



## APPENDIX I



# **Guidebook: Criteria for Faculty Appointment and Promotion**

## **Weill Cornell Medical College**

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## INTRODUCTION

This guidebook describes the criteria for faculty appointment and promotion at Weill Cornell Medical College. Under these guidelines, faculty are given the opportunity to assemble a profile that reflects their unique combination of activities and accomplishments. This structure also includes administrative leadership and service to the Weill Cornell community that contributes to the academic mission to the Medical College. This system permits the total activities and achievements of a faculty member to be considered in the evaluation for promotion.

The fundamental concepts of the criteria include:

1. demonstration of **excellence** in the major area of academic activity by objective achievements.
2. requirement for **scholarship, teaching, and mentoring activity** at all ranks except for promotion to Assistant Professor
3. a link between rank of appointment and the breadth of the candidate's **reputation and achievement**. Appointment as Associate Professor requires a strong regional reputation and appointment as Professor requires a sustained national, and in many cases international, reputation.

A key aspect of this system is to incorporate objective criteria that recognize new models of investigation and clinical care, and innovation in education and administration.

This booklet is intended to assist faculty in understanding the requirements for promotion, with an overview of the new criteria (pages 2.53-58), followed by sections that detail the metrics for promotion for faculty members with areas of excellence in investigation, clinical expertise or educational leadership (pages 2.59-83).

This is followed by metrics of teaching activities (pages 2.84-86), metrics of mentoring activities (pages 2.87), and metrics of supporting activities (pages 2.88-91)

The final section includes resources for additional information and a “frequently asked questions” section tailored to common areas for clarification (pages 2.99-101). This guidebook has been designed to provide examples of metrics, and to address questions that are frequently raised by faculty regarding promotion. The Academic Staff Handbook available on the Office of Faculty Affairs website at <https://faculty.weill.cornell.edu/academic-policies/academic-staff-handbook> remains the more comprehensive source for all general policies that pertain to faculty affairs.

## Tenure

This guidebook does not change or modify the Cornell University or Weill Cornell Medical College policies regarding tenure. Further information regarding tenure can be found in the Academic Staff Handbook, “Tenure” (section 3).

## **STEPS TOWARD PROMOTION: SELECTING AN AREA OF EXCELLENCE**

The area of excellence should represent the candidate's major area of achievement and impact, including a consideration of the quantity as well as quality of contribution. The area of excellence should form the basis of the candidate's reputation and should be consistent with the type and focus of the candidate's scholarship. The area of excellence should also represent the activities to which the faculty member has devoted a substantial proportion of time and academic effort. The choice may also be influenced by how the candidate views his/her career path. The determination of the area of excellence is made by the Department Chair (or his/her designee) in consultation with the candidate.

In most cases, an individual will maintain a consistent academic focus over time, although the activities of a faculty member may occasionally change. If a substantive change in activities occurs, the area of excellence and significant supporting activities selected for subsequent promotions may change as well. The candidate will be expected to meet the standards for the new area of excellence.

Almost all candidates will be evaluated in a single area of excellence. Only rarely, when both the quality and quantity of contribution are comparable in two areas of excellence should two areas of excellence be proposed.

# STEPS FOR CREATING A PROMOTION PROFILE

## Step 1: Identify an Area of Excellence



Clinical Expertise  
& Innovation



Investigation



Educational  
Leadership

## Step 2: Evaluate Teaching & Mentoring Activities

## Step 3: Provide Additional Supporting Activities

Education of  
Patients & Community

Clinical  
Expertise

Investigation

Administration  
or Institutional  
Service

## SELECTING A PATHWAY

The Weill Cornell Promotion System utilizes two major types of pathways

The first type of pathway is for faculty members for whom academic achievement and scholarship is a primary activity. Individuals in this category hold unmodified titles. (Detailed on page 2.56)

The second type of pathway is for faculty members for whom clinical expertise, investigation, or teaching excellence will be the primary criteria for promotion. Scholarship and administrative expertise are recognized, but are not the primary considerations for promotion. Individuals in this category will hold modified titles. (Detailed on pages 2.57-2.58)

The decision regarding the most relevant pathway for each faculty member is a joint decision reached between the faculty member and the Departmental Chairperson.

Pathways will be noted in initial offer letters, and will be reviewed yearly during Annual Faculty Reviews.

We will describe the Pathway Recognizing Academic Achievement and Scholarship (Page 2.56), followed by the pathways that recognize Clinical Expertise, Investigation, and Teaching Excellence (page 2.57-2.58).

## A. PATHWAY RECOGNIZING ACADEMIC ACHIEVEMENT AND SCHOLARSHIP

### Step 1. Select one of the three Areas of Excellence (required)

1. Clinical Expertise and Innovation
2. Investigation
3. Educational Leadership

The area of excellence should represent the candidate's major area of achievement and impact. This area should form the basis of the candidate's reputation and recognition. Scholarship, broadly defined, is a requirement in all categories. The area of excellence may be different at subsequent promotions; hence there is flexibility to permit the promotion of faculty members who have actively sought career changes from one area of excellence to another.

### Step 2. Report on Teaching and Mentoring Activities (required, pages 2.84-87)

All faculty members will be evaluated for contributions to teaching, education, and mentoring activities at WCMC and affiliated institutions. If this is the candidate's first faculty appointment at WCMC, teaching contributions and mentorship at institutions where the candidate previously held a faculty position will also be considered. Teaching and mentoring activities are broadly defined to include:

- Didactic teaching of students, trainees and peers
- Research training and mentorship
- Clinical teaching and mentorship
- Administrative teaching roles
- Teaching of WCMC medical and graduate students, students in WCMC applied programs (Physician's Assistants) should be particularly noted
- One-to-one, small group, or large group workshops or lectures, which cover any topic directly related to a mentee's career development

### Step 3. Specify Significant Supporting Activities (optional, pages 2.88-91)

Many faculty members make significant contributions outside their designated area of excellence and teaching. Significant supporting activities may represent contributions of outstanding quality in areas in which the quantity of contribution is less than in the area of excellence. Contributions in five areas will be considered:

- Clinical Expertise
- Investigation
- Education of Patients and Service to the Community
- Administration and Institutional Service
- External Professional Activities

Substantial academic contributions in one or more supporting activities will supplement accomplishments in the area of excellence, in evaluation for promotion. However, while such activities may decrease the expected *quantity* of contribution in the area of



excellence, they do not diminish the requirement for exceptional *quality* of academic achievement in the area of excellence.

Tenure Consideration: Select faculty on the Pathway Recognizing Academic Achievement and Scholarship, usually for whom Investigation is the Area of Excellence may be eligible for tenure consideration. For these faculty members, evaluation for promotion to Associate Professor is required generally not later than the sixth year as an Assistant Professor, followed by consideration for tenure at year eight, with or without further promotion. Eligibility for tenure consideration is typically noted in initial offer letters, and can be further discussed with Division Chief and Department Chairs during the Annual Faculty Review. The details for tenure consideration are further delineated in the Tenure section of the Weill Cornell Academic Staff Handbook.

## **B. PATHWAY RECOGNIZING CLINICAL EXCELLENCE:**

**Step 1.** The area of clinical excellence should represent the candidate's major area of achievement and impact. This area should form the basis of the candidate's reputation and recognition. Scholarship, broadly defined, is a requirement, but the quantity of scholarship is typically less than that of faculty on the Pathway Recognizing Academic Achievement.

**Step 2. Report on Teaching and Mentoring Activities (required). (Pages 2.84-87)**

**Step 3. Specify Significant Supporting Activities (optional). (Pages 2.88-91)**

## **C. PATHWAY RECOGNIZING EXCELLENCE IN INVESTIGATION:**

**Step 1.** The area of excellence in scientific investigation should represent the candidate's major area of achievement and impact. This area should form the basis of the candidate's reputation and recognition. Scholarship, broadly defined, is a requirement, but the quantity of scholarship is typically less than that of faculty on the Pathway Recognizing Academic Achievement.

**Step 2. Report on Teaching and Mentoring Activities (required). (Pages 2.84-87)**

**Step 3. Specify Significant Supporting Activities (optional). (Page 2.88-91)**

## **D. PATHWAY RECOGNIZING EXCELLENCE IN TEACHING:**

**Step 1.** The area of excellence in teaching should represent the candidate's major area of achievement and impact. This area should form the basis of the candidate's reputation and recognition. Scholarship, broadly defined, is a requirement, but the quantity of scholarship is typically less than that of faculty on the Pathway Recognizing Academic Achievement.

**Step 2. Report on Teaching and Mentoring Activities (required). (Pages 2.84-87)**

**Step 3. Specify Significant Supporting Activities (optional). (Pages 2.88-91)**

## DESCRIPTION OF AREAS OF EXCELLENCE

### ***Clinical Expertise and Innovation***

This section covers Weill Cornell Medical College academic titles and promotions criteria for all faculty members for whom patient care and other clinically-related activities constitute the unifying theme for the candidate's academic activities and achievements.

#### **For Full-time and Regular Part-time Weill Cornell Medical College Faculty members**

##### **Pathway Recognizing Academic Achievement and Scholarship**

##### **Unmodified Titles in Clinical Departments; award of these titles must include substantial activity in Written Scholarship and Teaching**

Available Titles include Assistant Professor of (Department), Associate Professor of (Department), and Professor of (Department). In certain circumstances, the title Instructor in Discipline may also be awarded (see below).

To be considered for an unmodified title at any level, the candidate will be assessed on the basis of clinical excellence and leadership, scholarship, and teaching. The candidate may have a reputation as an innovator in approaches to diagnosis, treatment or prevention of disease, applications of technology to clinical care and/or in developing models of care delivery. With specific regard to clinical excellence and leadership, an assessment will be performed regarding both the candidate's recognition as a clinical expert as well as the candidate's influence on clinical practice; level specific metrics for both recognition and influence are provided within the attached table. The candidate must also demonstrate written scholarship, which may include chapters and reviews in the area of clinical expertise, guidelines for patient care, publications evaluating the impact of a clinical innovation and/or other research publications (for scholarship metrics for unmodified titles, the attached Metrics for Scholarship Table is used; other forms of scholarship are considered supplemental and do not replace the requirements for written scholarship in the Metrics for Scholarship Table). There should be a strong teaching and mentoring component in the clinical field (for metrics, see attached Teaching Tables, pages 2.84-86 and Mentoring Table, page 2.87) and the individual may participate in clinical, translational, or basic scientific research related to the clinical field.

At the **Assistant Professor** level, the candidate must have evidence of (or a clear potential for, if an initial appointment) a strong local reputation in a clinical field with a leadership role and/or a key role in activities that influence practice, such as approaches to diagnosis, treatment or prevention of disease, applications of technology to clinical care and/or development or local adoption of innovative models of care delivery. The

candidate must have (or a clear potential for, if an initial appointment) first author scholarship related to the clinical field and should be teaching in the clinical field.

For appointment as, or promotion to **Associate Professor of (Department)**, the candidate must have (in addition to distinguished service as an assistant professor) a strong regional, and frequently national, reputation as an independent expert who has influenced the clinical field. He/she may have demonstrated innovation in approaches to diagnosis, treatment or prevention of disease, the development/application of technology for clinical care and/or the development of novel models of care delivery that influence care at a regional, and often national, level. The candidate must have an active teaching role and have influential first and senior author scholarship in the area of clinical expertise.

For appointment as, or promotion to **Professor of (Department)**, the candidate must have (in addition to distinguished service as an associate professor) a sustained national, and in many cases international, reputation as a leader and innovator in a clinical field. The candidate's expertise must be demonstrated through high impact scholarship. The candidate must have a significant influence on practice in the clinical field nationally, and often internationally, as a result of his/her teaching, scholarship and innovation.

### **For Full-time and Regular Part-time Weill Cornell Medical College Faculty members**

#### **Pathway Recognizing Clinical Excellence**

#### **Modified Titles in Clinical Departments; award of these titles may include substantial activity in Scholarship and Teaching**

Award of a modified title the pathway recognizing clinical excellence does not require the same measure of written scholarship, teaching, or mentoring as an unmodified title although these activities are included in every assessment and are strongly encouraged throughout the medical college. With regard to scholarship and teaching metrics for candidates for a modified title, it is important to note that the evaluation will also consider the more broadly defined metrics given in the Recognition and Scholarship Metrics in Teaching and Education Table below and are not limited to those in the Metrics for Scholarship Table (which emphasizes written scholarship). In addition, although all candidates for a modified title will also be evaluated for teaching and mentoring according to the attached tables, it is recognized that certain clinical settings may provide a limited opportunity for educational activities.

Available Titles include Assistant Professor of Clinical (Department), Associate Professor of Clinical (Department), and Professor of Clinical (Department). In certain circumstances, the title Instructor in Clinical (Department) may also be awarded (see below).

To be considered for a modified title at any level, the candidate will be assessed on the basis of clinical excellence and leadership, scholarship, and teaching. With specific

regard to clinical excellence and leadership, an assessment will be performed regarding both the candidate's recognition as a clinical expert as well as the candidate's influence on clinical practice; level specific metrics for both recognition and influence are provided within the table below. The candidate may have a reputation as a provider or innovator in approaches to diagnosis, treatment or prevention of disease, applications of technology to clinical care and/or in developing models of care delivery.

Consequently, there may be candidates who are primarily or exclusively clinical in focus for whom none of the teaching and education criteria pertain; these candidates may still be considered for a modified title based on clinical excellence and leadership criteria alone.

At the **Assistant Professor of Clinical (Department)** level, the candidate must have evidence of (or a clear potential for, if an initial appointment) a strong local reputation as an expert in a clinical field and must have demonstrated clinical expertise that is recognized for its reliable high quality. While not absolutely required for appointment, the documentation of (or potential for, if an initial appointment) scholarship (metrics from both tables: Metrics for Scholarship and Recognition and Scholarship Metrics in Teaching and Education) and/or meeting the level specific teaching and education minimum standards where possible, will be valued.

For appointment as, or promotion to **Associate Professor of Clinical (Department)**, the candidate must have (in addition to distinguished service as an assistant professor) a strong regional reputation as an expert who is highly regarded in a clinical field and must have demonstrated clinical expertise that is consistently outstanding. While not absolutely required for appointment, the documentation of scholarship (metrics from both tables: Metrics for Scholarship and Recognition, and Scholarship Metrics in Teaching and Education) and/or meeting the level specific teaching and education minimum standards where possible, will be valued.

For appointment as, or promotion to **Professor of Clinical (Department)**, the candidate must have (in addition to distinguished service as an associate professor) a sustained national or international reputation as an expert who has achieved exceptional proficiency in a clinical field and must have demonstrated clinical expertise that is consistently distinguished by the depth and breadth of attainment. While not absolutely required for appointment, the documentation of scholarship (metrics from both tables: Metrics for Scholarship and Recognition, and Scholarship Metrics in Teaching and Education) and/or meeting the teaching and education minimum standards where possible, will be valued.

## Clinical Expertise & Innovation

### Metrics for Recognition as a Clinical Expert and for Influencing Clinical Practice:

#### *Assistant Professor*

The metrics provided for each area of excellence in the following sections are not comprehensive but are meant to serve as examples of common achievements for a given rank. Candidates may report achievements not specified in the metrics.

At initial appointment, faculty members are evaluated for potential in attaining these metrics. During their Assistant Professorship, faculty members should provide evidence of attaining one or more of these metrics.

Assistant Professor	Examples of Metrics
<b>Recognition as a clinical expert</b>	<p>Strong local reputation as a clinical expert, may hold local clinical leadership roles.</p> <p><b>Specific metrics</b></p> <ul style="list-style-type: none"> <li>• Invitations to speak locally, and in many cases regionally, on issues related to area of clinical expertise</li> <li>• Role in local professional organizations related to clinical expertise, including participation as a speaker in courses and program development</li> <li>• Invitations to participate locally in the development of guidelines/protocols for quality improvement or management in area of clinical expertise</li> <li>• Service as peer reviewer for clinical journals</li> <li>• Peer-reviewed funding to support innovations that influence clinical practice locally</li> <li>• Local awards for contributions and/or innovation in the area of clinical expertise</li> </ul>
<b>Influencing clinical practice</b>	<p>Key role in the development or local adoption of innovative approaches to diagnosis, treatment or prevention of disease, use of technologies and/or models of care delivery. Examples of activities (many others are possible) include:</p> <ul style="list-style-type: none"> <li>• Assisting with the creation of a novel interdisciplinary clinical service</li> <li>• Key role in development and local implementation of practice guidelines for care or to prevent medical errors</li> <li>• Utilizing and disseminating the use of a new surgical procedure</li> </ul>
<b>Written Scholarship</b>	<ul style="list-style-type: none"> <li>• Publication of first author original research, reviews and/or chapters related to area of clinical expertise; may include publication of research that assesses the effectiveness of innovative approaches to clinical care</li> <li>• Development of guidelines and/or protocols for patient treatment or delivery of care that are adopted locally</li> </ul>

## Clinical Expertise & Innovation

### Metrics for Recognition as a Clinical Expert and for Influencing Clinical Practice:

#### *Associate Professor*

The metrics provided for each area of excellence in the following sections are not comprehensive but are meant to serve as examples of common achievements for a given rank. Candidates may report achievements not specified in the metrics.

Associate Professor	Examples of Metrics
<b>Recognition as a clinical expert</b>	<p>Strong regional, and most often national, recognition as an independent clinical expert as evidenced by regional and/or national leadership roles and reputation related to the clinical field.</p> <p><b>Specific metrics</b></p> <ul style="list-style-type: none"> <li>• Invitations to speak regionally, and most often nationally, on issues related to area of clinical expertise</li> <li>• Leadership roles in regional, and most often national, professional organizations related to clinical expertise, including leadership in regional and/or national courses or programs</li> <li>• Service on regional, and most often national, committees developing guidelines and policies for management in area of clinical expertise</li> <li>• Service on regional, and most often national, committees evaluating programs in area of clinical expertise</li> <li>• Membership on editorial boards in area of clinical expertise</li> <li>• Peer-reviewed funding to support innovations that influence clinical practice regionally, and most often nationally</li> <li>• Regional and/or national awards for contributions and/or innovation in the area of clinical expertise</li> </ul>
<b>Influencing clinical practice</b>	<p>Development of innovative approaches to diagnosis, treatment or prevention of disease, applications of technologies and/or models of care delivery that influence care at a regional, and most often national, level. Examples of activities (many others are possible) include the development of:</p> <ul style="list-style-type: none"> <li>• a clinical care model</li> <li>• practice guidelines</li> <li>• an innovative application of an existing technology</li> </ul>
<b>Written Scholarship</b>	<ul style="list-style-type: none"> <li>• Publication of first and senior author original research, chapters, reviews, and/or textbooks related to area of clinical expertise that are recognized as authoritative and are widely cited</li> <li>• Development of guidelines and/or protocols for patient treatment or delivery of care that are adopted regionally, and in some cases, nationally</li> <li>• Publication of first and senior author manuscripts that demonstrate the impact of the candidate's innovation on quality of care, clinical outcomes, and/or access to care</li> </ul>

## Clinical Expertise & Innovation

### Metrics for Recognition as a Clinical Expert and for Influencing Clinical Practice:

#### **Professor**

The metrics provided for each area of excellence in the following sections are not comprehensive but are meant to serve as examples of common achievements for a given rank. Candidates may report achievements not specified in the metrics.

Professor	Examples of Metrics
<b>Recognition as a clinical expert</b>	<p>National, and in many cases international, recognition as a clinical expert as evidenced by national, and in many cases international, leadership roles and reputation related to the clinical field,</p> <p><b>Specific metrics</b></p> <ul style="list-style-type: none"> <li>• Visiting professorships and invitations to speak nationally, and in many cases internationally, on issues related to area of clinical expertise</li> <li>• Leadership roles in national, and in many cases international, professional organizations related to area of clinical expertise including leadership of national, and in many cases international, courses or programs</li> <li>• Service as a consultant on issues related to area of clinical expertise</li> <li>• Service on national, and in many cases international, committees developing guidelines and policies for management or evaluating programs in area of clinical expertise</li> <li>• Editor of a journal in the area of clinical expertise</li> <li>• Peer-reviewed funding to support innovations that influence clinical practice nationally, and in many cases, internationally</li> <li>• National, and in many cases international, awards for contributions and/or innovation in the area of clinical expertise</li> </ul>
<b>Influencing clinical practice</b>	<p>Development of innovative approaches to diagnosis or treatment, applications of technologies and/or models of care that influence care at a national, and in many cases international, level. Examples of activities (many others are possible) include:</p> <ul style="list-style-type: none"> <li>• Having a critical role in defining a new field</li> <li>• Developing innovative treatments, procedures, or technologies demonstrated to be superior to previous approaches</li> <li>• Developing treatment protocols or practice guidelines that influence the standard of care</li> </ul>
<b>Written Scholarship</b>	<ul style="list-style-type: none"> <li>• Publication of first and senior author original research, chapters, reviews, and/or textbooks related to area of clinical expertise that are recognized as authoritative and are widely cited</li> <li>• Development of guidelines and/or protocols for patient treatment or delivery of care that are adopted regionally, and in some cases, nationally</li> <li>• Publication of first and senior author manuscripts that demonstrate the impact of the candidate's innovation on quality of care, clinical outcomes, and/or access to care</li> </ul>



## **Investigation**

This area of excellence is appropriate for individuals who spend the majority of their time performing research. Investigation is broadly defined to include basic, translational and clinical research, including epidemiology, outcomes and health services research, and biostatistics as well as research in social sciences, ethics, bioinformatics and health economics, among others. Investigation also includes the development of innovative methods/technologies and/or novel applications of existing methods and technologies. This area of excellence may also be used to recognize the contributions of individuals with research training in diverse fields who bring a unique or critical expertise to the biomedical research team. It includes individuals participating in large collaborative and multicenter research, as well as those conducting research individually or in small groups. The candidate must demonstrate scholarship, which may include first or senior author publications of original research, and/or publications from large multidisciplinary studies on which the candidate was in another authorship position and to which the candidate made documented, significant intellectual contributions.

### **Pathway Recognizing Academic Achievement and Scholarship Unmodified Titles in Department; award of these titles must include substantial activity in Written Scholarship and Teaching**

At the **Assistant Professor** level, the candidate must have evidence of a strong reputation for contributions to research with an identified research focus or area of expertise. He/she must demonstrate scholarship which most often includes publications on which the candidate is first author; the candidate may also be in another authorship position on publications from collaborative research to which he/she has made documented, substantive intellectual contributions.

For appointment as, or promotion to **Associate Professor of (Department)**, the candidate must have a national reputation as an independent investigator and major contributor to the field. There must be a record of independent scholarship which nearly always will include senior authorship on high quality publications that have advanced the field; the candidate may also be in another authorship position on publications from collaborative research that significantly advance biomedical science to which he/she contributed critical ideas or innovations, having taken the role of first or senior author on some publications. The candidate should have a successful record of peer-reviewed extramural funding, and must have evidence of teaching and supervision of trainees.

For appointment as, or promotion to **Professor of (Department)**, the candidate must have a sustained international reputation as one of the top researchers in the field. He/she must be the leader of an exceptional independent research program and may also have key leadership roles in collaborative studies. The candidate must have a longstanding record of exceptional scholarship, which includes senior authorship on high impact publications of original research. The candidate may also have played a leadership role on, and made critical contributions to, publications of high impact collaborative research. The candidate should have a sustained record of peer-reviewed

extramural funding, which will include principal investigator funding, and must have evidence of effective teaching and supervision as demonstrated by the number and stature of his/her trainees.

Metrics for Assistant Professor, Associate Professor and Professor are detailed on pages 2.67-71.

Teaching and Mentoring Assessment for Faculty on the Investigative Pathway is similar to that detailed on pages 2.84-87.

## Investigation

### Metrics for Recognition as an Expert in Investigation

#### *Assistant Professor*

The metrics provided for each area of excellence in the following sections are not comprehensive but are meant to serve as examples of common achievements for a given rank. Candidates may report achievements not specified in the metrics.

At initial appointment, faculty members are evaluated for potential in attaining these metrics. During their Assistant Professorship, faculty members should provide evidence of attaining several of these metrics.

Assistant Professor	Examples of Metrics
<b>Recognition as an Investigation Expert</b>	<ul style="list-style-type: none"><li>• Invitations to speak locally, and in many cases nationally, about research</li><li>• Peer-reviewed funding to conduct research</li><li>• Service as an ad hoc reviewer for scientific journals</li><li>• Role in planning sessions for scientific societies locally, and in many cases nationally</li><li>• Faculty oversight role in an institutional research core</li><li>• Local and/or regional awards for research and/or innovation</li><li>• Role as an investigator on multiple studies based on specific expertise</li></ul>
<b>Scholarship</b>	Publication of original research that contributes new knowledge; most often includes publications on which the candidate is corresponding author; may be in another authorship position on publications of collaborative research to which the candidate has made documented, substantive intellectual contributions

**Investigation  
Metrics for Recognition as an Expert in Investigation  
Associate Professor**

**Summary**

National reputation as an original, independent investigator and major contributor to the field; may include development of or novel application of methods or technologies that significantly advance biomedical science; must have a record of independent scholarship which may include: senior author on high quality publications that have advanced the field, perhaps with additional publications from collaborative research that significantly advance biomedical science to which the candidate contributed critical ideas or innovations; candidate should have a successful funding record; must have evidence of teaching and supervision of trainees.

***In addition to distinguished service as an Assistant Professor:***

Associate Professor	Examples of Metrics
<p><b>Recognition as an Investigation Expert</b></p>	<p>Conducts original research that significantly advances biomedical science; may include any or all of the following:</p> <ul style="list-style-type: none"> <li>• Basic research</li> <li>• Clinical research and/or laboratory or clinically based translational research which may include studies of disease mechanisms, diagnostic techniques and/or other investigations contributing knowledge that may significantly advance the prevention, diagnosis or management of disease; may have a defined role in building a multidisciplinary team and/or center that conceptualizes novel investigative approaches</li> <li>• Quantitative or social science research such as epidemiology, outcomes and health services research, and biostatistics as well as research in social sciences, ethics, bioinformatics and health economics, among others; should have an independent leadership role in design of studies, conduct of studies and/or analysis of study data; for multicenter studies, makes key, original intellectual contributions to critical elements in study design, protocol development, protocol implementation, study conduct, and/or data analysis</li> <li>• Development of new methods/technologies and/or novel applications of existing methods/technologies</li> </ul> <p>Candidate will usually be principal investigator on peer-reviewed federal, investigator-initiated industry, and/or foundation grants; may be site principal investigator of a multicenter study; in some cases may be primarily funded as a co-investigator if candidate brings a critical expertise to multiple studies in an area in which the candidate is nationally recognized as uniquely qualified among the team members. This should include a significant record of peer-reviewed funding.</p>

**Investigation**  
**Metrics for Recognition as an Expert in Investigation**  
**Associate Professor**

Associate Professor	Examples of Metrics
<p><b>Recognition as an Investigation Expert (continued)</b></p>	<ul style="list-style-type: none"> <li>• Invitations to speak regionally and nationally about research</li> <li>• Principal investigator of peer-reviewed funding to conduct research</li> <li>• Service on editorial boards of scientific journals or as a consultant to journals in area of expertise</li> <li>• Leadership role(s) on institution research-related committees such as the human subjects committee</li> <li>• Service on national committees related to research including grant review panels such as NIH study sections, FDA panels, and data and safety monitoring boards for multicenter trials</li> <li>• Role in planning sessions for scientific societies nationally</li> <li>• Faculty oversight role in an institutional research core</li> <li>• National awards for research and/or innovation</li> <li>• Membership on steering committees, other study committees and/or writing groups of national multicenter studies</li> <li>• Invitations to serve as a key investigator on multiple, significant studies based on unique expertise</li> </ul>
<p><b>Scholarship</b></p>	<ul style="list-style-type: none"> <li>• Publication of senior author high quality, original research that significantly advances the field</li> <li>• Publication of original research from multidisciplinary studies on which the candidate was senior author; may be in another authorship position or member of an unnamed authorship group, to which the candidate made documented, key intellectual contributions; should have taken the lead role on several manuscripts from the study</li> </ul> <p>Publications of senior author original work describing new methods/technologies and/or innovative applications of existing methods/technologies</p>

## Investigation Metrics for Recognition as an Expert in Investigation Professor

### Summary

Sustained national, and usually international, reputation as one of the top researchers in the field; leader of an exceptional independent research program and/or key leadership role in collaborative studies; longstanding record of exceptional scholarship which may include: senior author on high impact publications of original research, and/or major leadership role on, and critical contribution to, publications of high impact collaborative research; candidate should have a sustained record of extramural funding; must have evidence of effective teaching and supervision as demonstrated by stature of trainees.

### *In addition to distinguished service as an Associate Professor:*

Professor	Examples of Metrics
<b>Recognition as an Investigation Expert</b>	<p>Sustained record of conducting exceptional research that has a major impact on the field and/or changes clinical practice; may include any or all of the following:</p> <ul style="list-style-type: none"><li>• Basic research</li><li>• Clinical research and/or laboratory or clinically based translational research which may include studies of disease mechanisms, diagnostic techniques and/or other investigations that provide fundamental insight into the prevention, diagnosis or management of disease; may lead an established multidisciplinary team and/or center that has created novel investigative approaches that have resulted in critical contributions to the field</li><li>• Quantitative or social science research such as epidemiology, outcomes and health services research, and biostatistics as well as research in social sciences, ethics, bioinformatics and health economics, among others; outstanding record of leadership in design, conduct and analysis of studies; for multicenter studies, overall principal investigator, or one of a small number of key national leaders of studies</li><li>• Development of innovative methods/technologies and/or novel applications of existing methods/technologies that have been adopted by others in the field</li></ul> <p>Sustained record of funding as principal investigator; may be funded by a combination of federal, investigator-initiated industry, and foundation grants. This should include a sustained record of peer-reviewed funding.</p>

## Investigation Metrics for Recognition as an Expert in Investigation *Professor*

Professor	Examples of Metrics
<b>Recognition as an Investigation Expert</b>	<ul style="list-style-type: none"><li>• Invitations to speak nationally, and internationally about research</li><li>• Sustained record of principal investigator peer-reviewed research funding</li><li>• Service as an editor and/or on editorial boards of scientific journals or as a consultant to journals in area of expertise</li><li>• Service on, and may have a leadership role on, national, and/or international, committees related to research including grant review panels such as NIH study sections, NIH advisory groups, FDA panels, data and safety monitoring boards for major multicenter trials</li><li>• Leadership role in planning sessions for major scientific societies nationally, and in many cases, internationally</li><li>• Prestigious national or international awards for research and/or innovations</li><li>• Overall principal investigator or one of a small number of key national leaders and/or leadership roles on key committees and writing groups of national, and/or international, multicenter studies</li><li>• Adoption by others in the field of novel methods/technologies</li></ul>
<b>Scholarship</b>	<ul style="list-style-type: none"><li>• Senior authorship on studies of exceptional, original and innovative research which has had a major impact on the field</li><li>• Continuing record of publication from multidisciplinary research that has had a major impact on the field and/or changed clinical practice; candidate may be in various authorship positions on manuscripts, but should have served as the senior author on a substantial number of manuscripts from the study.</li><li>• Publication of senior author original work describing novel methods/technologies that advance the field.</li></ul>

## Educational Leadership

### Pathway Recognizing Academic Achievement and Scholarship

**Unmodified Titles in (Department); award of these titles must include substantial activity in Written Scholarship and Teaching**

A distinction is made here between teachers and educators. Teachers are faculty who spend their time teaching others, managing the learning of individuals. Educators are faculty who take a scholarly approach to the learning mission, developing curriculum, creating assessment tools, and managing the learning systems.

Teaching activities are broadly defined as including: didactic teaching of students, residents, clinical fellows, research fellows and peers; research training and mentorship; clinical teaching and mentorship; and, educational administrative or leadership roles. A candidate on the Educational Leadership Pathway will be evaluated on both the quantity and quality of his/her teaching and mentoring activities, recognition for his/her role as educator, and on teaching scholarship. The candidate must demonstrate scholarship, which may include: publication of original research, reviews, and chapters; educational material in print or other media such as syllabi, curricula, web-based training modules and courses; and/or, educational methods, policy statements, and assessment tools.

At the **Assistant Professor** level, the candidate must have evidence of a strong local reputation as an active and highly effective teacher with increasing involvement and responsibility over time. The candidate must demonstrate scholarship, which will often include first author publications in and may also include educational materials in print or other media that have been developed by the candidate and have been adopted locally.

For appointment as or promotion to **Associate Professor of (Department)**, the candidate must have a strong regional, and often national, reputation as an independent leader in education. He/she must have developed innovative teaching methods, curricula, educational policy or educational assessment tools, or have performed influential research related to education. The candidate's expertise must be demonstrated through scholarship which may take the form of influential senior author publications related to education, or educational materials developed by the candidate and adopted for use regionally or nationally.

For appointment as or promotion to **Professor of (Department)**, the candidate must demonstrate a sustained national, and in some cases international, reputation as an educational leader and innovator, and must be considered to be among the best in the country in the development of educational methods, curricula, policy and/or assessment tools, or in the conduct of educational research. The candidate's expertise must be demonstrated through high impact scholarship that influences the field nationally or internationally.

This area of excellence is appropriate for candidates who spend a high proportion of their time on educational activities and who view education as their primary academic



focus. Evaluations will be for teaching contributions at WCMC, WCMC-Q, and WCMC affiliates or, for newly hired faculty appointments at WCMC, at the institution where a candidate for appointment previously held a faculty position. Teaching of WCMC medical, allied health, and graduate students will be particularly noted.

## Educational Leadership

### Assistant Professor

#### Summary

Candidates for Assistant Professor must provide evidence of a strong local reputation as an active and highly effective teacher **in at least 2 of the 4 teaching domains** (didactic teaching, mentorship, clinical teaching, or administrative/leadership roles); as well as recognition as an expert and demonstration of scholarship related to education and/or an area of clinical expertise (see footnote, page 2.75).

Teaching Domain:	Examples of Metrics
<p><b>Didactic teaching of students, trainees and peers (e.g., lectures, continuing medical education courses, grand rounds, professional development programs, seminars, tutorials)</b></p>	<ul style="list-style-type: none"> <li>• Participation in courses and lectures at Weill Cornell and its affiliates</li> <li>• Learner and/or peer evaluations of teaching</li> <li>• Increasing involvement and responsibility over time</li> </ul>
<p><b>Mentorship (e.g., mentor for medical or graduate student; resident or fellow, clinical or basic, research project; postdoctoral research fellow; early career faculty member)</b></p>	<ul style="list-style-type: none"> <li>• See Mentorship Table, page 2.87</li> </ul>
<p><b>Clinical teaching (e.g., teaching in the clinic or hospital including bedside teaching, teaching in the operating room, preceptor in clinic)</b></p>	<ul style="list-style-type: none"> <li>• Quantified level of activity</li> <li>• Evaluations by students, residents, fellows</li> </ul>
<p><b>Administrative teaching leadership role (e.g., residency or fellowship co-director or director, course or seminar co-director or director)</b></p>	<ul style="list-style-type: none"> <li>• Evaluations and success of course(s) and or program(s) for which candidate was a leader</li> <li>• Participant enrollment in non-required courses for which the candidate was a leader</li> </ul>

**Educational Leadership  
Metrics for Recognition and Scholarship  
Assistant Professor**

The metrics provided for each area of excellence in the following sections are not comprehensive but are meant to serve as examples of common achievements for a given rank. Candidates may report achievements not specified in the metrics.

Assistant Professor	Examples of Metrics
<p><b>Recognition as an Expert in Education</b></p>	<ul style="list-style-type: none"> <li>• Invitations to speak and teach locally about education, including outside the candidate’s department</li> <li>• Contributions to local professional educational organizations</li> <li>• Funding to conduct educational research, to develop educational materials, methods, assessment tools or programs</li> <li>• Service as a peer reviewer for educational journals</li> <li>• Selection for participation in limited enrollment training programs for educators</li> <li>• Local awards for teaching or mentoring</li> <li>• Awards for teaching or mentoring</li> </ul>
<p><b>Scholarship</b></p>	<ul style="list-style-type: none"> <li>• Publication of first author original research, reviews, and/or chapters*</li> <li>• Development and local adoption of educational material in print or other media; may include syllabi, curricula, web-based training modules or courses, and/or technologies (e.g., simulation); may also include development of educational methods, policy statements, and/or assessment tools</li> </ul>

\*Since faculty being promoted to Assistant Professor in this area of excellence may not have yet demonstrated peer-reviewed scholarship related to education, some of the publications supporting this promotion may be related to the candidate’s area of clinical expertise or investigation. Please note that promotion in this area of excellence to all other ranks requires scholarship related to education.

**Educational Leadership  
Metrics for Recognition and Scholarship  
Associate Professor**

**Summary**

Strong regional, and often national, reputation as a leader in education by evidence of metrics **in at least all 3 of the 4 teaching domains** (didactic teaching, mentorship, clinical teaching, or administrative/leadership roles) as well as Recognition as an Expert and demonstration of scholarship related to education and/or an area of clinical expertise. Must have developed innovative teaching methods, curricula, educational policy or assessment tools or have performed influential research related to education; expertise must be demonstrated through influential scholarship.

***In addition to distinguished service as an Assistant Professor:***

Teaching Domains:	Examples of Metrics
<p><b>Didactic teaching</b> (e.g., lectures, continuing medical education courses, grand rounds, professional development programs, seminars, tutorials)</p>	<ul style="list-style-type: none"> <li>• Innovation in classroom teaching methods or novel application of existing teaching methods with adoption regionally and, in some cases, nationally</li> <li>• Teaching/lecturing regionally and, most often, nationally about issues related to education</li> </ul>
<p><b>Mentorship</b> (e.g., mentor for medical or graduate student; resident or fellow, clinical or basic, research project; postdoctoral research fellow; early career faculty member)</p>	<ul style="list-style-type: none"> <li>• See Mentorship Table, page 2.87</li> </ul>
<p><b>Clinical teaching</b> (e.g., teaching in the clinic or hospital including bedside teaching, teaching in the operating room, preceptor in clinic)</p>	<ul style="list-style-type: none"> <li>• Regional and, in many cases, national leadership role related to education in a professional society</li> <li>• Evaluation and success of courses for which the candidate was a leader</li> </ul>
<p><b>Administrative teaching leadership role</b>(e.g., residency or fellowship co-director or director, course or seminar co-director or director)</p>	<ul style="list-style-type: none"> <li>• Evaluations and success of course(s) and or program(s) for which candidate was a leader</li> <li>• Participant enrollment in non-required courses for which the candidate was a leader</li> </ul>

## **Educational Leadership Metrics for Recognition and Scholarship Associate Professor**

<b>Associate Professor</b>	<b>Examples of Metrics</b>
<b>Recognition as an Expert in Teaching</b>	<ul style="list-style-type: none"><li>• Invitations to speak regionally, and most often nationally, about education</li><li>• Leadership role in regional, and most often national, courses related to education</li><li>• Senior local leadership role in education</li><li>• Service on regional, and most often national, committees developing guidelines and policies for education/training programs</li><li>• Service on regional, and most often national, committees evaluating education programs or grant proposals related to education</li><li>• Funding to conduct educational research or to develop educational materials, methods, assessment tools or programs</li><li>• Funding to support mid-career mentoring about education by the candidate</li><li>• Service on editorial boards of educational journals</li><li>• Awards for teaching or mentoring from sources other than the candidate's department/institution</li></ul>
<b>Scholarship</b>	<ul style="list-style-type: none"><li>• Publication of first or senior author chapters, reviews, textbooks related to education that are recognized as authoritative and are widely cited</li><li>• Development of educational material in print or other media with regional, and in some cases national, adoption; may include syllabi, curricula, web-based training modules or courses, and/or technologies (e.g., simulation); may also include development of educational methods, policy statements, and/or assessment tools</li><li>• Publication of first or senior author influential original research related to educational methods, assessment and/or policy</li></ul>

**Educational Leadership  
Metrics for Recognition and Scholarship  
Professor**

**Summary**

Sustained national, and in some cases international, reputation as an educational leader and innovator by evidence of metrics **in at least 3 of the 4 teaching domains** (didactic teaching, mentorship, clinical teaching, or administrative/leadership roles) as well as Recognition as an Expert and demonstration of scholarship related to education and/or an area of clinical expertise. Among the best in the country in the development of educational methods, curricula, policy and assessment or educational research; expertise must be demonstrated through high impact scholarship that influences the field.

***In addition to distinguished service as an Associate Professor:***

Teaching Domains:	Examples of Metrics
<p><b>Didactic teaching</b> (e.g., lectures, continuing medical education courses, grand rounds, professional development programs, seminars, tutorials)</p>	<ul style="list-style-type: none"> <li>• Innovation in classroom teaching methods with adoption nationally, and in some cases, internationally</li> <li>• Teaching/lecturing nationally and, in some cases, internationally, about issues related to education</li> </ul>
<p><b>Mentorship</b> (e.g., mentor for medical or graduate student; resident or fellow, clinical or basic, research project; postdoctoral research fellow; early career faculty member)</p>	<ul style="list-style-type: none"> <li>• See Mentorship Table, page 2.87</li> </ul>
<p><b>Clinical teaching</b> (e.g., teaching in the clinic or hospital including bedside teaching, teaching in the operating room, preceptor in clinic)</p>	<ul style="list-style-type: none"> <li>• Regional and, in many cases, national leadership role related to education in a professional society</li> <li>• Evaluation and success of courses for which the candidate was a leader</li> </ul>
<p><b>Administrative teaching leadership role</b> (e.g., residency or fellowship co-director or director, course or seminar co-director or director)</p>	<ul style="list-style-type: none"> <li>• Evaluations and success of course(s) and or program(s) for which candidate was a leader</li> <li>• Participant enrollment in non-required courses for which the candidate was a leader</li> </ul>

## **Educational Leadership Metrics for Recognition and Scholarship Professor**

<b>Professor</b>	<b>Examples of Metrics</b>
<b>Recognition as an expert in Education</b>	<ul style="list-style-type: none"><li>• Visiting professorships and invitations to speak nationally, and in some cases internationally, on issues related to education</li><li>• Leadership of national, and in some cases international, courses related to education</li><li>• Serving as a consultant nationally, and in some cases internationally, on issues related to development of educational programs or on educational methods, policy or assessment</li><li>• Service on national, and in some cases international, committees developing guidelines and policies for education/training programs</li><li>• Service on national, and in some cases international, committees evaluating education/training programs or reviewing grant proposals related to education</li><li>• Funding to conduct educational research or to develop educational materials, methods, assessment tools or programs</li><li>• Editor of an educational journal</li><li>• National and/or international awards related to education or educational scholarship</li></ul>
<b>Scholarship</b>	<ul style="list-style-type: none"><li>• Publication as author or editor of a major textbook on education</li><li>• Development of innovative educational methods/materials in print or other media that are widely adopted and influence education nationally, and in some cases, internationally</li><li>• Publication of senior author high impact research related to educational methods, assessment and/or policy that influence the field nationally, and in some cases, internationally</li></ul>

## Pathway for Excellence in Investigation

### **For Fulltime Weill Cornell Medical College Faculty members Pathway Recognizing Excellence in Investigation Modified Titles in Research Disciplines; award of these titles may include substantial activity in Scholarship and Teaching**

Award of a modified title within the area of research excellence does not require the same measure of written scholarship or teaching as an unmodified title although these activities are included in every assessment and are strongly encouraged throughout the medical college. With regard to scholarship and teaching metrics for candidates for a modified title, it is important to note that the evaluation will also consider the more broadly defined metrics given in the Recognition and Scholarship Metrics in Teaching and Education Table (pages 2.84-86) and Mentoring Table (pages 2.87) and are not limited to those in the Metrics for Scholarship Table (which emphasizes written scholarship, page 2.67-71). In addition, although all candidates for a modified title will also be evaluated for teaching according to the attached tables, it is recognized that certain research settings may provide a limited opportunity for teaching activities.

Available Titles include Assistant Professor of Research in (Department), Associate Professor of Research in (Department), and Professor of Research in (Department).

At the **Assistant Professor of Research in (Department)** level, the candidate must have evidence of (or a clear potential for, if an initial appointment) a strong local reputation as an expert in their field and must have demonstrated expertise that is recognized for its reliable high quality. While not absolutely required for appointment, documentation of metrics for Investigation, Scholarship, and Recognition, as described in Table page 2.67 for Assistant Professor, will be valued.

For appointment as or promotion to **Associate Professor of Research in (Department)**, the candidate must have (in addition to distinguished service as an assistant professor) a strong regional reputation as an expert who is highly regarded in their field and must have demonstrated expertise that is consistently outstanding. While not absolutely required for appointment, documentation of metrics for Investigation, Scholarship, and Recognition, as described in Table page 2.68-69 for Associate Professor, will be valued. Contributions in support of the Medical College's teaching, mentoring, clinical, and administrative activities will also be valued.

For appointment as or promotion to **Professor of Research in (Department)**, the candidate must have (in addition to distinguished service as an associate professor) a sustained national or international reputation as an expert who has achieved exceptional proficiency in their field and must have demonstrated expertise that is consistently distinguished by the depth and breadth of attainment. While not absolutely required for appointment, documentation of metrics for Investigation, Scholarship, and Recognition, as described in Table page 2.70-71 for Professor, will be valued. Contributions in



support of the Medical College's teaching, mentoring, clinical, and administrative activities will also be valued.

## Investigation Metrics for Research Faculty

The metrics provided for each area of excellence in the following sections are not comprehensive but are meant to serve as examples of common achievements for a given rank. Candidates may report achievements not specified in the metrics.

Activity	Examples of Metrics
	<p>Defined role and/or independent conduct of research which may include:</p> <ul style="list-style-type: none"><li>• Basic research</li><li>• Clinical research and/or laboratory or clinically based translational research which may include studies of disease mechanisms, diagnostic techniques and/or other investigations that may contribute to the prevention, diagnosis or management of disease; may have a role in multidisciplinary or other collaborative research team; may enroll patients in clinical trials</li><li>• Quantitative and social science research such as epidemiology, outcomes and health services research, and biostatistics as well as research in social sciences, ethics, bioinformatics and health economics, among others; note intellectual contributions of the candidate to protocol development/implementation, conduct of studies, data collection and/or analysis of new or existing data; may make intellectual contributions to multicenter studies</li><li>• Development of new methods/technologies and/or novel applications of existing methods/technologies</li><li>• Important role in a Research Core Facility</li></ul>
<b>Recognition</b>	<ul style="list-style-type: none"><li>• Invitations to speak about research</li><li>• Funding to conduct research</li></ul> <p>Editorial service as an ad hoc reviewer, editorial board member, or consultant for scientific journals</p> <ul style="list-style-type: none"><li>• Membership or leadership on committees related to research, such as the IRB (institutional review board), data safety monitoring (DSMC), protocol review and monitoring (PRMC) or institutional animal care and use (IACUC)</li><li>• Leadership role in professional societies including planning scientific sessions for meetings</li><li>• Awards for research and/or innovation</li><li>• Membership on steering committees, other study committees and/or writing groups of multicenter studies</li><li>• Invitations to participate as an investigator based on specific expertise</li></ul>
<b>Scholarship</b>	<p>Publication of original research that contributes new knowledge; may be first or senior author, in another authorship position, or member of an unnamed authorship group on publications of collaborative research to which the candidate has made documented, substantive intellectual contributions</p>

## Promotion in Teaching Based on Service (modified title)

Individual faculty are eligible to be promoted based on teaching quality and quantity, but *only if they are ineligible to be promoted based on service related to scientific investigation or to clinical care and excellence*. It is anticipated that the modified teaching titles will apply to a limited number of faculty.

In teaching, the modified titles include Assistant Professor of Teaching in (Department), Associate Professor of Teaching in (Department), and Professor of Teaching in (Department).

### ***Assistant Professor of Teaching in (Department)***

At the Assistant Professor level, the candidate must provide evidence of service as an active and highly effective teacher by evidence of metrics **in at least 1 of the teaching categories (page 2.84)** which include 1) didactic teaching, 2) mentorship, 3) clinical teaching or 4) administrative teaching leadership roles. If the faculty member is teaching in the basic or translational sciences, this venue may substitute for clinical teaching.

### ***Associate Professor of Teaching in (Department)***

At the Associate Professor level, the candidate must provide evidence of service as an active and highly effective teacher by evidence of metrics **in at least 2 of the teaching categories (page 2.84)** which include 1) didactic teaching, 2) mentorship, 3) clinical teaching, or 4) administrative teaching leadership roles. If the faculty member is teaching in the basic or translational sciences, this venue may substitute for clinical teaching. Candidates at this level should have evidence of teaching ability above and beyond the average faculty including local recognition (teaching awards).

### ***Professor of Teaching in (Department)***

At the Professor level, the candidate must provide evidence of service as an active and highly effective teacher by evidence or metrics in three of the teaching categories (**page 2.84**) which include 1) didactic teaching, 2) mentorship, 3) clinical teaching, or 4) administrative teaching leadership. If the faculty member is teaching in the basic or translational sciences, this venue may substitute for clinical teaching. Candidates at this level should have evidence of teaching ability above and beyond the average faculty, including regional recognition (teaching awards).

## EVALUATION FOR TEACHING ACTIVITIES

### Teaching and Education Report Overview\* ‡

(Step #2, see page 2.54)

Given the importance of the educational mission of WCMC, it is expected that, with rare exception, **all faculty will engage in teaching**. Faculty will be evaluated for contributions to teaching and educational activities at WCMC, WCMC-Q, and WCMC affiliates.

If this is the candidate's first faculty appointment at WCMC, teaching contributions at institutions where the candidate previously held a faculty position will be considered. The metrics below are for those faculty whose area of excellence is **not** Educational Leadership. Teaching of WCMC medical, allied health, and graduate students will be particularly noted.

### Teaching Metrics

Teaching may take the form of:	Examples of Metrics
<b>Didactic teaching</b> (e.g., lectures, continuing medical education courses, grand rounds, professional development programs, seminars, tutorials)	<ul style="list-style-type: none"><li>• Report level of activity (noting lectures and courses taught) and measures of quality (e.g., participant or peer evaluation); specifically note WCMC courses for graduate allied health, and medical students</li><li>• May note if candidate has devised innovative methods in classroom teaching and/or taught or lectured on issues related to education</li></ul>
<b>Mentorship</b> (e.g., mentor for medical or graduate student; resident or fellow, clinical or basic, research project; postdoctoral research fellow; early career faculty member)	<ul style="list-style-type: none"><li>• See Mentorship Table, page 2.87</li></ul>
<b>Clinical teaching</b> (e.g., teaching in the clinic or hospital including bedside teaching, teaching in the operating room, preceptor in clinic)	<ul style="list-style-type: none"><li>• Quantified level of activity</li><li>• Quality of teaching as measured by evaluations by students, residents, fellows, others</li></ul>
<b>Administrative teaching leadership role</b> (e.g., residency or fellowship director, course or seminar director or co-director)	<ul style="list-style-type: none"><li>• Quality as measured by evaluations and success of courses/programs for which the candidate was a leader</li></ul>

\*All faculty will be evaluated to meet these minimum standards unless their area of excellence is **Educational Leadership**.

‡ For more detailed examples of activities and metrics, see the criteria for **Educational Leadership** as an area of excellence starting on page 2.72.

## Teaching and Education Metrics

Examples of Metrics	
Recognition*	<ul style="list-style-type: none"><li>• Invited presentations in the field of expertise</li><li>• Contributions to professional educational organizations</li><li>• Leadership role in education</li><li>• Service on education-related committees</li><li>• Awards for teaching, mentoring or other education-related achievements</li></ul>
Scholarship*	<ul style="list-style-type: none"><li>• Development of educational materials (e.g., syllabi or curricula) and/or publications related to education</li></ul>

\*Since this is not the area of excellence, many faculty may not have recognition for teaching activities or educational scholarship.

There are **four** activity categories of teaching contribution listed above: didactic teaching, mentorship, clinical teaching, and administrative/leadership teaching roles. Recognition and Scholarship in Education are valued but not required as part of the minimum standard for teaching excellence for faculty whose area of excellence is **not** Teaching and Educational Leadership.

At the **Assistant Professor** level, a faculty candidate must demonstrate excellence in **one teaching activity (defined on page 2.84) on a continuous basis**.

At the **Associate Professor** level, a faculty candidate must demonstrate excellence in activities that span **at least two teaching categories (defined on page 2.84) on a continuous basis** with evidence of high quality in these activities.

At the **Professor** level, a faculty candidate must demonstrate excellence in activities that span **at least two teaching categories (defined on page 2.84) on a continuous basis** with evidence of high quality in these activities.

## Teaching Metrics

**Additional Information regarding Recognition and Scholarship Metrics in Teaching and Education for all individuals seeking appointment within the area of Clinical Expertise and Innovation.**

For individuals seeking appointment or promotion within the area of Clinical Expertise and Innovation, Recognition and Scholarship in the area of Education are not required

as part of the minimum standard of excellence, but when present, are valued. The Table below gives examples of metrics for Recognition and Scholarship in Teaching and Education.

**Recognition and Scholarship Metrics in Teaching**

<b>Recognition related to teaching of medical professionals</b>	<ul style="list-style-type: none"> <li>• Invited presentations in the field of expertise</li> <li>• Contributions to professional educational organizations</li> <li>• Leadership role in education</li> <li>• Service on education-related committees</li> <li>• Awards for teaching, mentoring or other education-related achievements</li> </ul>
<b>Scholarship related to teaching</b>	Development of educational materials (e.g., syllabi or curricula) and/or publications related to education
<b>Recognition related to teaching of patients and lay individuals</b>	<ul style="list-style-type: none"> <li>• Development of material related to health conditions for use by patients</li> <li>• Development of programs and material that improve health literacy and educate the public about biomedical sciences</li> <li>• Writing for magazines, newspapers, health letters or websites on issues related to health</li> <li>• Publication of books for the public that address important health issues</li> <li>• Speaking to lay populations to educate them about important health issues</li> <li>• Presenting information related to health through the media, including radio, television or podcasts</li> <li>• Educating and mentoring pre-professional students in biomedical science</li> <li>• Service to communities locally, nationally or abroad that improves the health of populations such as through improved delivery of care, provision of disaster/ crisis relief or a decrease in health disparities</li> <li>• Awards recognizing contributions to patient and community education, access to care for underserved populations, community service, and/or the health of the public</li> <li>• Invitations to speak to lay audiences on issues related to health</li> <li>• Membership on the advisory boards of lay health-related organizations or government committees evaluating health-related issues</li> </ul> <p>Widespread use of patient education materials developed</p>

## EVALUATION FOR MENTORING ACTIVITIES

(Step #2, see page 2.54)

Given the importance of mentorship to the mission of WCM, it is expected that, as faculty advance, they will engage in mentoring activities. Mentoring should begin at the Assistant Professor level, and it is expected at the Associate and Full Professor levels. Faculty will be evaluated for their mentoring activities at WCM, WCMC-Q, and WCMC affiliates based on the “academic” product of the mentoring relationship.

Mentoring is a longitudinal, collaborative learning relationship to help the mentee or protégé succeed. WCM defines mentorship as any activity in which a more knowledgeable or experienced member of the community provides individualized teaching and/or guidance to another for the purpose of career fulfillment or advancement. Mentorship can be provided within many formats, including one-to-one, small groups, or large group workshops or lectures that can cover a topic directly related to the mentee’s career development.

If this is the candidate’s first faculty appointment at WCMC, mentoring contributions at institutions where the candidate previously held a faculty position will be considered. The metrics below are for those faculty whose area of excellence is not Educational Leadership. Mentorship of WCMC medical, allied health, and graduate students will be particularly noted.

### Mentoring Metrics

Mentoring may take the form of:	Examples of Metrics
<b>Mentor for medical or graduate student</b>	<ul style="list-style-type: none"> <li>• Documentation of the faculty member’s mentorship of a substantial number of students and the outcomes of teaching (assessed by awards, publications, contributions and current positions of the mentee)</li> </ul>
<b>Mentor for resident or fellow, clinical or basic, research project</b>	<ul style="list-style-type: none"> <li>• Publications with mentees</li> <li>• Rating by mentees/advisees, peers or experts of overall effectiveness of mentor/advisor (ability to provide support and guidance towards meeting goals/vision)</li> <li>• Recognition of mentor by internal/external rewards or incentives for mentoring</li> </ul>
<b>Mentor for postdoctoral research fellow</b>	<ul style="list-style-type: none"> <li>• Documentation of establishing a long-term relationship that aids another faculty member/trainee in reaching his/her career goals, e.g., helping in the development of a scholarly program that results in peer reviewed works, applications for external funding, memberships in national organizations, etc.</li> </ul>
<b>Mentor for early career faculty member</b>	<ul style="list-style-type: none"> <li>• Principal Investigator or mentor on T32 grant</li> <li>• Mentor for K awardee</li> <li>• Thesis advisor or committee member</li> </ul>

## Significant Supporting Activities Overview

(Step #2, see page 2.54)

Many faculty make substantial contributions outside their area of excellence. These activities are often of outstanding quality and importance but are in domains in which the quantity of the candidate's contribution is less than in the area of excellence. These significant supporting activities will supplement accomplishments in the area of excellence, allowing the sum total of an individual's achievements to be considered in the evaluation for promotion.

### Clinical Expertise Metrics

Activity	Examples of Metrics
	<ul style="list-style-type: none"><li>• Reputation as a clinical expert</li><li>• Leadership roles related to clinical expertise</li><li>• Role in development of innovative models of care delivery, approaches to treatment, or technology that contributes to high quality care</li></ul>
<b>Recognition</b>	<ul style="list-style-type: none"><li>• Invitations to speak on issues related to area of clinical expertise</li><li>• Active role in professional organizations related to clinical expertise; may have a leadership role</li><li>• Service on committees developing guidelines and policies or evaluating programs in area of clinical expertise</li><li>• Editorial service as an ad hoc reviewer, editorial board member, or consultant for journals in area of clinical expertise</li><li>• Awards for contributions and/or innovation in the area of clinical expertise</li></ul>
<b>Scholarship</b>	<ul style="list-style-type: none"><li>• Publication of original research, chapters, reviews, and/or textbooks related to area of clinical expertise</li><li>• Guidelines and/or protocols for clinical care</li></ul>



## Significant Supporting Activities Overview

### Investigation Metrics

Activity	Examples of Metrics
	<ul style="list-style-type: none"><li>• Defined role and/or independent conduct of research which may include:</li><li>• Basic research</li><li>• Clinical research and/or laboratory or clinically based translational research which may include studies of disease mechanisms, diagnostic techniques and/or other investigations that may contribute to the prevention, diagnosis or management of disease; may have a role in multidisciplinary or other collaborative research team; may enroll patients in clinical trials</li><li>• Quantitative and social science research such as epidemiology, outcomes and health services research, and biostatistics as well as research in social sciences, ethics, bioinformatics and health economics, among others; note intellectual contributions of the candidate to protocol development/implementation, conduct of studies, data collection and/or analysis of new or existing data; may make intellectual contributions to multicenter studies</li><li>• Development of new methods/technologies and/or novel applications of existing methods/technologies</li></ul>

Recognition	
	<ul style="list-style-type: none"><li>• Invitations to speak about research</li><li>• Funding to conduct research</li><li>• Editorial service as an ad hoc reviewer, editorial board member, or consultant for scientific journals</li><li>• Membership or leadership on committees related to research, such as the IRB (institutional review board), data safety monitoring (DSMC), protocol review and monitoring (PRMC) or institutional animal care and use (IACUC)</li><li>• Leadership role in professional societies including planning scientific sessions for meetings</li><li>• Awards for research and/or innovation</li><li>• Membership on steering committees, other study committees and/or writing groups of multicenter studies</li><li>• Invitations to participate as an investigator based on specific expertise</li></ul>

Scholarship	
	<p>Publication of original research that contributes new knowledge; may be first or senior author, in another authorship position, or member of an unnamed authorship group on publications of collaborative research to which the candidate has made documented, substantive intellectual contributions</p>

## Significant Supporting Activities Overview

### Education of Patients and Service to the Community Metrics

Activity	Examples of Metrics
	<ul style="list-style-type: none"><li>• Development of material related to health conditions for use by patients</li><li>• Development of programs and material that improve health literacy and educate the public about biomedical sciences</li><li>• Writing for magazines, newspapers, health letters or websites on issues related to health</li><li>• Publication of books for the public that address important health issues</li><li>• Speaking to lay populations to educate them about important health issues</li><li>• Presenting information related to health through the media, including radio, television or podcasts</li><li>• Educating and mentoring pre-professional students in biomedical science</li><li>• Service to communities locally, nationally or abroad that improves the health of populations such as through improved delivery of care, provision of disaster/crisis relief or a decrease in health disparities</li></ul>
<b>Recognition</b>	
	<ul style="list-style-type: none"><li>• Awards recognizing contributions to patient and community education, access to care for underserved populations, community service, and/or the health of the public</li><li>• Invitations to speak to lay audiences on issues related to health</li><li>• Membership on the advisory boards of lay health-related organizations or government committees evaluating health-related issues</li><li>• Widespread use of patient education materials developed</li></ul>

## Significant Supporting Activities Overview

### Administration and Institutional Service Metrics

#### Activity

#### Examples of Metrics

- Service as director of a division, program or clinic in an affiliated institution
- Service on committees at affiliated institutions, such as the IRB, quality improvement committee, physicians' organization, trainee selection committees, or promotion/search committees
- Service on committees of the Faculty of Medicine such as admissions committees or Faculty Council
- Administrative management of a core laboratory or facility at Weill Cornell or an affiliated institution
- Development of programs that create diversity by increasing the representation of women and minorities among our students, trainees or faculty

#### Recognition

- Awards recognizing administrative contributions
- Appointment to administrative leadership roles
- Invitations to educate peers about administrative methods and practices
- Consultant to other organizations in area of administrative expertise
- Leadership roles in professional societies related to administrative role
- Appointment to regional and/or national committees related to administrative roles, such as committees on diversity in medicine/biomedical science, health policy, or human subjects

## Longer Service Criteria and Other Productivity

It is recognized that detailed written criteria might not capture other varied academic and institutional contributions that may justify a faculty promotion, at all ranks, with modified titles only. This pathway pertains only to modified titles but is available at all levels. In these unusual but important circumstances, the Department Chair will include in his/her written letter of support a detailed description of additional accomplishments, which are felt to justify promotion (even if standard criteria have not been definitively met) for consideration by the Committee of Review.

## Criteria for Lecturers

The titles of Lecturer and Senior Lecturer are not associated with any of the faculty Pathways. These titles may be used in cases where professorial titles or the title of Instructor are not appropriate. Lecturers and senior lecturers are nonvoting members of the faculty of the Medical College.

Lecturers and senior lecturers will not be granted tenure or be eligible for sabbatical leave. They may be eligible for certain benefits, such as medical and life insurance, retirement programs, and the Cornell Children's Tuition Scholarship.

These titles shall not be used in order to fill faculty positions, the teaching, research, and, if applicable, clinical nature of which appropriately calls for professorial appointments; to substitute for tenure appointments or appointments that would normally lead to tenure; and as a means of circumventing the commitments and obligations associated with tenure appointments. Persons holding professorial appointments may not be transferred to senior lecturer or lecturer positions as a means of maintaining the employment of persons who have not qualified for retention via tenure appointment in accordance with criteria and procedures governing such appointments.

Lecturers and senior lecturers are regarded primarily as teachers in specialized areas of instruction. Their specific duties are determined by the chair of the department in which they hold their appointment.

Persons holding lecturer or senior lecturer appointments may be considered for transfer to another faculty rank when the assumption of teaching, research, and/or, if applicable, clinical duties makes such consideration appropriate.

The modifier "clinical" may be used with the titles of Lecturer and Senior Lecturer to describe further the individual's area of instruction, i.e.: Lecturer in (Department); Lecturer in Clinical (Department); Senior Lecturer in (Department); Senior Lecturer in Clinical (Department)

The modifiers "visiting" and "courtesy" may also be used with these titles to indicate the

employment status of the individual.

**Lecturer.** Individuals recommended for appointment to the position of Lecturer should possess professional qualifications comparable to those required for appointment to the ranks of instructor and assistant professor.

**Senior Lecturer.** Individuals recommended for appointment or promotion to the position of Senior Lecturer should possess professional qualifications comparable to those required for appointment or promotion to the ranks of associate professor and professor.

## Criteria for Instructors

Instructors are non-voting members of the faculty of the Medical College. The title is not associated with a faculty pathway for paid full-time and regular part-time appointments.

The duties of individuals holding appointments as instructor will be in the areas of teaching, research and/or, if applicable, clinical care. Their specific duties are determined by the chair of the department in which they hold their appointment.

Where applicable, the modifiers "visiting" and "courtesy" may be used with the title Instructor in (Department) to indicate the employment status of the individual.

Individuals exhibiting academic promise in the areas of teaching, research, and/or, if applicable, clinical service, who are not being proposed for appointment as Instructor in Clinical (Department) or Clinical Instructor in (Department) or for whom appointment to a professorial rank is not yet appropriate, may be recommended for appointment as Instructor in (Department) and receive an initial position on the Medical College faculty. Such individuals will normally have completed a period of postdoctoral education appropriate to their specialty.

## Criteria for Non-Professorial Faculty

From time to time, distinguished individuals, whose background and training are in disciplines other than those represented by the academic departments of the Medical College, may work within the Medical College and its affiliated hospitals. If, due to the nature of their qualifications and duties, they may not be appropriate for appointment on one of the faculty pathways described above, such individuals may be recommended for appointment on the non-professorial faculty. They may be full-time, paid part-time or non-salaried members of the faculty, and are not eligible for tenure.

Individuals holding appointments on the non-professorial Faculty provide professional service in their area of academic expertise in support of the academic programs of the Medical College. They will be expected to exhibit scholarly accomplishments, but not of the same nature associated with appointment to the tenured Faculty.

The following titles represent the ranks available on the non-professorial Faculty: Assistant (Discipline) in (Department); Associate (Discipline) in (Department); (Discipline) in (Department)<sup>1</sup>

In certain cases, the title will not include the name of a department, e.g., Assistant Librarian, Associate Archivist, and Librarian, for those individuals on the professional staff of the Medical College Library or New York-Presbyterian Hospital Weill Cornell Medical Center Archives.

Individuals recommended for appointment and promotion on the non-professorial Faculty should have a background and training in an area not represented by the academic departments of the Medical College and hold the terminal degree in their field. Examples include veterinarians, librarians, historians, engineers, physicists, sociologists, and others.

**Assistant (Discipline) in (Department)**. Individuals recommended for appointment to the rank of assistant on the non-professorial Faculty should have completed the requirements for a terminal degree in their field and should have demonstrated appropriate ability or potential in their professional area.

**Associate (Discipline) in (Department)**. Individuals recommended for appointment or promotion to the rank of associate on the non-professorial Faculty will be either assistants, whose accomplishments have been outstanding and who thus merit promotion; or individuals recruited initially to this rank who have already attained that level of professional activity.

**(Discipline) in (Department)**. Individuals recommended for appointment or promotion to the highest rank on the non-professorial Faculty will have attained a national reputation for excellence in their professional field, and possess a record of accomplishment beyond the level of associate.

## Criteria for Affiliate Clinical Faculty

### **For Affiliate Clinical Faculty members of the Clinical Network of Weill Cornell Medical College Modified Titles in Clinical Departments**

Available titles include Affiliate Instructor in Clinical (Department); Affiliate Assistant Professor of Clinical (Department); Affiliate Associate Professor of Clinical (Department); Affiliate Professor of Clinical (Department).

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<sup>1</sup> For example, Biostatistician in Medicine.

Appointment and promotion to the Affiliate Clinical Faculty are reserved for faculty employed by Weill Cornell Medical College (WCMC) who provide clinical services primarily in office-based practices at locations away from the main campus, although they may have some intermittent or part-time clinical activities at the main campus and attending privileges at NYPH/WCMC. Affiliate Clinical Faculty will be organized as part of the Physician Organization Network Division. Recommendations for appointment will originate in the relevant academic Department. Affiliate Clinical Faculty are not eligible for tenure. There is no time in rank constraint for appointments on the Affiliate Clinical Faculty.

Affiliate Clinical Faculty will be primarily engaged in clinical practice and are distinguished from other faculty in that they do not have substantive educational roles or academic activity. Their specific duties are determined by the chair of the Department in which they hold their appointment. They may have limited involvement in the teaching programs of the Medical College, and in administrative activities incidental to their clinical practice. For employed members of the Physician Organization Network Division, their clinical activities will be integrated with the programmatic needs of the Weill Cornell Medicine Physician Organization. For faculty practicing at NYPMG sites, activities will be organized by NYPMG. For other affiliated faculty, their activities will be integrated with NYPMG or another WCM-affiliated organization.

Individuals recommended for appointment to the Affiliate Clinical Faculty in most instances will have a M.D. degree. Individuals with other applicable terminal degrees, e.g., Ph.D., may also be qualified for appointment on the Affiliate Clinical Faculty if they perform the duties described in II above.

**Affiliate Instructor in Clinical (Department).** Individuals who provide clinical services primarily through NewYork-Presbyterian Medical Group (“NYPMG”) sites or at another Weill Cornell Medicine (“WCM”)-affiliated organization (such as HSS, MSKCC or another organization) or are employed by WCM and provide clinical services primarily in office-based practices at locations away from the main NewYork-Presbyterian/Weill Cornell Medical Center campus, although they may have some intermittent or part-time clinical activities at the main campus and attending privileges at NYP/WCMC and who exhibit promise in the area of clinical care for whom appointment to a professorial rank is not yet appropriate may be recommended for an initial appointment to the rank of instructor on the affiliate clinical faculty. Such individuals should have completed a period of postdoctoral education appropriate to their specialty.

**Affiliate Assistant Professor of Clinical (Department).** Individuals who provide clinical services primarily through NewYork-Presbyterian Medical Group (“NYPMG”) sites or at another Weill Cornell Medicine (“WCM”)-affiliated organization (such as HSS, MSKCC or another organization) or are employed by WCM and provide clinical services primarily in office-based practices at locations away from the main NewYork-Presbyterian/Weill Cornell Medical Center campus, although they may have some intermittent or part-time clinical activities at the main campus and attending privileges at

NYP/WCMC who are recommended for an initial appointment or for promotion from instructor to the rank of assistant professor on the affiliate clinical faculty should have completed a period of post-doctoral education appropriate to their specialty and should exhibit high potential for excellence in clinical care.

**Affiliate Associate Professor of Clinical (Department).** Individuals who provide clinical services primarily through NewYork-Presbyterian Medical Group (“NYPMG”) sites or at another Weill Cornell Medicine (“WCM”)-affiliated organization (such as HSS, MSKCC or another organization) or are employed by WCM and provide clinical services primarily in office-based practices at locations away from the main NewYork-Presbyterian/Weill Cornell Medical Center campus although they may have some intermittent or part-time clinical activities at the main campus and attending privileges at NYP/WCMC, who are recommended for an initial appointment or for promotion from assistant professor to the rank of associate professor on the affiliate clinical faculty must demonstrate outstanding clinical accomplishment. Outstanding clinical accomplishments can be documented by evidence of and peer recognition for excellence in clinical practice, the introduction and evaluation of innovative clinical approaches, development of a unique or outstanding clinical program, recognition as a role model for junior partners and/or trainees, and leadership in a health care group or organization or specialty/professional organization.

**Affiliate Professor of Clinical (Department).** Individuals who provide clinical services primarily through NewYork-Presbyterian Medical Group (“NYPMG”) sites or at another Weill Cornell Medicine (“WCM”)-affiliated organization (such as HSS, MSKCC or another organization) or are employed by WCM and provide clinical services primarily in office-based practices at locations away from the main NewYork-Presbyterian/Weill Cornell Medical Center campus, although they may have some intermittent or part-time clinical activities at the main campus and attending privileges at NYP/WCMC, who are recommended for an initial appointment or for promotion from associate professor to the rank of professor on the affiliate clinical faculty must demonstrate outstanding clinical accomplishments, which are recognized outside of the immediate area of their clinical activities, as well as excellence in scholarship or education. These accomplishments can be noted by evidence of and peer recognition for excellence in clinical practice – from those outside the immediate practice area. Other evidence could be significant participation in administrative leadership in health care organizations and professional societies, invitations to present at educational forums outside of their own institution, or election to high office of regional or national societies. Outstanding accomplishments can also be demonstrated with scholarship in peer-reviewed publications, invited chapters, instructional videos, or participation in scientific meetings.

## **Criteria for Voluntary Faculty**

**For Voluntary Faculty members of Weill Cornell Medical College  
Modified Titles in Clinical Departments; award of these titles will include  
evaluation for but may not necessarily require substantial activity in Scholarship**



Available titles include Clinical Assistant Professor of (Department), Clinical Associate Professor of (Department), and Clinical Professor of (Department). In certain circumstances, the title Clinical Instructor in (Department) may also be awarded (see below). The modifiers "adjunct," "visiting," and "courtesy" may also be used with these professorial titles (see policies on the use of these modifiers).

Appointment and promotion to the Voluntary Faculty are reserved for the voluntary staff at the Medical College, which "is defined as those academic staff members who regularly practice their profession privately and serve the University on a part-time basis only."<sup>1</sup> Such individuals may be primarily engaged in private practice; devote less than 50% effort to the clinical activities of the Medical College; or serve on the voluntary staff of an affiliated institution. Individuals holding appointments on the voluntary Faculty are not eligible for tenure.

Individuals holding appointments on the Voluntary Faculty perform primarily clinical service, participate in the teaching programs of the Medical College, and, if applicable, provide administrative service and/or participate in research programs. Their specific duties are determined by the chair of the department in which they hold their appointment.

Individuals recommended for appointment on the Voluntary Faculty in most instances will have an M.D. degree. Individuals with other applicable terminal degrees, e.g., Ph.D., may also be qualified for appointment on the voluntary Faculty if they perform the duties described above.

**Clinical Instructor in (Department)**. Individuals recommended for appointment or promotion to the rank of clinical instructor as a voluntary faculty member should have completed a period of post-doctoral education appropriate to their specialty.

**Clinical Assistant Professor of (Department)**. Individuals recommended for appointment or promotion to the rank of clinical assistant professor as a voluntary faculty member should have exhibited high potential for excellence in patient care and teaching.

**Clinical Associate Professor of (Department)**. Individuals recommended for appointment or promotion to the rank of clinical associate professor as a voluntary faculty member must demonstrate a significant commitment to and record of excellence in clinical service and teaching. The documentation of outstanding clinical accomplishments is a key factor for appointment or promotion. Outstanding clinical accomplishments may be documented by evidence of and peer recognition for excellence in clinical practice, the introduction and evaluation of innovative clinical approaches locally, development of an essential or unique clinical program, or acknowledgment as a role model for students, residents and fellows and/or substantial involvement and/or a leadership role in a health care setting or a regional or national professional organization. Evidence of excellence in teaching may include outstanding

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<sup>1</sup> Bylaws of Cornell University, Article XVII, 6a.

contributions to local and regional educational programs, recognition by medical students, residents, fellows and peers as being among the best clinical teachers, teaching awards, etc. Significant active participation in Medical College activities and substantial administrative efforts within a department are also considered criteria for appointment or promotion to this rank on the voluntary Faculty.

**Clinical Professor of (Department)**. Individuals recommended for appointment or promotion to the rank of clinical professor as a voluntary faculty member must demonstrate major accomplishments as clinician and teacher, and have established a reputation for clinical excellence beyond the immediate site of their clinical activities. Excellence and accomplishments beyond the immediate site of their clinical activities may be evidenced by service as an effective role model and mentor of former trainees and current colleagues, outstanding participation in Medical College activities including administrative leadership of clinical and teaching programs of the hospital, health care system, or Medical College, scholarship involving the dissemination of knowledge and clinical expertise during the past decade through the publication of clinical investigations or observations, reviews, chapters, texts and/or the development of audio, video or computer-based learning aids, or awards denoting truly extraordinary contributions to the field of medicine or to the hospital or health care system. Significant contributions to academic community service such as noteworthy participation on committees of the Medical College, health care system and/or professional societies, holding elected offices at the local, regional and national level, in professional organizations, etc. are also criteria considered in recommending appointments/promotions to this rank in the voluntary Faculty.

## FAQs

**1. Who decides what my area of excellence will be?**

The area of excellence is selected jointly by the faculty member and the department chair or center director. The area of excellence should represent the candidate's major area of achievement and impact.

**2. Can my area of excellence and significant supporting activities change over time?**

Yes. Although in most cases an individual will maintain a consistent academic focus over time, the activities of a faculty member may change. Resulting in a new area of excellence or an increased or decreased emphasis on written scholarship. These changes should be discussed with chairs/chair designees or center directors as appropriate.

**3. Can more than one area of excellence be selected?**

Almost all candidates will be evaluated in a single area of excellence. Only rarely, when both the impact and quantity of contribution are comparable in two areas of excellence and each independently would meet the standard for promotion to the next rank, should two areas of excellence be proposed.

**4. Who will know what my area of excellence and significant supporting activities are?**

No one but you and those directly involved in processing your promotion need be aware of your selected area of excellence and significant supporting activities. You have the opportunity to discuss your progress towards promotion at your Annual Faculty Review with your chair/chair designee. Additional consultation is available through the Office of Faculty Development.

**5. How should the decision be made about whether an activity should be specified as a significant supporting activity?**

Candidates should report those areas to which they have made significant contributions and devote substantial effort.

**6. What constitutes scholarship?**

The specific types of scholarship can differ according to the area of excellence. Scholarship is explicitly defined broadly to include not only peer-reviewed publications but also educational materials, policy statements, assessment tools, and guidelines for patient care. Scholarship may be in print or alternative media. A detailed description of scholarly activities is detailed in the metrics sections.

**7. Is principal investigator NIH funding required for faculty with Investigation as their area of excellence?**

The new guidelines for promotion recognize that funding to conduct research may come from a variety of sources and that, depending on their field, individuals may be more or less likely to serve as principal investigator. A key element in the evaluation will be the documentation of the candidate's intellectual contributions to the original ideas, design, and analysis of a project. In addition to providing resources for conducting research, obtaining competitive, peer-reviewed funding is also an important marker of a candidate's reputation and recognition. At senior levels, the presence of sustained funding over time is an important factor in the evaluation for promotion. As a practical matter, in most cases this will involve NIH funding.

**8. What if there are no opportunities for me to teach?**

Given the broad definition of teaching and educational activities, most faculty should be able to identify opportunities to contribute to educational activities at WCMC, and/or their affiliated institutions. There may be rare cases, most often related to the candidate's field, in which the opportunities for early career faculty to teach are limited. The department chair will be expected to explain the absence of educational contributions.

**9. How do I best describe my teaching activities?**

The categories of teaching activities shown on pages 2.84-87 of the Guidebook should be documented in Sections K and N of the Weill Cornell CV. Those candidates for appointment or promotion with the Educational Leadership Area of Excellence on the Pathway Recognizing Academic Achievement and Scholarship should complete an Educator's Portfolio. A template of the Educator's Portfolio can be found on the Office of Faculty Development and Office of Faculty Affairs website ([faculty.weill.cornell.edu](http://faculty.weill.cornell.edu)) and your department should also be able to provide the template. The Educator's Portfolio should be attached to and referenced in your Weill Cornell CV form (Sections K and N) when you are ready to present your appointment or promotion documentation.

**10. How do I best describe my clinical activities?**

The categories of clinical activities shown on pages 2.62-64 of the Guidebook can be documented in your Weill Cornell CV form under Section L.

**11. How do I best describe my research activities?**

The categories of research activities shown on pages 2.67-71 and of the Guidebook can be documented in your Weill Cornell CV form under Section M. It may also be beneficial to summarize your research interests as an attachment to and referenced in your CV form when you are ready to present your promotion documentation.

**12. How do I best describe my key contributions?**

It is strongly recommended that you prepare a 1-2 page summary of your key contributions in investigation, clinical care and teaching, highlighting those

accomplishments most relevant to your chosen area of excellence. Include an annotated bibliography to highlight your best publications and note the roles you had in the studies. If appropriate also annotate any grants on which you had significant roles. Attach the summary of key contributions to the front of your CV form for presentation to department and College review committees.

**13. What should I do if I believe I am ready for promotion?**

Your department chair or center director is responsible for determining when you are proposed for promotion. It is important that you discuss mentorship and your progress towards promotion with your chair/chair designee or center director at your Annual Faculty Review. If you believe that your achievements may warrant promotion to the next rank, you should discuss your status with your department head, division chief or mentor. Faculty are encouraged to contact the Office of Faculty Development for individual consultations.

## Resources

### **Website**

The Office of Faculty Affairs and Office of Faculty Development website includes general information about appointments and promotions at the Medical College ([faculty.weill.cornell.edu](http://faculty.weill.cornell.edu)).

### **Questions**

For general questions about appointments and promotions at the Medical College, contact the Office of Faculty Affairs by email at [facultyaffairs@med.cornell.edu](mailto:facultyaffairs@med.cornell.edu) or by phone at (646) 962-8770, or, the Office of Faculty Development by email at [facultydevelopment@med.cornell.edu](mailto:facultydevelopment@med.cornell.edu) or by phone at (646) 962-8435.

### **Statement From University Counsel**

This Guidebook describes various Weill Cornell Medical College's policies and procedures of interest to the faculty. These policies and procedures are subject to change at any time. The Guidebook, however, is not intended to create a contract between the university and its employees or to set forth terms or conditions of employment.

### **Acknowledgments**

The members of the Committee on Promotion Tracks would like to credit the President and Fellows of Harvard College for permission to use the concepts and criteria published in the 2008 Guide to Criteria for Appointment and Promotion, Harvard Medical School and Harvard School of Dental Medicine and thank Dr. Carol Bates, Associate Dean for Faculty Affairs, Harvard Medical School for her assistance.

## Letters from Evaluators

During the process of evaluation for promotion, letters will be solicited by the Office of Faculty Affairs from individuals (evaluators) who can comment on the qualifications of the faculty member under consideration. The list of names of potential evaluators will be generated by the Department Chair, following discussions with the faculty member.

Evaluators will be impartial national or international authorities in the candidate's field who can be called upon for expert opinion.

Guidelines for impartiality include:

1. The evaluator has not been a trainee or mentor of the candidate
2. The evaluator has not been a contemporaneous colleague at the same institution (including WCMC)
3. The evaluator is not a co-investigator or co-author within the past five years (with the exception of large multicenter clinical trials or research consortia)

In addition, a list of evaluators who can comment on prominence, potential and current expertise, national reputation, and specific contribution of the candidate to the academic mission of the Medical College will be generated. These evaluators can be faculty members who may not fulfill the above criteria for impartiality, but can directly comment on the service and excellence of the faculty member. These evaluators should be external to the Department of the faculty member.

<b>Appointment/Promotion to</b>	<b>Ask for</b>	<b>Received letters required (minimums)<sup>1</sup></b>
<b><u>Unmodified Title<sup>2</sup></u></b>		
Professor	9 names	3 impartial + 3 more (any type) = 6 minimum
Associate Professor	6 names	3 impartial + 2 more (any type) = 5 minimum
Assistant Professor <sup>3</sup>	2 letters	2 letters (at least 1 impartial preferred) = 2 minimum
<b><u>Modified Title<sup>4</sup></u></b>		
Modified Professor	9 names	3 impartial + 1 more (any type) = 4 minimum
Modified Associate Professor	6 names	2 impartial + 2 more (any type) = 4 minimum
Modified Assistant Professor <sup>5</sup>	2 letters	2 letters = 2 minimum

There are no changes to the solicitation of letters from evaluators for faculty who are being reviewed for tenure. The guidelines for the tenure process are detailed in “Tenure” (section 3) of the Weill Cornell Academic Staff Handbook ([weill.cornell.edu/handbook](http://weill.cornell.edu/handbook)).

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<sup>1</sup> Academic rank of evaluator is equal to or higher than candidate’s.

<sup>2</sup> For example, Professor of Medicine

<sup>3</sup> Letters for Assistant Professors are obtained by the Department directly and submitted with the recommendation to the Office of Faculty Affairs

<sup>4</sup> For example, Professor of Clinical Medicine; Professor of Research in Biochemistry; etc.

<sup>5</sup> Letters for Assistant Professors are obtained by the Department directly and submitted with the recommendation to the Office of Faculty Affairs