

## **The Four Areas of Achievement** **(Principles Regarding Teaching, Research, Clinical Care and Service)**

### *Teaching/Education*

VTCSOM strives to educate through the active engagement of learners in innovative styles of education. Education at VTCSOM emphasizes student mastery of material by facilitated inquiry. Education in such a setting puts a strong emphasis on the training and skills of the teacher. Appointment as faculty to VTCSOM is a recognition of the desire of the applicant to share his/her knowledge and expertise in the education of medical students, residents, fellows, graduate students, post-doctoral trainees and other medical and research professionals. Appointment to the faculty, maintenance of appointment and promotion in rank acknowledge teaching as the fundamental activity of all faculty members. Teaching at VTCSOM takes many different forms, including facilitation of small groups in the case-based learning format; leading individuals or small groups in both cognitive and skills-based activities; educating in the classroom by lecture, seminar, or group sessions; precepting in the clinics, wards, bedside, operating room, or other clinical sites; modeling in clinical, laboratory, committee or other professional settings; instructing in the research lab; instructing in the use of databases, records, surveys, or populations; or other types of teaching. Given the primacy of teaching, it is expected that faculty members striving for promotion will be judged on the quality, and to some degree on the quantity, of their teaching. Similarly, faculty members should recognize that skills can always be improved and evidence of one's efforts to improve his/her teaching is also expected.

### *Scholarly Activity/Research*

Any academic institution invites, fosters and embraces scholarly activity/research. Scholarly activity is one of the criteria by which faculty members should be judged in consideration for promotion. Depending on the faculty member's duties, such activity may take many different forms. All such activity should adhere to the highest standards of ethical conduct of research; result in an identifiable product or output; be made public and available both within and outside the school; be subject to peer review and critique by other scholars in the field; and contribute to knowledge by being reproducible and progressive. The faculty member in VTCSOM can engage in scholarly activity related to any of the fundamental missions of the School (teaching, research, clinical care, or service). It is expected that faculty members who seek promotion in rank will show evidence of sustained, and preferably increasing, scholarly productivity as their career progresses.

### *Clinical Care*

Innovation in clinical care is a time-honored extension of clinical practice, and the systematic application and description of innovative clinical care is scholarship. Evidence of scholarship in clinical care includes description of a new technique, procedure, or application; development of a new clinical care model; identification and dissemination of quality care modes, techniques or changes; leadership in management of clinical delivery; leadership in advocacy for patient, group, or societal

health improvement; or other forms of scholarship in clinical care. Along with other goals, medical students at VTCSOM are educated to become clinicians. The faculty who educate students in clinical medicine should themselves be excellent clinicians. Clinical faculty members who strive for promotion should expect to be judged on their clinical capabilities.

#### *Service*

Service may take relevant and acknowledged roles in administration; service to health care-related institutions or organizations. Description and dissemination of innovative service represents scholarship. Regular faculty at VTCSOM are expected to take an active role in the activities at VTCSOM, the affiliated clinical settings, the affiliated research settings, and in community, regional or national organizations in support of VTCSOM. Service is acknowledged to occur beyond one's prescribed activities in clinics, labs, or classrooms. Service can take the form of participation and leadership in faculty committees, course or block development, VTCSOM administrative roles; participation and leadership in administration of clinics or hospital endeavors; involvement and leadership in healthcare-related community service groups; participation and leadership in local, regional or national medical or research organizations; involvement in healthcare-related policy setting groups, task forces, or committees; involvement for advancement of medical, research or academic priorities in society. Willing participation and leadership in service is recognized as important to the function of the institution and is a measure for consideration in promotion.

#### *Collaboration*

In addition to the four areas above, VTCSOM values collaboration as critically important to academic work in all settings. To recognize and reward faculty members who assume collaborative roles and/or perform collaborative work across disciplines, colleges and/or fields of interest, VTCSOM invites evidence of collaboration as an important component of the promotion review process.