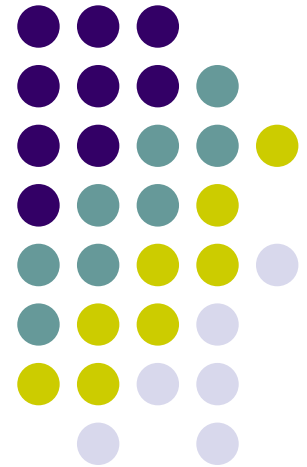


Promotion and Tenure: Navigating the Maze

PonJola Coney, MD

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Affairs

Virginia Commonwealth University
School of Medicine

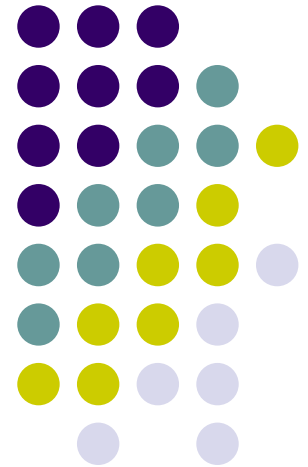




Scholarship

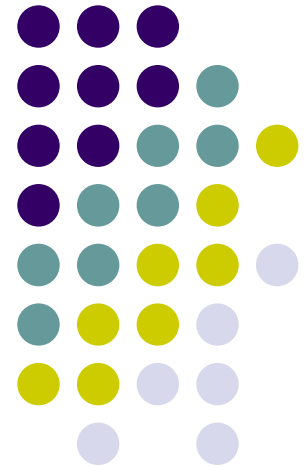
Scholarship Reconsidered, by Ernest Boyer, 1990

- ❖ *Discovery* (advancement of the frontier of knowledge in a discipline)
- ❖ *Integration* (putting research discoveries in broader contexts, making connections across disciplines)
- ❖ *Application* (applying the outcomes of discovery and integration to socially consequential problems)
- ❖ *Teaching* (helping students to acquire specified knowledge and develop specified skills and attitudes)

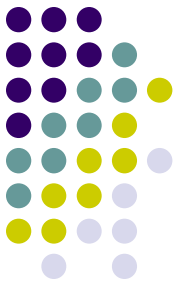


Scholarship of Discovery

- ❖ Articles in peer-reviewed journals
- ❖ Academic monographs and books
- ❖ Peer-reviewed presentations
- ❖ Grants resulting in scholarly publications
- ❖ Creative work related to disciplinary expertise

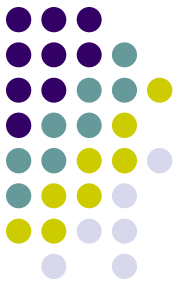


Scholarship of Integration



- Explore cross-disciplinary understanding of problems and issues in education
- Bring together findings from diverse fields that bear on educational practice
- Explore the ethics and values of teaching and learning through a broad analysis of cultural or historic backgrounds
- Consider educational policy from broad social, economic, historical, and political perspectives.

Scholarship of Application



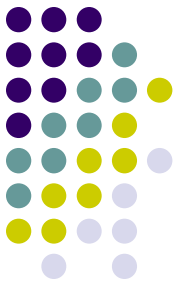
- Development and validation of new teaching methods outside of teacher education
- Resolution of real-world problems using disciplinary expertise
- Disseminating practical interpretations of theoretical models and empirical findings
- Practitioner-oriented publications and presentations

Scholarship of Teaching



- Development and validation of new teaching methods in teacher education and related fields
- Teacher education-oriented publications and presentations
- Preparation and dissemination of teaching and course portfolios documenting course or curriculum development
- Workshop presentations focusing on teaching issues and methods in higher education

Scope of Teaching Activities



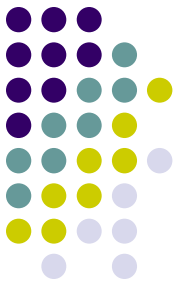
- **Development of new teaching materials**
- **Development, organization and direction of a course of study**
- **Teaching in the medical/graduate school curriculum**
- **Teaching in residency/fellowship programs**
- **Supervising research training of students**
- **Participation on qualification and thesis committees**
- **Student advisory and thesis committees**
- **Teaching in faculty development programs**

Teaching in the Curriculum



- Directing a course (curriculum development and organization/administration; includes scheduling, attending lectures, office hours for students, preparing and grading exams, monitoring student progress)
- Organizing and directing a section of a course or a small group conference
- Formal lectures (up to twenty hours preparation time be credited for an entirely new lecture and up to ten hours for a significant revision)
- Running a laboratory for a laboratory-based course or session
- Leading discussion groups or case studies
- Participation in small group discussion/conference sessions/case studies

Teaching in the Curriculum



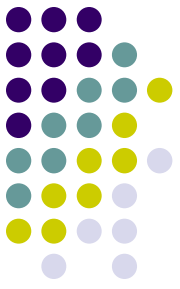
- Evaluating student presentations
- Preparation of exam questions and grading problem-based essay exams
- Overseeing and attending student seminars
- Overseeing and participating in journal clubs
- Leading review sessions
- Mentoring that is scheduled by the medical school or clinical department (assigned 3rd – 4th year student residency advisors); formally scheduled meetings with students may be credited as teaching hours

Teaching in the Curriculum



- Curriculum development that is requested by the medical school or clinical department
- Course or clerkship leadership
- Leading seminars, conferences, journal clubs, or physical diagnosis sessions involving students in the medical school
- Teaching Attending for medical students on a clinical service
- Scheduled teaching sessions with premedical students that are organized by the medical school (e.g. summer programs)
- Supervising medical students in outpatient settings

Teaching in the Curriculum



- Scheduled teaching of medical students occurring during procedures
- Development of, or participation in, objective structured clinical examinations (OSCEs)
- Lecturing to residents/fellows
- Leading scheduled seminars, conferences, journal clubs, or “morning report”
- Directorship or associate directorship of residency/fellowship training program
 - New curriculum development in residency programs that is required by ACGME or the clinical department

Teaching in the Curriculum



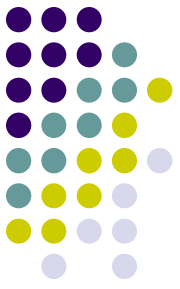
- Teaching rounds with residents, including teaching residents at the bedside
- Supervising residents/fellows in outpatient settings (Evaluating resident knowledge, skills, and attitudes)
- Scheduled teaching of residents/fellows occurring during procedures
- Mentoring and scheduled meetings that are scheduled by the clinical department for residents/fellows; formally

Development of new teaching materials



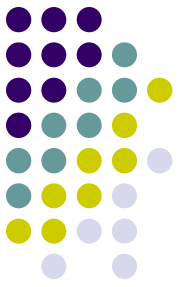
Development of new conferences, computer-based teaching materials, slides, videos, laboratory modules, course syllabi, educational web sites

Development, organization and direction of a course of study



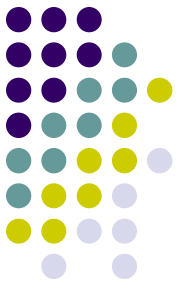
- Developing a new course offering
- Writing training grants
- Developing, improving and evaluating curriculum
- Participation in student advisory meetings
- Scheduled (formal) mentoring of students
- Organizing student lecture series
- Organizing lectures by outside speakers, if part of a formal course of instruction
- Overseeing thesis committee meetings
- Mentoring any students with extra needs

Supervising research training of students



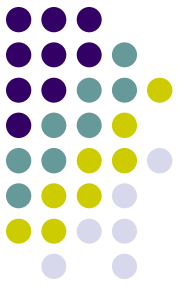
- Research training of graduate students during rotations
- Research training and supervision of premedical students in the various, officially sanctioned programs
- Research training and supervision of medical students
- Giving a lecture for research training programs

Participation on qualification, advisory and thesis committees



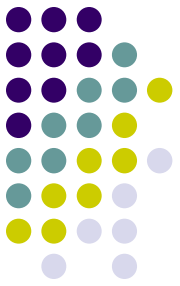
- Writing and grading written qualification exams
- Critiquing qualification exam proposals and participating in oral qualification exams
- Critiquing PhD and Honors theses and participating in oral thesis defense exams
- Participating in regularly scheduled committee meetings

Teaching in faculty development programs



- Course leadership of a faculty development program for improving faculty teaching skills
- Giving a lecture as part of a faculty development program for improving faculty teaching skills
- Leading a seminar as part of a faculty development program for improving faculty teaching skills
- Other scheduled activities for improving faculty teaching skills (formal evaluations of faculty knowledge, skills, and attitudes concerning teaching)

Conclusion



These four activities are equally vital to the academic mission and the academy should therefore recognize and reward scholarship in each of them equally.

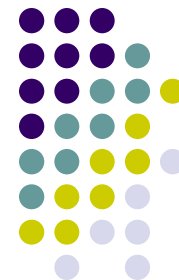


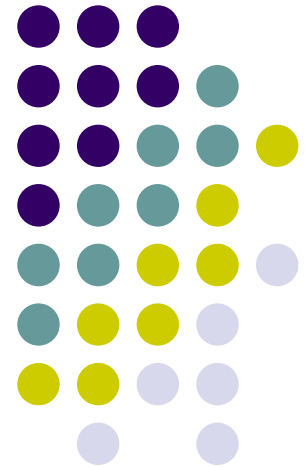
Table 1. Assessment of Teaching and Scholarship of Teaching

		Assessment of scholarship of teaching						
		Assessment of teaching						
		Subject Knowledge	Pedagogical Knowledge	Commitment to Personal Growth	Teaching Effectiveness	Innovation and Dissemination	Quality of Innovation	
Assessment of scholarship of teaching	Assessment of teaching	Statement of teaching philosophy		X	X			
		List of courses taught and developed, representative instructional materials	X	X			X	
		Representative student products				X		X
		Learning outcomes assessment data				X		X
		End-of-course student ratings for the past 2–3 years				X		X
		Retrospective senior ratings	X	X		X		X
		Alumni ratings	X	X		X		X
		Peer ratings	X	X		X	X	X
		Teaching seminars and conferences attended, books read, journals subscribed to		X	X			
		Faculty colleagues mentored			X			
		Self-evaluation	X	X	X	X	X	X
		External references	X	X	X	X	X	X
		Awards and other recognition				X		X
		Presentations, invited seminars, and workshops on teaching given		X			X	
		Published textbooks and courseware	X	X			X	X
Published papers and monographs	X	X			X	X		
Proposals written and grants awarded		X			X	X		



Faculty Responsibilities

Keep a record of contributions to teaching





The Teaching Portfolio

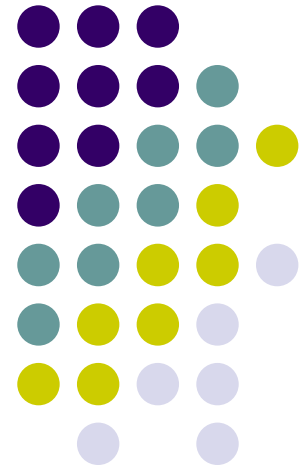


- A personal statement regarding your philosophy of education;
- Evaluation of teaching effectiveness including student and peer assessments and demonstration of successful student learning;
- Documentation of scholarly activities in local, regional, national or international arenas and evidence of the local, regional, national or international peer recognition of the member's pedagogical excellence;
- Teaching honors and awards received.

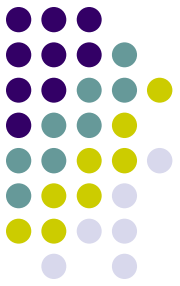
Service

Profession

- Officer of academic profession
- Organizer or leader of workshops, panels or meetings in profession
- Refereeing manuscripts or grant proposals



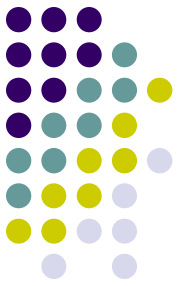
Service



University

- **Committee memberships** (department, college, university, chairships)
- **Administrative assignments**
- **Advisor to student organizations**
- **Extramural continuing education programs**

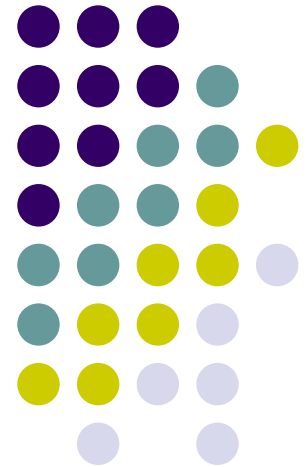
Service



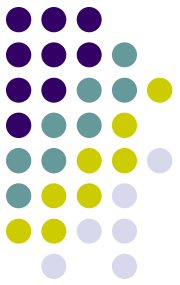
- Leader or member of a task force, board or commission providing service to local, state, regional, national or international organizations
- Professional consultant to public or private organizations

VCU SOM Faculty Guidelines for Promotion & Tenure

Faculty performance is rated on teaching, scholarship and service (in descending order) as excellent, very good, satisfactory or unsatisfactory.



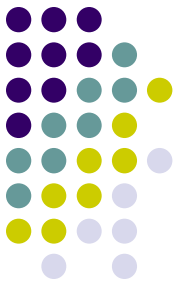
VCU SOM Faculty Guidelines for Promotion & Tenure



Probationary (Tenure-Eligible) Appointments.

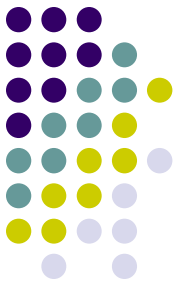
- Six academic years with one-year terminal appointment
- Length of probationary period may be altered to include: Prior service at an academic institution at the rank of assistant professor, Prior service in a discipline unrelated to the present appointment Prior service while a candidate for a doctoral or equivalent terminal degree at any institution; and Time spent on leave of absence BUT cannot exceed three years.
- A faculty member may be reviewed for tenure *once* before the normal review at the end of the probationary period.

VCU SOM Faculty Guidelines for Promotion & Tenure



- **Tenure is an appointment that continues until the faculty member either voluntarily leaves the University or is dismissed for cause.**
- Tenure eligible assistant professors are reviewed for promotion and tenure in a single decision.
- Tenure eligible associate professors may be reviewed for tenure alone or for promotion and tenure. Denial of promotion does not preclude a tenure decision.

VCU SOM Faculty Guidelines for Promotion & Tenure



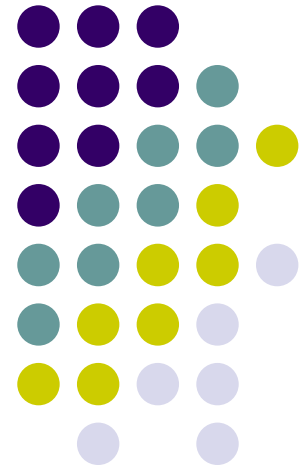
Individual faculty work plans and the special mix of duties assigned to faculty members holding collateral faculty appointments, shall guide evaluation of each faculty member's effort under each criterion.

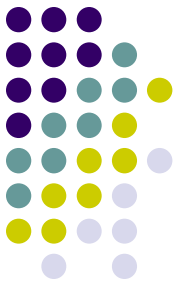
- (1) *Satisfactory or better on all criteria,*
- (2) *Very good or excellent on at least two of the following criteria: teaching scholarship and service,*
- (3) *Excellent in either teaching or scholarship.*

Faculty: The First Five Years

Learn and use campus resources

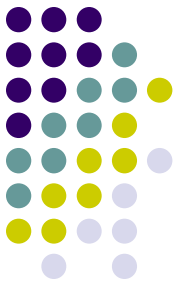
- New faculty orientation
- Faculty networks or support groups
- Family and childcare resources
- Teaching and learning centers
- Technology Centers
- Grant writing assistance





Faculty: The First Five Years

- Collect information
- Know and understand polices/requirements
- Seek out information and perspectives from multiple colleagues
- Look at the CVs of accomplished faculty
- Seek out multiple mentors and advocates
- Take initiative
- Network- attend campus meetings and events



Faculty: The First Five Years

- Volunteer for committees that interest you
- Review your progress often
- Present at conferences
- Mentor students/trainees
- Choose a best time for writing and creativity
- Track your contributions (Add to CV)
- Nurture relationships

Suggested References

E. Boyer, *Scholarship Reconsidered: Priorities of the Professoriate*, Carnegie Foundation for the Advancement of Teaching, Princeton, NJ, 1990.

C.E. Glassick, M.T. Huber, and G.I. Maeroff, *Scholarship Assessed: Evaluation of the Professoriate*, Jossey-Bass, San Francisco, 1997.

Felder, RM, A. Rugarcia, and JE Stice “The Future of Engineering Education V: Assessing Teaching Effectiveness and Educational Scholarship,” *Chemical Engineering*

Education, v. 34, 3, 2000 pp. 198-207.

