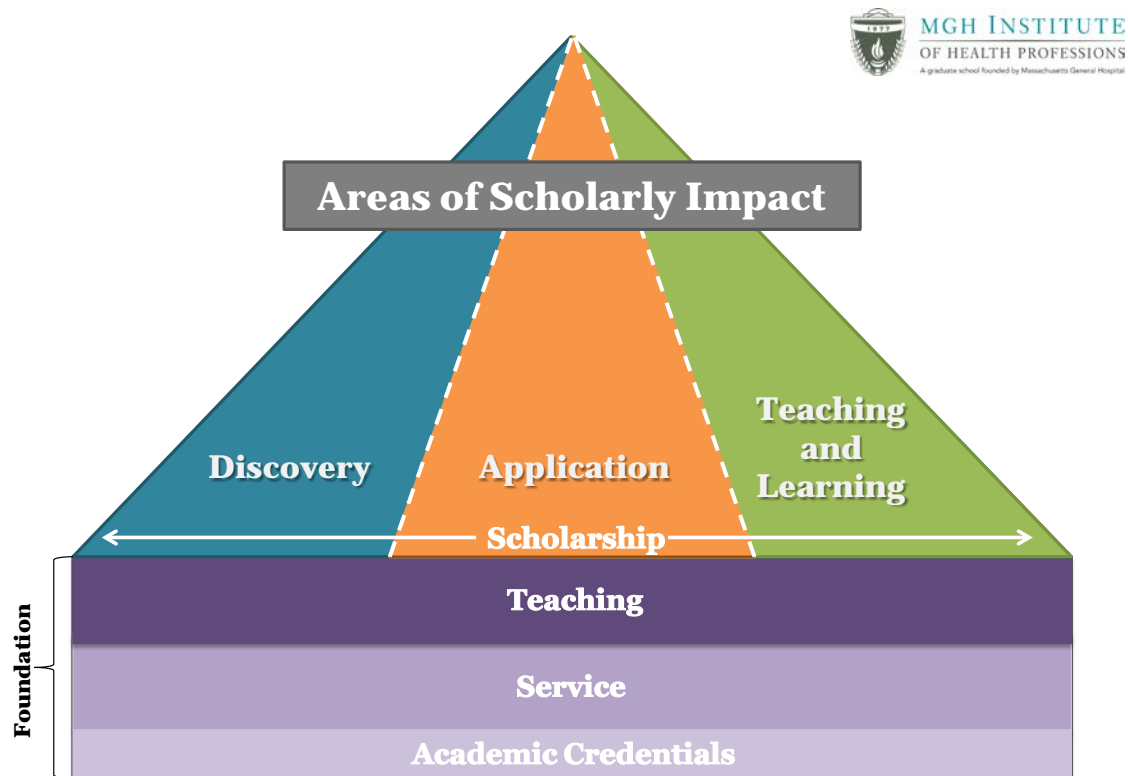




IHP Scholarship Model

Introduction

The Faculty Appointment and Promotion Committee has developed a scholarship model and criteria for appointment and promotion to reflect the breadth of faculty scholarly pursuits while maintaining an emphasis on impact in teaching and a commitment to service. These criteria adapt Boyer's¹ framework for the purpose of defining faculty scholarship in a manner consistent with the Institute's values and mission and are delineated in the accompanying document entitled "Criteria and Examples for Appointment and Promotion."



¹ Boyer, E. (1990). *Scholarship Reconsidered: Priorities of the Professoriate*, The Carnegie Foundation for the Advancement of Teaching, Wiley & Sons: NY

Figure 1. Institute of Health Professions Appointment and Promotion Model

Figure 1 above illustrates the IHP Scholarship Model. The overall conceptualization of this model begins with a foundation consisting of the faculty member's credentials, contributions in service, and effectiveness in teaching. Furthermore, each faculty member is expected to demonstrate accomplishments in one or more of the following three Areas of Impact: Scholarship of Discovery, Scholarship of Application and/or the Scholarship of Teaching and Learning.²

Foundational Components of Scholarship at the Institute

Academic Credentials. The minimal requirement for faculty appointment is a masters degree. Within the Academy³ each discipline has its own norms for academic credentials associated with various ranks. The recommendation for rank should include a rationale based on consistency with the faculty member's profession as well as departmental parity.

Contributions in Service. All faculty provide service in one or more of the following areas: program/department, school, Institute, community and/or to the profession(s). The scope and impact of these contributions is expected to vary according to rank and is negotiated as part of the workplan development process. Leadership and responsibility in service are generally expected to increase as one progresses through the academic ranks.

Contributions in Teaching. Given the importance of the educational mission at the IHP, with rare exception, all faculty will engage in teaching and be evaluated for excellence in the area of teaching. The impact of these contributions is expected to vary according to rank.

Areas of Scholarly Impact

Each faculty member is expected to demonstrate impact in one or more of the following three areas: Scholarship of Discovery, Scholarship of Application and the Scholarship of Teaching and Learning. "Impact" is defined as substantive contributions that influence professional education and practice, healthcare delivery, and the well-being of society. Specific examples of impact are provided in the accompanying Appointment and Promotion Criteria document.

Most faculty will have a predominant area of scholarly impact. As part of the development of a faculty career path, individuals will generate a long-term plan that focuses on one or more of these areas of impact. The overall influence of this work, including its quality and quantity, will be considered in determination of rank. Faculty members' contributions should significantly enhance their reputations as scholars, consistent with their defined area(s) of impact. Should

² The view of the Institute is that Boyer's scholarship of integration is embedded in and cuts across these three areas.

³ "Academy" here refers to the larger society of academic scholars that aims to promote and maintain standards in various fields. (Adapted from oxforddictionary.com, 2014, retrieved 2/26/2014.)

faculty members elect to change their area(s) of scholarly focus, the activities and examples of evidence supporting their promotion should change as well.

The development of faculty members' annual work plans should reflect their individual paths towards promotion, and should be informed by the criteria for promotion. Annual plans should consistently move the faculty members towards meeting these criteria. The area(s) of impact should represent sustained activities to which faculty members have devoted time and effort since their last appointment of rank.

The general examples provided for each area of scholarly impact in the following sections are not comprehensive, but are meant to serve as examples of typical achievements for a given rank. Candidates are encouraged to report achievements not specified in these descriptions.

Description of Areas of Scholarly Impact

1. Scholarship of Discovery

The Scholarship of Discovery is broadly defined to include: basic, translational, applied, and health services research. Discovery also includes the development of innovative methods/technologies and/or novel applications of existing methods and technologies. It may include large, collaborative and multicenter research, as well as research conducted individually or in small groups.

At the **Instructor** level, the candidate is expected to demonstrate potential to assume a supportive role on grants or research projects initiated by others.

At the **Assistant Professor** level, the candidate is expected to provide evidence of contributions to and impact of research with an identified research focus or area of expertise. He/she should demonstrate scholarship which most often includes but is not limited to a mix of publications on which the candidate is primary or secondary author. The candidate may have funding to conduct research, though not necessarily as principal investigator.

At the **Associate Professor** level, the candidate is expected to have a record of scholarship which most often will include but is not limited to senior authorship on high quality peer reviewed publications that have had an impact on the faculty's field of scholarship. The candidate typically will have extramural funding.

At the **Professor** level, the candidate is expected to have earned a reputation as a senior/leading researcher in the field. The individual is expected to lead a program of research and/or to be a key member of the research team in collaborative studies. The candidate must have a substantial record of scholarship that has had a significant impact in the field which most often includes senior authorship on publications of original research. The candidate should have a significant record of extramural funding, which will often be at the principal investigator level.

2. The Scholarship of Teaching and Learning

The scholarship of teaching and learning is broadly defined to include the development and evaluation of effective instructional methods, learning assessment, and best practices in health professions education. This goes beyond the general expectations of classroom teaching through systematic inquiry and application of educational research methods and results in dissemination of findings at professional venues.

This area of impact is appropriate for candidates who view the scholarship of teaching as their primary academic focus. In this category, the individual may focus on the evaluation of any aspect of teaching and learning: basic introductory information, entry level clinical education, clinical practicum, advanced clinical education, research training, and advanced professional education and continuing education.

The candidate is expected to demonstrate scholarship related to teaching, learning and/or educational leadership. Examples of scholarship may include but are not limited to: peer reviewed publication of original research, reviews, and book chapters; educational material in print or other media such as syllabi, curricula, web-based training modules and courses; and/or, educational methods, policy statements, and assessment tools that have been developed, evaluated, and published.

At the **Instructor** level, the candidate is expected to demonstrate evidence of potential for developing and evaluating didactic and/or clinical teaching and learning.

At the **Assistant Professor** level, the candidate is expected to demonstrate impact in the field through activities that include but are not limited to contribution to the development, evaluation, and dissemination of best practice in health professions education. The candidate is expected to demonstrate scholarship, which will often include peer reviewed publications as primary or secondary author and may also include but is not limited to educational materials in print or other media that have been developed by the candidate as well as evaluated and/or adopted by other educational institutions or organizations.

At the **Associate Professor** level, the candidate is expected to provide evidence of contributions to the development, evaluation, and dissemination of best practices in health professions education. The individual is expected to demonstrate impact in the field through activities such as but not limited to development, evaluation, or dissemination of contemporary or innovative teaching methods, curricula, educational policy or educational assessment tools, or have performed influential research related to education. The candidate is expected to have a record of scholarship which most often will include primary and secondary authorship on high quality peer reviewed publications that have had an impact on education or include educational materials developed by the candidate and/or adopted by other educational institutions or organizations. The candidate may have successful intramural and/or extramural funding.

At the **Professor** level, the candidate is expected to demonstrate evidence of sustained contributions that may include but are not limited to the development, evaluation, and dissemination of best practices in health professions education and have demonstrated impact in

areas such as but not limited to the development, evaluation, and dissemination of educational methods, curricula, policy and/or assessment tools, or in the conduct of educational research. The candidate will typically have a record of scholarship which includes senior authorship on peer reviewed publications and a record of funding.

3. Scholarship of Application

This area of impact is broadly defined to include scholarly contributions to practice and healthcare delivery. This scholarship may include but is not limited to chapters and reviews in the area of clinical expertise, guidelines/protocols for patient care, products, or publications evaluating the impact of a clinical innovation and/or other research publications. This goes beyond the general expectation of expert practice and supervision and extends to systematic inquiry and application of clinical research and results and the dissemination of the findings in professional venues. The scholarly work should impact the delivery of clinical practice.

At the **Instructor** level, the candidate is expected to demonstrate potential for developing and evaluating elements of clinical practice or health care delivery.

At the **Assistant Professor** level, the candidate is expected to have an impact in a clinical field with a key role in activities that will or have the potential to influence practice, such as approaches to diagnosis, treatment or prevention of disease, applications of technology to clinical care and/or development or local adoption of innovative models of care delivery. The candidate is expected to demonstrate scholarship, which will often include peer reviewed publications as primary or secondary author and may also include development and dissemination of resource or clinical materials in a range of media.

At the **Associate Professor** level, the candidate is expected to demonstrate consistent scholarly contributions to the clinical or educational fields. He/she may have demonstrated innovation in or assessment of approaches to diagnosis, treatment or prevention of health care problems, the development/application of technology for clinical care, the development of novel models of care delivery that have the potential to influence the provision of care, and/or key responsibility for development of a textbook or resource material that has the potential to influence education of healthcare providers. The candidate must have a record of scholarship which most often will include primary and secondary authorship on high quality peer reviewed publications and may also include development and dissemination of influential clinical materials, educational materials or guidelines in a range of media. The candidate may have successful intramural and/or extramural funding.

At the **Professor** level, the candidate must have a reputation of sustained contributions to the development, evaluation, and dissemination of best practices in clinical practice, health care delivery and/or education of healthcare providers and be considered an expert, leader, or innovator in a clinical or content field. The candidate must have a longstanding record of scholarship which may include senior authorship on peer reviewed publications and may also include development and dissemination of high impact clinical materials, educational materials or guidelines in a range of media and a record of funding.

Pathway to Promotion

All faculty are expected to work toward promotion based on the model outlined above and guided by the specific examples in the Appointment and Promotion Criteria. As part of the annual faculty workplan process, faculty develop their short and long-term goals and timeframe for attaining promotion. Faculty meet with their immediate supervisor to review their annual plan to ensure their goals support their trajectory towards promotion. This workplan discussion should address one's scholarship and promotion goals and as well as the resources needed to pursue and attain these goals.