

TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER
PAUL L. FOSTER SCHOOL OF MEDICINE
Medical Educator Pathway

This pathway is designed for those faculty, clinician or non-clinician, who devotes the majority of their time to educational endeavors associated with the mission of the School of Medicine. Faculty on the medical educator pathway are required to develop an educator's portfolio. Faculty on this pathway are expected to demonstrate true excellence in teaching and carry a heavy (50% or more) teaching load and/or heavy administrative load related to individual educational programs or the educational mission of the institution. In addition, they are expected to clearly demonstrate scholarship within medical education, combination of teaching and administration, and/or in their respective discipline in order to advance on this pathway. Clinical faculty on the medical educator pathway are required to demonstrate direct patient care clinical activity within their specialty, remain board certified in that specialty and maintain licensure with the TSBME.

Teaching

Examples of teaching activities include but are not limited to:

- Instructing medical students, residents, fellows, undergraduate students, graduate students, and postgraduate trainees in classroom, laboratory, patient care or other environments
- Advising, counseling, evaluating, mentoring, and recruiting students, residents, or fellows
- Presenting or leading continuing professional education programs
- Presenting or leading faculty development activities
- Instructing learners of other schools and institutions (must be professionally related and within university policies for conflict of interest and consulting)
- Developing curricula, organizing new teaching programs, substantially improving established courses, or integrating teaching activities within or between departments
- Developing or facilitating improvements in teaching techniques and methods of evaluation
- Developing or substantially improving teaching resources such as syllabi, manuals, testing procedures, electronic resources, and equipment, including the preparation and evaluation of standardized patients and similar resources

Applicants should ensure that all relevant teaching activities are documented. If necessary, the significance of specific teaching activities should be clarified as reviewers may not be familiar with the specific discipline or teaching program.

Measures of the **quality** of teaching must be provided. Measures of the quality of teaching include but are not limited to:

- Evidence of the effectiveness of teaching (e.g. objective evidence learner gains in knowledge, skills and/or other outcome measures)
- Evaluations by learners
- Evaluations by colleagues (peers or supervisors)
- Teaching awards or other formal recognition of teaching excellence

TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER
PAUL L. FOSTER SCHOOL OF MEDICINE

Medical Educator Pathway

- Performance of learners on standardized exams such as USMLE Step exams and NBME Subject (Shelf) exams, results of in-training exams, and results of American Board of Medical Specialties board examinations
- Learner and/or peer evaluation of educational materials, course management or other educational activities
- Adoption of teaching methods or materials by other courses or institutions
- Selection by other faculty members as a mentor for educational activities
- Invited presentations at other institutions as well as state, national and international meetings

Assistant Professor

Faculty members who are at Assistant Professor level or seeking a position at Assistant Professor level at the TTUHSC El Paso PLFSOM on the Medical Educator Pathway should be able to document competency in activities such as:

- Lecturing to medical and/or graduate students, residents, fellows, and peers
- Instructing during laboratory or similar experiential learning activities
- Teaching in patient care environments
- Facilitating and teaching in small group formats
- Participating in supervision and individualized teaching of graduate students or medical students
- Presenting patient conferences, grand rounds, and similar sessions
- Assisting with journal clubs
- Advising individual learners
- Developing teaching materials or new curricula
- Involvement with scholarly activities such as presenting at regional/national conferences and involvement with textbook chapters/publications relevant to their areas of expertise

Associate Professor

Faculty members applying for promotion to or appointment at Associate Professor level should demonstrate proficiency in activities such as:

- Developing and participating in teaching of major components of courses (medical student, graduate student, resident, fellow, or CME courses)
- Measurable success/ improved educational outcomes in running a residency/fellowship or clerkship/pre-clinical program
- Supervising graduate students or medical students and participating on dissertation committees
- Sustained and substantial teaching in patient care settings
- Developing significant educational and curricular materials (e.g. syllabi, curricular objectives, teaching cases, software)
- Developing significant evaluation techniques (e.g. examinations, surveys, software, standardized patients)
- Advising, mentoring and/or providing career guidance to significant numbers of learners
- Service on regional or national committees related to Academic Medicine

TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER
PAUL L. FOSTER SCHOOL OF MEDICINE

Medical Educator Pathway

- Recognized contributions (awards) for education at the teaching or organizational/administrative level or contributions within their specific discipline
- Number of support grants for educational activities, educational research, or within their specific discipline that have been submitted, approved and funded
- Contributions to the medical literature or to national or international education knowledge, or within their specific discipline including citations of published work
- Actively involved in scholarly activity over a sustained period of time
- Presents scholarly activity at peer reviewed regional/national medical education conferences and/or at conferences within their own discipline
- Invited scholarly talks at the regional level
- Development of teaching and evaluation materials that are used outside the institution
- Supervising or coordinating teaching by others (such as course directors, residency program director)

At this level there should be clear evidence of a regional reputation. Evidence of quality for all activities must be documented, including awards for teaching excellence or service to education.

Professor

Faculty members applying for promotion to the rank of professor on the medical educator pathway should demonstrate excellence in activities such as:

- Supervising or coordinating teaching by others (such as course directors, residency program director)
- Developing a course, curricular materials, or evaluation resources/techniques that are used regionally or nationally
- Playing a major role in the organization, implementation and evaluation of a regional or national educational activity
- Supervising an educational program for a regional or national audience
- Writing or editing textbooks or equivalent resources adopted by other institutions
- Acting as an education consultant to national bodies or a reviewer for national grants in education
- Serving as a national board examiner
- Participation in developing national examinations, standards, or resources for medical education (including specialty-specific activities)
- Evidence of success in educational leadership roles within institutions (associate dean type positions) as measured by student successes on USMLE steps, NBME scores, and accreditation of postgraduate programs like residencies and fellowships, including roles in developing new programs
- Serving as an item test writer for the NBME, USMLE or other National exams
- Serving on national committees like the ACGME or discipline specific RRC
- Serving on or Chairing national committees related to medical education societies like Society of Teachers of Family Medicine (STFM), Society of General Internal

TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER
PAUL L. FOSTER SCHOOL OF MEDICINE

Medical Educator Pathway

Medicine (SGIM), Council on Medical Students Education in Pediatrics (COMSEP), International Association of Medical Science Educators (IAMSE)

- Service on national discipline specific committees like APS and ASM
- Contributions to educational and scientific literature as measured by the assessment of the significance of original contributions to the literature or to national or international education knowledge, or within their specific discipline including citations of published work.
- Recognized contributions (awards) for education at the teaching or organizational/administrative level
- Invitations to teach at other institutions
- Use by other institutions of materials, teaching techniques, evaluation methods or publications related to education
- Number of support grants for scholarly activities or research that have been approved and funded
- Presenting scholarly activity at peer reviewed national/international conferences over a sustained period of time

At this level there should be clear evidence of a national or international reputation. Evidence of quality for all activities must be documented, including awards for teaching excellence or service to education.