



UF

Promotion & Tenure COM, DOM 2026-27

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Adapted from a presentation by:
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Promotion & Tenure COM: Workshop Outline

- Big picture
 - Team and resources
 - Tracks –
 - Tenure
 - Non-tenure
 - Single mission
 - Multi-mission
 - Demonstrating *distinction* and/or *excellence* in your missions
 - Pathway to promotion
- Nuts and Bolts
 - Workflow involved in preparing your promotion packet

I. Big Picture

50,000+
Students

5,000+
Faculty

400,000+
Alumni
Worldwide

UNIVERSITY OF FLORIDA

Breadth & Scope

16
Colleges

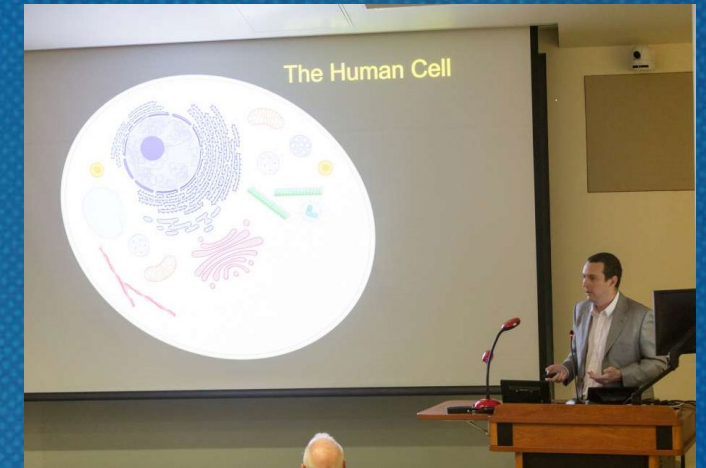
150+
Centers &
Institutes

\$1.65b
Endowment

Tenure and Promotion are part of your Academic Journey not your Destination



Faculty are Essential for all University Missions



There is a Team To Help

Department Level

Your Chair: Jamie Conti

Your Chief:

Vice Chair for Academic Affairs: Ellen Zimmermann ezimmer2@ufl.edu

DOM admin contacts: Karen Baines karen.baines@medicine.ufl.edu

Stephanie Tyler stephanie.tyler@medicine.ufl.edu

College Level

Dean and Dean's office: Mark Segal

Dean's office administrator contact: Hamleen Gregoire hamleen@ufl.edu

University Level

Chris J. Hass, Associate Provost and Secretary to the APB cjhass@aa.ufl.edu

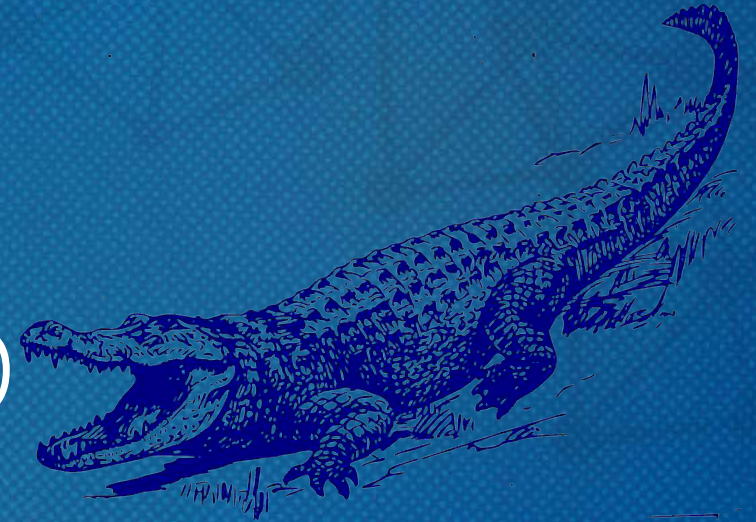
Sources of Information

- <https://aa.ufl.edu/policies--guidelines/tenure-and-promotion-information/>
 - Guidelines and Information Regarding the Tenure, Permanent Status and Promotion Process for 2026-2027

Observations

4 Broad Categories for Evaluation

- Teaching
 - Teaching portfolio (not mandatory)
- Research – site of pubs
- Clinical
 - Clinical portfolio (all clinicians)
- Service – committees, organizations



Promotion & Tenure

Tenure track

- Requires distinction in 2 areas – teaching & research
- Mid-point review (year 3) for tenure-accruing
- You must be nominated for tenure on or before the beginning of last year of tenure probationary period

Non-tenure track

- Single mission track
 - Often research faculty who are funded but not running the lab
- Multi-mission track
 - One area of distinction; Excellence in a second area
 - Mid-cycle review (year 4) required of all Asst professors



Time to promotion

College of Medicine

- Mean time to promotion/tenure on the tenure track
 - Assistant to Associate with tenure ~8 years
 - Associate awarded tenure ~5 years
 - Associate to Professor ~7 years
- Mean time to promotion on the multi-mission track
 - Assistant to Associate ~7 years
 - Associate to Professor ~ 8 years

Scholarly Impact

- Scholarship
 - Mandatory for promotion
 - Safest mode of scholarship is the peer-reviewed publication
 - Definition expanding
 - AAMC definition – new knowledge, disseminated, peer reviewed
- Demonstrating scholarly impact
 - Evidence of scholarly impact varies somewhat from discipline to discipline
 - “Translating” your work
 - Evaluators address different contexts: impact on department, college, university, national and/or international profession, discipline, teaching, research, service
 - Promotion: how has your profile grown and the impact of your work broadened since hire/last promotion?
 - Expectations for tenure and promotion to associate professor are different in degree than for promotion to professor

Scholarly Impact & Distinction

- Demonstrating scholarly impact and distinction
 - It is hard to argue that you have not received distinction if you have external evidence
 - Publications in major journals
 - Honorific awards from your society
 - Young investigator
 - Serving on NIH study sections
 - You can volunteer
 - Editorial board service
 - Invited seminars
 - Media coverage

Process Timeline

- January – March: Nomination by division chief to DOM P&T Committee (Ken Cusi, Melanie Hagen, Margaret Lo, Marc Zumberg, and me)
- March –April: DOM P&T Committee meets and identifies candidates who have support of DOM (you!!)
- April: DOM workshop (TODAY!!!)
- April-May: COM workshops
- April-June: Candidate prepares packet
- June: external letter solicitation
- August: candidate CERTIFIES packet in FEA
- August/early September: departmental discussion and online vote
- **FALL:**
 - Chair's Letter added
 - College P&T Committees meet
 - Dean's Letter added
- **SPRING:**
 - Academic Personnel Board (APB) →spring of cycle year
 - Provost →May; approves promotion, recommends tenure
 - Board of Trustees → June; approves tenure

The Big Picture

- DOM committee makes recommendations
 - CV, message from chief, 3 annual reviews
- Packet is evaluated:
 - Department faculty-**Vote**
 - Chair
 - College committee-**Vote**
 - Dean
 - University Academic Personnel Board-Provost

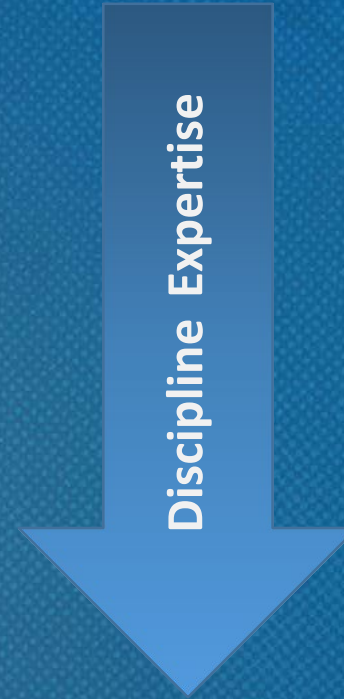
Academic Personnel Board (APB)

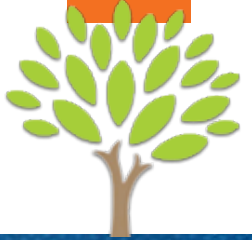
University level faculty panel “Up the Hill”

- Advisory to Provost; recommends via consensus
 - Each case called is discussed at least once
- 10 members, 5 elected by Faculty Senate, 5 appointed + Vice President for Research, Associate Provost as Secretary
 - All senior faculty or Distinguished Professors
 - 2 = IFAS, 2 = HSC, 6 = E&G (disciplinary representation)
 - Orange and Blue teams
- Meets January – May, 2 hours/week
 - ~250 cases/year including Distinguished Professor award; average packet 60 pages

Understand your audience

- Department Faculty
- Department Chair
- College Faculty
- Dean
- Academic Personnel Board
- Provost





Write Your Story And Own It



Don't make me read between the lines

DON'T LET ME READ BETWEEN THE LINES

II. Nuts and Bolts of the Promotion Packet

- Before you start
 - Think about your role, your niche, and the picture you want to paint of your value to the University
 - Talk to your chief about who should write letters for you (5 external; 2 internal)
 - Get your cv in shape (use UF friendly AAMC template)
- Step #1
 - Log into the FEA system (link here: <https://insight.discovery.academicanalytics.com/ufl>) and complete the “Activities” section with the aid of your CV and the Instructional dossier template that will be made available to you. The instructions include which section of the “Activities” tab should be completed (if applicable) for each section of the Dossier
- Step #2
 - Then download your Candidate Dossier in FEA: Reporting tab > Vitas and Biosketches > Candidate Dossier. This will be what you ultimately upload and certify. Educational and/or Clinical portfolios (if completed) should be inserted into this document.
- Step #3
 - Look through the template and find the sections that need input from others. Send off emails to request
 - For example: Educational supervisor statement, clinical supervisor statement, grant administrator
- Step #4 & 5
 - Identify the narratives and work on those
 - Work on portfolios (educational and/or clinical) if applicable—inserted into Dossier when completed
 - Transfer easy material from your cv to the template (some faculty have adm help, others not)

Faculty Excellence and Advancement (FEA)

- Promotion, tenure and permanent status process uses an online workflow system – FEA
- Some sections will auto-populate
- Candidates enter much of the information that appears in their Dossier via the “Activities” tab in FEA
- Candidates download the Dossier and upload documents in FEA
- All documents must be uploaded as PDF files
- Faculty reviewers interact with the system to view documents



FEA

FEA login:

<https://insight.discovery.academicanalytics.com/ufl/>

Instructional guides:

<https://hr.ufl.edu/professional-development/toolkits/faculty-excellence-advancement/>



Faculty Home Page

MyUfl>main menu> self service> Fac Excellence and Advancement

Faculty Insight

MS Mark Segal ▾

- Home
- Search
- My Profile
- Activities
- Documents
- Reporting
- Help

Welcome, Mark

Faculty Insight is a comprehensive tool for you to store, organize, and showcase your academic and career achievements.



Complete Workflow Tasks

Please complete these tasks as soon as possible.



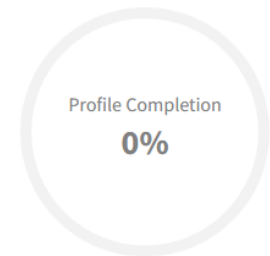
You're up to date!
There are currently no tasks assigned to you.

[Go to Workflow](#)

Complete your Profile

Keep your academic profile up-to-date by reviewing the below activities.

- Update your photo
I'll do it later
- Update your Research Interests
I'll do it later
- Update your Research Summary
I'll do it later
- Update your Research Keywords
I'll do it later



Pre-populated Template Sections

- Effort Reported
- Date of tenure at UF, if applicable (HR)
- Candidate education information (HR)
- Graduate committee service (GIMS)
- Course/Teaching evaluations (from UF online course evaluation system / New Innovations)
- Publications (Academic Analytics, Simplectic Elements)
- Sponsored Projects (from UFirst)
- Activities section of FEA (if entered):
 - Publications, some grant info, patents/copyrights, presentations, and honors
- Best to correct errors at the original data source, although you can simply make corrections in the template

FEA - Activities

MyUfl>main menu> self service> Fac Excellence and Advancement>Activities>Scholarship

Faculty Insight

MS Mark Segal ▾

Home Search My Profile **Activities** Documents Reporting Help

Activity Manager

- Awards & Honors >
- Career >
- Clinical Activities >
- Creative Works >
- Scholarship ▾
- Book Chapters**
- Books
- Clinical Trials
- Conference Proceedings
- Educational Materials
- Grants - Funded
- Grants - Proposal
- Journal Articles



← Home / Activity Manager / Book Chapters

Manage your Records

+ Create Record

🔍 Search for an activity...

▼ Filter ▾

Records per page: 20 ▾

Showing 1 - 9 of 9 Records

<input type="checkbox"/> ▾	Chapter Title	Book Title	Year ↓	Actions
<input type="checkbox"/> >	Renal Emergencies Source: AcA Visibility: Public	Emergency Department Critical Care	2020	⋮
<input type="checkbox"/> >	Herbal and Over-the-Counter Medicines and the Kidney Source: AcA Visibility: Public	Comprehensive Clinical Nephrology	2018	⋮
<input type="checkbox"/> >	Renal emergencies Source: Symplectic Elements Visibility: Public		2014	⋮
<input type="checkbox"/> >	Herbal and Over-the-Counter Medicines and the Kidney Source: AcA Visibility: Public	Comprehensive Clinical Nephrology	2014	⋮
<input type="checkbox"/> >	Clinical Testing of Endothelial Function in Erectile Dysfunction Source: AcA Visibility: Public	Urological Men's Health	2012	⋮

Required FEA Activities Entry

- The Provost's Office has stated that all Activities starting 1/1/2025 **MUST** be entered in the FEA system.
- We strongly suggest that you enter all of your Activities for the promotion packet (dossier) into the Activities section for consistency.

Certifying Packet

- Before the dossier is released to faculty review, the Candidate must certify its completeness and accuracy
 - Work off-line to create final version of dossier
- Take the time to make sure your certifiable version is as free of typos, grammatical mistakes, and inaccuracies as possible prior to upload

Late Additions to Packet

- Materials can be added to packet 3 times after initial packet upload:
 - After Chair's letter is uploaded
 - After Dean's Letter is uploaded
 - At the University level (March or April)
- Candidate must be informed-nothing added without candidate's knowledge



Withdrawal

- Packet can be withdrawn at any stage in the process
- No “penalty” for withdrawal in cases of promotion or tenure prior to end of probationary period
 - However, if you are in the last year of your tenure probationary period you **MUST EITHER:**
 - Withdraw and resign (requires agreement with department chair); OR
 - Receive the official tenure denial.
 - In both these cases, you will have a one-year notice period if you have been at UF at least 3 years



Communication

- If, for any reason, questions arise at any point in the review process, you need to be available to respond.
 - You can follow status of your packet through FEA
- While packet at department or college level, queries may come from Dept FEA Admin or College FEA Admin staff
- Once at University level, queries will come through FEA system and you will receive an email; response should be uploaded as PDFs

Letters of Support

- The packet requires 2 inside and 5 outside letters
- Work with your chief/chair
 - on creating a “50/50” list of evaluators
 - most should not have personal connection
 - or co-author status (approx. 10 years) unless on a long list of authors
 - never have been your direct supervisor
 - at or above rank you are going for (or equivalent)
 - at a peer or better institution
 - watch out for letter writers from top programs
- This is the first “deadline” so don’t delay meeting with your chief/chair

Establishing Distinction

- Use the ENTIRE packet
 - Job Duties*
 - Areas of Specialization* } Building your brand, credibility, vision, mission
 - Teaching, Advising, and Instructional Accomplishments*
 - Research narrative*
 - Creative works
 - Patents / Publications
 - Lectures / Presentations
 - Sponsored Programs
 - Patient Care
 - Service Narrative*



**Document
Impact**



Internal consistency is powerful
Efficiency/clarity of word is **super**-powerful



Packet Contents

- Prescribed by the template
- Use “N/A” or “None” – no blank sections
- Use packet holistically
 - Evaluators will look for overall understanding of your contributions
 - Help chair understand and contextualize your work
- Some sections uploaded directly by department or college; you are responsible for accuracy

Section 1 BRIEF DESCRIPTION OF JOB DUTIES

Section 2 AREA OF SPECIALIZATION

- Briefly describe assigned duties and responsibilities
- Use first person. Paragraph preferred (vs. list)
- **Tell which mission(s) you have attained distinction**
 - You must attain distinction in your primary mission area
 - Be explicit, “I am a clinical assistant professor of medicine in the division of rheumatology and I have achieved distinction in the clinical mission.”
- If recently coming from another institution, tell us what you did there (briefly)
- Two areas of distinction required for tenure, one (primary) required for MM with second area of excellence
- Mention all relevant missions
- *Tell your story* – which will be supported by the rest of the packet
- No more than 1 -1.5 pages, ok to be less

Section 1B

Optional Covid/extraordinary Circumstance Statement

In Section 1b. of the Candidate Dossier, Faculty can add a statement regarding the impact of the COVID-19 pandemic or any other extraordinary circumstance on the nominee's professional life -- up to 500 words. This statement should explain how the nominee adjusted/compensated for pandemic related difficulties impacting their research, teaching, clinics, extension or service.

See full impact statement guidance and examples:

<http://aa.ufl.edu/media/aaufledu/tenure-and-promotion/Guidance-for-faculty-impact-statement-final.pdf>

Section 3

This section will auto-populate from information in the effort system

This table typically needs changing: don't be afraid

- The numbers should make sense and jive with your annual reviews and narratives
- Leave categories blank that are not relevant
- Do not change the category labels
- Round/smooth all percentages
- VA gets lumped in with UF effort
- **There should be only one table**

Term/Year	Teaching	Research	Service	Extension	Clinical	Sabbatical	Leave	Other	Total
<i>Spring 2020</i>	15 %		5%		80 %				100 %
<i>Fall 2019</i>	15 %		5%		80 %				100 %
<i>Summer 2019</i>	15 %		5%		80 %				100 %
<i>Spring 2019</i>	15 %		5%		80 %				100 %
<i>Fall 2018</i>	20 %				80 %				100 %
<i>Summer 2018</i>	20 %				80 %				100 %
<i>Spring 2018</i>	20 %				80 %				100 %
<i>Fall 2017</i>	20 %				80 %				100 %
<i>Summer 2017</i>	20 %				80 %				100 %
<i>Spring 2017</i>	20 %				80 %				100 %
<i>Fall 2016</i>	20 %				80 %				100 %
<i>Summer 2016</i>	20 %				80 %				100 %
<i>Spring 2016</i>	20 %				80 %				100 %

Section 7

TEACHING, ADVISING, AND INSTRUCTIONAL ACCOMPLISHMENTS

- In no more than 750 words, describe your teaching, advising, professional responsibilities and/or instructional accomplishments
- Syllabi, course examinations and other materials used in classroom instruction should be made available at all levels for review as needed or requested. Do not include them in the packet in this section

Section 8 – Gator Evals

- Section 8 – Teaching evaluations (Gator Evals)
 - FEA will auto-populate, summary table auto-created

8. TEACHING EVALUATIONS

Summary Table

Course	Term	Enroll #	Candidate Overall		Department Overall		College Overall	
			Instructor	Course	Instructor	Course	Instructor	Course
XXX3200	Fall 2024	49	4.54	4.58	4.68	4.4	4.61	4.34
XXX3200	Fall 2023	49	4.52	4.47	4.55	4.27	4.52	4.27
XXX5404	Spring 2024	47	4.82	4.75	4.61	4.32	4.56	4.3
XXX5404	Spring 2022	10	4.83	4.75	4.54	4.33	4.47	4.26
XXX5404	Fall 2021	55	4.45	4.6	4.57	4.38	4.53	4.34
XXX5404	Fall 2020	57	3.55	3.83	4.52	4.22	4.47	4.24
XXX4200	Spring 2021	44	4.7	4.68	4.52	4.3	4.48	4.28
XXX4200	Spring 2020	50	4.06	4	4.59	4.3	4.52	4.28

Term: Spring 2021, Course: APK4144 Mov Neuroscience, Sections: 1F42,1G42, Enrolled: 44

Questions - Instructor	Responded	Response Rate	Mean	IM	Dept Mean	Dept IM	College Mean	College IM
Course content (e.g., readings, activities, assignments) was relevant & useful.	21	48%	4.57	4.50	4.39	4.50	4.38	4.50
The course fostered regular interaction between student and instructor.	21	48%	4.76	4.22	4.08	4.25	4.04	4.22
Course activities and assignments improved my ability to analyze, solve problems, and/or think critically.	21	48%	4.71	4.44	4.31	4.46	4.30	4.44
Overall, this course was a valuable educational experience.	21	48%	4.67	4.54	4.42	4.56	4.39	4.54

Section 8 – New Innovations

• New Innovations Evaluations auto-populate

- Resident
- Fellow
- Med Student

Term: Summer 2023, Department Name/Course: MED- Internal Medicine			
Questionnaire	Question Text	Response Count	Response Mean
Residents Evaluating Faculty	Communication of Ideas and Information	2	5
Residents Evaluating Faculty	Expression of expectations for performance.	2	5
Residents Evaluating Faculty	Availability to assist residents.	2	5
Residents Evaluating Faculty	Respect and concern for residents.	2	5
Residents Evaluating Faculty	Stimulation of interest in course of study.	2	5
Residents Evaluating Faculty	Facilitation of interest in course of study.	2	5
Residents Evaluating Faculty	Showed enthusiasm for the subject.	2	5
Residents Evaluating Faculty	Encouraged residents to think independently creatively and critically.	2	5
Residents Evaluating Faculty	Displayed a sensitive caring and respectful attitude toward patients learners and staff.	2	5
Residents Evaluating Faculty	Provided useful feedback and constructive criticism.	2	5
Residents Evaluating Faculty	Used relevant medical-scientific literature to support clinical decisions.	1	5
Residents Evaluating Faculty	Respected residents' additional responsibilities such as conferences and clinics.	2	5
Residents Evaluating Faculty	Overall rating of this attending.	2	5

Peer Teaching Evaluations

- Peer teaching evaluations (optional) will be uploaded separately when the candidate dossier is uploaded
- Should not be inserted into dossier
- Non-UF Evaluations
 - If teaching evaluations completed during the last 5 years from other institutions are available (mainly for new hires who come up quickly for tenure), they can be put in section 27

Section 9

EDUCATIONAL PORTFOLIO

- Faculty with significant educational roles should include an Educational Portfolio that expands on basic packet info
 - Medical school teaching role
 - CLG leader
 - Residency/fellowship program director, Asst director, etc
 - Educational researcher
- If you are not submitting an Ed Portfolio , put N/A for this section

Educational Portfolio

- Instructional Activities
 - Teaching activities
- Educational Materials
 - Course and curriculum development, one-on-one education, workshops, videos, and peer reviewed activities related to educational scholarship
- Educational Leadership/Recognition
 - Major educational responsibilities
- Mentorship
 - Faculty, residents, fellows, students, and post-doctoral fellows
- Letter from an Education Supervisor

Section 11

CONTRIBUTION TO DISCIPLINE/RESEARCH NARRATIVE

- In no more than 750 words explain your research/creative contribution to your discipline
- Describe briefly the overall area within which your research/creative program falls and how your publications, creative work, research projects, grants, fellowships, extension works, etc. reflect your research/creative program and your achievements
- Address the quality of the journals and the **impact of your research/creative program**

Section 14

PUBLICATIONS

- These should auto populate in the FEA system—many are pulled from external sites
- publications not pulled from external sites can be added in the FEA Activities section under Scholarship

Section 14 (Publications) – Cont'd

- Use Section 27 for acceptance letters and information on submitted or forthcoming publications
- Books that are under contract but have not yet been completed or accepted for publication are to be listed in Section 27
 - Note that a contract from a publisher is not sufficient to claim a book is “accepted” or “in press.”
- Do not include theses and dissertations in the publication listing

Section 15

Conference Lectures, Speeches, Posters

- This section will auto-populate from information entered in the FEA Activities Section, Scholarship > Presentations
- Should only include presentations *given by the candidate*
 - Posters or other presentations given by graduate students, undergraduate students, post-doctoral associates, etc., should be summarized or discussed in Section 7



Sponsored Projects

- 16a. Funded:
- **Note:** This section will auto-populate some contract & grant data from UFirst. Update, correct, or add information as necessary
- Verify that each entry includes the effective dates of the contract/grant, the value, the name of the external funding agency, and the role of the nominee
- Put the amount of grant dollars for the total grant and that accrue to the candidate. Provide a total for the grants and the candidate's portion
- Expand the chart as needed

Section 18 – Cont’d

- Example chart for External Grants:

16. SPONSORED PROJECTS

a. Funded -

List of Funding - External (All Dates)

Role	Reporting Agency	Grant Title	Dates	Awarded/Anticipated	Candidate Allocation (\$Amount)
Key Person	AMER HEART ASSOCIATION (25POST1360865)	NADPH Oxidase 2 as Mediator of Skeletal Muscle Microvascular Dysfunction in sepsis (AWD17936)	Jan/25 - Dec/26	\$165,856 \$165,856	\$0
Co-PI/Multiple PI	NATL INST OF HLTH NIAMS (R21AR084591)	Targeting mitochondrial permeability transition to attenuate adverse muscle impact in sepsis (AWD17305)	Sep/24 - Aug/26	\$193,188 \$352,407	\$11,444
Co-PI/Multiple PI	US ARMY MED RES ACQUISITION (HT94252410275)	Accessible Epigenetic biomarkers for Climate Readiness: from Mouse to Human (AWD16441)	Apr/24 - Apr/27	\$1,720,536 \$1,720,536	\$105,869

Sponsored Programs Summary Table

Summary of Grant Funding - (All Dates)

Role	Total
Principal Investigator	\$659,020
Key Person	\$0
Total	\$659,020

Section 16 – Cont'd

- b. Submitted – Pending Decision** – This will come from an integration from the Office of Research
- c. Submitted - But Not Funded** – This will come from an integration from the Office of Research

- **In no more than 750 words** explain your participation in the governance processes and service to your unit(s), college, UF or external constituencies
- Describe briefly how your engagement has impacted the constituencies for which the service is performed
- Include information on how your service connects to or informs your research, teaching, and/or profession and your rationale and goals for engagement
- This section allows you to summarize and attach significance; do not list items, or repeat items noted elsewhere except to summarize or reference their impact

Example:

I serve as the Associate Director of the Adult Respiratory ECMO program at UF Health which was established in 2015. I work hard to maintain oversight of the quality and growth of the program. Our ECMO program has been very successful with excellent outcomes and we have experienced exponential growth. As a result of the outstanding services provided by our program, we were awarded as a Center of Excellence designation by ELSO.

Section 23

Clinical Portfolio

- Clinical Billing Activity
 - Supervisor's Statement
 - Evaluations
 - Patient Satisfaction scores
 - Commitment to ongoing growth in clinical performance
- Quality of care metrics
 - Clinical leadership
 - Clinical referrals
 - Other pertinent information
- Best to present this information in bullet form when possible**

Patient Satisfaction/Quality of Care Metrics

Quality metrics for Clinicians

- General (e.g. epic response time)
- Specialty specific (e.g. colonoscopy adenoma detection rate)
- Patient satisfaction (e.g. Press Ganey)
- Literature derived from nationally relevant benchmarks
- <https://healthmonix.com/cms-mips-specialty-measure-sets/>

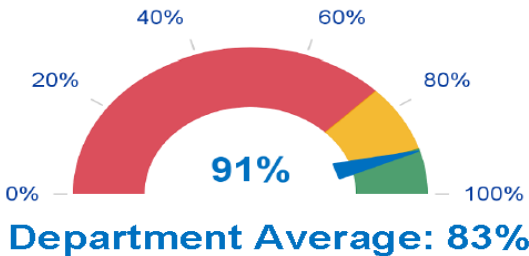
Clinical Productivity

Work RVUs by Clinical Location (Compared to Last Year)

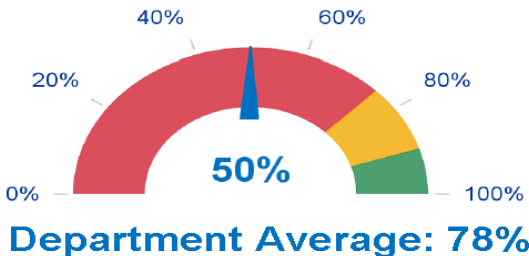
Inpatient	3084	▲190%
Office	1335	▲138%
Outpatient	2121	▲132%
OVERALL	6540	▲158%
Target Work RVU:	4201	
Variance to Target		▲56%

Quality & Efficiency

% of MyChart Messages Responded to within 2 Days (213/235)



% of Refill Requests Responded to within 2 Days (1/2)



Provider Visits

773 Visits
 ▲260% to Last Year

Bump Rate

4% of Visits
 ▼20% to Last Year
 ▲59% Compared to Department

Average Days to Close Encounter

4.4 Days
 ▲865% to Last Year
 ▲43% Compared to Department

Access

Days Until 3rd Available New Visit

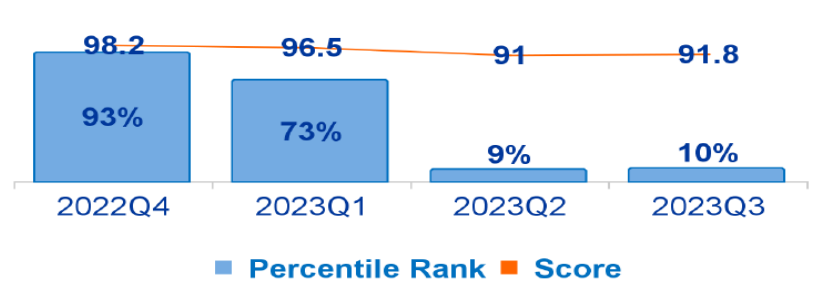
7 Days
 ▼22% to Last Year

Days Until 3rd Available Return Visit

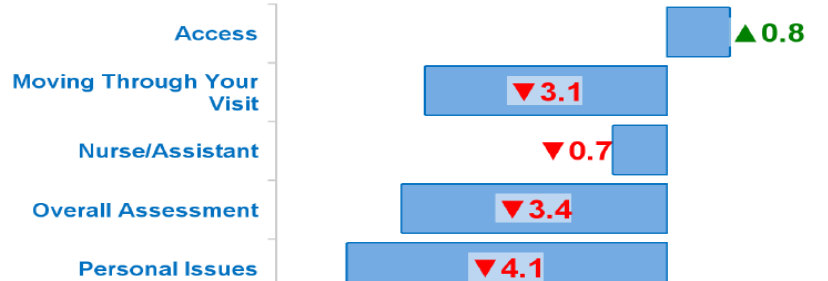
9 Days
 ▲80% to Last Year

Patient Experience

Physician - Press Ganey % Rank & Score



Clinic - Press Ganey Score Variance to Prior Quarter



PRESS GANEY PATIENT SATISFACTION SCORES AND COMMENTS

Press Ganey Patient Satisfaction Scores:

This table represents aggregate results of an “after the visit” survey that is sent to patients I saw in clinic over the time frame indicated. The survey scale is 1 to 5 (very poor to very good). “Top Box” indicates the percentage of the survey responses that were 5-out-of-5 perfect scores. For example, if an overall Top Box was 95.51, this means that 95.51% of the survey responses were a 5-out-of-5. N indicates the number of

Doctor’s name: Dr. Joe Blow
Time frame: 1/1/2020-12/31/2023
CP=Care Provider, N=number of respondents

Question	Mean	N
Care Provider overall	95.51	321
CP explanations of prob/condition	95.3	319
CP concern for questions/worries	95.69	319
CP efforts to include in decisions	95.56	315
Likelihood of recommending CP	95.78	320
CP discuss treatments	95.28	307

Unedited Press Ganey Patient Satisfaction comments:

Comment	Date
great Doctor	6/23/2023
have been seeing Dr. Blow for over two years, I am most impressed with.....	5/26/2023
Etc.....	

****Karen or Stephanie will send you this!**

Quality Metrics

EPIC Quality Metrics Physician Specific	# of Initial MyChart Convers.	Total Respond or Closed or Called %	Total Handled %	% of Handled Within 2 days
Provider name	350	85%	100%	91%
Depart. or Division	7,400	65%	98%	94%

EPIC Quality Metrics Physician Specific	# of Refill Requests	% Resolved within 48 hours
Provider Name	920	93%
Division or Depart.	11,500	89%

Term Explanations

- Information from MyChart for rolling 13 months ending April 2024—Explanation of terms added for each chart

Quality Metrics

Quality metrics for researchers

- Reflect solidity, novelty/originality, scientific importance, and societal impact
- Impact factor, citation rates, and H index are the most common
- <https://intranet.birmingham.ac.uk/executivesupport/planning/rpt/researchmetrics/goodmetric.aspx>

Section 27

Further Information

- This is a general section that allows you to include such things as letters of acceptance from publishers, a list of submitted publications, information on forthcoming books, unsolicited letters of recommendation (please indicate that these are unsolicited), committee reports, as well as any additional information you wish to submit
- Information should be restricted to professional accomplishments and should not include such items as “thank you” or acknowledgment letters
- Do not include vitas/resumes, publication reprints and reprint requests in the packet. These may be requested by the reviewing bodies at any level of the process
- May also be used for any additions or changes that need to be entered once the packet is certified for review

How do faculty succeed?

- Align their effort and assignment!
 - Success will be assessed based on accomplishments per assigned effort
- Successfully conveying what they accomplished at UF
 - What is your elevator speech?
- Put their accomplishments in the proper context
 - Value to the University

How do faculty hinder their chances?

- Emphasizing:
 - What they have done at other institutions or
 - What they are going to do
- Choosing volume over substance
- Not explaining inconsistencies in the packet
- Letting the reviewer interpret their accomplishments
- Not explaining their distinction



Questions??

- *Thank you for Attending!*