

Promotion and Tenure Guidelines – Department of Medical Education

Tenure and / or promotion is awarded to faculty who are critical to the mission of the department, college, or university.

Introduction

The Department of Medical Education is committed to assisting its faculty in their career development. Junior faculty in either a tenure track or non-tenure track position will have a midpoint review process as described below, 2 ½ to 3 years before applying for tenure and/or promotion.

Midpoint Review Process for Tenure and/or Promotion to Associate Professor

The chair of the department will appoint a three to four person team of faculty who hold a higher-rank to review a mid-point dossier prepared by candidates seeking tenure or promotion to associate professor. This team will review a candidate's CV, accomplishments while at ETSU, and a personal statement about how he/she meets guidelines for tenure and / or promotion. The team will write a report of the candidate's strengths and weaknesses, share that report with the candidate and will forward the report to the department chair. The chair will meet with the candidate to discuss the report and help the candidate develop a plan to address any deficiencies identified.

Peer Review of Teaching

Since teaching is a major responsibility for all faculty within the department, and in keeping with university policy as outlined in the Faculty Handbook (https://www.etsu.edu/trustees/documents/academic/academic_tenure.pdf), the chair will ensure that all faculty who seek tenure and / or promotion have ample opportunities for peer review of their teaching before *and* after their midpoint review process. In addition, junior faculty are encouraged to seek the advice of their more seasoned colleagues as they assume increasing responsibilities within the department.

Tenure and / or Promotion to Rank of Associate Professor

Normally application for tenure and promotion is made at the same time, but there may be circumstances when application for promotion to associate professor and tenure may be separated. Time in rank before application for tenure and / or promotion is 5 years unless otherwise negotiated at time of hiring. Application for tenure must be made by the 6th year unless extensions to time in rank are granted. If not awarded tenure in the 6th year, a terminal one-year contract is offered beginning in the 7th year. Candidates on a tenure track are evaluated on the traditional three criteria of teaching, research and service for the award of tenure and for promotion to higher academic ranks. *If candidate is not on a tenure track, the criteria described below apply for promotion, and he/she will be evaluated in only two areas: teaching plus either research or service, whichever comprise the highest percentage of their time over the review period.*

Promotion to the Rank of Professor

Individuals who are eligible for promotion to the rank of professor will already hold an appointment at the rank of associate professor in the department. One may apply for promotion to the rank of professor during the 6th year in rank or at any time thereafter. Achieving the rank of

professor assumes excellence, it is not automatic; it is not considered a reward for longevity. To achieve the rank of professor there is a *requirement that one has an established national reputation as an outstanding educator*. Evidence of a candidate’s reputation may be provided by, but is not limited to, letters from individuals not associated with ETSU who can attest to the candidate’s achievements as an educator or as a researcher.

Category	Evaluation Standard	Criteria – successful candidates would be expected to meet at least seven of the criteria listed below for the awarding of tenure and at the time for promotion, regardless of academic rank. Criteria marked by an asterisk (*) should be met by all candidates. Enumeration of the criteria does not necessarily imply their relative importance one to another.
<p>Teaching</p> <p>Faculty with a primary appointment in the DME are expected to devote a significant amount of their effort to teaching or related activities</p>	<p>Excellent</p> <p>Striving for excellence in teaching is expected for all candidates</p>	<ol style="list-style-type: none"> 1. In-depth mastery of one or more clearly identified areas of teaching, appropriate for the candidate’s discipline with an in-depth knowledge of current and emerging theory and research related to the identified area(s) of teaching.* 2. Evaluations by DME chair and course director demonstrating “<i>at expected</i>” or above ratings.* 3. Peer evaluations of teaching (via in-session evaluations or letters of support) demonstrating overall positive reviews.* 4. Instructor / small group facilitator in classroom activities such as traditional lectures, TBL, JITT, IQ sessions, laboratory sessions, or simulation sessions with overall positive evaluations by the majority of learners (students, residents, <i>etc.</i>). 5. Currency and creativity in pedagogy, including current and emerging instructional methods and appropriate uses of instructional technology. 6. Documentation of teaching improvement efforts during the evaluation period. (Documentation of improvement may include but is not limited to: increased evaluation scores, increased % of positive narrative student comments, peer reviews over time that indicate improvement, <i>etc.</i>). 7. Evidence of success as a course director or co-course director – <i>this is specific to the course, not to an individual’s teaching.</i> 8. Instructor / lead presenter for a significant number (≥ 15) of contact hours in a course, or in multiple courses, for the medical school TRAILS curriculum, biomedical sciences graduate program curriculum, or other Division of Health Sciences curriculum. 9. Active participation in curriculum planning, curriculum development, instructional design (<i>e.g.</i>, course creation, reviewing or reorganizing content for a course, development of electronic teaching/learning

		<p>programs), or accreditation activities with provided evidence of materials and/or assessment of learners or of educational programs or with appropriate supporting letters.</p> <ol style="list-style-type: none"> 10. Evidence of regional / national recognition for teaching excellence. 11. Evidence of regional / national involvement (e.g., IAMSE, TBLC) in curriculum design or evaluation of the educational process. 12. Serving as a major advisor for graduate students or serving on graduate students’ thesis/dissertation committees. 13. Mentoring of undergraduates, graduate students, medical students, post-doctoral associates, residents, fellows or junior faculty as evidenced by supporting letters. 14. Tutoring students who are experiencing academic difficulties as evidenced by supporting letters. 15. Facilitating or leading in-house faculty development sessions with evidence of positive evaluations. 16. Presentations or teaching outside the COM with evidence of positive evaluations. 17. Presentation or acceptance to present within a CME program, scientific program/conference, or professional teaching conference. 18. Receipt of, or nominations for teaching awards (e.g., Caduceus Club Award, Dean’s Teaching Award). 19. Letters of support from 2-3 “mentees” who identify the candidate as a positive career influence. 20. Evidence of scholarly activity related to teaching (e.g., peer-reviewed publications, development of innovative teaching methods, authorship of textbooks or chapters, lab manuals, podcasts, instructional videos, etc.). 21. Attendance and/or completion of nationally recognized activities, programs, or workshops to improve medical school teaching with evidence that there is a positive impact to QCOM’s educational mission.
--	--	---

Category	Evaluation Standard	Criteria – these are considered as general guidelines to be measured against percent effort – candidates would not be expected to meet all criteria. Criteria marked by an asterisk (*) should be met by all candidates. Enumeration of the criteria does not necessarily imply their relative importance one to another.
Research 30 – 49% effort	Excellent	<ol style="list-style-type: none"> 1. Provides critical support to the education and research mission of the department or College of Medicine (for example, <i>but not limited to:</i> laboratory PI or critical collaborator, director/co-director of a core facility, contribution to outcomes assessment of internal educational programs, consulting, statistical analytics, computer programming, or other technology-related support).* 2. At least two (tenure/associate professor) or at least five (professor) peer-reviewed journal publications at ETSU during the evaluation period; quality and significance of publications is considered more important than absolute numbers.*

		<p>On-going research as evidenced by one or more of the following criteria:</p> <ol style="list-style-type: none"> 3. Peer-reviewed scholarly presentations which may have been accepted but not yet presented, at regional, national, or international meetings (may include residency and post-doctoral period while in rank as an assistant professor); some may be about teaching. 4. Editorially-reviewed publications, including book chapters, monographs, and book-length works, from reputable academic presses/publishers. 5. Other types of scholarly products and activities with appropriate peer review for acceptance and/or other types of critical review and evaluation of quality. 6. Invited presentations <i>while in rank</i> at professional meetings or at other academic institutions. 7. Active investigator or co-investigator / collaborator or consultant on an externally funded grant <i>during the evaluation period</i> for tenure or promotion; or for internal grants the award should exceed \$5,000. 8. Reviewer for journals and/or external research grant agency (<i>e.g.</i>, NIH, NSF, VA, AHA), and/or member of state/national/international peer-review panel. 9. Establishment, maintenance, or significant contribution to national accreditation of teaching or research facilities (this may be applied for service but <i>cannot be applied to both</i> research and service).
<p>< 30% effort</p>	<p>Excellent</p>	<p>1. Provides important support to the overall mission of the department and the College of Medicine.*</p> <p>On-going research as evidenced by one or more of the following criteria:</p> <ol style="list-style-type: none"> 2. Peer-reviewed publication(s) during the evaluation term. 3. Peer-reviewed scholarly presentations that may have been accepted but not yet presented, at regional, national, or international meetings (may include residency and post-doctoral period while in rank as assistant professor); some should be about teaching. 4. Any of the other criteria listed above for 30% or greater research effort.

Category	Evaluation Standard	Criteria – these are considered as general guidelines to be measured against percent effort. Criteria marked by an asterisk (*) should be met by all candidates regardless of rank; otherwise there is no minimal number of other criteria that should be met so long as service furthers the mission of the DME, the College of Medicine or the University at large. Enumeration of the criteria does not necessarily imply their relative importance one to another.
Service	Excellent	<ol style="list-style-type: none"> 1. Service on College of Medicine and/or University committees (boards or task forces)* – service as chair reflects excellence. Annual evaluations by the DME chair demonstrating “at expected” or above ratings on one or more of the following criteria. 2. Involvement in regional, state, or national professional organizations that will support the candidate’s continuing development in his/her specialty areas (including continuing currency in teaching, research, scholarly activity and theory), leadership in professional organizations, and professional recognition. 3. Service in regional or national professional organizations, national scientific review boards, or journal editorial boards – leadership reflects excellence. 4. Service as a board examiner or participation in development of written board examinations. 5. For clinicians: current board certification and direct patient care in practice / hospital setting. 6. For clinicians: service on hospital medical staff committees – service as chair reflects excellence. 7. Coordination or direction of a biomedical sciences core facility/program. 8. Coordination / direction of the simulation center or of the center for experiential learning. 9. Consultation with faculty colleagues (internal or external) to facilitate research efforts (<i>e.g.</i>, statistical analytics, computer programming, or other IT efforts). 10. Participation in community and/or government service related to the candidate’s area of expertise. 11. Leadership of community and/or government service/project(s) related to the candidate’s area of expertise. 12. Significant contributor to specified service of importance to the department not covered by previously listed criteria (<i>e.g.</i>, authorship of reports used to publicize departmental achievements or to meet standards as determined by external accrediting bodies; leadership in review of internal departmental standards such as promotion and tenure guidelines). 13. Significant contributor to service for other colleges and units within the University that are relevant to the candidate’s expertise. 14. Supervising departmental staff or serving on search committees to recruit faculty or staff. 15. Advising students or sponsoring a student organization.