

“At CUMC” Faculty Title - CRITERIA FOR ADVANCEMENT BY ACADEMIC FOCUS

ASSISTANT PROFESSOR		
INVESTIGATOR FOCUS	EDUCATIONAL SCHOLARSHIP & LEADERSHIP FOCUS	APPLIED HEALTHCARE OR PUBLIC HEALTH SCIENCES FOCUS
<p align="center"><u>Research/Scholarship</u></p> <p>Although independent research need not be evident, the individual should have demonstrated training and involvement in high quality research which is published in peer-reviewed journals.</p> <p>Publication of clinical observations, reviews, or analytic studies in peer-reviewed journals which contribute new knowledge or which organize, synthesize, and convey existing knowledge in a way that enhances the practice of medicine or educational practice.</p>	<p align="center"><u>Scholarship</u></p> <p>Development of teaching materials, including new curriculum offerings, educational programs, textbooks chapters, syllabi, computer programs, or videotapes that significantly improve the method or quality of instruction in didactic, small group, or clinical settings.</p> <p>Participation in peer reviewed educational training programs requiring competitive application is highly desirable (such as Harvard –Macy, Robert Wood Johnson and Teachers College programs) which result in completion of a scholarly educational project.</p>	<p align="center"><u>Scholarship</u></p> <p>Recognized expertise in a clinical or public health discipline and a developing local reputation as an expert within the discipline. Participation in guideline/quality assurance panels and writing groups. Participation in national societies related to clinical or public health innovation/investigation/practice. . Participation in multicenter clinical trials or public health intervention programs as a site participant rather than a leader.</p>
<p align="center"><u>Educational Portfolio</u></p> <p>Documentation of activities in the educational portfolio.</p> <p>There should be documentation of competence and growth in the candidate’s skills in effective teaching.</p> <p>Success of teaching would be based upon data from the teaching portfolio, peer observation and review, learner evaluations, and regular documented participation and application of principles of education from faculty development programs.</p>	<p align="center"><u>Educational Portfolio</u></p> <p>Documentation of activities in the educational portfolio.</p> <p>Recognition by peers and students as an excellent teacher. There should be documentation of competence and growth in the candidate’s skills in effective teaching.</p> <p>Strong teaching portfolio including successful teaching in multiple formats is essential. Evidence of growth in skills and potential for leadership on educational arena.</p> <p>Success of teaching would be based upon data from the teaching portfolio, peer observation and review, learner evaluations, and regular documented participation and application of principles of education from faculty development programs.</p>	<p align="center"><u>Educational Portfolio</u></p> <p>Documentation of activities in the educational portfolio with a strong teaching portfolio in the clinical or public health discipline.</p> <p>Preparation and delivery of lectures, small group teaching, laboratory learning settings and journal clubs. Skills and procedures using simulations, demonstrations, and patients. Student advising.</p> <p>Workshops focused on teaching methods and learner evaluation.</p> <p>Success of teaching would be based upon data from the teaching portfolio, peer observation and review, learner evaluations, and regular documented participation and application of principles of education from faculty development programs.</p>
<p align="center"><u>Additional Activities</u></p> <p>Recognition by peers and students as a health care professional delivering quality patient care, related patient service or direct public health service interventions if applicable. Expertise within the faculty members discipline should be evident, though leadership may not be predominant.</p> <p>Academic citizenship demonstrated by service on departmental, University, local, national organization committees and/or leadership in University/national professional organizations. Education of patients and the community are also considered in this category.</p>	<p align="center"><u>Additional Activities</u></p> <p>Recognition by peers and students as a health care professional delivering quality patient care, related patient service or direct public health service interventions if applicable. Expertise within the faculty members discipline should be evident, though leadership may not be predominant.</p> <p>Academic citizenship demonstrated by service on departmental University, local, national organization committees and/or leadership in University/national professional organizations. Education of patients and the community are also considered in this category.</p>	<p align="center"><u>Additional Activities</u></p> <p>Recognition by peers and students as a health care professional delivering quality patient care, related patient service or direct public health service interventions if applicable. Expertise within the faculty members discipline should be evident, though leadership may not be predominant.</p> <p>Academic citizenship demonstrated by service on departmental university, local, national organization committees and/or leadership in University/national professional organizations. Education of patients and the community are also considered in this category.</p>

ASSOCIATE PROFESSOR

Promotion to Associate Professor should be marked by a strong regional reputation and an emerging national reputation in the area of focus. Faculty at this level should be acknowledged by peers inside and outside of CUMC as experts in their area of focus.

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<p align="center"><u>Research/Scholarship</u></p> <p>Evidence for concentration in Investigation may be demonstrated by the following:</p> <ol style="list-style-type: none"> 1. Quality and quantity of the publications in peer-reviewed journals. Evidence is sought that the work is scholarly, and of good quality and significance, and may focus on laboratory, clinical or population based investigations, or analysis, or synthesis of clinical observations and experience, or educational research. 2. Research accomplishments. <ol style="list-style-type: none"> a) Authorship on multi-authored journals articles and/or documentation of a major, substantial contribution by the candidate to a collaborative, multidisciplinary project and publications. b) Statements of peer evaluators on the significance and recognition of the candidate's research contributions. c) Identification of the candidate as the principal investigator or a major collaborator on funded research grants or contracts originating from federal, foundation or industry sources or cores of multi-author grants. d) Development of knowledge resulting in new product patents and technology transfer. 3. Research funding as co-investigator from federal, foundation, or industry resources. If funding is from industry, evidence that the faculty member has a significant role in the formulation and conduct of the research is desirable. 4. Invited lectures which demonstrate recognition of investigational expertise. 5. Service on editorial boards, expert panels, FDA panels, and data safety monitoring boards for multicenter studies. 6. Membership on steering committees for multicenter trials. 	<p align="center"><u>Scholarship</u></p> <p>Evidence for concentration in Educational Leadership/Scholarship may be demonstrated by the following:</p> <ol style="list-style-type: none"> 1. Development of educational materials, including new curricular offerings, educational programs, textbook chapters, syllabi, computer programs, videotapes or simulation technology that make a unique contribution to the quality and methods of education. 2. Regional or national recognition of educational expertise demonstrated by participation and/or leadership in educational societies, invited lectureships and publications related to education, membership on editorial boards of education focused publications. 3. Evaluation and success of courses, and educational programs developed. 4. The impact of educational contributions will be assessed not only quantitatively but also by the educational activity and the uniqueness/importance of the educational product to CUMC. Thus, educational activities which make important notable internal contributions will be highly considered. 	<p align="center"><u>Scholarship</u></p> <p>Regional or national recognition of clinical or public health expertise by virtue of:</p> <ol style="list-style-type: none"> 1. Honors and leadership in regional or national professional societies of the clinical or public health discipline. 2. Important contributions to quality assurance programs, clinical or public health practice guideline development or policy panels. 3. Development of or leading the application of clinical or public health technology that changes practice or patient outcomes. 4. Membership on editorial boards of clinical or public health specialty journals. 5. Authorship of book chapters, case reports or membership in clinical or public health research as a site investigator for large multicenter trials or public health intervention programs within the discipline. 6. Development of guidelines/patient care or public health protocols which are used locally, regionally, or nationally.

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Educational Portfolio

Teaching activities may occur in a variety of educational settings and formats, including: didactic presentations, lectures, seminars, conferences, tutorials, laboratories, base discussions, grand rounds, hospital and clinic rounds, patient care, surgical and other procedures, and continuing education.

Assessment of effectiveness in teaching and advising students is based upon:

1. Review of courses/lectures taught, directed, or developed; a list of students and degree candidates for whom the faculty member has served as academic advisor.
2. Evidence of teaching excellence at the undergraduate, graduate, and/or post-doctoral levels, evaluated by the written statements and/or compiled ratings of students.
3. Written statements by Head of Department, academic peers, and others familiar with the candidate's performance in teaching.
4. Accumulation of above forms of evidence on teaching competence and excellence over a sustained period of time.

Educational Portfolio

Teaching activities may occur in a variety of educational settings and formats, including: didactic presentations, lectures, seminars, conferences, tutorials, laboratories, base discussions, grand rounds, hospital and clinic rounds, patient care, surgical and other procedures, and continuing education.

Continuing exceptional and high-quality contributions to the teaching of students, postgraduate students or professionals. Recognition of high-quality teaching should be available from peer evaluations, student evaluations, or teaching awards.

Assessment of effectiveness in teaching and advising students is based upon:

1. Review of courses/lectures taught, directed, or developed; a list of students and degree candidates for whom the faculty member has served as academic advisor.
2. Evidence of teaching excellence at the undergraduate, graduate, and/or post-doctoral levels, evaluated by the written statements and/or compiled ratings of students.
3. Written statements by the Head of the Department, academic peers, and others familiar with the candidate's performance in teaching.
4. Accumulation of above forms of evidence on teaching competence and excellence over a sustained period of time.

Educational Portfolio

Continued educational activities as outlined with increased quantity of teaching. Strong peer and learner evaluations of educational efforts.

Assessment of effectiveness in teaching and advising students is based upon:

1. Review of courses/lectures taught, directed, or developed; a list of students for whom the faculty member has served as academic advisor.
2. Evidence of teaching excellence at the undergraduate, graduate, and/or post-doctoral levels, evaluated by the written statements and/or compiled ratings of students/learners.
3. Written statements by the Head of the Department/Division, academic peers, and others familiar with the candidate's performance in teaching.
4. Accumulation of above forms of evidence on teaching competence and excellence over a sustained period of time.

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Additional Activities (if applicable)

Recognition by peers and students as a health care professional delivering to quality patient care or related patient service or direct public health interventions if applicable. Expertise within the faculty members discipline should be evident, though leadership may not be predominant.

Academic citizenship demonstrated by service on departmental, local, national organization committees and leadership in University/national professional organizations.

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PROFESSOR

Promotion to Professor should be marked by national or international recognition of contributions within the area of focus. Faculty at this rank should be widely acknowledged by peers inside and outside of CUMC as exceptional within their area of focus.

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<p align="center"><u>Research/Scholarship</u></p> <p>Sustained academic, scientific, scholarly, and professional achievements beyond that accomplished for promotion to Associate Professor. Additional accomplishments might include:</p> <ol style="list-style-type: none"> 1. Sustained incremental productivity either as investigator or key collaborator. 2. Sustained record of funding from either federal, foundation or industry sources. 3. Membership on national research committees including grant review panels, advisory groups, research steering committees. 4. Awards by national organizations. 5. Invited lectureships. 	<p align="center"><u>Scholarship</u></p> <p>Sustained scholarly achievements and leadership in education beyond accomplishments required for promotion to Associate Professor. Leadership could have a notable and important internal institutional impact.</p> <ol style="list-style-type: none"> 1. Publications of literature related to education. 2. Development of innovative methodologies on materials which have influence and impact both regionally, nationally or internationally. 3. Leadership in organizations focused on educational guidelines, policy and practice. 4. Visiting lectureships on educational theory or practice. 	<p align="center"><u>Scholarship</u></p> <p>Sustained leadership in clinical or public health discipline with a defined and major impact on practice within the discipline.</p> <ol style="list-style-type: none"> 1. Publication of reviews and book chapters related to the clinical or public health discipline. 2. National or international recognition as an expert in the clinical or public health discipline. 3. Service as a consultant to federal agencies charged with assessing clinical treatments or public health intervention programs. 4. Invited lectureships or teaching related to the discipline on a national or international level. 5. Prominent role on national organizations/committees defining treatment methodologies, care guidelines, technologies or public health interventions that change practice.
<p align="center"><u>Education</u></p> <p>Sustained clinical or public health educational activity as described under Associate Professor.</p> <p align="center"><u>Additional Activities</u></p> <p>Recognition by peers and students as a health care professional delivering quality patient care, related patient service or direct public health service interventions if applicable. Expertise within the faculty members discipline should be evident, though leadership may not be predominant.</p> <p>Academic citizenship demonstrated by service on departmental, University, local, national organization committees and/or leadership in University/national professional organizations.</p>	<p align="center"><u>Education</u></p> <p>Sustained clinical or public health educational activity as described under Associate Professor.</p> <p align="center"><u>Additional Activities</u></p> <p>Recognition by peers and students as a health care professional delivering quality patient care, related patient service or direct public health service interventions if applicable. Expertise within the faculty members discipline should be evident, though leadership may not be predominant.</p> <p>Academic citizenship demonstrated by service on departmental, University, local, national organization committees and/or leadership in University/national professional organizations.</p>	<p align="center"><u>Education</u></p> <p>Sustained clinical or public health educational activity as described under Associate Professor.</p> <p align="center"><u>Additional Activities</u></p> <p>Recognition by peers and students as a health care professional delivering quality patient care, related patient service or direct public health service interventions if applicable. Expertise within the faculty members discipline should be evident, though leadership may not be predominant.</p> <p>Academic citizenship demonstrated by service on departmental, University, local, national organization committees and/or leadership in University/national professional organizations.</p>