Moving forward in your faculty career: Understanding the promotion process

Alicia Tártalo, Ph.D.
Director, Faculty Affairs

Faculty Promotion Seminar—October 2015
Part I – Criteria for Promotion

Materials used:

Guidebook for Faculty Appointment and Promotion
Part I Objectives

• Define key concepts
• Explain:
  – Areas of excellence
  – Pathways
  – Promotion criteria
Key Concepts

• Promotion: Advancement to a higher academic rank
• Faculty are primarily responsible for the advancement of their own career
• WCM-Q follows WCM policies for faculty promotion (www.med.cornell.edu/handbook)
• All faculty must meet WCM criteria for promotion
Criteria for Appointment and Promotion

Guidebook: Criteria for Faculty Appointment and Promotion

Weill Cornell Medical College
Fundamental Concepts of the New Criteria

1. Demonstration of **excellence** in the major area of academic activity by objective achievements.

2. Requirement for **scholarship and teaching activity** at all ranks.

3. A link between rank of appointment and the breadth of the candidate’s **reputation and achievement**
   - Assistant Professor – strong local reputation
   - Associate Professor – strong regional reputation
   - Professor – sustained national / international, reputation
## From Tracks to Pathways

<table>
<thead>
<tr>
<th>Track</th>
<th>Area of Excellence</th>
<th>Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Track</td>
<td>Clinical Expertise &amp; Innovation</td>
<td>Clinical Excellence</td>
</tr>
<tr>
<td>Academic-Clinical Track</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research Track</td>
<td>Investigation</td>
<td>Excellence in Investigation</td>
</tr>
<tr>
<td>Academic-Research Track</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic-Educator Track</td>
<td>Educational Leadership</td>
<td>Academic Achievement and Scholarship</td>
</tr>
<tr>
<td>Tenure (non tenure eligible)</td>
<td></td>
<td>Excellence in Teaching</td>
</tr>
</tbody>
</table>
Areas of Excellence

Clinical Expertise and Innovation, Investigation, Educational Leadership

The area of excellence should:

• Represent your major area of achievements and impact (quantity & quality should be considered)
• Form the basis for your major reputation and recognition
• Be consistent with the type and focus of your scholarship
• Represent current activities
• Be consistent with your career path & goals
Pathways

Two major types of pathways:

• Recognizing Academic Achievement and Scholarship (unmodified titles):
  – Clinical Expertise and Innovation
  – Investigation
  – Educational Leadership

• Recognizing Excellence: (modified titles):
  – Clinical Excellence
  – Excellence in Investigation
  – Excellence in Teaching
Pathway Recognizing Academic Achievement and Scholarship in one of the Three Areas of Excellence:

- Clinical Expertise and Innovation
  - e.g., Assistant Professor of Medicine
- Investigation
  - e.g., Associate Professor of Radiology
- Educational Leadership
  - e.g., Professor of Neurology
Modified Titles

- Pathway Recognizing Clinical Excellence
  - e.g., Instructor of Family Medicine in **Clinical** Medicine
  - e.g., Assistant Professor of **Clinical** Surgery
- Pathway Recognizing Excellence in Investigation
  - e.g., Assistant Professor of **Research** in Neuroscience
  - e.g., Associate Professor of **Research** in Microbiology and Immunology
- Pathway Recognizing Excellence in Teaching
  - e.g., Associate Professor of **Teaching** in Biochemistry
  - e.g., Professor of **Teaching** in Neurology
Changing Area of Excellence and Pathway

• In most cases, you will maintain a consistent academic focus over time
• If your focus changes over time, the area of excellence should change to maintain consistency with your academic focus
Creating a Promotion Profile
Select ONE area of excellence representing the major area of contribution, achievement, and impact.

Areas of Excellence
- Teaching and Educational Leadership
- Clinical Expertise and Innovation
- Investigation

Evaluation for Teaching and Education
ALL candidates will be evaluated for teaching and educational contributions.

MAY identify other significant supporting activities.

Significant Supporting Activities
- Clinical Expertise
- Investigation
- Education of Patients and Service to the Community
- Administration and Institutional Service
Creating a Promotion Profile

Select ONE area of excellence representing the major area of contribution, achievement, and impact.

**Areas of Excellence**
- Teaching and Educational Leadership
- Clinical Expertise and Innovation
- Investigation

**Evaluation for Teaching and Education**
ALL candidates will be evaluated for teaching and educational contributions.

**Significant Supporting Activities**
- Investigation
- Education of Patients and Service to the Community
- Administration and Institutional Service
- Clinical Expertise
Area of Excellence: Clinical Expertise and Innovation

If patient care and other clinical related activities constitute the unified theme for your academic activities and achievements.

Faculty are evaluated on three domains:

1. Recognition as a Clinical Expert
2. Influencing Clinical Practice
3. Written Scholarship

Two pathways:

• Academic Achievement and Scholarship (U)
• Clinical Excellence (M)
Clinical Expertise and Innovation

Recognition as a Clinical Expert

Academic Achievement and Scholarship = Clinical Excellence

Influencing Clinical Practice

Academic Achievement and Scholarship = Clinical Excellence

Written Scholarship

Clinical Excellence Pathway requires less quantity than Academic Achievement & Scholarship Pathway
Clinical Expertise and Innovation

Recognition as a Clinical Expert

Assistant Professor
- Strong local reputation as an expert in the field
- Clinical expertise of reliable high quality

Associate Professor
- Strong regional/national reputation as an expert in the field
- Demonstrated consistently outstanding clinical expertise

Professor
- Sustained national/international reputation as an expert in the field
- Demonstrated clinical expertise that is consistently distinguished
Clinical Expertise and Innovation

Recognition as a Clinical Expert - Metrics

• Invitations to speak on issues related to area of expertise
• Role in professional organizations related to area of expertise
• Service on committees developing guidelines/protocols for quality improvement or management in area of expertise
• Peer-reviewing funding to support innovations that influence clinical practice
• Awards for contribution and/or innovations in the area of clinical expertise

Assistant Professor
Local

Associate Professor
Regional/ National

Professor National / International
Clinical Expertise and Innovation

Influencing Clinical Practice - Metrics

Development of innovative approaches to diagnosis, treatment or prevention of disease; development of models of improved care delivery:

- Creation of multidisciplinary clinical service
- Development/implementation of practice guidelines, quality improvement processes that change standard of care
- Development of innovative technologies, drugs, surgical procedures superior to current standard of practice

Assistant Professor
Assisting Role

Professor
Critical Role
Clinical Expertise and Innovation

Written Scholarship - Metrics

**Assistant Professor**

- **First author** original research, reviews, and/or chapters
- Development of guidelines and/or protocols for patient management that are *adopted locally*

**Associate Professor / Professor**

- **First or senior author** original research, reviews, and/or chapters
- **First or senior author** manuscripts that demonstrate impact of innovation on quality, outcomes or access to care
- Development of guidelines and/or protocols for patient management that are *adopted regionally or nationally*
Creating a Promotion Profile

Select ONE area of excellence representing the major area of contribution, achievement, and impact.

Areas of Excellence

- Teaching and Educational Leadership
- Clinical Expertise and Innovation
- Investigation

Evaluation for Teaching and Education

ALL candidates will be evaluated for teaching and educational contributions.

MAY identify other significant supporting activities.

Significant Supporting Activities

- Clinical Expertise
- Education of Patients and Service to the Community
- Administration and Institutional Service
Area of Excellence: Investigation

If you spend the majority of your time performing:

- Basic research
- Translational research
- Clinical research, including epidemiology, outcomes and health services research, and biostatistics
- Research in social sciences, ethics, bioinformatics, and health economics
Faculty are evaluated on two domains:

1. Recognition as an Expert in Investigation
   - Leadership in organizations
   - Invitations to speak about research
   - Service on committees
   - Editorial roles
   - Funding
   - Awards

2. Written Scholarship

Two Pathways:
- Academic Achievement and Scholarship (U)
- Excellence in Investigation (M)
Area of Excellence: Investigation

Academic Achievement and Scholarship

- Substantial research activity
- Substantial funding
- Substantial activity in written scholarship and teaching

Excellence in Investigation

- Substantial research activity
- Does not require the same level of funding
- Does not require the same level of written scholarship or teaching
Investigation - Pathway Recognizing Academic Achievement & Scholarship

Assistant Professor

Strong reputation for contributions to research with an identified research focus in the area of expertise

Associate Professor

National reputation as an independent investigator and major contributor to the field

Professor

Sustained international reputation as one of the top researchers in the field
# Investigation - Academic Achieving and Scholarship - Metrics

<table>
<thead>
<tr>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some peer-reviewed funding to conduct research</td>
<td>Independent funding (PI) unless role of providing unique or critical expertise to the biomedical research team</td>
<td>Leader of an exceptional independent research program and/or have a key leadership role in collaborative studies</td>
</tr>
<tr>
<td>Scholarship in collaboration with mentor, usually first author</td>
<td>Scholarship as senior author, not involving mentor unless role of providing unique or critical expertise to the biomedical research team</td>
<td>Senior author on high impact publications of original research</td>
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</tbody>
</table>

**Assistant Professor**

- Some peer-reviewed funding to conduct research

**Associate Professor**

- Independent funding (PI) unless role of providing unique or critical expertise to the biomedical research team

**Professor**

- Leader of an exceptional independent research program and/or have a key leadership role in collaborative studies

- Scholarship in collaboration with mentor, usually first author

- Scholarship as senior author, not involving mentor unless role of providing unique or critical expertise to the biomedical research team

- Senior author on high impact publications of original research
Investigation - Pathway Recognizing Excellence in Investigation

Assistant Professor
- Strong local reputation as an expert in the field
- Research expertise of reliable high quality

Associate Professor
- Strong regional reputation as an expert in the field
- Demonstrated consistently outstanding research expertise

Professor
- Sustained national/international reputation as an expert in the filed
- Demonstrated research expertise that is consistently distinguished
Creating a Promotion Profile

Select ONE area of excellence representing the major area of contribution, achievement, and impact.

Areas of Excellence

- Teaching and Educational Leadership
- Clinical Expertise and Innovation
- Investigation

Evaluation for Teaching and Education

All candidates will be evaluated for teaching and educational contributions.

MAY identify other significant supporting activities.

Significant Supporting Activities

- Clinical Expertise
- Investigation
- Education of Patients and Service to the Community
- Administration and Institutional Service
Area of Excellence: Educational Leadership

If you spend a high proportion of your time on educational activities and view education as the primary academic focus.

Faculty are evaluated on two domains:
1. Recognition as an Expert in Education
2. Written Scholarship

Two Pathways:
- Academic Achievement and Scholarship (U)
- Excellence in Teaching (M)
Area of Excellence: Educational Leadership

### Academic Achievement and Scholarship

- A scholarly approach to the learning mission, developing curriculum, creating assessment tools, and managing the learning systems.

### Excellence in Teaching

- Spend most of the time teaching others, managing the learning of individual
Educational Leadership – Pathway Recognizing Academic Achievement and Scholarship (AAS)

**Assistant Professor**
- Strong local reputation as an active and highly effective teacher

**Associate Professor**
- Strong regional / national reputation as an independent leader in education

**Professor**
- Sustained national / international reputation as an educational leader and innovator
Recognition as Expert in Education - Metrics

• Invitations to speak about education
• Leadership role in professional educational organizations
• Funding to conduct educational research, to develop educational materials, methods, assessment tools, or programs
• Service on committees developing guidelines and policies for education/training programs, evaluating education/training programs, etc.
• Awards for teaching or mentoring
### Educational Leadership - AAS

**Written Scholarship - Metrics**

<table>
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<tr>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
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</thead>
<tbody>
<tr>
<td>Publication of <strong>first</strong> author original research, reviews, and/or chapters related to education or area of expertise*</td>
<td>Publication of <strong>first or senior</strong> author chapters, reviews, textbooks related to education that are recognized as authoritative and are widely cited</td>
<td>Publication of <strong>senior author</strong> high impact research related to educational methods, assessment and/or policy that influence the field nationally/internationally</td>
</tr>
<tr>
<td>Development and <strong>local adoption</strong> of educational material in print or other media</td>
<td>Development of educational material in print or other media with <strong>regional/national adoption</strong></td>
<td>Development of innovative educational methods/materials in print or other media that are <strong>widely adopted</strong> and influence education <strong>nationally/internationally</strong></td>
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</table>
Creating a Promotion Profile

Select ONE area of excellence representing the major area of contribution, achievement, and impact.

Areas of Excellence
- Teaching and Educational Leadership
- Clinical Expertise and Innovation
- Investigation

Evaluation for Teaching and Education
ALL candidates will be evaluated for teaching and educational contributions.

MAY identify other significant supporting activities.

Significant Supporting Activities
- Clinical Expertise
- Investigation
- Education of Patients and Service to the Community
- Administration and Institutional Service
Evaluation of Teaching & Education Activities

All faculty members will be evaluated for contributions to teaching and education activities at WCM, WCM-Q, and WCM affiliates.

Teaching categories are broadly defined to include:

1. Didactic teaching of students, trainees, and peers
2. Research training and mentorship
3. Clinical teaching and mentorship
4. Administrative teaching roles
Evaluation of Teaching Activities

ALL faculty must demonstrate meeting the *minimum standards* based on their Area of Excellence & recommended rank

<table>
<thead>
<tr>
<th>Area of Excellence</th>
<th>Assistant Professor</th>
<th>Associate Professor &amp; Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Expertise &amp; Innovation (Both Pathways)</td>
<td>Excellence in 1 of the 4* teaching categories on a continuous basis</td>
<td>Excellence that spans at least 2 of the 4* teaching categories on a continuous basis with evidence of high quality in these activities</td>
</tr>
<tr>
<td>Investigation (Both Pathways)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* 1) Didactic teaching 2) research training & mentorship 3) clinical teaching & mentorship 4) administrative roles
### Evaluation of Teaching Activities

<table>
<thead>
<tr>
<th>Area of Excellence</th>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Leadership (Academic Achievement &amp; Scholarship)</td>
<td>Strong <strong>local</strong> reputation as an active and highly effective teacher in <em><em>at least 2 of the 4</em> teaching categories</em>*</td>
<td>Strong <strong>regional</strong>, and often <strong>national</strong>, reputation as a leader in <em><em>at least 3 of the 4</em> teaching categories</em>*</td>
<td>Sustained <strong>national</strong>, and in some cases <strong>international</strong>, reputation as an educational leader and in <em><em>at least 3 of the 4</em> teaching categories</em>*</td>
</tr>
</tbody>
</table>

* 1) Didactic teaching 2) research training & mentorship 3) clinical teaching & mentorship 4) administrative roles
Creating a Promotion Profile

Select ONE area of excellence representing the major area of contribution, achievement, and impact.

Areas of Excellence

- Teaching and Educational Leadership
- Clinical Expertise and Innovation
- Investigation

Evaluation for Teaching and Education

ALL candidates will be evaluated for teaching and educational contributions.

MAY identify other significant supporting activities.

Significant Supporting Activities

- Clinical Expertise
- Investigation
- Education of Patients and Service to the Community
- Administration and Institutional Service
Significant Supporting Activities

- Clinical Expertise
- Investigation
- Education of Patients and Service to the Community
  - Education of the public about health-related issues/biomedical science
  - Improving the health of populations (through improved delivery of care, a decrease in health disparities or disaster/crisis relief)
- Administration and Institutional Service
  - Administrative leadership positions (director of a division, program, or clinic in an affiliated institution)
  - Service on committees at affiliated institutions (IRB, Search Committees) or at WCM/WCM-Q (Admissions Committees, etc.)
  - Leadership roles in the development of programs that advance diversity
Part II – Promotion Process & Documentation

Materials used:

Toolkit: Documents and Guidance for Academic Appointment and Promotion
Part II Objectives

Part II

• Describe the forms
• Review the process
• Discuss the need to developing strategies for promotion
Documenting that You Meet the Criteria

• WCM Curriculum Vitae (CV)
• Supplemental Documents:
  – Statement of Key Contributions
  – Teaching Activities Report (Clinical & Investigation Pathways)
  – Educator’s Portfolio (Educational Leadership)
  – Clinical Portfolio
• Three (3) publications representative of your best work (not required for Assistant Professor)
• Letters of Evaluation
WCM CV Form

- Crucial document in presenting your credentials to the appointment and promotion committees
- Follow the instructions exactly – do not reformat or delete sections
- Sections A – F: Hold historical & demographic data (education, employment, licensure, etc.)
- Section G – L: Provide the opportunity for you to highlight your accomplishments in teaching, clinical care, administration, and research
Percentage Effort and Institutional Responsibilities - Past, Current, Anticipated

- Teaching (didactic teaching, mentorship, clinical teaching, administrative teaching roles)
- Clinical Care (clinical care activities and accomplishments. Document where you provide clinical care, how often, for how many patients)
- Research (research interests, activities, and career trajectory with dates)
- Administration (institutional only. Not administrative duties related to professional societies, or other extramural activities)
Section H (formerly Section J)

Research Support

- For past support, summarize award, dates, & roles
- For current support list source, amount, dates, name of principal investigator, and your percentage effort
- Annotate multi-investigator grants to clarify your role on the project (PI, Site PI, Project leader, Core director, etc.)
Section I (formerly Section K)

Extramural Professional Responsibilities

• Broadly defined category
• Very useful in demonstrating academic and service engagement outside the site of primary activity
• It helps establish reputation
  – journal reviewer, editorial boards
  – member of grant review boards and study sections
  – invited lectures
  – consultancy
  – volunteer work
  – community service, etc.
Section J (formerly Section E)

Professional Memberships

• Key place to demonstrate the extent to which you participate in extramural activities as they relate either to service or leadership roles in your particular professional community

• Distinguish the different types of involvement with societies and other professional groups, e.g., as a Member or Officer, which would point to leadership roles
Honors and Awards

- Another key section for demonstrating one's reputation locally, regionally, nationally and internationally, among peers, students, patients, colleagues, and others
- Examples include teaching awards, patents, research awards, best-paper awards, book awards, membership in honor societies, etc.
Section L

Bibliography

• For Associate Professor & Professor this section is vital
• Complete this section carefully. Errors or incomplete information may cause confusion
• Follow the instructions regarding how to cite publications & what goes under each subsection:
  - Articles in professional peer-reviewed journals
  - Reviews
  - Books
  - Chapters
  - Other
  - Abstracts
  - Presentations
  - In review
Statement of Key Contributions

• In 1-2 pages, summarize 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
## Teaching Activities Report - Teaching

Document your excellence in the categories of teaching activities:

<table>
<thead>
<tr>
<th>Didactic Teaching:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(e.g., lectures, continuing medical education courses, grand rounds, professional development programs, seminars, tutorials)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Mentorship:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(e.g., mentor for medical student, graduate student, resident, clinical or postdoctoral research fellow or junior faculty projects; service as graduate student thesis advisor or committee member)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Clinical Teaching:</th>
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</thead>
<tbody>
<tr>
<td>(e.g., teaching in the clinic or hospital including bedside teaching, teaching in the operating room, preceptor in clinic)</td>
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</table>

<table>
<thead>
<tr>
<th>Administration/Leadership Teaching Roles:</th>
</tr>
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<tbody>
<tr>
<td>(e.g., residency or fellowship director, course or seminar director or co director)</td>
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</table>
# Teaching Activities Report – Recognition & Scholarship

<table>
<thead>
<tr>
<th>Recognition Related to Teaching of Medical Professionals</th>
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</thead>
<tbody>
<tr>
<td>• Invited presentations in the field of expertise (education)</td>
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<tr>
<td>• Contributions to professional educational organizations</td>
</tr>
<tr>
<td>• Leadership role in education / Service on education-related committees</td>
</tr>
<tr>
<td>• Awards for teaching, mentoring, or other education-related achievements</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scholarship Related to Teaching</th>
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<tbody>
<tr>
<td>• Development of educational materials (e.g., syllabi, curricula)</td>
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<tr>
<td>• Publications related to education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Recognition Related to Teaching of Patients &amp; Lay Individuals</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Development of programs and material that improve health literacy and educate the public about biomedical sciences</td>
</tr>
<tr>
<td>• Writing for magazines, newspapers, health letters or websites on issues related to health</td>
</tr>
<tr>
<td>• Presenting information related to health through the media, including radio, television, or podcasts</td>
</tr>
<tr>
<td>Section</td>
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<tr>
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</tr>
<tr>
<td>Section I:</td>
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<td>Section II-A:</td>
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<td>Section II-B:</td>
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<td>Section III:</td>
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<td>XI</td>
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</tbody>
</table>
### Letters of Evaluation

<table>
<thead>
<tr>
<th>Promotion To</th>
<th>Required number</th>
<th>Received letters required (minimums)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Modified Title</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>2 letters</td>
<td>2 letters = <strong>2 minimum</strong></td>
</tr>
<tr>
<td>Associate Professor*</td>
<td>6 names</td>
<td>2 impartial + 2 more (any type) = <strong>4 minimum</strong></td>
</tr>
<tr>
<td>Professor*</td>
<td>9 names</td>
<td>3 impartial + 1 more (any type) = <strong>4 minimum</strong></td>
</tr>
<tr>
<td><strong>Unmodified Title</strong></td>
<td></td>
<td></td>
</tr>
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<td>2 letters (at least 1 impartial preferred) = <strong>2 minimum</strong></td>
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* WCM-NY solicits letters
What is an Impartial Evaluator?

• The evaluator has not been a trainee or mentor of the candidate
• The evaluator has not been a contemporaneous colleague at the same institution (including WCM)
• The evaluator is not a co-investigator or co-author within the past five years (with the exception of large multi-center clinical trials or research consortia)
What Do Evaluators Receive?

• A copy of the criteria applicable for your pathway & rank, including teaching criteria
• A copy of your promotion dossier
• A list of questions:
  – Relationship to the candidate
  – Scholarship
  – Clinical Care
  – Teaching
  – Administration
  – Relative ranking
  – Overall assessment
Be Prepared for a Lengthy Processes

Once promotion dossier goes to WCM in New York:

• Assistant Professor: 3 – 4 months
• Associate Professor & Professor: 9 – 12 months (minimum)
Process – Assistant Professor

1. Candidate submits documentation to WCM-Q

2. WCM-Q submits dossier & evaluation letters to WCM Department

3. WCM Department Chair submits packet to OFA for WCM Dean approval

4. Confirmation letter is issued
Candidate submits documentation to WCM-Q

WCM-Q submits application dossier to WCM Department

OFA solicits evaluation letters

WCM Department Chair submits complete packet to WCM Committee of Review (COR) for review

COR refers to Faculty Councils for ratification

Faculty Councils submit to WCM Dean for approval

Confirmation letter is issued
Pitfalls in Dossier Development

– Out-of-date CV
– Incomplete employment history
– Failure to record teaching & mentoring contributions
– Failure to cite research grants
– Failure to report work on committees, extramural activities, awards & honors
– Incomplete citations
– Not enough evidence provided
– Poorly constructed key contributions, personal statement, etc.

Errors & omissions reflect poorly on you!
Delays, Disapprovals, Tabled Decisions

Major reasons for delays:
• Incomplete dossier
• Letters of evaluation not received in a timely manner

Major reasons for disapproval or tabled decision:
• Documentation does not provide sufficient clear evidence of meeting criteria
• Not enough impartial evaluation letters
• Not enough letters providing substantial evaluation
Promotion Dossier Tips

• Volume does not substitute for substance - Keep focused
• This is your opportunity to show who you are, what you have done, & where you want to go
• Balance modesty with showcasing your achievements
• Ensure all documents in the packet comply with instructions
• Use Key Contributions, Teaching Activities Report (or Educator’s Portfolio), and Clinical Portfolio to highlight and expand on information in your CV
Developing Successful Strategies

• Think about how you want to be identified
• Learn the criteria
• Create a plan and a timeline toward your promotion
• Set goals and get feedback from mentors
• Get involved & put yourself in the right position: Participate, lead, become a “go to” person, publish
• Expand the circle of people who knows you & about you
Ways to Expand Your Circle

Get involved!

• Hospital, medical college, & other committees
• Specialty/subspecialty societies
• Multidisciplinary groups
• Meetings (local, regional, national, international)
• Community service
• Other professional activities that interest you
Clinical and Faculty Affairs

The Team:

Dr. Robert K. Crone, Associate Dean
Dr. Alicia Tártalo, Director
Fatimah Isa, Manager
Hend Elziki, Administration Officer
Sheryl Alivarvar, Coordinator

Contact us at: facultyaffairs@qatar-med.cornell.edu

For updates check http://qatar-weill.cornell.edu