

Name:

**Department Chair/Director
Core Competencies with Metrics, 2013**

Leadership Excellence Competencies

Chairs and Directors must focus on the future, on the fundamental concerns of the people with whom they work, and on the organization for which they are responsible. They must be visionaries who create, preserve, and sustain enterprises that bring great value to everyone involved, while appropriately addressing the challenges and opportunities with which they are directly or indirectly engaged.

L1. Articulates and embodies the mission of the educational, research and clinical programs of the department as part of the larger vision of the School.

Metrics:

- | | |
|--|--------------------------|
| 1) Participation in National Meetings | ☐ |
| 2) Publications | ☐ |
| 3) Department moving toward self-sufficiency | ☐ |
| 4) Increase in clinical activity | ☐ |
| 5) Resident performance on In-Service Exams | ☐ |
| 6) Resident performance on Boards | ☐ |
| 7) Documented evidence of faculty development | ☐ |
| 8) Student performance on USMLE Step 1 | ☐ |
| 9) Student performance on USMLE Step II | ☐ |
| 10) Student evaluations of department courses | ☐ |
| 11) Number of peer reviewed publications per FTE | ☐ |
| 12) Number of abstracts presented per FTE | ☐ |
| 13) Number of books written or edited | ☐ |
| | ☐ |
| | ☐ |

L2. Collaborates effectively with internal and external partners to develop and advance MSM's strategic goals.

Metrics:

- | | |
|---|--------------------------|
| 1) Number of grants/ contracts submitted per FTE | ☐ |
| 2) Number of grants/ contracts funded per FTE | ☐ |
| 3) Evidence of multidisciplinary input into teaching and research | ☐ |
| 4) Faculty participating in school-wide function | ☐ |
| 5) Evidence of joint planning/ grant writing programs | ☐ |
| 6) Evidence of joint grand rounds | ☐ |
| | ☐ |
| | ☐ |

L3. Uses time management, critical thinking, and sound judgment to balance the demands of education, research, clinical care, department operations and the pursuit of workplace excellence.

Metrics:

- | | |
|---|--------------------------|
| 1) Achievement of annual strategic goals for department | ☐ |
| 2) Publications | ☐ |
| 3) Number of faculty serving on boards of community organizations | ☐ |
| 4) Department moving toward self-sufficiency | ☐ |

- 5) Develop strategic plan
- 6) Annual report
- 7) Defined strategic plan for department

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L4. Advocates for the department and moderates this advocacy in accordance with the larger institutional picture.

Metrics:

- 1) Number of department awards or citations
- 2) Number of faculty chairing MSM committees
- 3) Number of faculty serving on MSM committees
- 4) Number of faculty serving on boards of community organizations
- 5) Number of faculty serving on editorial boards of journals
- 6) Faculty participating in school-wide function
- 7) Encourages faculty to attend faculty development course

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L5. Manages effectively and cooperatively when leading cross-disciplinary and cross-departmental teams.

Metrics:

- 1) Evidence of joint grand rounds
- 2) Evidence of joint planning/ grant writing programs
- 3) Evidence of review and update by chair of curriculum annually
- 4) Department moving toward self-sufficiency

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L6. Demonstrates high levels of emotional intelligence, as evidenced by humility, empathy, transparency, fairness, discretion and open-mindedness when interacting with others.

Metrics:

- 1) Conforms with department or institutional policies and procedures
- 2) Evidence of review and update by chair of curriculum annually
- 3) Work life balance
- 4) Maintains passion for work and outside interest
- 5) Appropriate responses to faculty questions/ challenges/ problems

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L7. Is willing to take difficult leadership positions when necessary; can manage and resolve conflict well.

Metric:

- 1) Department moving toward self-sufficiency

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L8. Acquires and employs a wide variety of leadership styles and techniques in order to manage the work environment effectively.

Metric:

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|---|--------------------------|
| 1) Ability to develop faculty (clinical and scholarly productivity) with different personalities and backgrounds. | ☐ |
| | ☐ |
| | ☐ |
| | ☐ |

L9. Demonstrates productivity, decisiveness, and willingness to act.

Metric:

- | | |
|---|--------------------------|
| 1) Clear and methodical problem solving abilities as demonstrated by resolved clinical, academic and administrative challenges. | ☐ |
| | ☐ |
| | ☐ |
| | ☐ |

L10. Designs and supports a strategic plan that facilitates expansion of philanthropic and grant opportunities. This includes building public value for the Chair's/ Director's respective area of responsibility.

Metrics:

- | | |
|--|--------------------------|
| 1) Number of facilitated donations to the department | ☐ |
| 2) Develop strategic plan | ☐ |
| 3) Annual report | ☐ |
| 4) Department moving toward self-sufficiency | ☐ |
| | ☐ |
| | ☐ |

Teaching Excellence Competencies

Chairs and Directors are expected to be Master Teachers who set standards for excellence and are respected by their students, faculty and peers. They must continuously craft and refine the programs, processes and curricula under their direct responsibility while simultaneously exploring external knowledge resources to keep abreast of the most recent findings relevant to their field of study.

T1. Is knowledgeable about the accreditation, certification and regulatory standards that govern educational programs.

Metric:

- | | |
|---|--------------------------|
| 1) Maintains good standing with ACGME and RRC | ☐ |
| 2) Participates in LCME accreditation process | ☐ |
| 3) Achievement of annual strategic goals for department | ☐ |
| 4) Percent of faculty or staff salaries covered by extramural funding | ☐ |
| | ☐ |
| | ☐ |

T2. Is fully engaged in the educational curriculum, ensuring that the department's field of interest is an integral part of the program throughout the curriculum's four years.

Metric:

- | | |
|--|--------------------------|
| 1) Number of books written or edited | ☐ |
| 2) Student performance on USLME Step 1 | ☐ |
| 3) Student performance on USLME Step II | ☐ |
| 4) Student evaluations of department courses | ☐ |

- 5) Student performance on mini-boards ☐
- 6) First-fourth year involvement in mentoring. ☐
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T3. Raises the level of scholarship in the department's field of interest, encouraging faculty/ students to become masters in the field.

Metrics:

- 1) Publication record---the number of students and junior faculty involved in: ☐
- a) Publications
- b) Abstracts
- c) Presentations (regional and national) ☐
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T4. Ensures that faculty members are engaged in the mentoring process for learners, and that the breadth of opportunity available in the department's specialty is known and accessible.

Metrics:

- 1) Formal mentoring program established for the department/ specialty. ☐
- 2) Active medical student interest group (i.e.---surgical interest group) ☐
- 3) Consider having the Chair list the students that he or she actively mentors each year. ☐
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T5.

Ensures that faculty are engaged in teaching and evaluation (within and across departments/ programs) and assures effectiveness and accountability of the faculty in teaching and evaluation

Metrics:

- 1) ☐
- 2) ☐
- 3) ☐

Research Excellence Competencies

Chairs and Directors must support and promote a robust research environment involving all members of their department.

R1. Is an authority in his/ her field, with a history of original research contributions and external financial research support.

Metrics:

- 1) Evidence of review and update by chair of curriculum annually ☐
- 2) Number of grants/ contracts submitted per FTE ☐
- 3) Number of grants/ contracts funded per FTE ☐
- 4) Number of R01 grants per FTE ☐
- 5) Number of peer reviewed publications per FTE ☐
- 6) Number of non-peer reviewed publications per FTE ☐
- 7) Software and other educational products developed and/ or published ☐
- 8) Number of abstracts presented per FTE ☐
- 9) Number of books written or edited ☐
- 10) Include industry-sponsored research and clinical research here as well. ☐

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R2. Ascertains and documents that the Department's research is aligned with MSM's mission of eliminating health disparities relevant to the communities served.

Metrics:

- 1) Annual report
- 2) Number of peer reviewed publications per FTE
- 3) Number of non-peer reviewed publications per FTE
- 4) Software and other educational products developed and/ or published
- 5) Number of abstracts presented per FTE
- 6) Number of books written or edited

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R3. Understands and is able to communicate future trends in his/ her discipline.

Metrics:

- 1) Investigator initiated research grants.
- 2) Participation on national committees in specialty area
- 3) Strategic plan

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R4. Is familiar with standards of research integrity and compliance, and ensures that his/ her department adheres to these standards.

Metrics:

- 1) Participation in peer-review process (as a reviewer)
- 2) On the editorial board of a journal

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R5. Leverages scientific opportunities, and identifies research areas important to the mission of the department and the School; nurtures appropriate research teams.

Metrics:

- 1) Number and quality of investigator initiated projects
- 2)
- 3)

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R6. Has a working knowledge of research funding sources and the processes for acquiring support.

Metrics:

- 1) Grant funding.
- 2) On the grant review panel/ board.

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Clinical Excellence Competencies

Chairs and Directors must manage, support and enhance the wide array of institutional systems that contribute to the best practice of medicine in an academic setting.

C1. Understands the skills needed to meet the health care needs of the patient population.

Metrics:

- | | |
|---|--------------------------|
| 1) Evidence of excellent outcomes (use standard metrics and measures--- specialty specific) | ☐ |
| 2) Maintains board certification | ☐ |
| 3) | ☐ |
| 4) | ☐ |

C2. Promotes and supports advances in clinical practice.

Metrics:

- | | |
|--|--------------------------|
| 1) New innovations in clinical service | ☐ |
| 2) | ☐ |
| 3) | ☐ |

C3. Understands the issues of healthcare in our society.

Metric:

- | | |
|---------------------------|--------------------------|
| 1) Outreach participation | ☐ |
| 2) | ☐ |
| 3) | ☐ |

C4. Sets and enforces standards for clinical care; helps provide quality care for all patients served by the healthcare system.

Metrics:

- | | |
|--|--------------------------|
| 1) Quality metrics met or exceeded (specialty based, i.e. SCIP for surgery, etc.). | ☐ |
| 2) | ☐ |
| 3) | ☐ |

C5. Manages institutional systems such as credentialing, productivity, practice plan management, documentation of care, billing and collecting, risk management, cost effectiveness and reduction of medical errors.

Metrics:

- | | |
|---|--------------------------|
| 1) Percent of faculty salaries covered by clinical revenue | ☐ |
| 2) Amount of billings per FTE | ☐ |
| 3) Number of patient encounters per FTE | ☐ |
| 4) Number of half sessions per FTE at MMA or Grady sites | ☐ |
| 5) Percent of effort devoted to clinical service instead of half sessions | ☐ |
| 6) Also, quality metrics here as well. | ☐ |
| | ☐ |
| | ☐ |

C6. Sets and monitors metrics for clinical productivity.

Metrics:

- | | |
|--|--------------------------|
| 1) Percent of faculty salaries covered by clinical revenue | ☐ |
| 2) Amount of billings per FTE | ☐ |
| 3) Number of patient encounters per FTE | ☐ |

- | | |
|---|--------------------------|
| 4) Number of half sessions per FTE at MMA or Grady sites | ☐ |
| 5) Percent of effort devoted to clinical service instead of half sessions | ☐ |
| | ☐ |
| | ☐ |

C7. Seeks and supports opportunities to enhance the efficiency of clinical operations.

Metrics:

- | | |
|--|--------------------------|
| 1) Percent of faculty salaries covered by clinical revenue | ☐ |
| 2) Amount of billings per FTE | ☐ |
| 3) Number of patient encounters per FTE | ☐ |
| 4) Number of half sessions per FTE at MMA or Grady sites | ☐ |
| | ☐ |
| | ☐ |

C8. Is familiar with practice regulations and ensures compliance with those regulations.

Metrics:

- | | |
|---|--------------------------|
| 1) Quality metrics (as previously mentioned). | ☐ |
| 2) | ☐ |
| 3) | ☐ |

C9. Ascertains and documents that the department's clinical practice is aligned with MSM's mission of eliminating health disparities relevant to the communities served.

Metrics:

- | | |
|----|--------------------------|
| 1) | ☐ |
| 2) | ☐ |
| 3) | ☐ |

Workplace Excellence Competencies

Chairs and Directors must create a work environment that facilitates employee engagement and ensures that employees understand what is expected of them and how their performance will be measured. In such a work place employees feel valued and respected. Chairs and Directors must see to it that employees are compensated fairly and equitably, while offering timely incentives to those employees who perform above and beyond the norm.

W1. Cultivates an effective departmental culture; encourages faculty to work together, provides clarity on their assigned goals, helps them understand how their work will be evaluated, and gives them an appreciation of their role in the overall strategic plan.

Metrics:

- | | |
|---|--------------------------|
| • Develop strategic plan | ☐ |
| • Annual report | ☐ |
| • Increase in clinical activity | ☐ |
| • This category is measured by taking the major metrics from each area (clinical, research, etc) and applying them across the board for the total department. | ☐ |
| | ☐ |
| | ☐ |

W2. Is involved with the successful recruitment of excellent faculty.

Metrics:

- | | |
|--|--------------------------|
| 1) Number of recruited faculty divided by the total number interviewed | ☐ |
|--|--------------------------|

- | | |
|----|--------------------------|
| 2) | ☐ |
| 3) | ☐ |

W3. Mentors faculty in developing their careers; communicates information regarding career paths, promotion, tenure, and development opportunities when appropriate. Rewards faculty appropriately with promotions, salary increases, benefits, awards, appointments, sponsorships, inclusion in networking, etc.

Metrics:

- | | |
|--|--------------------------|
| 1) Review the annual faculty development forms for each faculty and see what percent actually achieved their stated goals. | ☐ |
| 2) Number of promotions of faculty. | ☐ |
| | ☐ |
| | ☐ |

W4. Creates an environment of professionalism, respect, trust, tolerance and acceptance.

Metrics:

- | | |
|--|--------------------------|
| 1) (Very difficult to gauge---suspect attrition rate is the best way). | ☐ |
| 2) Also, exit interviews with faculty who leave the organization. | ☐ |
| | ☐ |
| | ☐ |

W5. Is an effective listener and communicator.

Metrics:

- | | |
|----|--------------------------|
| 1) | ☐ |
| 2) | ☐ |
| 3) | ☐ |

W6. Models lifelong learning; shows intellectual curiosity and creativity, and promotes a culture of inquiry within the Department.

Metrics:

- | | |
|----|--------------------------|
| 1) | ☐ |
| 2) | ☐ |
| 3) | ☐ |

W7. Works to address the challenges faced by women, minorities and differently-abled students and faculty.

Metric:

- | | |
|----|--------------------------|
| 1) | ☐ |
| 2) | ☐ |
| 3) | ☐ |

W8. Identifies, confronts and corrects unacceptable behavior and poor performance; removes unsuccessful individuals humanely.

Metric:

- | | |
|--|--------------------------|
| 1) Review the outcomes and processes in addressing behavior and faculty problems | ☐ |
| 2) | ☐ |
| 3) | ☐ |

W9. Allocates departmental resources effectively to ensure proper execution of department plans.

Metrics:

- | | |
|---------------------------|--------------------------|
| 1) Develop strategic plan | ☐ |
| 2) Annual report | ☐ |
| | ☐ |
| | ☐ |

Operational Excellence Competencies

Chairs and Directors are responsible for having a working understanding of the systems and processes that allow their work environment to function effectively. They are intimately aware of the operational issues surrounding their technology systems, workflow processes, facilities planning, and departmental budget, as well as the appropriate metrics for gauging the performance of these systems.

O1. Develops and implements departmental strategic plans that align with and support MSM's strategic plans.

Metrics:

- | | |
|--|--------------------------|
| 1) Develop strategic plan | ☐ |
| 2) Annual report | ☐ |
| 3) Department moving toward self-sufficiency | ☐ |
| 4) Evidence of review and update by chair of curriculum annually | ☐ |
| 5) Defined strategic plan for department | ☐ |
| | ☐ |
| | ☐ |

O2. Is knowledgeable and exhibits appropriate levels of proficiency regarding the tools and techniques used to manage the department's budget.

Metrics:

- | | |
|---|--------------------------|
| 1) Budget submitted in timely manner | ☐ |
| 2) Amount of clinical revenue generated per FTE (collections) | ☐ |
| 3) Amount of billings per FTE | ☐ |
| 4) Defined strategic plan for department | ☐ |
| 5) Controlled expense budget | ☐ |
| | ☐ |
| | ☐ |

O3. Develops measurement techniques for evaluating the outcomes of assigned departmental goals and objectives.

Metrics:

- | | |
|--|--------------------------|
| 1) Assess if the goals and objectives are met annually | ☐ |
| 2) | ☐ |
| 3) | ☐ |

O4. Is aware of federal and state laws, as well as University and Medical School policies, as they apply to the department; ensures that they are upheld.

Metrics:

- | | |
|----|--------------------------|
| 1) | ☐ |
| 2) | ☐ |
| 3) | ☐ |

List of Previous Metrics

These were compiled from the old evaluation form.

- a. Develop strategic plan
- b. Annual report
- c. Participation in national meetings
- d. Publications
- e. Department moving toward self-sufficiency
- f. Budget submitted in timely manner
- g. Conforms with department or institutional policies and procedures
- h. Encourages faculty to attend faculty development course
- i. Documents faculty performance by evaluation
- j. Certificates or rewards within department
- k. Increase in clinical activity
- l. Documented evidence of faculty development
- m. Student performance on USLME Step 1
- n. Student performance on USLME Step II
- o. Student evaluations of department courses
- p. Resident performance on In-Service Exams
- q. Resident performance on Boards
- r. Student performance on mini-boards
- s. Evidence of review and update by chair of curriculum annually
- t. Number of grants/ contracts submitted per FTE
- u. Number of grants/ contracts funded per FTE
- v. Number of R01 grants per FTE
- w. Number of peer reviewed publications per FTE
- x. Number of non-peer reviewed publications per FTE
- y. Software and other educational products developed and/ or published
- z. Number of abstracts presented per FTE
- aa. Number of books written or edited
- bb. Percent of faculty or staff salaries covered by extramural funding
- cc. Number of department awards or citations
- dd. Number of faculty chairing MSM committees
- ee. Number of faculty serving on MSM committees
- ff. Number of faculty serving on boards of community organizations
- gg. Number of faculty serving on editorial boards of journals
- hh. Amount of clinical revenue generated per FTE (collections)
- ii. Percent of faculty salaries covered by clinical revenue
- jj. Amount of billings per FTE
- kk. Number of patient encounters per FTE
- ll. Number of half sessions per FTE at MMA or Grady sites
- mm. Percent of effort devoted to clinical service instead of half sessions
- nn. Defined strategic plan for department
- oo. Achievement of annual strategic goals for department
- pp. Evidence of multidisciplinary input into teaching and research
- qq. Faculty participating in school-wide function
- rr. Evidence of joint planning/ grant writing programs
- ss. Evidence of joint grand rounds