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| **Department of Medicine****Academic Track Promotion Criteria****Checklist** |
| **Education Focus – ASSOCIATE PROFESSOR** |

Excellence in Education requires that the candidate spend a significant amount of their time engaged in education-related activities. They have a defined area of scholarship that may be, but is not necessarily, in education. The candidate must have a reputation in any of the following: innovation in approaches to teaching or mentoring, learner assessment, application of new educational modalities or models, curriculum development, or educational leadership. Academic excellence in education implies more than just good teaching; it requires demonstration that the candidate has made an impact outside of their home institution and is a major contributor to a scholarly program.

Candidates for promotion in the [Academic Track](https://docs.google.com/document/d/1oGIlYxO2kL3d2T8h0yLpkIeg9pYI7Pbr/edit) must demonstrate they meet **all criteria in the following domains:**

**(1) Scholarship, (2) Service, (3) Teaching/Mentoring, (4) Professionalism, and (5) Reputation**

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| **1. Scholarship** |
| **Criterion 1: (required)**[ ]  Average of at least one scholarly peer-reviewed publication\* per year of faculty appointment, with a significant portion as first or senior (last) author. Key contributions to multi-authored, team science publications are also recognized.**AND** |
| **Criterion 2: At least 2 of the following**[ ]  Development of educational products that have been adopted regionally/nationally.\*\*[ ]  Successful grant funding through internal or external peer-reviewed processes.[ ]  Instructional, curricular, or assessment innovations/findings presented at regional or national forums, on average annually.[ ]  Educational policy development with impact regionally and/or nationally. [ ]  Authorship with substantial contribution to a book chapter.[ ]  Peer reviewer for national journal or other national repository for educational materials.[ ]  Other types of high quality, non-traditional, peer-reviewed scholarship that are externally disseminated and adopted. |
|  \* Examples: Book chapters, books, monographs, contributions to peer-reviewed online repositories such as MedEdPORTAL, patents, new IND approvals\*\* Examples: Development of new methodologies; application of existing methodologies in a new way; curriculum development that is searchable electronically, publicly available, and demonstrated to have been adopted by others regionally/nationally, including continuing medical education curricula; demonstration of meaningful learner outcomes from those using the products |
| **2. Service** |
| **Criterion: Excellence in Educational Service Roles**May include classroom or bedside teaching, mentoring of peers and/or trainees, faculty development, etc. Demonstrated through ratings and reviews by learners & supervisors (Course Director, Department Chair) and by external/internal letters.  **AND****Continued on next page****Must demonstrate at least 2 of the following:**[ ]  Sustained engagement in structured mentoring or advising activities for which learner outcomes are demonstrated. For each mentee, must include trainee level, role played, duration of mentoring or advising, and trainees’ current positions.  [ ]  Sustained participation in interprofessional or interdisciplinary teaching efforts, with role clearly outlined and supported by documentation.  [ ]  Development of innovative educational materials, instructional methods, or assessment methods for students, residents, and/or practicing physicians that is sustained. Must describe role in developing materials and any evaluation of materials.  [ ]  Service on education-related committees in professional societies or other regional or national organizations. [ ]  Honors and awards for teaching at local, regional, or national level.  [ ]  Leadership role within a course or other educational program (e.g. medical student course, residency, fellowship, CME course). Must concisely describe the frequency and duration of responsibilities, outcome evaluations, and learner reviews. |
| **3. Teaching** |
| Requirements for teaching/mentoring, professionalism, and a regional (or emerging national) reputation **Demonstrated by:**[ ]  Teaching and other activities related to education, with positive evaluations from learners (students, trainees, peers), and course/program directors**AND/OR**[ ]  Mentoring of peers and trainees, with evaluations demonstrating effectiveness, positive mentee outcomes |
| **4. Professionalism** |
| **Demonstrated by:**  Department head letters, annual reviews, internal/external review letters. **Reflected in all the following:** [ ]  Maintenance of high standards of ethical behavior and a commitment to fulfilling professional responsibilities.[ ]  Professional behavior towards all faculty, learners, staff, other academic health professionals, and/or patients.[ ]  Contribution to governance and administration of the department, Medical School, and/or University.   |
| **5. Reputation** |
| Reputation is reflected in **external recognition** (defined as beyond our University, affiliates, and health care system) of the candidate’s contributions to **Education Excellence**. This recognition should be readily acknowledged in letters provided by external experts in the candidate’s field.**REGIONAL (or emerging national) recognition is required for promotion to ASSOCIATE PROFESSOR****Documented by external letters of evaluation and exemplified by invitations or nominations to: *\****[ ]  **a**. Serve on at least one of the following: study sections, regional/national policy boards, regional/national committees, editorial boards of national or international publications[ ]  **b**. Review manuscripts submitted to peer-reviewed national journals[ ]  **c**. Present research orally at regional/national scientific meetings or clinical symposia[ ]  **d**. Deliver lectures or seminars at other academic institutions regionally or nationally.*\*****Candidate must demonstrate either “a”, or “b+c”, or “b+d”*** |

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| **Education Focus – PROFESSOR** |

Excellence in Education must be demonstrated by new and sustained accomplishments since last promotion. Expectations include sustained excellence in scholarship and service and demonstrate national and/or international recognition.

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| **1. Scholarship** |
| **Criterion 1: (required)**[ ]  Average of at least two scholarly peer-reviewed publications (or other externally disseminated product) per year since last promotion, with a significant portion as first or senior (last) author. Key contributions to multi-authored, team science publications are also recognized.**AND** |
| **Criterion 2: At least 2 of the following**[ ]  Grant funding through external peer-reviewed processes.[ ]  Sustained peer-reviewed scholarship as defined in the preceding section. [ ]  Leadership roles in national forums and/or consultations at other universities in a focused area of teaching or educator activity. External letters should support national recognition of excellence.[ ]  Service as a peer-reviewer for scholarly products disseminated nationally, or service as an editor or member of an editorial board of a nationally recognized publication.[ ]  Invitations at a national level to speak on issues related to education scholarship.[ ]  Other types of relevant, high quality, non- traditional peer-reviewed scholarship that are available to and used by the professional public outside of the University of Minnesota and its affiliates. |
| **2. Service** |
| **Criterion: Excellence in Educational Service Roles**Demonstrated through external arms’ length letters**AND****Must demonstrate at least 3 of the following:**[ ]  Educational leadership/administration on a national/international level in program development, teaching methods, and/or curriculum development.[ ]  Election or appointment to national/ international committees involved with teaching, curriculum development, advising/mentoring, educational leadership/ administration, or learner assessment[ ]  Invitations as a visiting professor for education-related activities.[ ]  Convening/chairing national/international conferences focused on education.[ ]  Invitations to evaluate an educational activity at another academic institution. For example: * + Participation in subspecialty board review or test development committee.
	+ Invitation to an accreditation site visitor for entities such as the Liaison Committee on Medical Education (LCME), the Accreditation Council for Graduate Medical Education (ACGME), or the Accreditation Council for Continuing Medical Education (ACCME).

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| **3. Teaching** |
| Requirements for teaching/mentoring, professionalism, and a regional (or emerging national) reputation **Demonstrated by:**[ ]  Teaching and other activities related to education, with positive evaluations from learners (students, trainees, peers), and course/program directors**AND/OR**[ ]  Mentoring of peers and trainees, with evaluations demonstrating effectiveness, positive mentee outcomes |
| **4. Professionalism** |
| **Demonstrated by:**  Department head letters, annual reviews, internal/external review letters. **Reflected in all the following:** [ ]  Maintenance of high standards of ethical behavior and a commitment to fulfilling professional responsibilities.[ ]  Professional behavior towards all faculty, learners, staff, other academic health professionals, and/or patients.[ ]  Contribution to governance and administration of the department, Medical School, and/or University.   |
| **5. Reputation** |
| Reputation is reflected in **external recognition** (defined as beyond our University, affiliates, and health care system) of the candidate’s contributions to **Education Excellence**. This recognition should be readily acknowledged in letters provided by external experts in the candidate’s field.**NATIONAL (or emerging international) recognition is required for promotion to PROFESSOR****Documented by external letters of evaluation and exemplified by invitations or nominations to** **all of the following**:[ ]  Serve on at least one of the following: study section of a national granting agency, national policy board, national/international committee in the discipline, editorial board of a peer-reviewed journal.[ ]  Participate in a leadership role or presentation of their research in national/international scientific meetings or clinical symposia. [ ]  Deliver lectures or seminars at other academic institutions nationally/ internationally. |