PSOM Committee on Teaching: Defining and Quantifying Teaching Effort

9/1/2016

A major role of PSOM faculty is the dissemination of knowledge through teaching. The ability to value teaching is critically important for faculty reappointments, promotions and teaching awards as well as to formally document the level of teaching engagement by our faculty. The purpose of this document is provide a common language and value system for teaching across the school.

This definition will be effective July 1, 2017. An electronic Faculty Teaching Portfolio is being created to facilitate documentation of the teaching activities captured by this new definition.

1. Definition of Teaching
   - The broad framework for teaching activities includes teaching directed to the broad Penn Community (including CHOP) as well as non-Penn audiences.
   - The broad Penn community includes teaching provided to any group affiliated with the University of Pennsylvania and any educational programs or activities sponsored by Penn including:
     - Undergraduate, professional and post-baccalaureate students
     - Medical students
     - Residents and fellows
     - Post-doctoral fellows (or trainees)
     - Graduate students
     - Preprofessional students (NP’s, PA’s, Pharmacists etc)
     - Peers (examples include faculty development programs, internal lectures etc)
     - Attendees at CME programs sponsored by Penn or CHOP
     - Students at secondary schools, local/regional community and 4-year colleges and universities when teaching occurs on behalf of Penn
   - Evaluation data must be available to receive credit for teaching to non-Penn audiences

2. Annual Teaching expectations
   - Tenure/CE/AC- minimum of 100 credits per year
   - Clinical faculty-minimum of 50 credits per year
   - PSOM faculty are expected to devote at least 50% of their minimum requirement to the broad Penn community.
   - While it is the intention of this policy that all faculty meet their annual teaching requirements in order to maintain their faculty appointment, department chairs will have discretion to modify teaching assignments for individual faculty for compelling reasons.
   - As is current practice, faculty will be responsible for tracking and reporting their teaching activities using a PSOM or CHOP-provided standard template.

3. Teaching Value:
   - The value, or relative worth, of teaching activities will be expressed as whole-number credits.
   - Evaluation data must be available to receive credit for teaching outside of Penn.
   - The numbers of credits assigned to specific teaching activities are defined by PSOM as outlined below rather than by individual teachers, course directors, or departments.
• Credit will also reflect the time spent in preparation, exam grading/feedback, and evaluation of teaching activities. It will not reflect the number of students reached by teaching activities.

4. Categories of Teaching Activities:
   • **Lecture**: Presentation given in-person or electronically (e.g., online class, podcast, webinar) that is intended to teach and is delivered to an audience of any size.
   
   • **Facilitated Learning Activity (FLA)**: Individual or group activity conducted in-person, electronically or through simulation in which the teacher engages the student(s) through discussion, cases, questions, etc. to enhance learning such as small groups, faculty precepted case conferences (e.g., pathology case conferences, radiology case conferences), directed journal clubs, scholarly pursuit, etc.
   
   • **Clinical teaching**: Supervision and teaching of one or more trainees in clinical settings including outpatient practices, inpatient services, procedure units, diagnostic sessions such as sign out, operating rooms, etc.
   
   • **Supervised Scholarship**: Supervision of a trainee scholarly project that leads to a product such as a manuscript, abstract, poster, platform presentation, lecture, workshop, curriculum, grant proposal to an external funding agency, etc.
   
   • **Mentorship**: Longitudinal mentoring relationships are intended to facilitate trainee career development such as advising of students on selections of courses and rotations, capstone projects, thesis committee chairs, qualifying exam (“prelim exam”) membership, etc. The following types of mentoring will not count: informal mentoring, which involves meetings with trainees on occasion but not regularly, as this is considered part of being an academic faculty member; and, mentoring performed in the context of a supported role in medical education (i.e. course director, program director, etc) is assumed to be part of the responsibilities of such a role.
   
   • **Lab rotations/Pre-thesis research, and Short-term research-related teaching**: this specifically applies to BGS where students rotate through different labs for a predetermined period of weeks, where post-baccalaureate students, undergraduates and high school students are mentored on research projects for defined durations, and where graduate students and postdocs receive formal training in the responsible conduct of research (RCR).
   
   • **Masters Programs**: Applies to courses requiring weekly one on one meetings between students and instructors.
   
   • **Assessment**: applies to faculty who spend time grading exams or participating in various assessments of trainees (ie direct observation)
   
   • **Educational Service and Leadership**: applies to faculty serving in director level roles for UME courses, GME, BGS and masters programs.
5. Teaching credits: Lecture and Facilitated Learning Activities (FLA) Teaching credits for direct teaching activity (incorporates prep time):
   - 6 credits per lecture/FLA hour:
     - New lecture/FLA
     - Old lecture/FLA with >50% content revised to reflect change in practice or knowledge in a field or delivery to a new level of learner.
     - Can be prorated if more or less than 1 hour
   - 2 credits per lecture/FLA hour:
     - Old lecture/FLA with <50% content revised
     - Teaching someone else's material for the first or subsequent time
     - Can be prorated if more or less than 1 hour

6. Teaching credits: Clinical teaching
   - There will be no difference in credit for number or level of trainees present.
   - Credit will be given based on total number of sessions in the ambulatory, diagnostic and procedural areas or total number of days for OR and inpatient service time as follows:
     - 1 credit for a half-day clinic, half-day procedure session, half day diagnostic session or weekend inpatient service day spent with trainees.
     - Ex: 40 credits for 40 weeks of a weekly half-day clinic or diagnostic session.
     - 2 credits for an inpatient service weekday or a 8-12 hour shift in the Emergency Department.
     - Ex: 144 credits for a faculty member who is on an inpatient service 12 weeks per year with various trainees will receive 2 credits per weekday of service time and 1 credit per day for weekend/holiday service time.
     - Ex: 80 credits for 40 weeks of a weekly full day in the operating room or procedure suite
     - Ex: 60 credits for 30, 8-12 hour ER shifts in a year.
     - 4 credits for a 24-hour period spent in-house on clinical service with trainees.
     - Ex: 40 credits for ten 24-hour days in an ICU.

7. Teaching credits: Supervised scholarship
   - Faculty who work directly with trainees and participate heavily in the design, conduct, analysis and drafting of the scholarly products of trainees are eligible for credit as follows:
     - Accepted abstracts, posters, oral presentations (internal or external): 5 credits.
     - Submitted/Accepted manuscripts: 10 credits.
     - Thesis/Postdoc advisors: 50 credits annually
     - Grant proposal to an external funding agency: 10 credits
   - Each type of product can only be claimed once, for the year when it is published. If a faculty member works with a trainee during a given academic year and there is no product, they may claim “mentorship credit” for the relationship if it meets the criteria in #8.
   - Trainee must be first or second author.

8. Teaching credits: Mentoring
• Each longitudinal mentoring relationship of >8 hours per year will be worth 5 credits.
• Credit for longitudinal mentoring and scholarship cannot be claimed in the same year.

9. Teaching credits: Lab Rotations/Pre-Thesis Research, and Short-term Research-Related Teaching
• Applies to the direct supervision of trainees in the following setting:
  • graduate students on lab rotations: 25 credits per student
  • undergraduates and high school students performing research projects: 25 credits
  • post-bac students for 1 year: 50 credits
  • RCR training > 4 hours: 4 credits.

10. Teaching Credits: Masters Programs
• This applies to instructors in Master's programs who are not receiving additional compensation for serving as a course instructor and are required to hold weekly one on one meetings with students.
  • 25 credits for courses with enrollment less than 30 students
  • 35 credits for courses with enrollment greater than or equal to 30 students

11. Teaching Credit: Assessment
• Applies to classes in which learning is evaluated by exams involving problem-solving (i.e. not multiple choice), or research proposals, and where grading is performed by the lecturer.
• Applies to situations where faculty members are serving as direct observers such as occurs during remediation or coaching of a trainee, or assessment of peer teaching with documented evaluations.
• 2 credits/assessment hour.

12. Teaching Credit: Educational Service and Leadership
• This category is meant to recognize the contributions of course and program directors in BGS, Masters programs, UME courses and ACGME accredited residency and fellowship programs above and beyond their course/program administrative responsibilities.
• BGS administration:
  • BGS Director, Graduate Group Chairs, Graduate Group Program Chairs (in the Cell and Molecular Biology GG [CAMB], Graduate Group in Epidemiology & Biostatistics [GGE]), Training Grant (NIH-T32) PI's, NIH D43 grants, MD/PhD Program Director, Director of Masters Programs: 63 credits per year
  • Associate Directors for the above: 30 credits
• UME/BGS/Masters Course Directors/CoDirectors:
  • The course must have enrolled trainees to qualify for credit.
  • Course credit is assigned as follows:
    • 2 credits/week for a maximum of 15 weeks.
    • Courses longer than 15 weeks will receive 1 credit per week thereafter.
  • Ex: core clerkships run 48 weeks per year so the first 15 weeks are 30 credits and the last 33 weeks are 1 credit for a total of 63 credits.
• GME Administration:
  • Program Directors: 63 credits per year for ACGME accredited programs
  • Associate Program Directors: 30 credits per year