAL TRACK FACULTY
DEPARTMENT OF [REDACTED]**

[REDACTED]

**Clinical Assistant Professor
October 16, 2008**

Brief Background

Dr. [REDACTED] was an Assistant Professor in the Department of [REDACTED] from [REDACTED] through [REDACTED]. When she returned to the University of Iowa in [REDACTED], she was reappointed in the Department of [REDACTED] as Assistant Professor on the clinical track. In [REDACTED] she was reappointed for three years. Dr. [REDACTED] appointment is at 50 percent, and her current appointment ends June 30, 2011.

Method of Review

Dr. [REDACTED] was asked to submit an updated curriculum vitae, a personal statement outlining her activities for the past year, and a description of her goals for the coming year. I reviewed all of the materials submitted and met with Dr. [REDACTED] for a formal review on October 16, 2008 to discuss the review and plan goals for the coming year.

Teaching

Despite Dr. [REDACTED] part-time status, she remains actively engaged in the teaching mission of the Department. She precepts medical students regularly in the clinic and has had a continuity of care M4 student during the last year. She also serves as a mentor for students through several different venues including as a faculty member within one of the medical student communities, with the [REDACTED] Interest Group and through her activities such as being a preceptor for M1 shadowing. She also taught within Foundations of Clinical Practice II and the M1 Medical Ethics course. She also participates with the College of Medicine admissions interviewing process and this year has added the Patient-centered Learning Small Group Session.

Dr. [REDACTED] also regularly attends noon conferences when available to interact with all levels of learners. She continues to teach coding in the out-patient setting and regularly reviews resident and faculty coding patterns. She staffs residents in the clinic on a weekly basis and serves in the procedure clinic twice per month. She also presents quality improvement case presentations and actively participates in the resident interviewing process when her schedule allows. She is the faculty advisor for two residents this year. Her other teaching activities include moderating the [REDACTED] Course in the spring and on a monthly basis, she organizes the faculty development program for faculty meetings.

Professional Productivity

Dr. [REDACTED] has achieved clinical targets for last year and has very high patient satisfaction scores.

Academic Service

Dr. [REDACTED] continues her involvement with the faculty development program and as such is part of the Medical Education Subcommittee. This year she has also had the opportunity to broaden some of her teaching responsibilities with increased time. She has worked with the Office of Consultation and Research in Medical Education [REDACTED]

Overall Peer Evaluation

Throughout a given year faculty are evaluated based on the following performance criteria: the six ABMS competencies, as a departmental member in their primary role in the department, and their overall teaching effectiveness. They are rated on a Likert scale of 1 being unacceptable and 7 being outstanding. A composite average is determined for each faculty as well as the average score for each construct. The individual composite results and comments are shared with the faculty member as well as the range of values. This year, the average ranged from **5.54** to **6.48**, with a mean value of **6.04**. Dr. [REDACTED] received a composite score of 6.41 which is above average. Her lowest score of 5.67 was in the area of "Successfully translates professional activities into scholarship." Her highest score of 6.75 was in the area of "Collaborative and collegial in carrying out duties emphasized in her job description." Faculty comments regarding strengths are as follows: "Great enthusiasm for teaching and effective in her teaching activities. Enthusiastic about clinical teaching; emphasis on faculty development; positive attitude. Strong remarks for staffing and for conferences presented. Extremely efficient and productive without giving up patient satisfaction. Always willing to help; always takes the extra step. Dr. [REDACTED] is available and willing to participate in Department problem solving concerning clinical issues. She provides coding review and feedback to department. Completed required [REDACTED] clinics." Comments regarding improvement suggestions were as follows: "Expand your activities into a program which can be evaluated. This will allow you innovations to result in publications and presentations."

Clinical Teaching

All clinical faculty are evaluated by the residents for their teaching/staffing in the outpatient clinic on a scale ranging from 1-7, with 7 = *Excellent*, 1 = *Completely Unacceptable*. Dr. [REDACTED] was evaluated by one resident and received an overall teaching rating of 7 indicating "Excellent" performance." No comments were offered on this evaluation.

Intradepartmental Evaluation

Faculty are evaluated within the department by several groups and on multiple occasions throughout the year. All faculty must be observed at least yearly in a teaching encounter by another faculty who gives feedback to the teacher. This is considered to be a formative process. Therefore, I asked that the completion of the activity be reported to me. Dr. [REDACTED] submitted a peer evaluation of teaching for Dr. [REDACTED] for 2008.

Summary

Dr. [REDACTED] continues to distinguish herself as a highly competent [REDACTED] physician with a tremendous gift for teaching and enthusiasm for learners. She has continued to demonstrate excellence in teaching and clinical care and should be considered for promotion to Clinical Associate Professor.

Goals for 2009

1. Dr. [REDACTED] will continue her work organizing the faculty development series for the department.
2. Dr. [REDACTED] will continue her lecture series and quality improvement review for coding practices for residents and faculty.
3. She will continue to remain clinically active to support departmental missions.
4. She will continue to support the teaching mission of the Department through her clinical teaching of students and residents.
5. She will continue her work on the Admissions Committee.