2015 Faculty Development Seminar Series

“At CUMC” & “Clinical” Academic Titles:
Areas of Academic Focus, Evaluation and Promotion Metrics

Presentation by
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Panel discussion with
Drs. David Albert, Roseanna Graham and Evie Lalla,
and Q&A to follow

Tuesday May 19, 12 noon • PH17-311, Mandel Conference Room
Academic tracks
and promotion process

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Appointments and Promotions
Outline

• Academic titles at CDM
• The three tracks of the “at the Columbia University Medical Center” appointments
• Promotion criteria to Associate Professor and Professor at the CUMC
• The promotion process
Current Academic Titles

- Tenured/tenure-track faculty titles
- “at the Columbia University Medical Center”
- Part-time faculty titles (salaried or volunteer)
Tenure/Tenure-track faculty titles

- Professor of Dental Medicine
- Associate Professor of Dental Medicine
- Assistant Professor of Dental Medicine
“at the Columbia University Medical Center”
titles

• Professor of Dental Medicine at the Columbia University Medical Center
• Associate Professor of Dental Medicine at the Columbia University Medical Center
• Assistant Professor of Dental Medicine at the Columbia University Medical Center
• Instructor in Dental Medicine at the Columbia University Medical Center

• Associate in Dental Medicine at the Columbia University Medical Center
Part-time faculty titles

- Clinical Professor of Dental Medicine
- Associate Clinical Professor of Dental Medicine
- Assistant Clinical Professor of Dental Medicine
- Instructor in Clinical Dental Medicine
- Associate in Clinical Dental Medicine
- Assistant in Clinical Dental Medicine
“At the CUMC” tracks

- Knowledge Development and Integration
- Pedagogy/Educational Leadership and Scholarship
- Applied Healthcare and Public Health Sciences
For every track

- Description
- Major focus
- Expected Scholarly Products
- Metrics of Evaluation
The scholarship of Knowledge development consists of:

• Discovery and generation of new knowledge derived from traditional inquiry methodologies

• May include analysis, synthesis and novel applications of existing observations, as well as positioning knowledge within larger, interdisciplinary contexts
Investigative track: Major focus

Supported basic, translational, population based, clinical and educational research

- Laboratory research
- Clinical and translational research
- Population based research
- Health services/Policy/Economics
- Outcomes research
- Biostatistics, Bioinformatics

- Novel applications of existing technologies or treatments
- Multidisciplinary research team membership with a critical, unique role
- Pedagogical research
Investigative track: Expected scholarly products

Quantity and quality of scholarship:

- Publication of research findings that contribute new observations or that synthesize existing knowledge in a way that enhances the discipline
- Research presentations at national meetings, national recognition of leadership in a discipline by virtue of invited presentations
- Research support from federal, foundation or industry or in a collaborative role as part of a research team
Investigative track: Expected scholarly products

Quantity and quality of scholarship (cont.):

- Invited professorships & lectures
- Development of innovative public health or clinical technology/interventions/treatments
- Membership on multidisciplinary or collaborative research teams, in which the faculty member’s contribution is substantive and recognizable
- Membership on research advisory panels & editorial boards
Investigative track: Metrics of evaluation

- Number of publications in peer reviewed journals of original research
- Membership on national and international committees for review of research in area of expertise
- Number and impact of presentations to academic institutions and professional societies
- Research funding record
- Invited professorships and lectures
- Institutional research committee membership
- Evidence of participation in multidisciplinary or team based research
- Editorial board membership
Educational track: Description

The scholarship of education consists of promotion of learning through *effective application* of the *sciences of teaching & learning, leadership, and instructional design*. This area of scholarship emphasizes the interdependence of theory, research, and practice in three related domains:

- Direct involvement in the process of promoting learning
- Support of infrastructure needed for learning
- Development of products used by others in learning
Educational track: Major focus / Examples

Involvement in the process of learning

- Lecturing
- Facilitating small groups
- Conducting laboratory tutorials
- Precepting students, conducting teaching rounds
- Mentoring trainees, serving on thesis committees
- Preparing and administering knowledge or performance assessments
Support of the infrastructure needed for learning

- Course development and leadership
- Curricular development and leadership
- Course, clerkship, program, or fellowship leadership
- Leadership on education governance committees and task forces
- Involvement on committees that set curriculum guidelines/standards
Educational track: Major focus / Examples

Development of educational products used for learning

- Authorship of textbooks, tutorials, problem sets, teaching cases, simulation scenarios, or image libraries
Educational track:
Expected scholarly products

Evidence of:

• **Quantity** (contact hours, number of learners, numbers of pages, etc.)

• **Quality** (learner or peer perceptions of process; student test scores)

• **Scholarship** (peer review and subsequent inclusion of the methods and/or outputs into a 'shared understanding' within meaningful communities of practice)
Educational track: Examples of scholarship

- Presentation of work at professional meetings
- Development of teaching materials and simulation technologies
- New curricular offerings, and written syllabi
- Development of educational methodology, educational assessment tools
- Descriptions of educational innovations
- Involvement on local or national committees that set curriculum or other educational guidelines/standards
Educational track: Metrics of evaluation

- Educational innovations adopted locally, regionally or nationally
- Trainee/peer evaluations
- Participation/leadership in educational societies
- Success of educational leadership measured by the success of new programs according to program goals
- Participation in educational training programs
- Participation in national educational leadership societies
Educational track: Metrics of evaluation (cont.)

- Awards for teaching or educational leadership
- Publications related to educational methods/assessment/policies
- Educational products (print, electronic, simulation technologies)
- Notable educational contributions of special importance within CUMC
The scholarship of application consists of the interaction between knowledge and its practical use, shifting theory to practice and practice to theory (e.g., translation of evidence to practice). It involves three domains:

- Providing care
- Developing/implementing clinical programs
- Developing/implementing clinical programs used by others
Applied healthcare track: Major focus

The expectation for faculty with this area of focus is superb performance as clinicians or practitioners within their discipline. Faculty will also be expected to demonstrate excellence in selected educational activity, with an emphasis on excellence in teaching (i.e., the first of three domains in pedagogy track)
Providing care:

- Excellent reputation as an authority in a clinical or public health specialty and expert clinician or public health practitioner
- Leadership in clinical or public health professional societies or election to distinguished societies
Applied healthcare track: Domains

Development/Implementation of Clinical Programs:

• Recognition by peers of clinical or public health leadership by participation in guideline writing, clinical quality assurance or development and application of clinical or public health interventions

• Participation in projects to monitor clinical or public health outcomes

• Participation in quality improvement programs

• Clinical or public health program development and leadership
Development/Implementation of clinical programs used by others:

- Clinical or public health reports, textbook chapters
- Providing care, running programs used by others
Applied healthcare: Metrics of evaluation

- Recognition as an expert by invited lectures, demonstration, projects, training sessions
- Case presentations, invited lectures in discipline
- Participation in quality improvement/practice guideline development
- Clinical or public health evaluations or policy development
- Leadership in national societies of clinical or public health discipline
Metrics of evaluation (cont.)

- Publications related to clinical or public health specialty
- Innovative public health or clinical technology and/or interventions/treatments
- Editorial board membership
- Awards related to clinical or public health expertise
- Influence on innovations in clinical or public health practice
- Notable clinical or public health contributions
Promotion to Associate Professor

- Should be marked by a strong regional reputation and an emerging national reputation in the area of focus
- Faculty at this level should be acknowledged by peers inside and outside of CUMC as experts in their area of focus
Promotion to Professor

- Should be marked by national/international reputation in the area of focus
- Widely acknowledged by peers inside and outside of CUMC as exceptional within their area of focus
Common requirements for ALL tracks

- Scholarship
- Teaching contributions
Practical tips related to the promotion process

• Be aware of the expectations and the metrics
• Discuss your status with your Division Director/Section Chair
• If the consensus is that you meet the criteria, your Chair will submit your CV (and educational portfolio) to the CoAP for an informal evaluation
• Do not solicit letters of support until you have received feedback from the CoAP
• The authors of the letters of support have to be selected after your Section Chair consults with the Dean
Practical tips related to the promotion process

- If you are not there yet, get a frank assessment of what is needed to get there
- Develop a plan with your Division Director/Chair
- Additional support will be available through the Faculty Development Office
Some bitter truths....

- Presence of peer-reviewed publications is an indispensable metric of scholarly activity
- Do not compare your credentials with those of faculty that received their academic ranks in earlier times
- Promotion to the next rank is not a mere function of years of service
Access to the guidelines

- Through Section Chairs, members of the CoAP (Drs. Albert, Eisig, Graham, Lichthenthal, Mitchell, Papapanou, Wadha, Yoon) and Dr. Lalla
- Vanessa Dotson (vf2179@cumc.columbia.edu)