Educational\textsuperscript{1} guidelines relevant to appointment, reappointment, and promotion of BSD faculty without clinical duties

[Divisional Executive Committee 28 Sept 2006]

In BSD, faculty members have educational programs that are significant, of high quality, and documented. BSD faculty members with clinical duties\textsuperscript{2} will often perform clinical education in the course of these duties, and/or contribute to didactic education, informal education outside of the clinics, and/or research mentorship. This document provides guidelines and advice (i.e., not quotas or requirements) on educational programs relevant to appointment, reappointment, and promotion for BSD faculty without clinical duties.

The following principles govern the expectations of educational activity:

• Responsibilities for courses or areas of instruction outside faculty members' individual research programs are taken on by Departments. For Ph.D. and Masters education, "Programs" (sometimes vested in Ph.D.-granting Committees as well as in Departments) will typically develop their own curricula. For undergraduate and medical education, responsibilities will be negotiated between the Departments and the cognizant dean.

  • Each Department will staff the courses for which it is responsible. In so doing, the responsible Department will ensure high-quality instruction, and will either replace instructors who are deficient or help them to improve.

  • Staffing a Department's courses is not limited to faculty with membership in that Department. Departments will cooperate in the staffing of one another's courses, and those of Programs not vested in a Department.

• Specific teaching assignments of faculty members are a matter for negotiation between the departmental chair and faculty member. It is the chair's responsibility to ensure that each faculty member will have an educational role sufficient to support reappointment or promotion, and that the quality of that education is documented and excellent (or, where it is not excellent, the faculty member is reassigned to a role in which he/she can excel or is provided the resources to improve his/her teaching).

• No faculty member will be reappointed or promoted whose educational effort is confined to the mentorship of trainees in one's own research program. Education outside one's own research program may comprise both formal coursework and other activities, as long as it is documented, evaluated by both students/trainees and the department, and excellent.

\textsuperscript{1} Education is the transmission of knowledge. "It may occur in lecture rooms, in small discussion groups, in research seminars, at the bedside in medical school, in laboratories, in the supervision of dissertations, and in the guidance of research assistants, postdoctoral students, and residents in hospitals...[and] include accomplishments in curriculum planning, the design of particular courses, and other teaching activities which go beyond the direct face-to-face teaching of students" [Shils Report, 1972]. Currently much education occurs via the internet, by faculty participation as experts in offsite programs, and in continuing medical education – and informally in the hallways, during short lab visits, and in social occasions. In addition to those mentioned above, "students" may include faculty colleagues and visitors from other institutions (and during visits to other institutions). "No one is likely to be equally competent or outstanding in all the different forms of [education]" [Shils Report]. For the purposes of this statement, education is considered not to include transmission of one's own research findings through publication, presentations, etc.

\textsuperscript{2} Clinical duties refer, for example, to the care of human patients, veterinary duties, operation of clinical laboratories, and similar activities.
•Ordinarily, faculty members in the basic sciences (including faculty without clinical duties in Health Studies, Human Genetics, and Pathology) will annually offer at least one entire one-quarter-length course, or its equivalent, as approved by their department chair. Deviation from this expectation (e.g., reduced teaching in the first years of an appointment, increased teaching as a matter of good citizenship, departmental policy, in exchange for increased protected time for teaching) is permissible when justified. As a point of departure, the Committee on Reappointment of Assistant Professors (COROAP), which lacks the authority to require any amount of teaching, recommends that assistant professors without clinical responsibilities have offered at least one entire one-quarter-length course, or its equivalent, before their reappointment review. One rationale for this recommendation is so that assistant professors and their departments can detect and remedy any problems in the quality of education and/or its documentation before assistant professors face an "up-or-out" promotion decision. Another is that such teaching facilitates recruitment of graduate and undergraduate trainees to the instructor's research program. New faculty and their chairs, section chiefs, and mentors should seriously consider this recommendation.

•Faculty members without clinical duties who are appointed in the other clinical departments may justifiably perform less formal teaching than faculty members in the basic sciences, but not zero formal teaching. The justification is that in the basic science and bridge departments, the Dean provides higher levels of salary support in the basic and "bridge" departments with the expectation that it protects time for formal teaching, and such support is less in clinical departments. Where formal teaching effort is thus reduced, such faculty will be expected to deliver correspondingly more informal teaching or mentorship in their own research laboratory. It is recommended (i.e., not required) that, in the initial terms of appointment, such faculty participate in undergraduate, graduate, and medical student coursework so that they can discover where their educational talents lie and make themselves known to potential research trainees.

• Occasionally, a faculty member's teaching competence may be in an area in which additional coursework is not needed. In such circumstances, reduced teaching is understandable as long as such faculty members are willing to teach when needed and, with their chair and/or section chief, have made a good faith effort to identify teaching opportunities for which they are suited. Occasionally, no faculty may be competent to teach in an area of need, and may be urged or assigned to develop such teaching competence; such instances should be viewed as exemplary collegiality, commended, and rewarded. By contrast, unwillingness to do one's fair share of teaching in an area of competence when needed is viewed as uncollegial. The education deans will be consulted as to whether either of these situations exists.

Commentary: Faculty members without clinical responsibilities can deliver education outside their own research programs in multiple ways. In addition to teaching in formal courses, faculty members can, for example, design new courses and curricula, examine students at multiple checkpoints in the graduate programs, participate in journal clubs, provide formal or informal advice to other colleagues and their trainees, create web-based learning tools, professional mentorship of colleagues, and so on; this is not intended as an exhaustive list. Except if it is being used as an excuse to avoid one's fair share of service teaching, any form of education is creditable for appointment, reappointment, and promotion. Outside of formal coursework (and even with some formal courses, where a faculty member contributes one or a small number of lectures), the challenge will be to document and evaluate the delivery of education and its quality.

For education within a faculty member's own research program, the best documentation would be to provide the names, training dates, and status (high school student or teacher, undergraduate, graduate student, medical student, resident, fellow, or other) of all trainees, complete citations of their publications and abstracts, presentations at scholarly meetings, awards of competitive funding or other honors, and their present status and institution. Success and quality in research mentorship should be self-evident from this information.
For other education not formally evaluated, faculty members may wish to maintain a log of activity, including names of those who could be consulted to assess the nature and quality of education being delivered.