

APPENDIX B

ACADEMIC DELIVERABLES

Department of Medicine Academic Guidelines for Full Time Academic Faculty Members

The following guidelines set out the normal expectations of the Department of Medicine for its faculty members and complement the definitions and requirements provided in the “*Conditions of Appointment*”. The Department recognizes that at different stages in a faculty member’s career there may be different degrees of emphasis on the balance between scholarly activity, educational contributions, and service and administration. However, at all stages of the career there is a requirement for ongoing significant contribution to the Departmental and Faculty of Medicine endeavours. These contributions are expected to be less for part-time faculty. All contributions are to be averaged over a three-year period. Faculty members are responsible for documenting their activities.

Teaching – see Article 4.02 in Part 4: Conditions of Appointment for Faculty

All faculty must be involved in teaching to collectively meet the Department’s obligations to the learners in its own programs as well as those offered in conjunction with other units and meet the expectations of their position. For the purposes of reappointment, promotion and/or tenure decisions, the University of British Columbia has mandated that a small proportion of that time be spent on Formal Educational Activities for which evaluations of teaching performance are available.

Therefore, within the Department of Medicine:

- Each faculty member must provide a minimum of 40 hours of formal educational activities per year.
- Within the 40 hours, all faculty members must teach at least 30 hours of scheduled undergraduate teaching or lecture-based numbered course in Experimental Medicine within the Department of Medicine per year as listed in the “Formal Education Activities for Faculty Members” document for eligible teaching opportunities.

Please see: <https://med-fom-medicine.sites.olt.ubc.ca/files/2020/09/DoM-Formal-Educational-Activities-Sept-2020.pdf>

- The remaining formal educational activities (remaining up to 10 additional hours towards the minimum total of 40 hours can be made up from scheduled postgraduate, unscheduled undergraduate and postgraduate activities, administration and leadership educational activities, and other teaching.
- Although there is no minimum of unscheduled teaching hours, those activities should be recorded and will be reviewed as part of faculty’s academic contribution.
- Other activities (without minimum requirement) that will be considered when evaluating teaching activities include: supervision of research conducted by undergraduate students, residents, fellows and graduate students, supervision of co-op students, CME presentations (non-pharma), leadership in education programs (curriculum development, course design, program director).

- Teaching opportunities within the Faculty of Medicine's MD Undergraduate Program can be found at the Faculty of Medicine website.

To be classified as a Formal Educational Activity it must be:

1. Part of or associated with a numbered course within the UBC Faculty of Medicine.
2. Subject to evaluation by learners (both session and faculty member's performance).
3. Included in one of the eligible categories described in the 'Department of Medicine's Formal Educational Activities' document.

If a faculty member is unable to fulfill their yearly requirements due to a lack of available scheduled Undergraduate teaching opportunities (despite documented efforts to seek out and become involved in those activities) they must meet with the Department Head or designate to discuss alternative educational opportunities in which they can participate.

In order to ensure our faculty members are adequately prepared for their important role in educating learners across the spectrum of medical education, each new hire must provide evidence of having previously received basic training in teaching techniques or must complete such training within the first year of their appointment at UBC (e.g., ABC Primer for Clinical Teachers offered through the UBC Faculty Development Office). Existing faculty members are *strongly* encouraged to complete similar training.

Service to the University and Community (Academic Service) – see Article 4.05 in Part 4: Conditions of Appointment for Faculty

All faculty members are expected to be involved in academic service to meet the Department's obligations to the academic community and meet the expectations of their position.

Initially, involvement with such activities will be of a lesser degree with the understanding of a more gradual involvement over time. The amount of service is expected to increase as faculty advance through the ranks. Increased levels of academic service are expected of more senior faculty, with Professors showing the greatest involvement.

The type of service may include any of the following and should include at least one UBC activity:

- Membership in at least one standing University, Faculty, Departmental or Divisional committee.

Other activities that are considered academic service include:

- Sitting on grant review committees
- Sitting on Research Ethics Boards
- Sitting on thesis committees
- Serving as thesis examiners
- Leadership such as teaching hospital Division Head or University Program Director
- Reviewing papers and grants
- Fundraising
- Major roles in professional societies, editorships, etc.

- Formal mentoring of junior faculty (pre-tenure) in the Department of Medicine or Faculty of Medicine
- Quality improvement activities in the hospital/health authority

Scholarly Activity – see Article 4.03 of Part 4: Conditions of Appointment for Faculty

There are currently three streams available to full-time faculty members. Typical benchmarks for each of these streams are described below. All faculty are expected to make contributions in one or more of these areas.

It is expected that Assistant Professors will strive for the contributions described in the guidelines, but it is acknowledged that they may not fulfill all the criteria in the first three years of their appointments.

A. Discovery/Research

- Publication: 3 peer-reviewed publications per year (commensurate with rank); must be primary, second or senior author on 2 of these per year
- Hold a peer-reviewed grant as a PI or co-PI, or an investigator-initiated contract or industry grant, or a central role in a major randomized control trial or research program.
- Contributions as middle author on multi-author publications and as co-investigator on grants with multiple investigators need to be annotated so that the faculty's specific contribution can be evaluated.
- Dissemination: Presentation of at least 1 peer-reviewed conference abstract per year at national or international meeting; or 1 invited presentation at a national or international meeting; or lay presentation of results at a public forum; or media coverage of research results as presenter or senior author with trainee as presenter.

B. Educational/Scholarship of Teaching

- Publication: at least one peer-reviewed publication, book chapter or report per year relating to organization and/or delivery of education.
- Originality: development of at least one innovation in education every 5 years with demonstrable impact, as evidenced by peers, including but not limited to examination, teaching evaluation, faculty development, curriculum development or simulation.
- Dissemination: evidence of at least 2 episodes of dissemination per year of educational expertise in major local, national or international venues.
- Leadership role (chair, curriculum committee) in department, faculty or university educational program (applies only to faculty at the rank of associate professor or above).

C. Professional

- Publication: at least one evidence-based review, clinical observation, educational paper, or book chapter as primary or senior author per year, or major role in development of clinical practice guidelines, or major report related to organization and delivery of clinical services.
- Dissemination: evidence of at least two episodes of dissemination per year of clinical expertise in major local or national venues, or peer-reviewed conference abstracts/presentations.

- Practice: development and maintenance of regional or national reputation as an authority in a clinical field; development and maintenance of innovative approaches to patient care; evidence of quality improvement activities in areas of clinical expertise.
- Leadership role in department, hospital, regional or national professional organization (applies only to faculty at the rank of associate professor or above).

Academic Accountability

- All faculty members are expected to keep their curriculum vitae up to date.
- An activity report summarizing academic contributions for the previous calendar year and an updated CV must be submitted to the Department Head by January 31st of each year.
- All faculty members must file their conflict of interest/conflict of commitment reports annually.
- All faculty members are expected to demonstrate the effectiveness of his or her teaching by way of student, trainee and peer evaluations.
- You will be expected to acknowledge your University of British Columbia appointment in all public announcements, publications and presentations, ensuring compliance with Faculty of Medicine's Relationship with Industry Policy.

The Division Head will consult with the Department Head in all matters related to academic deliverables for faculty members.

We encourage all faculty members to promote diversity and inclusivity in the learning environment. Please visit the following links for further information:

UBC Inclusion Action Plan: <https://redi.med.ubc.ca/engagement/frameworks/ubc-inclusion-action-plan/>

UBC Indigenous Strategic Plan: https://aboriginal-2018.sites.olt.ubc.ca/files/2021/06/2021_6_22_UBC.ISP_StrategicPlan2020-SINGLE-Borderless-REDUCED.pdf

UBC Faculty of Medicine Strategic Plan: https://med-fom-stratplan-2021.sites.olt.ubc.ca/files/2021/09/UBC_Faculty_of_Medicine_Strategic_Plan_20212026_Final.pdf