

INSTRUCTION

A **primary focus of Instruction** would include all direct instruction for any MSU academic program (e.g., pre-clinical, clinical, residency and post-graduate programs, undergraduate, graduate) as well as faculty development teaching. It includes instructional development that leads to products (articles, text books, instructional multimedia and hypermedia, etc.) or processes that improve the provision of instructional services. It also includes advising.

- For promotion to Associate Professor, **must meet all of the basic and one or more of the distinguishing in Instruction**, and all of the basic in other two areas.
- For promotion to Professor, **must meet all of the basic and the majority of the distinguishing in Instruction**, and all of basic in other two areas.

INSTRUCTION BASIC CRITERIA	INSTRUCTION DISTINGUISHING CRITERIA	RESEARCH AND SCHOLARLY ACTIVITY BASIC CRITERIA	SERVICE BASIC CRITERIA
<ol style="list-style-type: none"> Complies with the Michigan State University Code of Teaching Responsibilities Discharges assigned teaching responsibilities competently, including preparation and presentation of material in a well-organized, current and stimulating fashion Accepts teaching assignments routinely and teaches in college programs of instruction on a regular basis Engages in two or more of the following: <ol style="list-style-type: none"> Presents a series of lectures Coordinates a course Primary instructor for a course Teaches in a laboratory or small group session Advises students/post-doctoral fellows/residents Teaches as attending physician (inpatient or outpatient settings) Organizes seminars, journal clubs, or continuing education programs Is invited to lecture outside one's own course (e.g. seminars/lectures on campus in the community, and at other institutions) Is assessed to be an effective teacher by learner evaluation Is assessed to be an effective teacher by colleagues and other faculty Provides evidence that teaching activities are based on current literature and the meaningful incorporation of that literature 	<ol style="list-style-type: none"> Assumes and effectively discharges responsibilities related to assumption of leadership in instruction or instructional design Provides evidence that he/she is requested as a teacher in college-level programs Demonstrates ability to stimulate trainees towards scholarship in medicine and medical practice Demonstrates ability to evaluate and counsel students, (medical, nursing, graduate, undergraduate), and residents. Mentors and trains students/fellows who go on to become highly-regarded in their own fields Develops and delivers innovative and highly-regarded teaching materials such as software, web-based instruction and assessment, electronic presentations, videotapes, course packs, course ware, or workshops Receives awards and honors for mentoring and teaching excellence Participates in credit and/or non-credit instructional activities such as CME, certificate programs, community programs or extension programming with high ratings Participates as an instructor at national or international professional meetings Invitations from other institutions to be visiting professor/lecturer or to share course materials External recognition and publication of advances in teaching methodology, curriculum development, innovation and evaluation 	<ol style="list-style-type: none"> Provides evidence of participation in research and scholarly activities related to the mission of department and college Presents research, scholarly or development efforts to the medical education community, community of the candidate's discipline, and/or to his/her own professional community Participates in professional groups and/or organizations appropriate to research field Publishes in refereed journals 	<p><u>Clinical Service (if Applicable)</u></p> <ol style="list-style-type: none"> Participates as a member of the Medical Services Plan, the CON-Practice Plan, or the Veterinary Teaching Hospital; and as a member of departmental/college group practice Achieves or exceeds practice expectations as defined by the unit Maintains clinical skills/knowledge base through participation in local and national clinical symposia, seminars and courses Contributes as a faculty member in the operation, development and improvement of the department or college patient care services Participates in quality assurance programs and/or other peer review activities related to patient care Demonstrates satisfaction by patients/clients <p><u>Professional Service</u></p> <ol style="list-style-type: none"> Participates in local, state, regional or national professional societies <p><u>Administrative/Committee Service</u></p> <ol style="list-style-type: none"> Participates as appointed or elected member of department, or college committees Provides evidence of productive service in support of college committees, and/or administrative activities