

Overview- Proposed CUMC Academic Title Reorganization

Introduction:

Columbia University Medical Center requires excellence in every domain of its academic activities, which include:

- Research, which may span basic science discoveries to clinical and public health applications;
- The scholarly transmission of the principles and practice of health sciences;
- The direct application of health sciences in practice settings.

To support these activities, the faculty at CUMC have proposed an academic organizational structure which defines the following:

- Academic areas of focus, which are essential to the health science schools;
- Clear articulation of the scholarly requirements for excellence within those areas of focus;
- The metrics which would support the evidence of excellence within the area of focus;
- The requirements for advancement in academic rank by each area of focus.

Advancement in rank would be marked by incremental achievements within the area of focus, as well as by growth in reputation from local to regional to national/international as appropriate to the faculty member's area of focus. Notable and important internal contributions essential to CUMC schools could also support advancement in faculty rank. In addition, institutional, community, local, regional and national service/academic citizenship will be considered supportive for advancement. However, good citizenship in absence of excellence in an academic focus would not be sufficient for academic advancement.

Although excellence is expected of every faculty member, the evidence may vary depending upon the area of focus. Thus, in some areas of focus, such as investigation, national and/or international recognition of research contributions is the standard measure of accomplishment. In other domains, such as educational and applied healthcare and public health practice, regional or national recognition based upon clinical expertise, or participation in nationally recognized educational programs or substantive institutional contributions may be an appropriate standard for advancement. However, in order to achieve the rank of full professor, faculty are required to have achievements that have been recognized beyond CUMC or to have made highly unique and important contributions to the CUMC schools.

While most faculty will have a single major academic focus with accompanying evidence of competency in the appropriate type and quantity of educational activity, there may be instances in which faculty make high quality, substantive contributions in two areas of focus. In that instance, it is expected that contributions from the two areas of focus will be of equivalently excellent quality though, perhaps, not as impressive quantitatively.

Scholarly products, which are examples of evidence of expertise in a particular area of focus, will vary with the area of focus, as well as with academic rank. Although research publications, funding, and presentations are standard for investigators, educational products such as course syllabi, teaching demonstration materials, and presentations at educational forums would be acceptable for those with an education focus. Similarly, for those with a focus in applied health sciences, recognition based upon activities that change practice paradigms would be appropriate. A faculty member need not have

examples of every type of evidence in their portfolio, but examples selected should be of sufficient quality to support an evaluation of excellence in the academic focus, and should be quantitatively appropriate to the academic rank.

Proposal for Full Time Faculty:

At Columbia University Medical Center, it has been proposed that there be two academic tracks into which full time faculty may be appointed instead of the four currently used. Full time faculty could be appointed into the existing “Unmodified or Tenure Track”, which has university-wide criteria for advancement, or into the non-tenured title designated “at CUMC” (or, rarely, “at an affiliated institution” at a campus other than CUMC). The “At CUMC” title would be further subdivided into three scholarly areas of focus.

The “Unmodified Tenure Track/ Tenured” appointment requires a program of research that is nationally/internationally recognized to be amongst the best in the country as evidenced by publications in journals of highest impact, continuous and incremental peer-reviewed competitive research funding, and national/international acknowledgements of being amongst the leaders in the discipline. No changes are proposed to this academic track.

Within the “At CUMC” title, there would be three scholarly areas of focus upon which faculty may choose to concentrate. These areas of focus encompass the varied activities required by outstanding health science schools:

- Investigation,
- Educational scholarship and leadership,
- Applied health care and public health practice.

Irrespective of the area of focus on which a faculty member would concentrate, there would be an expectation that the faculty member would carry out the requirements of the academic area of focus at the highest performance level; Further, performance expectations would be clearly articulated.

In general, appointment to the Unmodified or Tenure Track or to a Tenured position is based upon the university-wide standard of recognition of excellence in research which places the faculty member amongst the select few leaders of his or her discipline. Such research should be original, creative, transformative, and it should substantively advance the discipline of the faculty member.

“Appointments to Tenure Track/Tenure are offered to scholars in those areas of research of the highest priority to the university.”* It is expected that the nominee must be an outstanding scholar “who has demonstrated the capacity for imaginative and original work”* that places that individual amongst the very top of scholars in his/her discipline. “Every candidate should have produced work of truly outstanding quality”*, while “the quantity of publications is of lesser concern”. “Tenure, moreover, is not simply a reward for past accomplishments”, but it also marks the expectation that the candidate will continue to be an important and productive scholar who is widely recognized as among the leaders of his/her discipline.

The second track, which would be designated “at CUMC” and would subsume all current full-time non-tenure eligible faculty titles, would be further subdivided into three different areas of academic focus to accommodate the broader range of academic activities required for health sciences faculty.

* Faculty Handbook 2008

- Investigator focus- Individuals with this focus may engage in a broad range of investigational activities with roles ranging from research leader, major contributor, collaborative research team member, or research site investigator. Appropriate benchmarks of contribution to the research work, including authorship of manuscripts and a record of research funding (which might come from federal, industrial or foundation sources) and research presentations would be benchmarks for success in this area of focus.

- Educational scholarship and Leadership focus- The scholarship of education is about promoting learning through effective application of the sciences of teaching and learning, leadership, and instructional design. Thus, individuals with this focus would be expected to be intensively involved in all three domains of education:
 - Direct involvement in the process of promoting learning
 - Support of the infrastructure needed for learning
 - Development of products used by others in learning

- Applied healthcare or public health sciences focus- The scholarship of application is the interaction between knowledge and its practical use. Translation of evidence to practice and evidence-based practice are examples of the scholarship of application of clinical and public health sciences. Faculty with this area of focus will be expected to be acknowledged experts in their clinical or public health discipline and contribute to:
 - Provision of patient care or direct public health interventions
 - Development/implementation of clinical or public health programs
 - Development/implementation of clinical or public health programs used by others

Educational contributions and university or public service are required of all CUMC faculty members; however, these contributions may occur in many settings and may take many forms. The type and magnitude of educational contributions will vary according to the academic area of focus, but would be expected to be broader and more robust when the academic area of focus is the educational scholarship and leadership focus or the applied health sciences focus. University and public service may be at the clinical, departmental, school or university level, or include local, regional, national, or international efforts.

Proposal for Part-Time Faculty:

The above two tracks would be available only to full time faculty. Part time faculty, whether based at the CUMC campus or at affiliated institutions, would be eligible for titles which include clinical modifiers. Part time faculty whose contributions are primarily preceptorial teaching in clinical settings would have the “clinical” prefix title. Part time faculty with significant investigative or educational leadership accomplishments would have the “clinical” suffix title. Criteria for advancement in rank of part time faculty would be qualitatively similar to those for full time faculty for each area of focus, though

quantitative parameters might vary based on the amount of time dedicated to faculty activities by part time faculty.