

ACADEMIC MERIT REVIEW

CRITERIA FOR DETERMINING MERIT IN EDUCATION

Criteria (Modified 9/5/2012, 7/30/14, 10/1/14, 11/4/15, 5/2/16, 6/23/16, 12/19/18)

The criteria listed below for the various ratings should be interpreted as reasonably firm guidelines. There is room for flexibility and discretion in balancing percent effort against those criteria. For example, a faculty member who achieves only one of the criteria for a “superior” rating in a given category but whose percent effort within that area is relatively low (e.g., 20%) may, at the discretion of the chair, receive a rating of “superior.”

The AAMC has described 5 domains for Scholarship/Excellence in Education:

- Teaching
- Curriculum Development
- Assessment of Learners
- Advising and Mentoring
- Leadership

The general expectation for educators is that they establish and maintain an environment of inquiry and scholarship with an active research component. The expectation is that educators must regularly participate in organized clinical discussions, rounds, journal clubs, and conferences.

CRITERIA FOR EVALUATION

Performance **Not Acceptable**

1. Refusal to accept a reasonable request to teach or assist in educational efforts.
2. Unsatisfactory or poor performance as a teacher (determined by course directors, program directors or department chairs) or in other educational roles.

Performance **Marginally Acceptable**

1. Reluctantly accepts teaching assignments, educational assignments, and devotes little effort to prepare for those assignments.
2. Weak performance as a teacher/educator (determined by course directors, program directors, or department chairs).

Performance **Acceptable**

1. Accepts reasonable teaching assignments and roles in education and does a satisfactory job teaching and in these educational roles.
2. Does a satisfactory job as a course director, section leader, program director, etc.

Performance **Superior** - When applicable it is the responsibility of the faculty member to obtain appropriate written justification of Superior from appropriate course or program chair(s)/director(s).*

The following are metrics of excellence, each representing achievements in one or more of these domains. In order to achieve “Superior”, except where indicated, at least 3 of the following metrics must be met.

1. Recognized by students/residents as an exceptional teacher and/or advisor (e.g., receives formal teaching award). NOTE: this parameter may be sufficient in and of itself to warrant a “Superior” rating.
2. Recognized by the Undergraduate Medical Education (UME), Graduate Medical Education (GME), or Graduate School leadership team input from course, clerkship, residency, or other educational leaders as having made a superior contribution to a course, clerkship, residency program, or other educational initiative. Superior Continuing Medical Education program development will also be considered.
3. Received state or national recognition for teaching or other educational activities (requires more than service on national education committees, unless such service is in a leadership role).
4. A member of the faculty in the Medical Educator category who published or presented peer-reviewed case reports or clinical series at local, regional, or national professional and scientific society meetings.
5. Received an extramural education-related grant.
6. Served as principal author of an education-related article in a peer-reviewed journal, print or electronic publication, including textbooks.
7. Served as a contributing author on two or more education-related articles in a peer-reviewed journal, print or electronic, including textbooks.
8. Developed a new curriculum offering or course or program improvement (i.e., a significant reorganization of an existing course that improves student learning and performance) as evaluated by the UME, GME, Graduate School, or CME leadership*

team. NOTE: this parameter may be sufficient in and of itself to warrant a “Superior” rating.

9. As a course director, section leader, residency program director, or core faculty, significantly revised and improved the course/section or residency program (evidence for such change or improvement must be provided).
10. Organized and led a peer-reviewed national or state-wide education related workshop.
11. Developed new and/or innovative education related evaluation assessment tool or process.
12. Encouraged and/or supported students and/or residents and fellows in scholarly activities with evidence of success such as recognition of a trainee with a significant award or a trainee publication in a high quality peer reviewed journal.
13. Excelled in mentoring faculty in scholarly activities with evidence of success of the mentee who is recognized with an award, promotion etc.
14. Excelled in acquisition of institutional accreditation for external program accreditation and/or the internal program review process and is recognized as such by the leadership teams.
15. Other: excelled in education in other ways as determined by the education leadership team and/or department chair.
16. Mentoring UConn undergraduate(s) and/or medical students in a research experience in the faculty member’s laboratory with evidence of success. **

**This may apply to Education or to Research, but not both.