**ASSOCIATE PROFESSOR**

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

<table>
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<tr>
<th>INVESTIGATOR FOCUS</th>
<th>EDUCATIONAL SCHOLARSHIP &amp; LEADERSHIP FOCUS</th>
<th>APPLIED HEALTHCARE OR PUBLIC HEALTH SCIENCES FOCUS</th>
</tr>
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<tbody>
<tr>
<td><strong>Research/Scholarship</strong>&lt;br&gt;Evidence for concentration in Investigation may be demonstrated by the following:&lt;br&gt;1. Quality and quantity of the publications in peer-reviewed journals. Evidence is sought that the work is scholarly, and of good quality and significance, and may focus on laboratory, clinical or population based investigations, or analysis, or synthesis of clinical observations and experience, or educational research.&lt;br&gt;2. Research accomplishments.&lt;br&gt;   a) Authorship on multi-authored journals articles and/or documentation of a major, substantial contribution by the candidate to a collaborative, multidisciplinary project and publications.&lt;br&gt;   b) Statements of peer evaluators on the significance and recognition of the candidate’s research contributions.&lt;br&gt;   c) Identification of the candidate as the principal investigator or a major collaborator on funded research grants or contracts originating from federal, foundation or industry sources or cores of multi-author grants.&lt;br&gt;   d) Development of knowledge resulting in new product patents and technology transfer.&lt;br&gt;3. Research funding as co-investigator from federal, foundation, or industry resources.&lt;br&gt;   If funding is from industry, evidence that the faculty member has a significant role in the formulation and conduct of the research is desirable.&lt;br&gt;4. Invited lectures which demonstrate recognition of investigational expertise.&lt;br&gt;5. Service on editorial boards, expert panels, FDA panels, and data safety monitoring boards for multicenter studies.&lt;br&gt;6. Membership on steering committees for multicenter trials.</td>
<td><strong>Scholarship</strong>&lt;br&gt;Evidence for concentration in Educational Leadership/Scholarship may be demonstrated by the following:&lt;br&gt;1. Development of educational materials, including new curricular offerings, educational programs, textbook chapters, syllabi, computer programs, videotapes or simulation technology that make a unique contribution to the quality and methods of education.&lt;br&gt;2. Regional or national recognition of educational expertise demonstrated by participation and/or leadership in educational societies, invited lectureships and publications related to education, membership on editorial boards of education focused publications.&lt;br&gt;3. Evaluation and success of courses, and educational programs developed.&lt;br&gt;4. The impact of educational contributions will be assessed not only quantitatively but also by the educational activity and the uniqueness/importance of the educational product to CUMC. Thus, educational activities which make important notable internal contributions will be highly considered.</td>
<td><strong>Scholarship</strong>&lt;br&gt;Regional or national recognition of clinical or public health expertise by virtue of:&lt;br&gt;1. Honors and leadership in regional or national professional societies of the clinical or public health discipline.&lt;br&gt;2. Important contributions to quality assurance programs, clinical or public health practice guideline development or policy panels.&lt;br&gt;3. Development of or leading the application of clinical or public health technology that changes practice or patient outcomes.&lt;br&gt;4. Membership on editorial boards of clinical or public health specialty journals.&lt;br&gt;5. Authorship of book chapters, case reports or membership in clinical or public health research as a site investigator for large multicenter trials or public health intervention programs within the discipline.&lt;br&gt;6. Development of guidelines/patient care or public health protocols which are used locally, regionally, or nationally.</td>
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</table>
### Educational Portfolio

Teaching activities may occur in a variety of educational settings and formats, including: didactic presentations, lectures, seminars, conferences, tutorials, laboratories, base discussions, grand rounds, hospital and clinic rounds, patient care, surgical and other procedures, and continuing education.

Assessment of effectiveness in teaching and advising students is based upon:

1. Review of courses/lectures taught, directed, or developed; a list of students and degree candidates for whom the faculty member has served as academic advisor.
2. Evidence of teaching excellence at the undergraduate, graduate, and/or post-doctoral levels, evaluated by the written statements and/or compiled ratings of students.
3. Written statements by Head of Department, academic peers, and others familiar with the candidate's performance in teaching.
4. Accumulation of above forms of evidence on teaching competence and excellence over a sustained period of time.

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### Educational Portfolio

Teaching activities may occur in a variety of educational settings and formats, including: didactic presentations, lectures, seminars, conferences, tutorials, laboratories, base discussions, grand rounds, hospital and clinic rounds, patient care, surgical and other procedures, and continuing education.

Continuing exceptional and high-quality contributions to the teaching of students, postgraduate students or professionals. Recognition of high-quality teaching should be available from peer evaluations, student evaluations, or teaching awards.

Assessment of effectiveness in teaching and advising students is based upon:

1. Review of courses/lectures taught, directed, or developed; a list of students for whom the faculty member has served as academic advisor.
2. Evidence of teaching excellence at the undergraduate, graduate, and/or post-doctoral levels, evaluated by the written statements and/or compiled ratings of students/learners.
3. Written statements by the Head of the Department/Division, academic peers, and others familiar with the candidate's performance in teaching.
4. Accumulation of above forms of evidence on teaching competence and excellence over a sustained period of time.

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### Educational Portfolio

Continued educational activities as outlined with increased quantity of teaching. Strong peer and learner evaluations of educational efforts.

Assessment of effectiveness in teaching and advising students is based upon:

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2. Evidence of teaching excellence at the undergraduate, graduate, and/or post-doctoral levels, evaluated by the written statements and/or compiled ratings of students/learners.
3. Written statements by the Head of the Department/Division, academic peers, and others familiar with the candidate's performance in teaching.
4. Accumulation of above forms of evidence on teaching competence and excellence over a sustained period of time.
**Additional Activities (if applicable)**
Recognition by peers and students as a health care professional delivering to quality patient care or related patient service or direct public health interventions if applicable. Expertise within the faculty members discipline should be evident, though leadership may not be predominant.

Academic citizenship demonstrated by service on departmental, local, national organization committees and leadership in University/national professional organizations.

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