



MEMORANDUM

To: Donna E. Shalala, President

From: Stephen Sapp
Chair, Faculty Senate

A handwritten signature in black ink that reads "Stephen Sapp".

Date: April 23, 2009

Subject: Faculty Senate Legislation #2008-24(B) – Establishment of Educator Faculty at the Miller School of Medicine

On April 22, 2009, the Senate voted to approve the proposal for the establishment of educator faculty at the Miller School of Medicine as presented by Dr. Richard Thurer.

The proposal is enclosed for your information.

The legislation is now forwarded to you for your action.

SS/rh

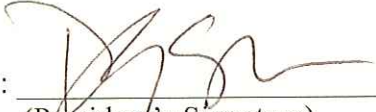
Enclosure (proposal)

cc: Thomas LeBlanc, Executive Vice President and Provost
Pascal J. Goldschmidt, Senior Vice President and Dean, Miller School of Medicine
David Birnbach, Vice Provost, Faculty Affairs
Richard Thurer, Senior Associate Dean, Faculty Affairs

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Faculty Senate Legislation #2008-24(B) – Establishment of Educator Faculty at the Miller School of Medicine

PRESIDENT’S RESPONSE

APPROVED:  DATE: 4/29/09
(President’s Signature)

OFFICE OR INDIVIDUAL TO IMPLEMENT: DEAN GOLDSCHMIDT

EFFECTIVE DATE OF LEGISLATION: IMMEDIATELY
(if other than June 1 next following)

NOT APPROVED AND REFERRED TO: _____

REMARKS (IF NOT APPROVED): _____

MILLER
SCHOOL OF MEDICINE

Pascal J. Goldschmidt, M.D., FACC
Senior Vice President for Medical Affairs and Dean
Chief Executive Office, Miami Medicine

TO: Faculty Senate
FROM: Pascal J. Goldschmidt, M.D.
Senior Vice President for Medical Affairs and Dean
Norman H. Altman, V.M.D.
Speaker, School Faculty Council
DATE: April 14, 2009
RE: Establishment of an Educator Track

The School Faculty Council at its meeting of February 24, 2009, and April 14, 2009, after considering a proposal by the Department of Medicine, reviewed and approved by unanimous vote that the proposed new faculty Educator Track be made available to all departments within the Miller School of Medicine. This track would represent a community of academic scholars with terminal degrees, physicians or non-physicians, who devote their major effort to educational activities including teaching, research in instructional methodology, and/or educational administration. The availability of this track is essential to develop a cadre of faculty whose primary focus is on the educational mission of the School of Medicine.

A similar proposal, the non-clinical Educator Track, was approved by the Faculty Senate Legislation #2006-08(B) for the Department of Cell Biology and Anatomy. The current proposal defines the community of scholars in greater detail with an emphasis on enhancing all aspects of the educational program at the School of Medicine.

It is proposed that the number of faculty in the Educator Track not exceed 20% of the tenured and tenure earning faculty in the department in which they are appointed. In addition, the total number of faculty in this track would be limited to 15% of the tenured and tenure earning faculty of the entire School.

The proposed criteria for appointment and promotion in the Educator track are attached.

(Attachment A) If approved, these criteria will be incorporated into the School's Appointment, Promotion and Tenure guidelines.

Pascal J. Goldschmidt, M.D.
Senior Vice President for Medical Affairs and Dean

Norman H. Altman, V.M.D.
Speaker, Medical School Faculty Council

Date 4/15/09



MILLER SCHOOL OF MEDICINE
EDUCATOR TRACK PROPOSAL
(Attachment A)

EDUCATOR TRACK:

Appointments to the Educator Track are permitted in all departments of the Miller School of Medicine. The numbers of faculty appointed in this track shall be limited to 20% of the tenured and tenure track faculty in the department in which they are appointed. The total number of faculty in this track shall be limited to 15% of the tenured and tenure earning faculty of the entire School.

Faculty members in this track are those (physicians or non-physicians) with a terminal degree, who devote their major academic effort to teaching and/or teaching administration. Members of the faculty may elect to be considered for promotion in the educator track in the School, following appointment at the rank of Assistant Professor or Associate Professor. They shall use the following titles: Assistant Professor, Educator Track, Associate Professor, Educator Track and Professor, Educator Track. Except as required by the University or granting agencies the modifier "Educator Track" need not be indicated. Scholarly contributions related to teaching and teaching administration are expected for advancement in this track. Curriculum design and administration are acceptable forms of teaching and scholarship for promotion in the track.

Promotion in the educator track signifies that the candidate has performed outstanding service and/or teaching and has provided evidence of continued professional growth. In accord with the Faculty Manual (C9.7) the rank of Associate Professor "requires a record of substantial success in both teaching and scholarship" although "in unusual cases an outstanding record in one of these activities and an adequate record in the other may be considered sufficient." "Appointment to the rank of Professor requires national recognition in the profession."

1. Promotion to Associate Professor or Appointment as Associate Professor, Educator Track:

Evidence must be presented describing the candidate's accomplishments in his/her area of teaching or teaching administration. Evidence of excellence shall include:

- 1) Five letters of evaluation from individuals based either outside or within the School. At least two letters should be from outside the institution and represent an unbiased evaluation of the candidate. Letters should compare the candidate with other faculty of similar rank and experience. The Chairperson must specify the relationship of the evaluator to the candidate, provide the reviewers with a brief description of the stature and qualifications of the evaluators, and a copy of the letter requesting the evaluations. The chair shall certify that all letters of evaluation received are included in the candidate's file.
- 2) Evaluation Criteria for promotion

Candidates will be evaluated with respect to significant performance in the areas of administrative and creative work, and teaching activity. When major contributions

are in one area, candidates should also have made a tangible contribution to the other. Because of the broad scope of the work of an educator, documentation shall be provided in the format of an Educator Portfolio. Portfolios are increasingly used as tools to assemble evidence to justify promotion, providing documentation of teaching assignments, examples of instructional materials, and evaluations from learners. Examples and guidelines for the Educator Portfolio may be found on the Educational Development Office of the UMMSM website (<http://edo.med.miami.edu/x31.xml>).

a) Teaching:

Evidence of high quality teaching is an important criterion for promotion. Evidence shall be presented affirming the candidate's command of the subject(s), continuous growth in the candidate's field(s), and a capacity to stimulate student thinking and professionalism.

Such evidence could include, but not be limited to:

- letters from colleagues who are familiar with the candidate's teaching
- evidence of continued education completed
- evidence of scholarship in creation of courses and resources
- students mentored and/or supervised
- structured peer review of teaching
- student teaching evaluations
- awards or special recognitions

In addition to these principal criteria, faculty are expected to present evidence of continued professional competence and engagement. Evidence shall be presented attesting to the candidate's continued professional competence in the subject(s), and continued work within the professional area(s).

This evidence could include, but not be limited to:

- quality of professional work
- participation in professional association conferences
- presentations to local, regional, or national audiences

b) Administrative and scholarly work:

Faculty play an important role in the administration and shared governance of the University and formation of its policies. Recognition should be given to faculty who prove themselves to be able administrators and who participate effectively and imaginatively in administration and in the formulation of program policies.

Such evidence could include, but not be limited to:

- number and quality of new educational programs and/or courses created (with review of specific program outcomes if available)
- participation in medical education scholarly projects within and outside the institution
- mentoring of students in medical education projects
- mentoring of faculty engaged in medical education research
- creation of faculty development and research tools
- positions of leadership or responsibility in organizations and professional societies
- appointment to major institutional or external committees and/or advisory panels
- service on editorial boards or as manuscript reviewer for education journals and conferences
- evidence of scholarship in the arena of medical education and administration
- letters from colleagues, who are familiar with the candidate's administrative responsibilities
- evaluations from external professionals who have worked with the candidate
- awards or special recognition

c. Additional contributions to the mission of the School in the form of contributions to basic scientific and clinical research and general support of the clinical enterprise shall also be considered. Although considered, such contributions by faculty engaged entirely in teaching and/or teaching administration are not required in this track.

2. Promotion to Professor or Appointment as Professor on the educator track:

In addition to the documentation required for promotion or appointment as Associate Professor, Educator Track, evidence must be presented that the candidate has continued to grow in stature in his/her teaching or teaching -administration area. Documentation of further excellence since the initial appointment or promotion must be provided.

Promotion to Professor requires national recognition in the area of medical education.

Supporting evidence may include:

- continued service as presenter at local, regional, or national meetings
- service as visiting professor

- continued evidence of scholarship in the arena of medical education and administration through preparation of books, chapters, medical education reviews
- service on editorial boards or as manuscript reviewer for education journals and conferences
- awards or special recognition
- appointment to major institutional or external committees and/or advisory panels
- documentation of funds raised by medical education grants