CUMC Part-Time Faculty – Suffix Pathway

Investigation or Education Scholarship and Leadership

	Pathways	Suffix Pathway ***Investigator or Education Scholarship and Leadership***
Description	Part time faculty would be expected to define their contributions in areas of focus ***qualitatively*** similar to those for full time faculty, though ***quantitative*** parameters might vary based on the amount of time dedicated to faculty activities by part time faculty.	The scholarship of knowledge development consists of discovery and the generation of new knowledge derived from traditional inquiry methodologies. It also may include analysis, synthesis and novel applications of existing observations, as well as positioning knowledge within larger, interdisciplinary contexts. **OR** The scholarship of education consists of promoting learning through effective application of the sciences of teaching and learning, leadership, and instructional design. This area of scholarship emphasizes the interdependence of theory, research, and practice in three related domains: • Direct involvement in the process of promoting learning • Support of infrastructure needed for learning Development of products used by others in learning

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*Major Focus **		Basic, translational, clinical, educational and multidisciplinary research, Technology development The expectation for faculty with this area of focus will be a major investment of time in supported investigative work, which may include basic, translational, population based, clinical and educational research. Technology development and membership in multidisciplinary investigational teams with would also be appropriate. Research may be in any discipline related to health sciences, including but not limited to: • Laboratory research • Clinical and translational research • Population based research • Health services/Policy/Economics • Outcomes research • Biostatistics, Bioinformatics • Novel applications of existing technologies or treatments • Multidisciplinary research team membership with a critical, unique role • Pedagogical research **OR** Educational leadership including course and curricular development, Educational materials development, didactic teaching in lectures, small groups, clinical preceptorial settings The expectation for faculty with this area of focus will be a major investment of time in teaching, mentoring, evaluation, learning assessment; course or curriculum leadership; and the development of enduring educational materials. Examples, by domain, include: <u>Involvement in the process of learning</u> • Lecturing, • Facilitating small groups, • Conducting laboratory tutorials,

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Major Focus (Cont.)		• Precepting students, conducting teaching rounds, • Mentoring trainees, serving on thesis committees, Preparing and administering knowledge or performance assessments <u>Support of the infrastructure needed for learning</u> • Course development and leadership; • Curricular development and leadership; • Course, clerkship, program, or fellowship leadership • Leadership on education governance committees and task forces • Involvement on committees that set curriculum guidelines/standards <u>Development of educational products used for learning</u> Authorship (both paper and electronic) of textbooks, tutorials, problem sets, teaching cases, simulation scenarios, or image libraries

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Scholarly Products Expected		• Publication of research findings, that contribute new observations or that synthesize existing knowledge in a way that enhances the discipline. • When part of a multidisciplinary or collaborative research team, the faculty members contribution should be substantive and recognizable. • Recognition of expertise by membership on research advisory panels. • Research presentations at national meetings, national recognition of leadership in a discipline by virtue of invited presentations. • Technology development • Research support which may be federal, foundation or industry derived or primarily in a collaborative role as part of a research team. **OR** The value of individual faculty accomplishments will be based on the quantity and quality of the particular form of scholarship. Evidence of quantity will tend to focus on the number of products documented. Evidence of quality will tend to be based on peer review within meaningful communities of practice (e.g., editorial boards, funding study sections). Examples include: • Publication of research findings, that contribute new observations or that synthesize existing knowledge in a way that enhances the discipline. • Research presentations at national meetings, national recognition of leadership in a discipline by virtue of invited presentations.[number] • Research support from federal, foundation or industry derived or primarily in a collaborative role as part of a research team. • Invited professorships, and lectures • Development of innovative public health or clinical technology and/or interventions/treatments

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Scholarly Products Expected (Cont.)		• Membership on multidisciplinary or collaborative research teams, in which the faculty member's contribution is substantive and recognizable. • Membership on research advisory panels. • Membership on editorial boards **OR** The value of individual faculty accomplishments within the three domains of the educator area of focus varies according to the degree of quantity, quality, and scholarship documented in submitted evidence of the accomplishment. Evidence of quantity tends to be countable units such as contact hours, number of learners, numbers of pages, etc. Evidence of quality tends to be based on learner or peer perceptions of process (i.e., learner ratings of teaching) or the degree to which objectives were achieved (i.e., student test scores). Evidence of scholarship is based on peer review and subsequent inclusion of the methods and/or outputs into a 'shared understanding' within meaningful communities of practice. These communities can be local (e.g., NYPH residency program directors), regional (e.g., geographically based subgroups within a professional society), national or international (interest group within a professional society). While quantity and quality is manifest in all educational accomplishments, scholarship is usually manifest in those accomplishments where faculty have explicitly presented a product in a form that can be peer reviewed and made beneficial to others within the community. Examples include: • Presentation of work at professional meeting Development of teaching materials in both paper, electronic formats, and simulation technologies • New curricular offerings, and written syllabi • Development of educational methodology, educational assessment tools. • Descriptions of educational innovations • Involvement on local or national committees that set curriculum or other educational guidelines/standards