

“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	Quality Improvement & Patient Safety Focus
<p>Research/Scholarship</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. Achievements may include: publication of clinical trials, 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. Participation may be as an overall leader, site leader or other specific role.</p>	<p>Scholarship</p> <p>The individual should have demonstrated training and development of teaching materials (e.g. new curriculum offerings, educational programs, textbooks chapters, syllabi, computer programs, videotapes) which significantly improve the method or quality of instruction in didactic, small group, or clinical settings. Achievements may include: Participation in peer-reviewed educational training programs requiring competitive application is highly desirable (such as academic or foundation-supported) which result in completion of a scholarly educational project</p>	<p>Scholarship</p> <p>The individual should have demonstrated training and recognized expertise in a clinical or public health discipline, and a local and developing regional reputation as an expert within the discipline. Achievements may include: participation in guideline/quality assurance panels and writing groups, national societies related to clinical or public health innovation/investigation/practice, Development and/or implementation of novel approaches to clinical or public health intervention programs as a leader or important collaborator.</p>	<p>Research/Scholarship/Performance Improvement</p> <p>The individual should have demonstrated training and involvement in quality improvement and/or patient safety activities, teaching and/or research. Achievements may include: documented effectiveness of impact of work, including new workflows or processes of care, enhanced decision support, improved patient outcomes, or decreased medical errors. Participation can be through departmental or hospital presentations or other means, teaching of trainees, staff and/or faculty, and peer-reviewed abstracts or publications.</p>

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Educational Portfolio Documentation of activities in the educational portfolio There should be documentation of competence and growth in the candidate's skills in effective teaching 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	Educational Portfolio Documentation of activities in the educational portfolio 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 Strong teaching portfolio including successful teaching in multiple formats is essential Evidence of growth in skills and potential for leadership on educational arena 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	Educational Portfolio Documentation of activities in the educational portfolio with a strong teaching portfolio in the clinical or public health discipline Preparation and delivery of lectures, small group teaching, laboratory learning settings and journal clubs. Skills and procedures using simulations, demonstrations, and patients Student advising Workshops focused on teaching methods and learner evaluation 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	Educational Portfolio Documentation of activities in the educational portfolio with specific direct teaching activities in quality improvement and/or patient safety Significant time mentoring learners to engage in quality improvement and/or patient safety activities 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 quality improvement and/or patient safety from faculty development programs
Additional Activities 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 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	Additional Activities 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 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	Additional Activities 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 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	Additional Activities Recognition by peers and students as a health care professional dedicated to quality improvement and/or patient safety Expertise within the faculty members discipline should be evident, though leadership may not be predominant Quality improvement and/or patient safety citizenship demonstrated by service on local, regional or national organization committees and/or by meaningful participation on departmental, university or hospital committees Education of patients and the community related to quality and/or patient safety are also considered in this category

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.

Investigator Focus	Educational Scholarship & Leadership Focus	Applied Healthcare or Public Health Sciences Focus	Quality Improvement & Patient Safety Focus
Research/Scholarship Evidence for concentration in Investigation may be demonstrated by the following: <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. 	Scholarship Evidence for concentration in Educational Leadership/Scholarship may be demonstrated by the following: <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. 	Scholarship Regional or national recognition of clinical or public health expertise by virtue of: <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. 	Research/Scholarship/Performance Improvement Evidence for concentration in quality improvement and/or patient safety may be demonstrated by the following: <ol style="list-style-type: none"> 1. Leading quality improvement and/or patient safety projects with evidence of institutional or regional impact or recognition. <ol style="list-style-type: none"> a. Evidence is sought that the work or implementation targets complex patient care or system issues and can be scaled widely across the institution. b. Major contribution to the institution wide implementation of quality improvement and/or patient safety efforts. c. Development of approaches to promote clinical standardization and best practice such as guidelines, patient care or system protocols or decision support tools that are used across CUIMC or the NYP health system. 2. Honors or administrative leadership in quality and patient safety in division, department, hospital or regionally. <ol style="list-style-type: none"> a. For example, director of quality for a division, department or GME program, or leader of a root-cause analysis.

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<ul style="list-style-type: none"> 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 			<ul style="list-style-type: none"> b. Service on editorial boards or expert panels 3. Engaging in research and investigation in the field of quality improvement and/or patient safety <ul style="list-style-type: none"> a. Presentations and publications at conferences and in peer reviewed journals, with evidence that the work is scholarly and of good quality and significance b. Authorship on multi- authored journals articles and/ or documentation of a major, substantial contribution by the candidate to a collaborative, multidisciplinary project and publication c. Statements of peer evaluators on the significance and recognition of the candidate's quality improvement and/or patient safety research contributions d. 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 4. Invited lectures which demonstrate recognition of expertise in area of quality improvement and/or patient safety

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Investigator Focus	Educational Scholarship & Leadership Focus	Applied Healthcare or Public Health Sciences Focus	Quality Improvement & Patient Safety Focus
<p>Educational Portfolio</p> <p>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.</p> <p>Assessment of effectiveness in teaching and advising students is based upon:</p> <ol style="list-style-type: none"> 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. 	<p>Educational Portfolio</p> <p>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.</p> <p>Continuing exceptional and high-quality contributions to the teaching of students, postgraduate students or professionals.</p> <p>Recognition of high-quality teaching should be available from peer evaluations, student evaluations, or teaching awards.</p> <p>Assessment of effectiveness in teaching and advising students is based upon:</p> <ol style="list-style-type: none"> 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. 	<p>Educational Portfolio</p> <p>Continued educational activities as outlined with increased quantity of teaching. Strong peer and learner evaluations of educational efforts.</p> <p>Assessment of effectiveness in teaching and advising students is based upon:</p> <ol style="list-style-type: none"> 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. 	<p>Educational Portfolio</p> <p>Quality improvement and/or patient safety teaching activities may occur in a variety of educational settings and formats, including: didactic presentations, lectures, seminars, conferences, tutorials, grand rounds, simulations, hospital and clinic rounds, continuing education, root cause analyses and morbidity and mortality meetings.</p> <p>Assessment of effectiveness in teaching and advising students is based upon:</p> <ol style="list-style-type: none"> 1. Review of quality improvement and/or patient safety 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. Evidence of innovations that improve training of medical students, house staff, advanced practice providers, nurses, residents, fellows, or faculty in quality improvement and/or patient safety. 5. Accumulation of the above forms of evidence on teaching competence and excellence over a sustained period of time.

Associate Professor

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<p>Additional Activities (if applicable)</p> <p>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.</p> <p>Academic citizenship demonstrated by service on departmental, local, national organization committees and leadership in University/national professional organizations.</p>	<p>Additional Activities (if applicable)</p> <p>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.</p> <p>Academic citizenship demonstrated by service on departmental, local, national organization committees and leadership in University/national professional organizations.</p>	<p>Additional Activities (if applicable)</p> <p>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.</p> <p>Academic citizenship demonstrated by service on departmental, local, national organization committees and leadership in University/national professional organizations.</p>	<p>Additional Activities (If applicable)</p> <p>Recognition by peers and students as a health care professional dedicated to quality improvement and/or patient safety. Expertise within the faculty members discipline should be evident, though leadership may not be predominant.</p> <p>Academic citizenship demonstrated by service on local, regional or national organization committees and/or by leadership on departmental, university or hospital committees.</p> <p>Education of patients and the community are also considered in this category.</p>

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

Investigator Focus	Educational Scholarship & Leadership Focus	Applied Healthcare or Public Health Sciences Focus	Quality Improvement & Patient Safety Focus
Research/Scholarship Sustained academic, scientific, scholarly, and professional achievements beyond that accomplished for promotion to Associate Professor Additional accomplishments might include: <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 	Scholarship 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 <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 	Scholarship Sustained leadership in clinical or public health discipline with a defined and major impact on practice within the discipline <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 	Research/Scholarship/Performance Improvement Sustained administrative, academic, scientific, scholarly, and professional achievements beyond that accomplished for promotion to Associate Professor Additional accomplishments might include: <ol style="list-style-type: none"> 1. Sustained productivity either as an impactful quality improvement and/or patient safety leader, investigator, or key collaborator 2. Sustained record of funding for quality improvement and/or patient safety research from either federal, foundation or industry sources 3. Awards by national organizations 4. Invited lectureships or teaching related to the QI, Patient Safety on a national or international level 5. Major contribution to the implementation of quality improvement and/or patient safety with new models of care that are scalable across healthcare systems regionally, nationally or internationally 6. Prominent role in national or international organizations focused on quality improvement and/or patient safety activities, research and education 7. National or international recognition as an expert in quality improvement and/or patient safety

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Investigator Focus	Educational Scholarship & Leadership Focus	Applied Healthcare or Public Health Sciences Focus	Quality Improvement & Patient Safety Focus
Education Sustained clinical or public health educational activity as described under Associate Professor	Education Sustained clinical or public health educational activity as described under Associate Professor	Education Sustained clinical or public health educational activity as described under Associate Professor	Education Sustained quality improvement and/or patient safety educational activity as described under Associate Professor
Additional Activities 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 Academic citizenship demonstrated by service on departmental, University, local, national organization committees and/or leadership	Additional Activities 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 Academic citizenship demonstrated by service on departmental, University, local, national organization committees and/or leadership	Additional Activities 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 Academic citizenship demonstrated by service on departmental, University, local, national organization committees and/or leadership	Additional Activities Recognition by peers and students as a local leader in quality improvement and/or patient safety Expertise in quality improvement and/or patient safety within the faculty members should be evident Academic citizenship demonstrated by service on local, regional or national organization committees and/or by leadership on departmental, university or hospital committees