



Overview of Career Development Expectations and Criteria for Promotion on the Non-Tenure Eligible Tracks at NYU Grossman School of Medicine

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Introduction

The purpose of this document is to elucidate expectations, accomplishments and milestones for successful career development, and criteria for promotion, on the non-tenure eligible tracks at NYU Grossman School of Medicine (Clinical Track, Research Track, and Scholar Track).

This document may inform department leaders, mentors and faculty, and departmental and institutional Appointment and Promotions Committees in identifying faculty appropriate for promotion.

I. Criteria for Promotion on the Clinical Track

Goal

- Provide guidance to department leadership, mentors, and faculty regarding expectations and criteria for promotion on the clinical track.
 - Candidates may have activities in several areas, or a larger presence in one, or a few, areas
- Clarify areas of overlap in descriptors and parameters that distinguish between Scholar and Clinical Track promotion expectations.
 - These valued activities and accomplishments qualify candidates for promotion on the Clinical Track, but at an extent below that which would define one as appropriate for the Scholar Track.
 - The distinction is in part a matter of scope, as well as the type and impact of activities.

Clinical Track: Faculty Description, and Baseline Expectations

Perform a variety of clinical, teaching, service, and / or academic activities according to the needs of the departments and divisions, **with delivery of clinical care as the primary responsibility.**

Promotion to Clinical Associate Professor

Service as Clinical Assistant Professor with a consistent record of clinical excellence (**required**), as noted and verified by the Department Chair, and contributions to teaching, service and / or academic activities. For promotion or appointment at this level, accomplishments and activities are expected in **at least two of the below domains, one of which must be clinical care**. One or some activities are sufficient, depending on depth and impact; not all activities listed for each domain are required. The below contributions are not necessarily all encompassing, and there may be additional valued contributions not listed.

1. **Clinical Care (required)**: Significant contributions to clinical service, as noted and verified by the Department Chair, which could be evidenced by some of the following:

- a. Local and regional recognition by colleagues and patients as a highly regarded clinician and authority in the field.
- b. A wide, local referral base.
- c. Create, or participate in, locally or regionally unique clinical programs.
- d. Individual quality metrics meet or exceed those of peers when compared to national benchmarks.
- e. Participate in performance improvement activities.

2. Education: Noteworthy contributions to medical, graduate, post-graduate, or faculty education, which could be evidenced by some of the following:

- a. Recognition as an effective teacher of students, residents, and fellows. This may be documented by formal evaluations by trainees.
- b. Contributing role in a teaching or clinical training program.
- c. Participation in resident / fellow recruitment and interviewing.
- d. Creation of new and innovative materials in response to learners' needs.
- e. Recognized role model and mentor for students, trainees, and junior faculty.
- f. Serve as a medical student preceptor, advisor, or mentor.
- g. Participation as faculty in CME programs.

3. Service: Fulfill service responsibilities at the school and/or hospital/health system enterprise, which could be evidenced by some of the following:

- a. Important role in department or enterprise initiatives.
- b. Service on enterprise, or medical staff committees.
- c. Participation in local or regional clinical affairs through membership in professional societies.

4. Scholarship: Participation in academic activities, which could be evidenced by some of the following:

- a. Attendance at departmental academic seminars and lectures.
- b. Mentors / coaches students and trainees in scholarly projects.
- c. Contributes to regional and national societies through meeting participation and submission of lectures, posters, presentations.
- d. Publication of clinical case reports or series.
- e. Participation in clinical trials and clinical investigation.
- f. Invitations as guest speaker at non-industry sponsored events.
- g. Peer reviewer for journals.

Promotion to Clinical Professor

Service as Clinical Associate Professor with a consistent record of outstanding performance in clinical service, as noted and verified by the Department Chair, and important contributions to teaching, service or scholarship. This rank is reserved for a small group of faculty members in recognition of distinctive achievement. For promotion or appointment at this level, accomplishments and activities are expected in **at least three of the below domains, one of**

which must be clinical care. One or some activities are sufficient, depending on depth and impact; not all activities listed for each domain are required. The below contributions are not necessarily all encompassing, and there may be additional valued contributions not listed.

1. **Clinical (required):** Outstanding contributions to clinical service, as noted and verified by the Department Chair, which could be evidenced by some of the following:

- a. Recognition by peers and patients as a stellar clinician/consultant.
- b. Regional/national reputation for depth and breadth of clinical skills.
- c. A regional and national referral base.
- d. Leadership roles in the department, school, or enterprise.
- e. Individual quality metrics meet or exceed those of peers when compared to national benchmarks.
- f. Participation in performance improvement activities.
- g. Participation in development of national standards for patient care/clinical care guidelines.

2. **Education:** Distinction in undergraduate, graduate, post-graduate, or faculty education, which could be evidenced by some of the following:

- a. Ongoing recognition as an effective teacher of students, residents, or fellows. Recognized by peers as superb educator. This may be documented by outstanding educator awards and formal evaluations by trainees.
- b. Recognition as an effective teacher as demonstrated by invited lectures, and symposia.
- c. Participation as faculty or leadership in professional society programs and continuing medical education courses.
- d. Substantive role in a recognized teaching or clinical training program.
- e. Serve as medical student preceptor, advisor, or mentor.
- f. Recognized and identified role model and mentor for students, trainees, and junior faculty.
- g. Serves on national board examining committees and/or prepares questions for national board exams.

3. **Service:** Fulfill important service responsibilities at the school and/or hospital/health system enterprise, which could be evidenced by some of the following:

- a. Sustained role in school, medical staff, or enterprise committees.
- b. Influence in regional or national clinical affairs through participation in professional societies.
- c. Receipt of honors, awards, and prizes from the institution, national entities, or the community for aspects of service.

4. **Scholarship:** Participation and contributions to the academic community, which could be evidenced by some of the following:

- a. Publication of research, clinical observations, reviews, chapters, or books.
- b. Peer reviewer for journals.

- c. Membership on journal editorial boards.
- d. Participation in clinical trials and clinical investigation.
- e. Elected or appointed leadership roles in societies, including officer positions.
- f. National / international reputation, as evidenced by invitations as non-industry guest speaker including named lectures, keynote addresses, grand rounds.

<u>EXPECTATIONS FOR PROMOTION TO RANK OF CLINICAL ASSOCIATE PROFESSOR</u>			
Accomplishments and activities expected in at least two of the below domains, one of which must be clinical care.			
Clinical (required)	Education	Service	Scholarship
<ul style="list-style-type: none"> • Sustained dedication to excellent clinical care (required) • Clinical quality metrics meet or exceed peers (required) • Local / regional reputation for clinical excellence and authority in the field • Creation of, or participation in, clinical programs that are locally or regionally unique. 	<ul style="list-style-type: none"> • Sustained participation in the department’s educational mission • Recognition as an effective teacher through learner evaluations • Creation of new and innovative materials in response to learners’ needs • Contributing role in teaching or training program • Medical student preceptor, advisor, or mentor • Participation in resident / fellow recruitment and interviewing • Participation as faculty in CME programs 	<ul style="list-style-type: none"> • Sustained participation and / or leadership in departmental, school, or enterprise committees • Membership and participation in professional societies 	<ul style="list-style-type: none"> • Attendance at academic seminars and lectures • Mentors / coaches trainees in preparing scholarly work projects • Contributes to regional and national societies through meeting participation and submission of lectures, posters, presentations. • Invited as guest speaker at non-industry sponsored events • Peer reviewer for journals

EXPECTATIONS FOR PROMOTION TO RANK OF CLINICAL PROFESSOR

Accomplishments & activities expected in **at least three of the below domains, one of which must be clinical care.**

Clinical (required)	Education	Service	Scholarship
<ul style="list-style-type: none"> • Clinical quality metrics meet or exceed peers (required) • Peer recognition as a stellar clinician • Local / regional /national reputation for depth and breadth of clinical skills • Role model of clinical efficiency / high value care • Regional referral base. 	<ul style="list-style-type: none"> • Sustained participation in the department’s educational mission • Education role model as evidenced by teaching awards learner evaluations • Recognition at national level as effective teacher by invited lectures and symposia • Serve as medical student preceptor, advisor, or mentor • Serve as Course Director or faculty in CME programs • Participation as faculty or leadership in professional society programs 	<ul style="list-style-type: none"> • Leadership in committees / projects at the hospital / medical school level • Influence in regional or national clinical affairs through participation in professional societies. • Receipt of honors, awards, and prizes from the institution, national entities, or the community for aspects of service 	<ul style="list-style-type: none"> • Published scholarly work • Peer reviewer • Membership on editorial boards • Participation in clinical trials and clinical investigation • Elected or appointed leadership roles in societies, including officer positions • National/ international reputation, as evidenced by Invitations as guest speaker at non-industry sponsored events including named lectures, keynote addresses, grand rounds • Participation in the creation of national / international clinical practice guidelines

II. Criteria for Promotion on the Research Track

Goal

- Provide guidance to department leadership, mentors, and faculty regarding criteria for expectations and criteria for promotion on the Research Track.
 - Candidates may have activities in several areas, or a larger presence in one, or a few, areas
- Clarify areas of overlap in descriptors and parameters that distinguish between Tenure, Scholar and Research Track promotion expectations.
 - These valued activities and accomplishments qualify candidates for promotion on the Research Track, but at an extent below that which would define one as appropriate for the Scholar Track.
 - The distinction is in part a matter of scope, the type and impact of activities, the level of autonomy, and the level of independent funding.

Research Track: Faculty Description, and Baseline Expectations

Perform a variety of teaching, service, and / or academic activities according to the needs of the research group, department, or institute, with supportive research as the primary responsibility.

Promotion to Research Associate Professor

Service as Research Assistant Professor with a consistent record of supportive scientific excellence, and contributions to teaching, service and / or academic activities. For promotion or appointment at this level, accomplishments and activities are expected in **at least two of the below domains, one of which must be scientific excellence**. One or some activities are sufficient, depending on depth and impact; not all activities listed for each domain are required. The below contributions are not necessarily all encompassing, and there may be additional valued contributions not listed.

1. Scientific Excellence (required): Notable performance could be evidenced by some of the following:

- a. Substantive participation and contributions to important research endeavors of the lab.
- b. Demonstrated commitment to quality and safety in the laboratory.
- c. Personal Development:
 - a. Participate in performance improvement activities.
 - b. Seek opportunities to gain new laboratory techniques.
- d. Growing level of scientific autonomy and independence
- e. Impeccable research ethics and integrity

2. Education: Noteworthy contributions to medical, graduate or post-graduate, or faculty education could be evidenced by some of the following:
 - a. Recognition as an effective teacher of students, residents, and fellows. This may be documented by formal evaluations by trainees.
 - b. Contributing role in a teaching or research training program.
 - c. Creation of new and innovative materials or opportunities in response to learners' needs.
 - d. Participation as faculty in CME programs.
 - e. Participation in graduate student and trainee mentorship.

3. Service: Fulfill service responsibilities at the school and/or hospital/health system enterprise, which could be evidenced by some of the following:
 - a. Important role in department or enterprise initiatives.
 - b. Service on enterprise, or medical staff committees.
 - c. Participation in local or regional professional groups or membership in professional societies.

4. Scholarship: Participation in academic activities, which could be evidenced by some of the following:
 - a. Attendance at departmental academic seminars and lectures.
 - b. Mentors / coaches students and trainees in scholarly projects.
 - c. Contributes to regional and national societies through meeting participation and submission of lectures, posters, presentations.
 - d. Publication / presentation of research reports or letters.
 - e. Participation and contributions to the work of other investigators.
 - f. Participation and contributions to collaborative research initiatives.

Promotion to Research Professor

Service as Research Associate Professor with a consistent record of superlative supportive science, and contributions to teaching, service and / or academic activities. This rank is reserved for a small group of faculty members in recognition of distinctive achievement. For promotion or appointment at this level, accomplishments and activities are expected in **at least three of the below domains, one of which must be scientific excellence**. One or some activities are sufficient, depending on depth and impact; not all activities listed for each domain are required.

1. Scientific Excellence: Notable performance could be evidenced by some of the following:
 - a. Substantive participation and contributions to important research endeavors of the lab.
 - b. Record of grant or other contract-financial support
 - c. Demonstrated commitment to quality and safety in the laboratory.
 - d. Personal Development:
 - a. Participate in performance improvement activities.

- b. Seek opportunities to gain new laboratory techniques.
- e. Established scientific autonomy and integrity, as evidenced by colleagues' confidence in one's independent function.

2. Education: Noteworthy contributions to medical, graduate, post-graduate, or faculty education, as could be evidenced by some of the following:

- a. Recognition as an effective teacher of students, residents, and fellows. This may be documented by formal evaluations by trainees.
- b. Leading role in a teaching or research training program.
- c. Creation of new and innovative materials or opportunities in response to learners' needs.
- d. Participation in graduate student and trainee mentorship.
- e. Participation as course director or faculty in CME programs.
- f. Service on mentoring committees.
- g. Service on PhD thesis committees.

3. Service: Fulfill important service responsibilities at the school and/or hospital/health system enterprise, which could be evidenced by some of the following:

- a. Sustained role in school, medical staff, or enterprise committees.
- b. Hold valued administrative or leadership role in department, institute, or institution.
- c. Influence in regional or national activities through participation in professional societies.
- d. Receipt of honors, awards, and prizes from the department, institution, national entities, or the community for aspects of service.

4. Scholarship: Participation and contributions to the academic community, which could be evidenced by some of the following:

- a. Publication / presentation of research, reviews, chapters, or books.
- b. Peer reviewer for journals or study section grant reviewer
- c. Membership on journal editorial boards.
- d. Strong regional, or inquiry focus, reputation
- e. Elected or appointed leadership roles in societies, including office positions.
- f. National reputation, as evidenced by invitations as non-industry guest speaker to departments, institutes, society meetings

EXPECTATIONS FOR PROMOTION TO RANK OF RESEARCH ASSOCIATE PROFESSOR

Accomplishments and activities expected in **at least two of the below domains, one of which must be scientific excellence**

Scientific (required)	Education	Service	Scholarship
<ul style="list-style-type: none"> • Participation and contributions to research endeavors in the lab • Commitment to quality and safety in the laboratory • Level of scientific autonomy and independence • Strong regional, or inquiry focus, reputation 	<ul style="list-style-type: none"> • Recognition as an effective teacher through learner evaluations • Contributing role in a teaching or research training program • Recognized role model and mentor for students, trainees and junior faculty • Participation in graduate student or post-doc recruitment and interviewing • Participation as faculty in CME programs 	<ul style="list-style-type: none"> • Sustained participation and / or leadership in departmental, school, or enterprise committees • Membership and participation in professional societies 	<ul style="list-style-type: none"> • Attendance at academic seminars and lectures • Mentors / coaches trainees in preparing scholarly research projects • Contributes to regional and national societies through meeting participation and submission of lectures, posters, presentations. • Publication /presentation of research reports • Participation in the work of other investigators or in collaborative research

EXPECTATIONS FOR PROMOTION TO RANK OF RESEARCH PROFESSOR

Accomplishments & activities expected in **at least three of the below domains, one of which must be scientific excellence**

Scientific (required)	Education	Service	Scholarship
<ul style="list-style-type: none"> • Substantive participation and contributions to important research endeavors • Demonstrated commitment to quality and safety • Established scientific autonomy and integrity, as evidenced by colleagues confidence in one's independent function 	<ul style="list-style-type: none"> • Leading role in a teaching or research training program • Creation of new and innovative teaching materials • Recognized role model and mentor for students, trainees and junior faculty • Serve as Course Director or faculty in CME programs • Service on mentoring or PhD thesis committees 	<ul style="list-style-type: none"> • Sustained role in school, medical staff or enterprise committees • Valued administrative or leadership role in department, institute or institution • Receipt of honors, awards, and prizes from the institution, national entities, or the community for aspects of service 	<ul style="list-style-type: none"> • Publication of research, clinical observations, reviews, chapters or books • Peer reviewer for journals • Grant application reviewer, study section participation • Membership on editorial boards • Strong reputation in area of research • Elected or appointed roles in societies • National reputation as evidenced by invitations as guest speaker at non-industry sponsored events including named lectures, keynote addresses, grand rounds

III. Criteria for Promotion on the Scholar Track

Goal

- Provide guidance to departments, leadership, mentors, and faculty regarding criteria for expectations and promotion on the **Scholar Track**.

Scholar Track: Faculty Description, and Baseline Expectations

- Makes substantial contributions to the clinical, research, academic, education, and/or service missions of the school.
- Demonstrates a required high level of excellence in patient care and/ or research
- ***In addition***, demonstrates some of the following:
 - Evidence of teaching or educational excellence, sustained scholarly productivity, collaborative scientific activities, exceptional service or administrative roles.
- Promotion on the basis of clinical or research excellence with the addition of teaching/education leadership, administrative leadership, service or programmatic leadership, or scholarship.

Promotion to Associate Professor (Clinical & Research)

Service as Assistant Professor with a consistent record of clinical or research excellence, and substantive contributions to original research and scholarship, teaching or education leadership, administrative or service leadership. The below contributions are not necessarily all encompassing, and there may be additional valued contributions not listed.

1a. **Clinical (required for Clinicians)**: Significant contributions to clinical service as evidenced by many of the following:

- a. Local and regional recognition by colleagues and patients as a highly regarded clinician and authority in the field.
- b. A wide, local referral base.
- c. Creation of, or participation in, the development of locally or regionally unique clinical programs, concepts or devices.
- d. Leadership of performance improvement activities and quality programs.
- e. Demonstrating individual quality metrics exceeding those of peers when compared to national benchmarks.
- f. Key collaborator in clinical trials and clinical investigation.

1b. **Research (required for Investigators)**: Significant contributions to research as evidenced by many of the following:

- a. Substantive participation and contributions to important research endeavors of the lab.
- b. Role as a collaborative investigator that aids in obtaining or renewing grant funding for the institution.
- c. Established record of grant or other contract financial support
- d. Demonstrated commitment to quality and safety in the laboratory.
- e. Growing scientific autonomy and independence

- f. Significant role in mentorship and guidance of trainees and junior faculty

2. Education: Noteworthy contributions to medical, graduate or post-graduate, or faculty education as evidenced by many of the following:

- a. Recognition as an effective teacher, role model or mentor of students, residents, and fellows. This may be documented by outstanding evaluations by trainees.
- b. A leadership role in a UME course, clerkship, or selective, leadership role in a residency or fellowship program, or leadership in a hospital program involving students, trainees, faculty or staff.
- c. Adapting and applying a new learner assessment tool.
- d. Developing innovative curriculum for UME coursework, clerkships or residency programs.
- e. Curriculum development that includes new discoveries or new methods or models of learning.
- f. Developing or launching new mentoring programs.
- g. Incorporating new technologies into learning methods.
- h. Demonstrating a high level of commitment to the education mission as evidenced by hours of course work, number of courses and impact
- i. Publications around educational themes.
- j. Participation as key faculty in CME programs.

3. Service: Fulfill service responsibilities at the school and/or hospital/enterprise as evidenced by many of the following:

- a. Leadership positions on department, hospital, school or medical staff, or enterprise committees.
- b. Election or selection to membership and/or leadership positions in professional societies.

4. Scholarship: Participation in academic activities as evidenced by many of the following:

- a. Publications in peer reviewed journals.
- b. Presentations of scholarly work at academic society meetings.
- c. Success as a collaborating investigator contributing to obtaining or renewing grant funding.
- d. Mentors / coaches students and trainees in scholarly projects.
- e. Invitations as lecturer or moderator for regional, national or international meetings.
- f. Selection as a member of a national consensus panel.
- g. Invitations as a visiting professor or Grand Rounds speaker.
- h. Peer reviewer for journals.
- i. Receipt of honors and awards for scientific or scholarly achievements.
- j. Membership on editorial boards of prominent journals.
- k. Membership on scientific and professional advisory committees at national and/or international levels.

Promotion to Professor (Clinical & Research)

Service as Associate Professor with a consistent record of outstanding performance in clinical service or original research, and noteworthy and important contributions to teaching or education leadership, administrative or service leadership, or scholarship. This rank is reserved for a small group of faculty members in recognition of distinctive achievement. The below contributions are not necessarily all encompassing, and there may be additional valued contributions not listed.

1a. **Clinical (required for Clinicians)**: Outstanding contributions to clinical service or research as evidenced by many of the following:

- a. Reputation as an expert clinician by peers and patients as reflected by national referrals and recognition.
- b. Invitations to participate as a clinical expert consultant to other medical schools and hospitals.
- c. Leadership roles in the department, school, hospital or enterprise clinical initiatives.
- d. Development of nationally recognized standards for patient care.
- e. Development of unique nationally recognized clinical programs.
- f. Elected or appointed leadership roles in medical societies, including officer positions.
- g. Service as member of or examiner for a specialty board.

1b. **Research (required for Investigators)**: Significant contributions to research as evidenced by many of the following:

- a. Substantive participation and contributions to important research endeavors of the lab and broader research community.
- b. Role as a collaborative or independent investigator that aids in obtaining or renewing grant funding for the institution.
- c. Established record of grant or other contract financial support
- d. Demonstrated commitment to quality and safety in the laboratory.
- e. Significant role in mentorship and guidance of trainees and junior faculty
- f. Established scientific autonomy and integrity, as evidenced by colleagues' confidence in one's independent function.

2. **Education**: Distinction in undergraduate, graduate, post-graduate, or faculty education as evidenced by many of the following:

- a. Demonstrated excellence and strong reputation among peers as an educator, with evidence of distinction, such as Teacher of the Year Awards, Master Educator Awards, or superlative learner evaluations.
- b. Participation as faculty or leadership in professional society programs.
- c. Substantive role in an institutional teaching or training program.
- d. Recognized and identified role model and mentor for students, trainees, and junior faculty.
- e. Serves on national board examining committees and/or prepares questions for national board exams.
- f. Scholarly teaching as documented by impact on learners and assessment of the teaching by learners, peers, internal or external evaluators.
- g. Teaching awards from national and/or international organizations.

- h. Invited educational consultation or collaboration with other departments at or beyond the school of medicine.
 - i. Organization of regional, national or international CME courses.
 - j. Effective mentorship documented by the academic progress and scholarship of mentees at or beyond the school of medicine.
 - k. Mentorship on training grants from national and international funding agencies.
 - l. Teaching as faculty in a development program that addresses the educational skills of other faculty (teaching skills or curriculum development skills).
3. Service: Fulfill important service responsibilities at the school and/or hospital/ enterprise as evidenced by many of the following:
- a. Sustained role in school, medical staff, or enterprise committees.
 - b. Leadership positions in school, medical staff, or enterprise committees.
 - c. Influence in regional or national clinical affairs through participation in professional societies.
 - d. Receipt of honors, awards, and prizes from the institution, national entities, or the community for aspects of service.
4. Scholarship: Participation and contributions to the academic community as evidenced by many of the following:
- a. Publication of original research and clinical observations, reviews, chapters, or books
 - b. Membership on journal editorial boards.
 - c. Key collaborator in clinical trials and clinical investigation.
 - d. Participation in the creation of national / international clinical practice guidelines.
 - e. Elected or appointed leadership roles in societies, including officer positions.
 - f. Invitations as guest speaker including named lectures, keynote addresses, grand rounds, Visiting Professor.

EXPECTATIONS FOR PROMOTION TO RANK OF ASSOCIATE PROFESSOR

(CLINICAL & RESEARCH & EDUCATION)

Accomplishments and activities expected in **at least two of the below domains, one of which must be Clinical or Research, for Clinicians or Investigators, respectively**

Clinical (required for Clinicians)	Research (required for Investigators)	Education	Service	Scholarship
<ul style="list-style-type: none"> • Sustained dedication to excellent clinical care • Local / regional reputation for clinical excellence and authority in the field • Strong clinical quality metrics • Creation of, or participation in, clinical programs that are locally or regionally unique. • Leadership in performance improvement activities and 	<ul style="list-style-type: none"> • Substantive participation and contributions to important research endeavors of the lab. • Established record of grant or other contract financial support • Collaborative investigator aiding in obtaining or renewing grant funding for the institution • Commitment to quality and safety in the laboratory. • Growing scientific autonomy and independence • Significant role in mentorship and guidance of 	<ul style="list-style-type: none"> • Recognition as an effective teacher through learner evaluations • Leadership role in UME or GME • Adapting and applying a new learner assessment tool • Developing innovative curriculum • Developing mentoring programs • Publications around 	<ul style="list-style-type: none"> • Leadership positions in departmental, school, or enterprise committees • Election or selection to membership and/or leadership positions in professional societies 	<ul style="list-style-type: none"> • Publications in peer reviewed journals • Presentations of scholarly work at academic society meetings • Success as a collaborating investigator • Contributes to regional and national societies through meeting participation and submission and presentations of lectures, posters.

<p>quality programs</p> <ul style="list-style-type: none"> • Key collaborator in clinical trials 	<p>trainees and junior faculty</p>	<p>educational themes</p> <ul style="list-style-type: none"> • Participation as faculty in CME programs 		<ul style="list-style-type: none"> • Invitations as lecturer or moderator for regional and national meetings. Invitations as a visiting professor. • Membership on editorial boards and scientific and professional advisory committee
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EXPECTATIONS FOR PROMOTION TO RANK OF PROFESSOR

(CLINICAL & RESEARCH & EDUCATION)

Accomplishments & activities expected in **at least three of the below domains, one of which must be Clinical or Research, for Clinicians or Investigators, respectively**

Clinical (required for Clinicians)	Research (required for Investigators)	Education	Service	Scholarship
<ul style="list-style-type: none"> • Reputation as an expert clinician by peers and patients as reflected by national referrals and recognition • Development of nationally recognized standards for patient and nationally recognized programs • Elected or appointed leadership roles in societies • Service as a member of or examiner for a specialty board 	<ul style="list-style-type: none"> Substantive participation and contributions to important research endeavors of the lab and broader research community • Role as a collaborative or independent investigator that aids in obtaining or renewing grant funding for the institution. • Established record of grant or other contract financial support • Demonstrated commitment 	<ul style="list-style-type: none"> • Demonstrated excellence and strong reputation as an educator • Education role model as evidenced by local and national teaching awards and learner evaluations • Recognition at national level as effective teacher by invited lectures and symposia • Serves on national board examining committees • Organizer of CME courses 	<ul style="list-style-type: none"> • Sustained leadership role in committees / projects at the hospital / medical school or enterprise • Influence in regional or national clinical affairs through participation in professional societies. • Receipt of honors, awards, and prizes from the institution, national entities, or the community for aspects of service 	<ul style="list-style-type: none"> • Publication of original research, chapters, books • Membership on editorial boards • Key collaborator in clinical trials and clinical investigation • Elected or appointed leadership roles in societies, including officer positions • Invited as guest speaker including named lectures, keynote addresses,

	<p>to quality and safety in the laboratory</p> <ul style="list-style-type: none"> • Significant role in mentorship and guidance of trainees and junior faculty • Established scientific autonomy and integrity, as evidenced by colleagues' confidence in one's independent function. 	<ul style="list-style-type: none"> • Effective mentor as documented by academic progress of mentees • Mentorship on training grants • Faculty in a development program addressing the educational skills of other faculty 		<p>grand rounds, visiting professor</p> <ul style="list-style-type: none"> • Participation in the creation of national / international clinical practice guidelines
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