Proposal for Educator Track Faculty Appointments Revised May 10 2012

Purpose: To provide a career track with the potential for promotion to full professor at the University of Kansas Medical Center, including the Wichita and Salina campuses, for eligible faculty members who have primarily educational responsibilities in non-clinical areas.

Rationale: In the last two decades, dramatic changes at academic medical centers have occurred in academic responsibilities that challenge the concepts of the traditional academic tracks. Nationally, the percentage of full time PhD faculty in basic sciences on non-tenure tracks has risen steadily to around 20%. As data on new appointments show more faculty members entering non-tenure tracks than tenure track, the proportion of basic science faculty on non-tenure tracks is expected to grow substantially. Simultaneously, the number of PhD faculty in clinical departments has grown, and nationally more PhD faculty members now have appointments in clinical rather than in the traditional “basic science” departments.

Faced with the challenges of developing academic tracks to support the career development of this increasingly diverse faculty, schools have designed a variety of non-tenure tracks such as the Research Scientist Track, and/or made adjustments to tenure policies such as changes in financial guarantees, extended tenure probationary periods, and greater flexibility to transfer between tracks. The only published analysis of the challenges associated with non-tenure tracks for research faculty concluded that most disadvantages stemmed from cultural and organizational issues in the school such as “second class citizenship,” ineligibility for participation in faculty governance, exclusion from some internal funding sources and core resources, and a perception of vulnerability to discrimination or termination of appointment. Most of the current literature deals exclusively with research faculty members; little has been published relating to the needs of those whose primary role is related to education in the basic sciences.

Educator Track Proposal

In order to attract and retain a cadre of dedicated outstanding non-clinical faculty members who are committed educators of the health professions, this proposal creates a new faculty track, the Educator Track. This faculty track will be especially important to the development of distributed medical education on the Wichita and Salina campuses. Faculty members on the Educator Track will be employed as part-time (0.5 FTE or greater) or full-time (1.0 FTE) on term contracts, that may range from 1 up to 3 years in duration at the discretion of their Dean and/or Department Chair. The academic titles for this track will be unmodified for paid faculty members with 1.0 FTE. Part-time faculty members (less than 1.0 FTE) will use a modifier as follows:

- Education Instructor
- Education Assistant Professor
• Education Associate Professor
• Education Professor

Appointment on this track is limited to individuals with 75% or more of their effort devoted to education.
Term appointments may be one to three years. Successive appointments will be contingent upon new offers. Faculty members can transfer from Tenure Track to the Educator Track as long as the transfer occurs before the 6th (tenure decision year). Full-time faculty members can complete a one-time transfer to the Tenure Track with the approval of their Department Chair and the Dean of the appropriate school. Faculty members on the Wichita campus require the approval of the Wichita Dean and the Executive Dean of the School of Medicine for any track change. Faculty members on the Educator Track who are .5 FTE and higher will be eligible for faculty benefits as described in the Handbook for Faculty and Unclassified Staff. Faculty members at or above .5 FTE must complete the Annual Faculty Assessment Process.

Educator: Expectations for Appointment and Promotion

Appointments on the non-tenure, Educator track are intended for part-time or full-time faculty members whose primary contributions are to teaching or administration related to medical or healthcare education. The Educator track allows for the appointment and promotion of those faculty members who are engaged primarily in the education mission of the University of Kansas Medical Center. While the defining feature of this track is a requirement for making contributions to education, candidates are expected to contribute to scholarship, particularly the scholarship of healthcare/medical education, and service. Appointment as an Assistant Professor on this track requires a terminal degree. There is no required or recommended timeline or deadline for promotion on this track. Faculty members will be considered for promotion when they have attained the achievements and met the criteria of the next academic rank.

Criteria for Appointment to Rank on the Educator Track (appointment and promotion criteria for this track will be appropriate to the specific school within KUMC, but are generally described below).

1. Instructor
Appointment to the rank of Instructor normally requires the following qualifications:
• Individuals must have reached the terminal degree in their field.
• Defined potential contributions to the educational program(s) of the Medical Center accounting for 75% or more of paid effort.
• Defined potential service contributions.

2. Assistant Professor
Appointment to this rank or promotion from the rank of Instructor normally requires the following additional qualifications:
• Prior experience in the field.
• Defined role in education.
• Defined plan or limited contributions to scholarship.
• Service (or a defined plan for service) to KU, KUMC and/or the medical/scientific community.

To Associate Professor: Appointment to this rank or promotion from the rank of Assistant Professor normally requires a minimum of three years of service as an Assistant Professor. Expectations for promotion or appointment to this rank are listed below:

1. Mid-career level achievements in education. The associate professor is distinguished by taking responsibility for significant components of the educational program and by his/her efforts to facilitate, manage, coordinate and advance teaching by others. Documentation is expected in three areas of educational achievement
   i. Sustained and substantial high-quality personal teaching with evidence of positive outcomes, including learner and peer evaluations.
   ii. Educational leadership in taking responsibility for significant courses, especially evidence of initiating or improving courses and advancing the curriculum and educational programs of the School or specialty
   iii. Creating and/or improving educational materials, including examinations and assessment tools, to support courses.

2. Mid-career level achievements in research/scholarship: Individuals on this track must show evidence of research/scholarship and have credibility among their peers. They must be up to date on developments in their areas of specialization and related disciplines. Compared to his/her colleagues on tenure or research tracks, the faculty member on the Educator Track is more likely to be a participant in collaborative research and educational scholarship. Consideration for academic promotion on this track places less emphasis on being an independent investigator than other tracks, but mid-career level evidence of active engagement in research/scholarship is required. As Educator faculty, members are expected to continually strive to improve educational programs, educational scholarship (as evidenced by poster and other presentations and workshops at national meetings and publications in educational journals) may be an important element of research/scholarship achievements.

3. Mid career level achievements in academic service. Responsibility for core components of the educational programs of the School is foundational to the Educator Track. As these faculty members are essential to the governance and other organizational activities of the faculty, academic service is a criterion for promotion. They are expected to actively participate in activities to improve the overall curriculum and programs of the School as well as those programs for which they are directly responsible. Evidence of collaborating with faculty to improve other modules or clinical courses also contributes to academic service.
4. Professional service (e.g. providing specialized contractual services) may be a component of the academic roles of some individuals on this track. This service should be recognized as beneficial to the School. Professional service achievements enhance the application but professional service is not a requirement for academic promotion.

To Professor: Appointment to this rank or promotion from the rank of Associate Professor normally requires a minimum of three years of service as an Associate Professor and evidence of national and/or international recognition of expertise in education for the Health Professions.

Expectations for promotion or appointment to professorial rank are

1. Established Career level achievements in Education
2. Established Career level achievements in Research/Scholarship
3. Mid-Career level achievements in Professional Service
4. Mid-Career level achievements in Academic Service

Professorial rank is characterized by outstanding educational or learning activities for students in medicine, nursing or health professions as evidenced in development of original course material, course/module directorship, and evaluations by peers and learners. Evidence of major national/international contributions with outstanding evaluations and documented recognition as an educator in health professions education such as original publications in peer-reviewed journals, organizing and leading national presentations and workshops, leadership in national specialty organizations, scientific review panels or NBME or related task forces and groups in medical education. Leadership as Principal Investigator or Co-Principal Investigator on funded research or educational and/or service as Principal Investigator or Co-Principal Investigator on funded research or educational projects) is further evidence of outstanding educational achievement.

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1 Bunton SA, Mallon WT. The continued evolution of faculty appointment and tenure policies at US medical Schools. Acad Med 2007;82:281-9
2 Howell LP, Chen C-Y, Joad JP et al. Issues and challenges of non-tenure-track research faculty: the UC Davis School of Medicine experience. Acad Med 2010;85:1041-7