

V. TEACHING (T)

Faculty whose primary obligation is student education and whose obligations do not include substantial provision of clinical care or research are on the teaching track. Participation in scholarship and non-clinical service is also required. Promotion will be based on attainment of a record of excellence in education along with excellence in at least one of the following categories: scholarship or non-clinical service.

REQUIREMENTS FOR APPOINTMENT TO ASSISTANT PROFESSOR ON THE TEACHING TRACK

Evidence of academic potential and commitment to teaching academic medicine and/or medical sciences, as demonstrated by the following criteria:

1. Commitment to high-quality teaching.
2. Commitment to scholarly activity and non-clinical service.
3. If the faculty member will provide any clinical care, clinical competence as demonstrated by high-quality professional training and experience is required for appointment. Physicians providing clinical care are expected to either have or be eligible for primary or subspecialty board certification except in unusual circumstances (e.g., when training obtained outside the U.S. makes the individual ineligible for U.S. board certification, or for specialties that require additional time in service for eligibility).
4. Three letters of evaluation should indicate potential for excellent performance in teaching comparable to peers at a similar career stage.

REQUIREMENTS FOR APPOINTMENT OR PROMOTION TO ASSOCIATE PROFESSOR ON THE TEACHING TRACK

1. A record of excellence in education along with excellence in either scholarship or non-clinical service as defined below.
2. A primary focus on education and/or activities that enhance effectiveness of teaching and education distinguishes faculty members on this track. This focus should result in excellent performance as an educator in activities such as classroom/clinical teaching, development of curricula and educational materials, and mentorship of trainees. Teaching activities and reviews by learners must demonstrate excellent performance as an educator. Excellence in education also can be demonstrated through publication of curricula, national presentations, and developing/leading regional and/or national workshops. Involvement in student work such as theses or dissertations may also be considered. Excellence can be demonstrated by accomplishments in educational leadership of undergraduate or graduate education programs. Excellence in scholarly activities is evaluated not only for scholarship but also for teaching when conducted with trainees.
3. Excellence in scholarship may be demonstrated through a broad variety of accomplishments. Examples of scholarship for this track can include publications of original observations, review articles, case reports, letters to the editor, clinical and/or educational research studies, textbooks, book chapters, patents, practice guidelines, and dissemination of curricula, curricular models or various teaching tools (e.g., MedEd Portal).

Regional/state/national presentations that demonstrate recognition of scholarly work are also acceptable as examples. These activities may involve collaborative efforts, as well as individual activities. As noted above, scholarly activities are valued not only for scholarship but also as teaching when conducted with trainees; for example, mentorship of trainees that leads to publications or presentations at regional/state/national meetings is considered participation in scholarly activity.

4. Excellence in service (other than clinical) may be demonstrated through participation in activities at the levels of Department, School, University, physician practice plans, affiliate medical organizations (as appropriate), community, government, or one's profession (professional societies). Participation in leadership of educational, program or hospital quality improvement projects can be used to demonstrate excellence in service. Service activities which are invited because of scholarly expertise and recognition such as study section, symposium/conference organization, or editorial board membership, may also be considered under scholarship. Service activities which reflect expertise in education may also be considered under teaching (reviewing abstracts for local and state meetings, judging posters, etc.).

5. If clinical care activities are assigned by the department, documentation of a significant program of excellent clinical activity, as verified by the department chair, is required. Leadership of clinical programs and hospital quality initiatives can be used to demonstrate excellence in clinical activity. Maintenance of board certification is required (either primary and/or subspecialty certification) except in unusual circumstances (e.g., non-physicians or physicians with training obtained outside the U.S. that makes the individual ineligible for U.S. board certification).

6. Letters of evaluation, which are required for appointment or promotion, should indicate excellent performance in education and either scholarship or non-clinical service activities, comparable to peers at a similar career stage.

REQUIREMENTS FOR APPOINTMENT OR PROMOTION TO PROFESSOR ON THE TEACHING TRACK

1. A record of excellence in education along with excellence in either scholarship or non-clinical service as defined below is required.

2. Consistent and sustained focus on education and/or activities that enhance effectiveness of teaching and education is required, along with regional or national recognition of teaching activities and quality. This focus should result in excellent performance as an educator in activities such as classroom/clinical teaching, development and publication of curricula and educational materials, and mentorship of trainees. Regional or national recognition in education may be demonstrated through publication of curricula, participation in the development of training standards that are adopted by certification bodies, conference presentations, invited Grand Rounds, and/or developing/leading regional and/or national workshops. Excellence can be demonstrated by accomplishments in undergraduate or graduate education programs. Teaching activities and reviews by learners (including trainees and faculty) must demonstrate excellent performance as an educator. Evidence of training to improve as an educator may be used as a factor in assessment of teaching. Excellence in scholarly activities is evaluated not only for scholarship but also for teaching when conducted with trainees.

3. Excellence in scholarship requires consistent and sustained scholarly activity. Examples of scholarship for this track can include publications of original observations, review articles, case reports, letters to the editor,

clinical and/or educational research studies, textbooks, book chapters, patents, practice guidelines, and dissemination of curricula, curricular models or various teaching tools (e.g., MedEd Portal). Regional/state/national presentations that demonstrate recognition of scholarly work are also acceptable as examples. These activities may involve collaborative efforts, as well as individual activities. As noted above, scholarly activities are valued not only for scholarship but also as teaching when conducted with trainees.

4. Excellence in non-clinical service requires consistent and sustained service at the levels of Department, School, University, physician practice plans, affiliate medical organizations (as appropriate), community, government, or one's profession, as reflected by participation on invited or elected regional, national and/or international committees, boards, and professional governing bodies.. Service activities which are invited because of scholarly expertise and recognition, such as editorial board membership, guest editor, or symposium/conference organization, may also be considered under scholarship. Service activities which reflect expertise in education may also be considered under teaching. Evidence of training to develop skills as an administrator or academic leader may be considered. Significant participation in service requires local activity and professional service beyond the university or affiliated organization.

5. If clinical care activities are assigned by the department, documentation of a significant program of excellent clinical activity, as verified by the department chair, is required. Leadership of clinical programs and hospital quality initiatives can be used to demonstrate excellence in clinical activity. Maintenance of board certification is required (either primary and/or subspecialty certification) except in unusual circumstances (e.g., non-physicians or physicians with training obtained outside the U.S. that makes the individual ineligible for U.S. board certification).

6. Letters of evaluation, which are required for appointment or promotion, should indicate excellent performance in education and either scholarship or non-clinical service, comparable to peers at a similar career stage.

APPROVED:

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