

**“AT CUMC” MODIFIED TITLE  
CRITERIA FOR ADVANCEMENT IN RANK BY ACADEMIC FOCUS**

**EDUCATIONAL SCHOLARSHIP/LEADERSHIP FOCUS  
ASSISTANT PROFESSOR**

**Scholarship**

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.

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.

**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.

**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. 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.

**EDUCATIONAL LEADERSHIP/SCHOLARSHIP FOCUS  
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.

**Scholarship**

Evidence for concentration in Educational Leadership/Scholarship may be demonstrated by the following:

- 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
- 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.
- Evaluation and success of courses, and educational programs developed.
- 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.

**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:

- 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.
- Evidence of teaching excellence at the undergraduate, graduate, and/or post-doctoral levels, evaluated by the written statements and/or compiled ratings of students.
- Written statements by the Head of the Department, academic peers, and others familiar with the candidate's performance in teaching.
- Accumulation of above forms of evidence on teaching competence and excellence over a sustained period of time.

**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.

**“AT CUMC” MODIFIED TITLE  
CRITERIA FOR ADVANCEMENT IN RANK BY ACADEMIC FOCUS**

**EDUCATIONAL SCHOLARSHIP/LEADERSHIP FOCUS**

**PROFESSOR**

Promotion to Professor should be marked by recognition, outside of CUMC, 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

**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.

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.

**Education**

Sustained clinical or public health 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 in University/national professional organizations