

OFFICE OF FACULTY
PROFESSIONAL DEVELOPMENT,
DIVERSITY & INCLUSION



COLUMBIA UNIVERSITY
IRVING MEDICAL CENTER

VP&S New Faculty Orientation

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RESOURCES FOR VP&S FACULTY

Working at Columbia University Irving Medical Center

Human Resources, Compliance, Work/Life & General Resources

Human Resources

The Columbia University HR department is committed to operational excellence, ethical leadership and expanding the value and effectiveness of its services to support the University's mission and the community in which we live and work.

Website: humanresources.columbia.edu/

Columbia University Irving Medical Center Human Resources

CUIMC HR offers resources specific to the CUIMC community, including department-specific HR Client Managers' contact information.

Website: www.cumc.columbia.edu/hr/

Office of Work/Life

The Office of Work/Life fosters the well-being of the Columbia community and its people in their pursuit of meaningful and productive academic, personal and work lives.

Website: worklife.columbia.edu

Email: worklife@columbia.edu

Phone: 212-854-8019

Code of Conduct and University Policies

This webpage contains basic information about and links to some key University Policies. Please note that this is not a comprehensive list of all University policies.

Website: compliance.columbia.edu/content/university-policies

Ombuds Office

The Ombuds Office offers a confidential place for students, faculty, staff or alumni to discuss workplace issues, academic concerns, issues relating to administrative paperwork and process, and explanation and interpretation of policies and procedures.

Website: ombuds.columbia.edu/

Phone: 212-304-7026

Office of University Compliance

Columbia University is committed to operating with integrity in compliance with applicable laws, regulations and policies. The University expects the highest standards of professionalism and ethical conduct from the members of its community and is dedicated to upholding its reputation as one of the top academic and research institutions in the world.

Website: compliance.columbia.edu

Email: compliance@columbia.edu

University Life

The mission of the Office of University Life is to further the academic and community experience of students, faculty and staff at Columbia.

Website: universitylife.columbia.edu/about

Office of Equal Opportunity and Affirmative Action (EOAA)

The Office of Equal Opportunity and Affirmative Action manages the University's Employee Policies and Procedures on Discrimination, Harassment, Sexual Assault, Domestic Violence, Dating Violence and Stalking; coordinates compliance activities under these policies and the applicable federal, state and local laws; and is designated as the University's Compliance Office for equal opportunity, nondiscrimination and affirmative action laws.

Website: eoaa.columbia.edu/

Email: eoaa@columbia.edu

Phone: 212-854-5511

Office of Faculty Professional Development, Diversity & Inclusion

The Office of Faculty Professional Development provides support and resources to CUIMC faculty to help them achieve productive and satisfying careers as researchers, teachers, clinicians and academic administrators.

Website: ps.columbia.edu/faculty-development/faculty-diversity

Email: office_acad_affairs@cumc.columbia.edu

Phone: 212-304-5637

Office of Faculty Affairs (OFA)

The Office of Faculty Affairs is the administrative arm of Academic Affairs. It handles all process-oriented issues for the faculty, researchers, post-docs and student officers. It's responsible for ensuring compliance with University Statutes and with state and federal law.

Website: ps.columbia.edu/administration/academic-affairs/faculty-affairs

Phone: 212-305-5390

International Students and Scholars Office (ISSO-CUIMC)

ISSO serves the immigration-related needs of scholars, personnel and students at CUIMC. ISSO staff members assist prospective and hired/enrolled international faculty, scholars, personnel and students with initial and continuing visa documentation.

Website: ps.columbia.edu/academic-affairs/isso-cuimc

Phone: 212-854-3587

Lactation Rooms

Columbia University provides Lactation Rooms to support nursing mothers returning to work, school or campus. Each room offers a clean, secure and private space to express breast milk. A list of lactation rooms on campus is available through the Office of Work/Life. To request access to lactation rooms, please contact the Office of Work/Life

Website: worklife.columbia.edu/lactation-room-access#/text-155

Phone: 212-854-8019

Faculty Policies

Essential Policies for the Academic Community

This website contains valuable information to help students, faculty and staff understand some of the policies and regulations of the University.

Website: www.essential-policies.columbia.edu/

Faculty Handbook

The Faculty Handbook is the guiding manual for faculty working at Columbia University. It showcases the academic structure and the governance of the university, essential policies and university resources and services.

Website: www.columbia.edu/cu/vpaa/handbook/

Code of Conduct and University Policies

This webpage contains basic information about and links to some key University Policies. Please note that this is not a comprehensive list of all University policies.

Website: compliance.columbia.edu/content/university-policies

Email Usage Policy

Columbia University requires that email systems be used in a manner that ensures adequate security measures are met to protect data and information.

Website: policylibrary.columbia.edu/files/policylib/imce_shared/Email_Usage_Policy_0.pdf

Additional Resources

CUIMC IT

The CUIMC IT Service Desk acts as a centralized point of contact for technical support and resources used at the Columbia University Irving Medical Center.

Website: www.cumc.columbia.edu/it/

Email: 5help@columbia.edu

Phone: 212-305-4357

HR Learning & Development

Columbia Human Resources offers a wide assortment of training workshops and programs for faculty and staff. Columbia also offers access to [Lynda.com](https://www.lynda.com), which provides online training resources that vary from business skills to IT skills.

Website: humanresources.columbia.edu/learning-development

CUIMC Office of Communications & Public Affairs

The Columbia University Irving Medical Center Office of Communications and Public Affairs oversees all media relations for the Medical Center.

Website: newsroom.cumc.columbia.edu/media-contacts/

Email: cumcnews@columbia.edu

Environmental Health and Safety (EH&S)

Environmental Health & Safety provides expert guidance and timely service to the University Community through commitment to health and safety.

Website: ehs.columbia.edu/

VP&S Office of Alumni Relations & Development

Alumni Relations & Development maintains relationships among current medical students, alumni, parents and faculty, as well as manages individual and class fundraising campaigns.

Website: ps.columbia.edu/education/alumni-association

CUIMC Events Calendar

Explore a wide range of academic, cultural and athletic events happening every day at CUIMC.

Website: cuimc.columbia.edu/news/events?page=0%2C0%2C0

Augustus C. Long Health Sciences Library

The Health Sciences Library primarily serves CUIMC students, educators, researchers and clinicians. Along with providing access to a robust library of health sciences books, articles and journals, it also offers research consultations, classes and tutorials.

Website: library.cumc.columbia.edu/

Phone: 212-305-3605

Career Advancement Resources

Appointments & Promotions

CUIMC CV Format

The CV format recommended for faculty to facilitate accurate reporting and interpretation of academic accomplishments.

Website: ps.columbia.edu/cvformat

Guidelines for Faculty for the "At CUMC" Title Track

This document provides our full-time faculty in the "At CUMC" track and their departments with information about the steps needed when considering promotion.

Website: ps.columbia.edu/file/guide-promotion-faculty-cumc-title-pdf

The Academic Track System for Faculty at CUIMC

This website provides information on the two academic tracks at the Columbia University Irving Medical center into which full-time faculty may be appointed.

Website: ps.columbia.edu/faculty-development/faculty-diversity/faculty-tracks

Faculty Mentoring

Faculty Mentorship

The Office of Faculty Professional Development, Diversity & Inclusion for CUIMC provides resources and support for academic units, mentees and mentors in setting up their specific mentoring interventions for their faculty.

Website: ps.columbia.edu/faculty-development/faculty-diversity/mentorship

Guide to Best Practices in Faculty Mentoring: A Roadmap for Departments, Schools, Mentors and Mentees

The Guide to Best Practices in Faculty Mentoring: A Roadmap for Departments, Schools, Mentors and Mentees provides guidance and suggestions to assist you in developing and implementing a mentoring program tailored to the needs of your faculty. It provides an overview and guidance for schools and departments seeking to develop new mentoring programs and an asset for those with robust mentoring programs already in place.

Website: provost.columbia.edu/content/faculty-mentoring

Diversity & Inclusion

Virginia Kneeland Frantz Society for Women Faculty (VKFS)

The Virginia Kneeland Frantz Society for Women Faculty is a prestigious society for women of all ranks in science and medicine at the Vagelos College of Physicians and Surgeons at Columbia University.

Website: ps.columbia.edu/VKFS

Email: vkfsociety@columbia.edu

Faculty Diversity & Inclusion at CUIMC

The Columbia University Irving Medical Center is committed to fostering and enhancing a diverse faculty. The Office of Faculty Professional Development, Diversity & Inclusion at the CUIMC offers resources and programs that aim to support the needs of CUIMC's diverse faculty.

Website: ps.columbia.edu/faculty-development/faculty-diversity/diversity-programs

Email: office_acad_affairs@cumc.columbia.edu

Phone: 212-304-5637

Guide for Inclusive Teaching at Columbia

Developed by the Columbia Center for Teaching and Learning (CTL), the *Guide for Inclusive Teaching at Columbia* helps instructors answer that question by offering five inclusive teaching principles derived from research and evidence-based practices. In addition, the guide contains practical, accessible and usable strategies that instructors can use *immediately*.

Website: ctl.columbia.edu/resources-and-technology/resources/inclusive-teaching-guide/

Office of Diversity and Multicultural Affairs

The Office of Diversity and Multicultural Affairs (ODMA) at the Columbia University Vagelos College of Physicians and Surgeons (VP&S) was established in 1968 to directly support the college's focus on recruiting, counseling and nurturing a diverse student body.

Website: ps.columbia.edu/odma

Research Resources

General Resources

Office of the Columbia University Executive Vice President for Research

The Office of the Executive Vice President for Research administers the policies governing the conduct of research at the University and the management of its research programs. The Office assists investigators seeking external funding, promotes interdisciplinary research and provides seed money for innovative early-stage research. It works to promote an institutional environment that sustains the high quality of the University's research programs, while ensuring that research is conducted in compliance with all applicable laws, regulations and University policies.

Website: research.columbia.edu/

Resource Website: research.columbia.edu/resources

Vagelos College of Physicians and Surgeons (VP&S) Office for Research

The mission of the Vagelos College of Physicians and Surgeons (VP&S) Office for Research is to facilitate the highest caliber of biomedical research, from basic to translational to clinical, among the VP&S faculty, students and staff at Columbia University Irving Medical Center. The Office works across departments, centers and institutes to foster interdisciplinary research collaborations, and supports efforts to secure funding for such collaborations.

Website: ps.columbia.edu/research/office-research

Email: ps-officeforresearch@cumc.columbia.edu

Core and Shared Facilities

Columbia has many cutting-edge research facilities that are designed to provide investigators with shared access to technically specialized services and high-end instrumentation. The Office for Research has designated facilities with high user satisfaction and open-access policies for Columbia investigators as "Core Facilities" on its website.

Website: ps.columbia.edu/research/core-facilities

Mailman School of Public Health Research Administration (RA)

As a unit of both SPA and the Mailman School, this office manages all aspects of sponsored projects administration that do not involve financial accounting. It works closely with both the School's departments and centers and central university offices including Research Compliance and Sponsored Projects Finance to ensure that the terms of each award are fulfilled. The mission of RA is to provide top quality and effective administrative support to investigators in their pursuit of research, service and other scholarly activities while ensuring compliance with federal, University, and private sponsor regulations, terms and conditions.

Website: mailman.columbia.edu/information-for/administrative-offices/research-administration

College of Dental Medicine (CDM) Research

The generation of new knowledge through research is an integral and highly-valued activity at the College of Dental Medicine. Its faculty engage in wide ranging areas of research, from Oropharyngeal Cancer to Biomaterials/Regenerative Biology/Stem Cells, Neuroscience and Pain, Microbial Pathogenesis/Microbiome, Behavioral and Social Sciences/Population Oral Health, and Systemic and Oral Disease Interactions. Such research broadens the definition of dental medicine, building upon advances in the basic, oral health, and social sciences, and in education. Resources for CDM researchers can be found here.

Website: dental.columbia.edu/research

School of Nursing (SoN) Research

Studies conducted by SoN nurse scientists investigate the origins of disease and illness and seek to improve the delivery of care. Its distinguished faculty of nurse scientists publish in influential peer-reviewed journals and have been honored by health care's prominent associations, foundations and government agencies. Resources for SoN researchers can be found here.

Website: nursing.columbia.edu/research

Irving Institute for Clinical and Translational Research

The Irving Institute for Clinical and Translational Research is home to Columbia University's Clinical and Translational Science Award Program hub, and provides over 70 services and programs to Columbia University affiliates and collaborators. These offerings span all stages of the translational science spectrum from basic research to public health, and cover six broad categories including research support services, core facilities, funding opportunities, community engagement, seminars and workshops, and education, training and mentoring.

Website: irvinginstitute.columbia.edu/

Herbert Irving Comprehensive Cancer Center

The Herbert Irving Comprehensive Cancer Center hosts a number of research centers dedicated to advancing knowledge in a specific area of cancer research, taking advantage of the wealth of expertise across departments and disciplines at the Columbia University Medical Center

Website: cancer.columbia.edu/research-group/research-centers

Columbia Technology Ventures (CTV)

Columbia Technology Ventures is the technology transfer office for Columbia University and a central location for many of the technology development initiatives, entrepreneurial activities, external industry collaborations and commercially-oriented multidisciplinary technology innovations across the university. CTV's core mission is to facilitate the transfer of inventions from academic research labs to the market for the benefit of society on a local, national and global basis.

Website: techventures.columbia.edu/

Research Radiation Safety Handbook

A reference guide for faculty and staff who conduct research involving the use of ionizing radiation.

Website: research.columbia.edu/content/research-policies-and-handbooks

Research Data at Columbia

A "one-stop-shop" for resources, guidance and policies related to research data collected during a project's lifecycle. Including data storage, public access mandates, templates and more!

Website: data.research.columbia.edu

Sponsored Projects

Sponsored Projects Administration

The Sponsored Projects Administration Office provides a wide array of services and support to the research community, and is responsible for pre- and post-award activities that relate to research funding; account set up within the University financial system; and the issuance, negotiation and establishment of subcontract agreements for awards that involve collaborators outside of Columbia University.

Website: spa.columbia.edu/

MyGrants

MyGrants is a secure analytics dashboard for Principal Investigators (PIs) using Power BI, Microsoft's business analytics service. The dashboard collates and displays available financial and grant information for the purpose of managing research grants, awards and enabling financial projections throughout the grant lifecycle.

Website: cuit.columbia.edu/my-grants

Sponsored Projects Handbook

The Sponsored Projects Handbook gives practical guidance to faculty and administrative staff of Columbia University in the management of sponsored projects funded by both governmental and private organizations.

Website: research.columbia.edu/content/research-policies-and-handbooks

Sponsored Projects Finance (SPF)

Part of the Office of the Controller, Sponsored Projects Finance includes the Research Policy & Indirect Costs (RPIC) group. These units are responsible for the overall management and operation of post-award financial administration of sponsored programs at the University, including coordination of the University's periodic indirect cost rate proposal and effort certification processes.

Website: finance.columbia.edu/content/sponsored-projects-finance

Pivot

A curated database of up-to-date funding opportunities that spans all disciplines and project types. Researchers create a profile that will help them identify funding announcements.

Website: research.columbia.edu/news/pivot-new-tool-identify-funding-opportunities

Research Compliance & Procedures

Office for Research Compliance and Training

This office helps ensure that Columbia faculty, students and staff are in compliance with the complex web of regulatory requirements that govern research.

Website: researchcompliance.columbia.edu

Email: research-compliance@columbia.edu

The Research Compliance Training Finder

The Research Compliance Training Finder is an interactive tool that identifies which research compliance trainings an individual may be required to take.

Website: research.columbia.edu/content/training-finder

Financial Conflicts of Interest and Research

Relationships between industry and Columbia researchers (and Columbia itself) are essential for advancing scientific frontiers and enabling the commercial development of academic discoveries for the benefit of the public. Nonetheless, such relationships cannot be allowed to compromise, or appear to compromise, the integrity of the University's research or the safety of research participants.

Website: research.columbia.edu/content/conflict-interest-and-research

Animal Research

Institutional Animal Care and Use Committee (IACUC)

Columbia University's Institutional Animal Care and Use Committee is committed to facilitating quality animal research that is conducted in an ethical and responsible manner to further science and to improve human and animal health.

Website: research.columbia.edu/content/institutional-animal-care-and-use-committee

Email: iacuc@columbia.edu

Phone: 212-305-2404

Animal Research Handbook

The Animal Research Handbook is a reference guide for faculty and staff who are involved in research using animals.

Website: research.columbia.edu/content/research-policies-and-handbooks

Human Subjects Research

Human Research Protection Office (HRPP) /Institutional Review Boards (IRB)

The Columbia HRPP is composed of all entities, offices, and individuals engaged in and/or responsible for the review and conduct of human research at Columbia University and NewYork-Presbyterian Hospital. The program is charged with the responsibility of ensuring that all human research studies conducted by Columbia faculty, employees and staff are conducted ethically and in a manner that promotes the protection of participants in research.

Website: cumc.columbia.edu/dept/irb/

Email: irboffice@columbia.edu

Phone: 212-305-5883

Recruitme

RecruitMe is a recruitment tool meant to connect those who want to participate in clinical trials or research studies to the researchers that are conducting them. To begin using RecruitMe all you have to do is search for a medical condition or research field that interests you and then answer a few eligibility questions and the researcher will get right back to you.

Website: recruit.cumc.columbia.edu/

Clinical Research

Clinical Trials Office (CTO)

The Clinical Trials Office respects the necessity to maintain rigorous patient safety standards, while still recognizing the importance of bringing medical innovation to patients as quickly as possible. The CTO therefore provides a diverse menu of services to sponsors and investigators to ensure efficient time to market for cutting-edge treatments.

Website: cto.cumc.columbia.edu/

Clinical Research Handbook

The Clinical Research Handbook is geared to the clinical research coordinator and follows the key phases of conducting clinical research at Columbia from training to audits.

Website: research.columbia.edu/content/research-policies-and-handbooks

Facilities and Support

Facilities Management and Campus Services

If you have an issue or need support, you can submit a work order with the Facilities Management and Campus Services Department. For any emergency that might create safety hazards or cause major property damage, call immediately at 212-305-HELP (4357), option 3.

Website: cumc.columbia.edu/facilities-management/

Laboratory and Research Safety

This website provides resources on safety training, chemical safety, HazMat shipping, personal protective equipment, as well as resources for new PIs and laboratory staff.

Website: research.columbia.edu/laboratory-and-research-safety

Educator Resources

Teaching & Learning Resources

Office of Student Affairs

The Office of Student Affairs' goal is to foster student's development as outstanding physicians and leaders.

Website: ps.columbia.edu/education/student-life/student-affairs

Office of Diversity and Multicultural Affairs

The Office of Diversity and Multicultural Affairs assists with the mission of recruiting, counseling and nurturing a diverse student body.

Website: ps.columbia.edu/education/student-life/office-diversity

Office of Postdoctoral Affairs

The Office of Postdoctoral Affairs' mission is to holistically support and assist Columbia University Postdoctoral Research Scientists, Scholars, and Fellows in their professional training and development; to offer in-depth guidance and resources to the Columbia University community on matters pertaining to postdoctoral affairs.

Website: postdocs.columbia.edu/

Email: Ericka A. Peterson, Director, Office of Postdoctoral Affairs, ep2806@columbia.edu

Columbia University Graduate School of Arts & Sciences

The Graduate School of Arts and Sciences is responsible for overseeing the education of graduate students in the departments of the Faculty of Arts and Sciences. The Graduate School's support in academic matters includes facilitating the integration of graduate students into the research and educational enterprises of the university, establishing standards and policies for best practices among graduate programs, and fostering an environment for collegial, fruitful interaction and collaboration across a range of disciplines.

Website: gsas.columbia.edu/

Columbia University Irving Medical Center Graduate School of Arts and Sciences

The Coordinated Doctoral Programs in Biomedical Sciences at the Vagelos College of Physicians and Surgeons are part of Columbia University Graduate School of Arts and Sciences and are located at the Columbia University Irving Medical Center campus. The CUIMC Graduate School of Arts and Sciences offers a range of nationally top-ranked PhD Programs. Regardless of program affiliation, students have access to more than 250 training faculty when selecting their research direction, ensuring that each student receives optimal training and research experience.

Website: gsas.cuimc.columbia.edu/about-gsas

CourseWorks (Canvas)

CourseWorks (Canvas) is Columbia University's learning management system that offers a variety of tools and features in support of teaching, learning and collaboration.

Website: courseworks.columbia.edu/welcome/

Faculty Development for Educators

Center for Teaching and Learning (CTL)

The Center for Teaching and Learning partners with faculty, students and colleagues across the institution to support excellence and innovation in teaching and learning.

Website: ctl.columbia.edu/

Email: ColumbiaCTL@columbia.edu

Phone: 212-854-1692

Center for Education Research & Evaluation (CERE)

CERE provides resources for educators through services and efforts in evaluation, research and educator development.

Website: ps.columbia.edu/cere

Support for the Consideration and Development of Teaching Activities

The following document can assist faculty in developing and considering their teaching activities.

Website: ps.columbia.edu/teaching-activities-development

Virginia Apgar Academy of Medical Educators

The Virginia Apgar Academy is a community of educators dedicated to supporting, rewarding, encouraging and developing excellent teaching at VP&S.

Website: ps.columbia.edu/about-ps/apgar

Graduate Medical Education (GME) at VP&S

Columbia offers more than 70 residency and fellowship programs in adult and pediatric specialties at its medical campus in collaboration with hospital affiliate NewYork-Presbyterian (NYP).

Website: ps.columbia.edu/education/academic-programs/additional-education-opportunities/graduate-medical-education

Clinical Resources

Compliance

Office of HIPAA Compliance

The Office of HIPAA Compliance provides education and information about the regulatory requirements for HIPAA.

Website: hipaa.cumc.columbia.edu/

Clinical Practice Resources

Columbia Doctors

ColumbiaDoctors provides patients with the expertise of more than 1,700 highly regarded physicians, surgeons, dentists and nurses, coupled with the prestige of Columbia University, one of the nation's oldest and finest universities.

Website: columbiadoctors.org/

NewYork-Presbyterian

NewYork-Presbyterian is one of the nation's most comprehensive, integrated academic health care delivery systems, dedicated to providing the highest quality, most compassionate care and service to patients in the New York metropolitan area, nationally and throughout the globe. In collaboration with two renowned medical schools, Weill Cornell Medicine and Columbia University Vagelos College of Physicians and Surgeons, NewYork-Presbyterian is consistently recognized as a leader in medical education, groundbreaking research and innovative, patient-centered clinical care.

Website: nyp.org/

Clinical Trials Office (CTO)

The Clinical Trials Office respects the necessity to maintain rigorous patient safety standards, while still recognizing the importance of bringing medical innovation to patients as quickly as possible. The CTO therefore provides a diverse menu of services to sponsors and investigators to ensure efficient time to market for cutting-edge treatments.

Website: cto.cumc.columbia.edu/

Faculty Development for Clinicians

Academy of Clinical Excellence (ACE)

The Columbia University Vagelos College of Physicians and Surgeons Academy of Clinical Excellence exists to define, recognize and perpetuate excellence in clinical care amongst the faculty and trainees.

Website: ps.columbia.edu/faculty-development/faculty-diversity/ACE

Unmodified Title Tenure/Tenure Track

Description	A university wide title which requires research productivity which is imaginative, creative and which substantively advances the discipline of the faculty member. The area of research must be of the highest priority to the university and places the individual amongst the top 5-10 scholar leaders within his/her discipline.
Scholarly Products Expected**	<ul style="list-style-type: none"> • Consistent and incremental publication of novel research findings in journals of highest impact. • Invited honorific lectureships. • Distinguished honors awarded by election and/or peer review. • Consistent and incremental peer reviewed research support.
Metrics for Evaluation	<ul style="list-style-type: none"> • Quantity and quality of publications • Impact of research productivity as assessed by the impact factor of the journals in which research is published. • Invited presentations or visiting professorships at important scientific forums • Producing exceptional original research, by acknowledged leaders of the discipline who possess national/international reputations for excellence by external evaluation • Consistent and incremental peer-reviewed grant funding support for research, which grows pragmatically • Distinguished honors or prizes by election and/or peer review
Educational Portfolio	<ul style="list-style-type: none"> • Research mentorship of post docs, graduate students • Didactic lectures in courses • Graduate course leadership • Other educational activities as appropriate

GUIDE FOR PROMOTION OF FACULTY WITH THE “AT CUMC” TITLE

INTRODUCTION

This document provides our full-time faculty in the “At CUMC” track and their departments with information about the steps needed when considering promotion. The document should:

- Serve as a framework for describing what data should be assembled for the promotion process
- Provide guidance and suggestions on how faculty can work towards preparation of their promotion dossier. Specifically, information is provided to faculty to help optimize the organization of the dossier and the description of their qualitative and quantitative academic achievements and contributions.
- Help faculty to think strategically about their career development plans well before consideration for promotion.

Advancement in rank is marked by evidence in incremental growth in the following:

- Achievements and recognition within the faculty member’s most significant area(s) of focus,
- Growth in reputation as appropriate to the faculty member’s area(s) of focus.
- Notable and important internal contributions essential to CUIMC schools
- Institutional, community, local, regional, national and international service and/or academic citizenship

Please note: Academic citizenship in the absence of excellence in one or more areas of academic focus would not be sufficient for academic advancement.

Navigating the promotion process generally requires four considerations:

- a) *Readiness* for promotion;
- b) Determining what area(s) of focus provide the strongest examples of the faculty member’s academic contributions;
- c) *Assessment* of what elements may need to be better developed or documented;
- d) *Preparation* of the required documents.

Resources and Support:

VP&S’s Apgar Academy for Educators and/or VP&S’s Academy of Clinical Excellence may provide resources and or counsel in preparation for promotion. In addition, the Assistant Dean for Academic Development, Diversity and Inclusion and the Vice Dean for Academic Affairs may provide information to guide faculty.

For additional information, please consult the Office of Academic Affairs website at:

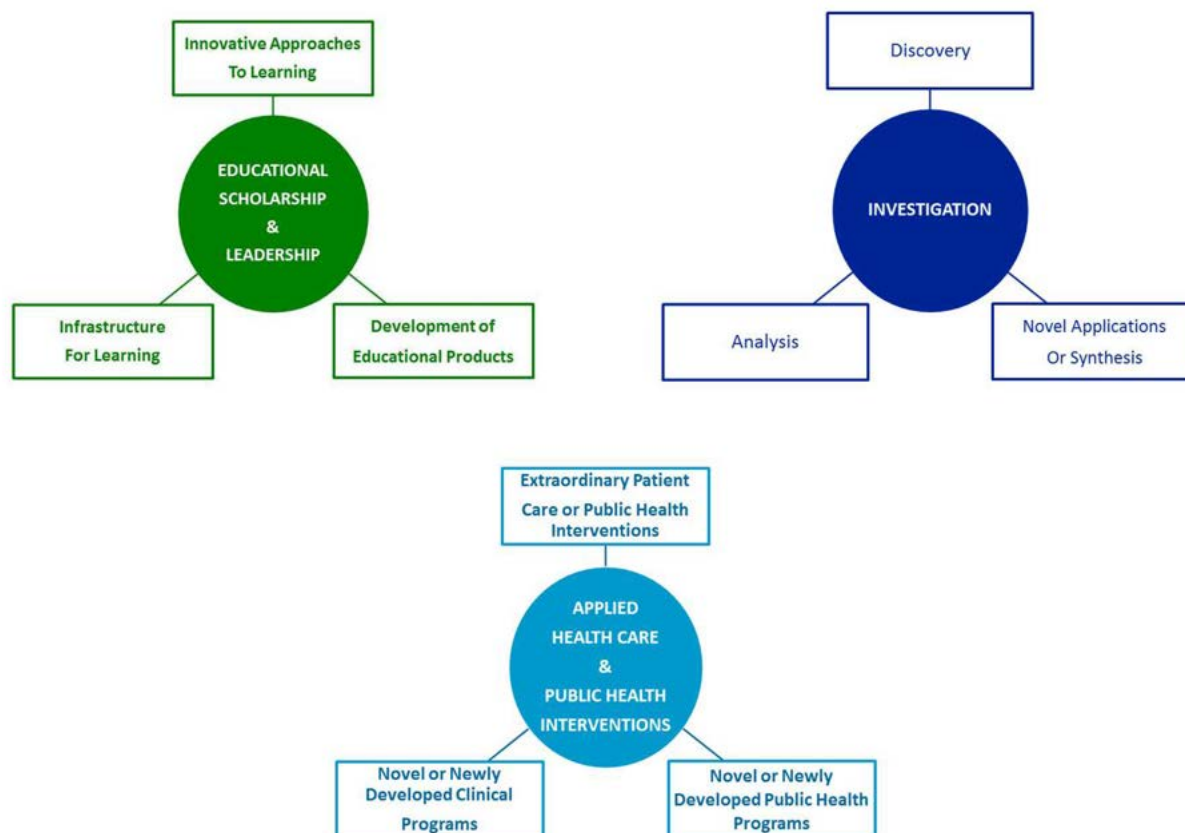
<https://www.ps.columbia.edu/faculty-development/faculty-diversity/faculty-tracks/at-CUMC>

AREAS OF FOCUS ON THE “AT CUMC” TITLE TRACK

All faculty with an “at CUMC” title should have at least one major area of focus among the three possible areas, and may have one or two other areas of focus to which they may contribute. Full-time faculty will benefit from understanding the process of promotion and the opportunities to define the quality and impact of their academic contributions in each area of focus that contribute towards their promotion:

- **Applied health care and public health interventions;** comprising the scholarly application of health science knowledge in practice, or public health interventions.
- **Educational Scholarship/Leadership;** includes the transmission of the principles and practice of health sciences using principles relevant to adult learning and the development of scholarly products that support these activities;
- **Investigation;** which may span basic, clinical or public health science discoveries, synthesis of existing knowledge and/or new applications of existing knowledge.

Figure 1: The Areas of Focus on the “At CUMC” Title Track



Although the evidence to support promotion will vary depending upon the area(s) of focus, qualitative excellence is expected. In some areas of focus, such as *investigation*, national and/or international recognition of research contributions are the standard measures of accomplishment. In other domains, such as *education* and

applied healthcare/public health practice, internal, regional clinical initiatives or national recognition based upon clinical expertise, or participation in nationally recognized innovative educational programs or substantive institutional contributions may be an appropriate standard for advancement. To achieve the rank of full professor, faculty are required to have achievements that have been recognized beyond CUIMC or to have made more substantial unique and important contributions to CUIMC.

Many faculty make substantial contributions outside of a single area of academic focus. These activities are often of outstanding quality and importance, but are quantitatively less than work in faculty's primary area of focus. Nonetheless, these significant activities will supplement accomplishments in the main area(s) of focus, allowing the sum total of an individual's achievements to be considered in the evaluation for promotion.

At the time of promotion, all faculty contributions are considered. For example, outstanding educators may also be expert clinicians, or active clinicians might also contribute to important clinical research. A faculty academic profile might be thought of as the area under a curve, with some faculty filling the area with work in only one area of focus and others filling the area with work in more than one area of focus.

Evaluation of scholarly productivity: One of the key aspects of the evaluation for promotion is that contributions and achievements can be assessed through perceived ***quality, impact and innovation of scholarly products***. Scholarly products and measures will vary according to the area of focus and individual field.

A faculty member need not have examples of every type of scholarly product appropriate to the area of focus in their portfolio, but examples selected should be of sufficient quality to support an evaluation of quality and impact in the academic focus, and should be quantitatively appropriate to the academic rank and distribution of overall effort.

Promotion to the rank of "Associate Professor at CUMC" compared to promotion to "Professor at CUMC": requires substantially different levels of accomplishment, recognition and impact. Faculty promoted to Associate Professor should have a strong regional and in some cases an emerging national reputation in the major area of focus. Faculty at this level should be acknowledged by peers inside and outside of CUIMC as experts in their area(s) of focus. In contrast, promotion to the rank of Professor at CUMC should be marked by substantially more external recognition through more substantial quality and quantity of scholarly contributions and impact. Promotion to Professor requires national recognition of contributions within the area(s) of focus. Faculty at this rank should be widely acknowledged by peers inside and outside of CUIMC as exceptional within their area of focus.

Educational contributions are required for all faculty. The type and quantity will vary with the academic area(s) of focus and may occur in many settings. Educational contributions should be broader and more robust when the academic area of focus is educational scholarship and leadership. Evaluative data should be provided when available. Please consolidate evaluations so that only evaluations of the candidate are included in the dossier.

FRAMEWORK FOR THE PROMOTION PROCESS

Planning for academic advancement should begin at the time of appointment when the faculty member and departmental leadership jointly decide on the area(s) of focus that will be the concentration of the faculty member.

The process of promotion has clearly delineated steps. The steps include specific responsibilities for the faculty member, their department and their CUIMC school's committee on appointments and promotions (COAP). Each school has a committee on appointments and promotion (COAP) to consider "At CUMC" faculty appointments and promotions. School COAP committees consider each area of focus and the sum of accomplishments in all three of areas of focus.

Please consult your school's COAP guidelines for more information:

- Vagelos College of Physicians and Surgeons: <https://www.ps.columbia.edu/faculty-development/faculty-diversity/academic-appointments>
- Mailman School of Public Health: https://www.mailman.columbia.edu/sites/default/files/pdf/03_coap_guidelines.pdf
- School of Nursing: <http://nursing.columbia.edu/academics/division-academic-affairs>
- College of Dental Medicine: <https://www.dental.columbia.edu/faculty/faculty-development/academic-appointments-titles>

Collectively, these steps require both faculty and departmental processes (see process diagram below).

Dossier Development:

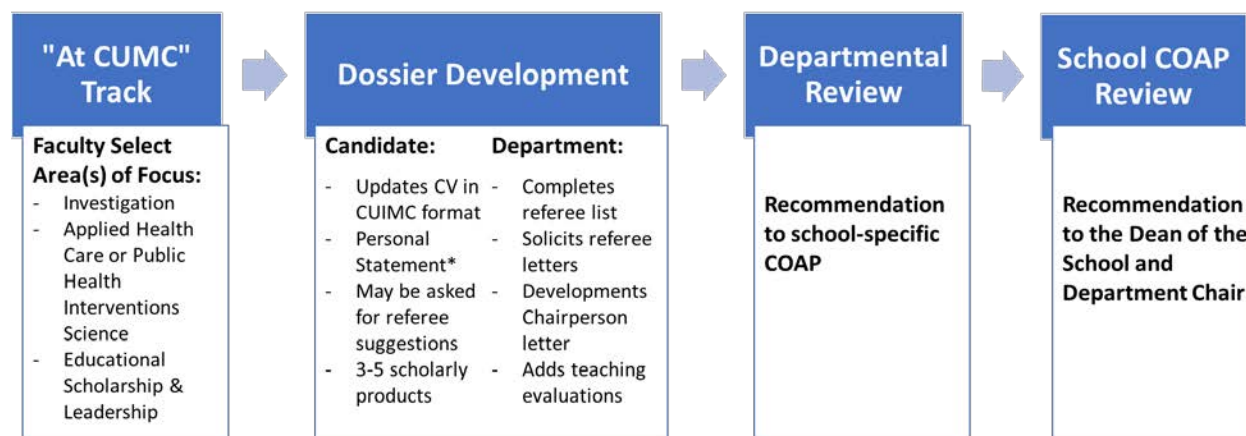
1. The process starts with the individual faculty member identifying their area(s) of focus, reviewing and updating their [CUIMC CV](http://www.ps.columbia.edu/faculty-development/faculty-diversity/CUIMC-CV) (www.ps.columbia.edu/faculty-development/faculty-diversity/CUIMC-CV), writing a personal statement and then collaboration as per the department to develop a list of referees who can evaluate his/her work.
2. The referee list is reviewed and completed by the department (see guidelines below), and referee letters are solicited by the department.
3. The department chairperson writes a letter describing why the faculty member should be advanced in rank.
4. Teaching evaluations may be provided by either the department and/include electronic evaluations or letters from advisees/mentees.
5. Scholarly products chosen by the candidate in collaboration with mentors or department leaders are included.

Departmental Review:

The promotion dossier is referred first for *departmental review*. A departmental review of the dossier provides for departmental assessment of promotion readiness of the candidate. If the committee and department's Chair recommend the faculty member for promotion, that dossier, in addition to a formal letter from the Chair, is forwarded to the School COAP committee for consideration.

These materials area described in detail below.

Figure 2: The Promotion Process for Faculty with the “At CUMC” Title



ORGANIZING THE PROMOTION DOSSIER, INCLUDING QUALITATIVE METRICS

A faculty dossier for consideration for promotion provides the documentation of the quantitative and qualitative value of a faculty member's academic contributions. For example, academic productivity may include accomplishments in one, two or all three areas of focus. Promotion dossiers should define and illustrate the quality, impact, and diversity of the contributions of the candidate to CUIMC and beyond.

1. THE CUIMC CV

The CV is a chronological list of academic activities that should also reflect excellence, innovation and enduring impact within CUIMC, the community, the region, national, and international domains. The [CUIMC CV](https://www.ps.columbia.edu/faculty-development/faculty-diversity/CUIMC-CV) requires a specific format to be followed, and is available at (<https://www.ps.columbia.edu/faculty-development/faculty-diversity/CUIMC-CV>.)

Evaluable quality, impact and dissemination of academic activities and scholarly products may be clarified by selective, concise annotation of the CV. It should be annotated such that honors, awards, achievements and contributions for all relevant areas of focus are readily apparent to reviewers (internal and external).

2. DEPARTMENT CHAIR LETTER

Letters from the department chair(s) should address the faculty member's accomplishment within his or her area(s) of focus, considering accomplishments, impact, importance to the department, special strengths or abilities, and teaching evaluations. Faculty with appointments in more than one department would need a chair's letter from each of those departments or a joint letter signed by all chairs

3. PERSONAL STATEMENT

A Personal Statement is required by departments as part of the promotion package. A personal statement, limited to 2-3 pages, should explain the accomplishments that the candidate has made in each of the relevant area(s) of focus. Candidates should summarize accomplishments by area of focus and consider quantity, quality, significance, and impact. Where possible, metrics of accomplishments are useful. Statements should also provide a sense of direction to help in the evaluation of future potential.

The statement should describe both past and ongoing scholarly and educational activities within the area of focus (or foci) in *which the faculty member makes the most important academic contributions*. These activities should reflect and potentially integrate the content of each area of academic focus contained within the CV.

The Personal Statement allows the candidate to articulate future goals as well, particularly as they are likely to contribute to one's current or emerging reputation as a member of influence within one or more academic communities.

Although the CV provides a chronological record, the Personal Statement provides a narrative from the candidate's perspective of the key contributions by area of focus. *Input from mentors, colleagues and/or supervisors* can be useful in drafting a personal statement.

Points to be covered:

- a. Describe the main area(s) of focus and the themes that flow through your work.
- b. Describe any special education and/or training you have obtained: clinical, education, research, leadership.
- c. Describe your professional accomplishments, leadership and impact by area(s) of focus and how these aspects fit together.
- d. Describe your teaching and mentorship activities, other important educational activities and impact on learners.
- e. Describe ongoing/planned projects that showcase the themes of your work.
- f. Describe your future short- and long-term goals.

Area-specific considerations for content of the Personal Statement:

- ***Applied Healthcare/Clinical care/ Public health:***
The Personal Statement could include areas of special clinical expertise, program development, quality improvement activities, key outcomes for patients, dissemination of care paradigms, and clinical evaluation data about your performance, role(s) on clinical/quality committees, honors and leadership roles, as well as clinical scholarship.
- ***Educational Leadership and Scholarship:***
The Personal Statement should include the major accomplishments that the candidate has made in the educational sphere, including innovations the faculty member has introduced and accomplishments associated with specific roles and responsibilities in education. In addition, the Statement should include overall teaching philosophy or pedagogical approach in these roles, description of the faculty member's primary goals and roles as an educator, contributions within these roles, and how they envision shaping medical education at CUIMC and/or beyond. It should describe the growth in scope as well as variety of educational activities. Accomplishments could include the development of curricular/instructional materials, improvements to training programs and courses, professional education development (e.g. certificate course), print or electronic media of enduring educational materials. Materials to help faculty consider and describe educational activity is available.
- ***Investigation:***
The Personal Statement should emphasize the impact of the candidate's research roles. The context and description of the impact of key findings; detail any practice changes that resulted from research findings; innovative models that were used or shared with others, etc. External research support should be mentioned, along with the candidate's role on the project.
- ***Administrative Leadership Roles:***
The Personal Statement should also include any substantial contributions faculty make outside of their area(s) of focus. These activities are often recognized by peers and leaders as outstanding and high impact contributions inside and/or outside the institution. They may include leadership roles within the department, Columbia University, hospital, or in professional societies (e.g. service to Committee on Appointments and Promotions (COAP), leadership roles in diversity and inclusion, faculty affairs, faculty development, wellness, compliance, etc.). Such roles may also include professional consultative roles,

advocacy roles, and appointments to regional, national, and/or international committees related to administrative roles or the areas of focus.

4. SCHOLARLY PRODUCTS

Identification of 3-5 products is required that are appropriate for the proposed academic rank and area(s) of focus (*see section C* below). Products should demonstrate 3 qualities:

1. *quality recognized by peers,*
2. *enduring impact and*
3. *dissemination* at local, regional or national levels (depending on rank).

The type of products selected will vary with the area of focus and with academic rank. A faculty member need not have examples of every type of evidence in their dossier, but a sample that supports quality and impact in the area(s) of academic focus, and is quantitatively appropriate to the academic rank should be included. The following types of accomplishments are particularly important and may be annotated.

5. TEACHING AND EDUCATIONAL ACTIVITIES:

Teaching and educational activities are required for all faculty promotion, and could include:

- Direct teaching, in any setting with receipt of learner evaluations
- Mentorship, advising, counseling
- Development of educational syllabi, assessment tools

Teaching evaluations are required from CUIMC (and previous institutions, if relevant) across the spectrum of learners including outside lectures, students, trainees, professional and the public. *Evaluations* should be collated by a process that is independent of the teaching faculty member. More extensive teaching evaluations are generally required for those in the Educational Leadership and Scholarship area of focus.

6. REFEREE LETTERS

Letters recommending promotion should come from at least 10 (and no more than 15) referees. *Table 1* delineates the number of required referee letters, by rank and primary area of focus.

- A limited number of letters can be submitted from candidate's home department (depending on rank of applicant – see *Table 1*)
- Letters from CUIMC faculty outside of candidate's home department as appropriate
- Letters from outside CUIMC that attest to candidate's reputation

Table 1: Referee Letters for the “At CUMC” Title Track

	Investigator	Applied Health	Education
Associate Professor	<i>Emerging regional reputation</i> At least 5 letters from outside CU	<i>Expertise beyond dept. (CUIMC & emerging regional)</i> At least 3 letters from outside CU	<i>Expertise beyond dept. (CUIMC & emerging regional)</i> At least 3 letters from outside CU
Professor	<i>National/International reputation</i> At least 5 letters from outside CU	<i>National presence (participation at national level in discipline)</i> At least 4 letters from outside CU	<i>National educational presence</i> At least 4 letters from outside CU

A standardized template for solicitation of referee letters to be used by departments is available to departments.

Additionally,

- Referees must be at equal or higher academic rank to the proposed rank
- Referees should be asked to specifically comment on quality and enduring impact of the faculty member’s work *in the area(s) of focus*
- Letters from former mentees: former trainees, former students/post-docs, advisees, could be invited to write letters to evaluate teaching, mentoring, advising
- Referees from outside Columbia:
 - May include collaborators with the candidate for the past five years who can attest to their contributions (no more than 2 letters)
 - If the referee is from outside of academics, their position should be equivalent to or higher than the rank to which the applicant is applying

CHARACTERISTICS AND SCHOLARLY PRODUCTS BY AREAS OF FOCUS

These lists are intended to be thorough but may not be all-encompassing as very unique activities may not be captured.

Applied Healthcare/Clinical care/ Public Health:

The scholarship of application of clinical or public health sciences consists of the interaction between knowledge and its practical use, shifting theory to practice and practice to theory. Translation of evidence to practice are examples of the scholarship of applied health sciences and public health sciences. This emphasizes the scholarly application of knowledge in three domains:

- Providing care
- Developing/implementing clinical programs
- Developing/implementing clinical programs used by others

Academic activities might include:

- a) Recognition of expertise in areas of clinical or public health
- b) Program development, quality improvement activities
- c) Key outcomes for patients or populations, dissemination of care paradigms
- d) Clinical evaluation data about your performance
- e) Role(s) on clinical/ quality committees and leadership roles
- f) Clinical distinction relevant to innovative clinical programs
- g) Membership in the Academy of Clinical Excellence (ACE)

Scholarly products might include:

- a) Scholarship:
 - Guidelines, reviews, quality assurance, quality improvement (QA/QI)
 - Awards/grants for clinical or public health programs
 - Publications – clinical (e.g. case reports), reviews, treatment guidelines, chapters in textbooks or monographs, professional presentations at meetings or grand rounds
- b) Development and/or implementation of new clinical programs and innovation in areas that are valued by patients and/or colleagues and recognized as important, e.g. a novel, highly specialized or interdisciplinary program or approach to patient care
- c) Appointment to division chief and other internal leadership roles (i.e. departmental or hospital-based)
- d) Establishment of quality improvements or systems-based changes that result in enhancement of the care provided to patients. Programs that would change the scope and/or nature of practice or problem-solving– e.g. quality improvement initiative, improved usability and impact using medical records, patient safety.
- e) Peer recognition as a health care professional delivering high quality care and/or related patient services – e.g. evidence for an excellent reputation as an authority, or exemplary clinical leadership in a clinical area within CUIMC, the region and/or nationally. Measures could be the assessment of:
 - Clinical acumen or authority generally or in specific area(s), diverse content and metrics
 - Clinical impact or leadership from unique service, interdisciplinary, innovation
 - Disseminating novel approach/treatment/procedure

- Leadership in team-building for the organization or provision of care or interventions
- External peer recognition
- f) Excellence in the scholarship of practice, as well as publications and invited presentations: demonstration of dissemination of peer reviewed data and expertise in the form of invited presentations (e.g. Grand Rounds), clinical practice guidelines, seminars, digital media, simulations, small group activities with peer reviewed data, and internal benchmarking.
 - Invited lectures, demonstrations, workshops or panel discussions regarding clinical care
- g) Service to the community, such as the CUIMC community, public service or community health. Activities could include:
 - Programmatic activities for improved population health status or health information
 - Participation or leading outreach to the general public, patients, providers

Scholarly Products that would be appropriate include publications, including case reports, expert consensus statements, policy statements, recognition based upon activities that impact practice paradigms and patient or population outcomes. Many such products are listed above. Additional products may include:

- a) Practice or policy development
 - Innovative public health program with evidence of impact
 - Innovative clinical program/influence on clinical practice w evidence of impact
 - Innovative treatment program with evidence of impact
 - Public health policy/interventions development
- b) Global programs for health, public health
 - Development, implementation and evaluation of public health interventions
 - Provide education/prevention/care to underserved populations globally
 - Strengthening local capacity to provide quality health care

Educational Scholarship and Leadership:

Those with a focus in educational leadership would have accomplishments, including leadership, innovation and accomplishment associated with specific roles and responsibilities in education. In this area, leadership roles and positive teaching evaluations are essential. 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

Academic domains that may demonstrate excellence, experience, and evidence of leadership and engagement in areas of medical education are:

- a) Direct teaching
- b) Precepting or supervising
- c) Instructional development and curricular design
- d) Advising and mentorship
- e) Educational administration

- f) Educational research or publication
- g) Development of educational theory or practice
- h) Performance assessments
- i) Membership in the Apgar Academy of Medical Educators

The value of individual faculty accomplishments within the domains of the educator area of focus vary. Evidence of quantity tends to be countable units such as contact hours, number of learners, numbers of pages, and so forth. Evidence of quality tends to be based on learner or peer perceptions of process (i.e. learner ratings of teaching) or the degree to which objectives were achieved (i.e. student test scores). Evidence of scholarship is based on peer review and subsequent inclusion of the methods and/or outputs into a 'shared understanding' within meaningful communities of practice. These communities can be local (e.g. local residency program directors), regional (e.g. geographically based subgroups within a professional society), national or international (interest group within a professional society).

Academic activities might include:

Involvement in the process of learning, support of the infrastructure needed for learning, or development of novel ways to provide educational products used for learning:

- Teaching in courses for, precepting or mentoring of students, trainees (residents, fellows) or faculty
- Educational investigation
- Key roles in the development and dissemination of innovative methodologies or materials for reaching or assessment that have impact at internal, regional, national or international levels
- Key roles focused on educational guidelines, policy or practice
- Educational service for institutional, local, regional, national or international venues
- Visiting lectureships
- Preparing or administering knowledge or performance assessments
- Course development and leadership at CUIMC or nationally
- Curricular development and leadership at CUIMC or nationally
- Leadership on education governance committees and task forces
- Involvement on local, regional or national committees that set curriculum guidelines/standards

Scholarly products could include the development of educational products used for learning, documentation of educational investigation or innovation or development of the theory or infrastructure of teaching and learning. Products could be in print, electronic or simulation formats with recognizable quality and enduring impact:

- Development of new curricular or instructional materials, improvements to training programs and courses, professional education development (e.g. certificate course), educational materials, case or simulation scenarios, image libraries, novel education methodology or assessment tools
- Publications related to education, including innovations in teaching methods, chapters in textbooks or monographs
- Scholarly products such as new curricular offerings, course syllabi, teaching demonstration materials in print or in electronic formats, presentations at educational forums,
- Instructional videos, laboratory manuals, web-based resources for training and education

- Presentation of work at peer-reviewed professional meetings

Investigation:

Evidence for this area of focus should emphasize discovery and the generation of new knowledge, analysis, synthesis and/or novel applications of existing knowledge, as well as positioning knowledge within larger, interdisciplinary contexts.

Academic activities would be focused on: peer reviewed publications, investigational leadership or contribution through special roles, receipt of competitive funding, recognition of substantial contributions to the field(s), development or use of new technologies or approaches.

Research may be in any discipline related to health sciences, including but not limited to:

- a) Laboratory research
- b) Clinical and translational research
- c) Population based research
- d) Health services/Policy/Economics
- e) Outcomes research
- f) Biostatistics, Bioinformatics
- g) Novel applications of existing technologies or treatments
- h) Multidisciplinary research team membership with a critical, unique role
- i) Pedagogical research

Evidence may be demonstrated through:

- a) The *quality* and *quantity* of:
 - Authorship or co-authorship in peer-reviewed papers with substantial contributions associated with certain context or impact of findings;
 - Practice changes that resulted from research findings
- b) Research accomplishments:
 - Contributions to research field(s) through leadership and/or substantive contributions
 - Development or utilization of new technologies or approaches
 - Development of knowledge resulting in new technologies or novel applications
 - Successful attainment or participation in competitive research support. Roles on the project could include research publication in high-impact journal, as lead or senior author or among a team of investigators

Scholarly products or accomplishments could include:

- Authorship or co-authorship in research publications in peer-reviewed journals
- Leadership or key participation in the development and publication of chapters, reviews, commentaries, professional guidelines, white papers, policy statements or commentaries
- Attainment of competitive internal or external funding as PI or through other key roles
- Participation in clinical trials, site PI, registries or other key research, where funding is from government, private or industry sources

- Technology development
- Innovative clinical technology or invention or application with evidence of impact
- Committee leadership or membership for peer review of grants (study sections), manuscripts or abstracts for key meetings, policy development
- Membership through invitation on expert panels or steering committees
- Membership on editorial boards, grant review boards or scientific advisory committees
- Leadership in professional societies
- Invited visiting professorships
- Invited presentations

“At CUMC” Faculty Title - Scholarly Areas of Focus

	INVESTIGATOR FOCUS (MD, DDS, DNP or PhD)	EDUCATIONAL SCHOLARSHIP & LEADERSHIP FOCUS (MD, DDS, DNP or PhD)	APPLIED HEALTHCARE OR PUBLIC HEALTH INTERVENTIONS FOCUS (MD, DDS, Dr PH, DNP or PhD)
Description	<p>The scholarship of knowledge development consists of discovery and the generation of new knowledge derived from traditional inquiry methodologies. It also may include analysis, synthesis and novel applications of existing observations, as well as positioning knowledge within larger, interdisciplinary contexts.</p>	<p>The scholarship of education consists of promoting learning through effective application of the sciences of teaching and learning, leadership, and instructional design. This area of scholarship emphasizes the interdependence of theory, research, and practice in three related domains:</p> <ul style="list-style-type: none"> • Direct involvement in the process of promoting learning • Support of infrastructure needed for learning • Development of products used by others in learning 	<p>The scholarship of application consists of the interaction between knowledge and its practical use, shifting theory to practice and practice to theory. Translation of evidence to practice are examples of the scholarship of applied health sciences and public health sciences. This emphasizes the scholarly application of knowledge in three domains:</p> <ul style="list-style-type: none"> • Providing care/ public health interventions • Developing/implementing clinical or public health programs • Developing/implementing clinical or public health programs used by others

“At CUMC” Faculty Title - Scholarly Areas of Focus

	INVESTIGATOR FOCUS (MD, DDS, DNP or PhD)	EDUCATIONAL SCHOLARSHIP & LEADERSHIP FOCUS (MD, DDS, DNP or PhD)	APPLIED HEALTHCARE OR PUBLIC HEALTH INTERVENTIONS FOCUS (MD, DDS, Dr PH, DNP or PhD)
Major Focus *	<p>The expectation for faculty in concentrating on this area of focus will be a major investment of time in supported investigative work, which may include basic, translational, population based, clinical and educational research. Technology development and membership in multidisciplinary investigational teams with would also be appropriate. Research may be in any discipline related to health sciences, including but not limited to:</p> <ul style="list-style-type: none"> • 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 • Humanities in the health sciences 	<p>The expectation for faculty concentrating on this area of focus will be a major investment of time in teaching, mentoring, evaluation, learning assessment; course or curriculum leadership; and the development of enduring educational materials.</p> <p>Examples, by domain, include:</p> <p><u>Involvement in the process of learning</u></p> <ul style="list-style-type: none"> • 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 <p><u>Support of the infrastructure needed for learning</u></p> <ul style="list-style-type: none"> • 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 <p><u>Development of educational products used for learning</u></p> <ul style="list-style-type: none"> • Authorship (both paper and electronic) of textbooks, tutorials, problem sets, teaching cases, simulation scenarios, or image libraries 	<p>The expectation for faculty concentrating on this area of focus is superb performance as clinicians or public health practitioners within their discipline. Almost always faculty will also be expected to demonstrate excellence in selected educational activity as well, with an emphasis on excellence in teaching (i.e., the first of three domains in pedagogy track).</p> <p>Examples ,by domain within this track, include:</p> <p><u>Providing Care</u></p> <ul style="list-style-type: none"> • 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 <p><u>Developing/Implementing Clinical Programs</u></p> <ul style="list-style-type: none"> • 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 <p><u>Developing/Implementing Clinical Programs Used by Others</u></p> <ul style="list-style-type: none"> • Clinical or public health reports, textbook chapters • Providing care, developing programs widely used by others

“At CUMC” Faculty Title - Scholarly Areas of Focus

	INVESTIGATOR FOCUS (MD, DDS, DNP or PhD)	EDUCATIONAL SCHOLARSHIP & LEADERSHIP FOCUS (MD, DDS, DNP or PhD)	APPLIED HEALTHCARE OR PUBLIC HEALTH INTERVENTIONS FOCUS (MD, DDS, Dr PH, DNP or PhD)
Scholarly Products Expected**	<p>The value of individual faculty accomplishments will be based on the quantity and quality of the particular form of scholarship. Evidence of <u>quantity</u> will tend to focus on the number of products documented. Evidence of <u>quality</u> will tend to be based on peer review within meaningful communities of practice (e.g., editorial boards, funding study sections).</p> <p>Examples include:</p> <ul style="list-style-type: none"> • 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 derived or primarily in a collaborative role as part of a research team. • Invited professorships, and lectures • Development of innovative public health or clinical technology and/or 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. • Membership on editorial boards 	<p>The value of individual faculty accomplishments within the three domains of the educator area of focus varies according to the degree of quantity, quality, and scholarship documented in submitted evidence of the accomplishment.</p> <p>Evidence of <u>quantity</u> tends to be countable units such as contact hours, number of learners, numbers of pages, etc.</p> <p>Evidence of <u>quality</u> tends to be based on learner or peer perceptions of process (i.e., learner ratings of teaching) or the degree to which objectives were achieved (i.e., student test scores).</p> <p>Evidence of <u>scholarship</u> is based on peer review and subsequent inclusion of the methods and/or outputs into a ‘shared understanding’ within meaningful communities of practice. These communities can be local (e.g., NYPH residency program directors), regional (e.g., geographically based subgroups within a professional society), national or international (interest group within a professional society).</p> <p>While quantity and quality is manifest in all educational accomplishments, scholarship is usually manifest in those accomplishments where faculty have explicitly presented a product in a form that can be peer reviewed and made beneficial to others within the community. Examples include:</p> <ul style="list-style-type: none"> • Presentation of work at professional meeting • Development of teaching materials in both paper, electronic formats, 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 	<p>The value of individual faculty accomplishments will be based on the faculty member’s recognition as an expert within a clinical or public health discipline. Evidence will tend to consist of the <u>quantity</u> and <u>quality</u> of specific documented events or products, with emphasis given to those that represent a form of scholarship (i.e., involve some form of peer review).</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Recognition as an expert clinician • Invitations to give lectures, demonstrations, projects, training sessions • Case presentations, • 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 • Review publications related to clinical or public health specialty • Editorial board membership of discipline specific publications • Awards related to clinical or public health expertise • Influence on innovations in clinical or public health practice • Notable contributions of especial importance within CUMC related to the clinical or public health discipline

“At CUMC” Faculty Title - Scholarly Areas of Focus

	INVESTIGATOR FOCUS (MD, DDS, DNP or PhD)	EDUCATIONAL SCHOLARSHIP & LEADERSHIP FOCUS (MD, DDS, DNP or PhD)	APPLIED HEALTHCARE OR PUBLIC HEALTH INTERVENTIONS FOCUS (MD, DDS, Dr PH, DNP or PhD)
Metrics for Evaluation	<ul style="list-style-type: none"> • Number of publications in peer reviewed journals of original research • Evidence of participation in multidisciplinary or team based 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 • Editorial board membership • Special panel membership 	<ul style="list-style-type: none"> • 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 • Awards for teaching or educational leadership • Publications related to educational methods/assessment/policies • Educational products (print, electronic, simulation technologies) • Notable educational contributions of especial importance within CUMC 	<ul style="list-style-type: none"> • 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 • Publications related to clinical or public health specialty • Innovative public health or clinical technology and/or interventions/treatments • Editorial board membership of discipline specific publications • Awards related to clinical or public health expertise • influence on innovations in clinical or public health practice • Notable clinical or public health contributions of especial importance within CUMC

**It is expected that most faculty will have a single major academic focus with accompanying evidence of competency in the appropriate type and quantity of teaching. However, there will be instances in which faculty make high quality substantive contributions in two areas of focus. It is expected that their contributions will be of excellent quality though perhaps quantitatively reduced in each focus area.*

***Scholarly products provide a sample of the kinds of materials which would be evidence of strength in a particular area of focus. A faculty member need not have evidence of all examples, but should provide evidence of excellence in those selected.*

****Educational contributions as described in the section Educational Portfolio are required for all faculty, through the type and quantity will vary with the academic focus.*

“At CUMC” Faculty Title - CRITERIA FOR ADVANCEMENT BY ACADEMIC FOCUS

ASSISTANT PROFESSOR		
INVESTIGATOR FOCUS	EDUCATIONAL SCHOLARSHIP & LEADERSHIP FOCUS	APPLIED HEALTHCARE OR PUBLIC HEALTH SCIENCES FOCUS
<p><u>Research/Scholarship</u></p> <p>Although independent research need not be evident, the individual should have demonstrated training and involvement in high quality research which is published in peer-reviewed journals.</p> <p>Publication of clinical observations, reviews, or analytic studies in peer-reviewed journals which contribute new knowledge or which organize, synthesize, and convey existing knowledge in a way that enhances the practice of medicine or educational practice.</p>	<p><u>Scholarship</u></p> <p>Development of teaching materials, including new curriculum offerings, educational programs, textbooks chapters, syllabi, computer programs, or videotapes that significantly improve the method or quality of instruction in didactic, small group, or clinical settings.</p> <p>Participation in peer reviewed educational training programs requiring competitive application is highly desirable (such as Harvard –Macy, Robert Wood Johnson and Teachers College programs) which result in completion of a scholarly educational project.</p>	<p><u>Scholarship</u></p> <p>Recognized expertise in a clinical or public health discipline and a developing local reputation as an expert within the discipline. Participation in guideline/quality assurance panels and writing groups. Participation in national societies related to clinical or public health innovation/investigation/practice. . Participation in multicenter clinical trials or public health intervention programs as a site participant rather than a leader.</p>
<p><u>Educational Portfolio</u></p> <p>Documentation of activities in the educational portfolio.</p> <p>There should be documentation of competence and growth in the candidate’s skills in effective teaching.</p> <p>Success of teaching would be based upon data from the teaching portfolio, peer observation and review, learner evaluations, and regular documented participation and application of principles of education from faculty development programs.</p>	<p><u>Educational Portfolio</u></p> <p>Documentation of activities in the educational portfolio.</p> <p>Recognition by peers and students as an excellent teacher. There should be documentation of competence and growth in the candidate’s skills in effective teaching.</p> <p>Strong teaching portfolio including successful teaching in multiple formats is essential. Evidence of growth in skills and potential for leadership on educational arena.</p> <p>Success of teaching would be based upon data from the teaching portfolio, peer observation and review, learner evaluations, and regular documented participation and application of principles of education from faculty development programs.</p>	<p><u>Educational Portfolio</u></p> <p>Documentation of activities in the educational portfolio with a strong teaching portfolio in the clinical or public health discipline.</p> <p>Preparation and delivery of lectures, small group teaching, laboratory learning settings and journal clubs. Skills and procedures using simulations, demonstrations, and patients. Student advising.</p> <p>Workshops focused on teaching methods and learner evaluation.</p> <p>Success of teaching would be based upon data from the teaching portfolio, peer observation and review, learner evaluations, and regular documented participation and application of principles of education from faculty development programs.</p>
<p><u>Additional Activities</u></p> <p>Recognition by peers and students as a health care professional delivering quality patient care, related patient service or direct public health service interventions if applicable. Expertise within the faculty members discipline should be evident, though leadership may not be predominant.</p> <p>Academic citizenship demonstrated by service on departmental, University, local, national organization committees and/or leadership in University/national professional organizations. Education of patients and the community are also considered in this category.</p>	<p><u>Additional Activities</u></p> <p>Recognition by peers and students as a health care professional delivering quality patient care, related patient service or direct public health service interventions if applicable. Expertise within the faculty members discipline should be evident, though leadership may not be predominant.</p> <p>Academic citizenship demonstrated by service on departmental University, local, national organization committees and/or leadership in University/national professional organizations. Education of patients and the community are also considered in this category.</p>	<p><u>Additional Activities</u></p> <p>Recognition by peers and students as a health care professional delivering quality patient care, related patient service or direct public health service interventions if applicable. Expertise within the faculty members discipline should be evident, though leadership may not be predominant.</p> <p>Academic citizenship demonstrated by service on departmental university, local, national organization committees and/or leadership in University/national professional organizations. Education of patients and the community are also considered in this category.</p>

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.

INVESTIGATOR FOCUS	EDUCATIONAL SCHOLARSHIP & LEADERSHIP FOCUS	APPLIED HEALTHCARE OR PUBLIC HEALTH SCIENCES FOCUS
<p align="center"><u>Research/Scholarship</u></p> <p>Evidence for concentration in Investigation may be demonstrated by the following:</p> <ol style="list-style-type: none"> 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. 2. Research accomplishments. <ol style="list-style-type: none"> 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. b) Statements of peer evaluators on the significance and recognition of the candidate's research contributions. 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. d) Development of knowledge resulting in new product patents and technology transfer. 3. Research funding as co-investigator from federal, foundation, or industry resources. If funding is from industry, evidence that the faculty member has a significant role in the formulation and conduct of the research is desirable. 4. Invited lectures which demonstrate recognition of investigational expertise. 5. Service on editorial boards, expert panels, FDA panels, and data safety monitoring boards for multicenter studies. 6. Membership on steering committees for multicenter trials. 	<p align="center"><u>Scholarship</u></p> <p>Evidence for concentration in Educational Leadership/Scholarship may be demonstrated by the following:</p> <ol style="list-style-type: none"> 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. 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. 3. Evaluation and success of courses, and educational programs developed. 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. 	<p align="center"><u>Scholarship</u></p> <p>Regional or national recognition of clinical or public health expertise by virtue of:</p> <ol style="list-style-type: none"> 1. Honors and leadership in regional or national professional societies of the clinical or public health discipline. 2. Important contributions to quality assurance programs, clinical or public health practice guideline development or policy panels. 3. Development of or leading the application of clinical or public health technology that changes practice or patient outcomes. 4. Membership on editorial boards of clinical or public health specialty journals. 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. 6. Development of guidelines/patient care or public health protocols which are used locally, regionally, or nationally.

“At CUMC” Faculty Title - CRITERIA FOR ADVANCEMENT BY ACADEMIC FOCUS

<p style="text-align: center;"><u>Educational Portfolio</u></p>	<p style="text-align: center;"><u>Educational Portfolio</u></p>	<p style="text-align: center;"><u>Educational Portfolio</u></p>
<p>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.</p> <p>Assessment of effectiveness in teaching and advising students is based upon:</p> <ol style="list-style-type: none"> 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. 	<p>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.</p> <p>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.</p> <p>Assessment of effectiveness in teaching and advising students is based upon:</p> <ol style="list-style-type: none"> 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 the Head of the 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. 	<p>Continued educational activities as outlined with increased quantity of teaching. Strong peer and learner evaluations of educational efforts.</p> <p>Assessment of effectiveness in teaching and advising students is based upon:</p> <ol style="list-style-type: none"> 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.

"At CUMC" Faculty Title - CRITERIA FOR ADVANCEMENT BY ACADEMIC FOCUS

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.

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.

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.

“At CUMC” Faculty Title - CRITERIA FOR ADVANCEMENT BY ACADEMIC FOCUS

PROFESSOR

Promotion to Professor should be marked by national or international recognition of contributions within the area of focus. Faculty at this rank should be widely acknowledged by peers inside and outside of CUMC as exceptional within their area of focus.

INVESTIGATOR FOCUS	EDUCATIONAL SCHOLARSHIP & LEADERSHIP FOCUS	APPLIED HEALTHCARE OR PUBLIC HEALTH SCIENCES FOCUS
<p><u>Research/Scholarship</u></p> <p>Sustained academic, scientific, scholarly, and professional achievements beyond that accomplished for promotion to Associate Professor. Additional accomplishments might include:</p> <ol style="list-style-type: none"> 1. Sustained incremental productivity either as investigator or key collaborator. 2. Sustained record of funding from either federal, foundation or industry sources. 3. Membership on national research committees including grant review panels, advisory groups, research steering committees. 4. Awards by national organizations. 5. Invited lectureships. 	<p><u>Scholarship</u></p> <p>Sustained scholarly achievements and leadership in education beyond accomplishments required for promotion to Associate Professor. Leadership could have a notable and important internal institutional impact.</p> <ol style="list-style-type: none"> 1. Publications of literature related to education. 2. Development of innovative methodologies on materials which have influence and impact both regionally, nationally or internationally. 3. Leadership in organizations focused on educational guidelines, policy and practice. 4. Visiting lectureships on educational theory or practice. 	<p><u>Scholarship</u></p> <p>Sustained leadership in clinical or public health discipline with a defined and major impact on practice within the discipline.</p> <ol style="list-style-type: none"> 1. Publication of reviews and book chapters related to the clinical or public health discipline. 2. National or international recognition as an expert in the clinical or public health discipline. 3. Service as a consultant to federal agencies charged with assessing clinical treatments or public health intervention programs. 4. Invited lectureships or teaching related to the discipline on a national or international level. 5. Prominent role on national organizations/committees defining treatment methodologies, care guidelines, technologies or public health interventions that change practice.
<p><u>Education</u></p> <p>Sustained clinical or public health educational activity as described under Associate Professor.</p>	<p><u>Education</u></p> <p>Sustained clinical or public health educational activity as described under Associate Professor.</p>	<p><u>Education</u></p> <p>Sustained clinical or public health educational activity as described under Associate Professor.</p>
<p><u>Additional Activities</u></p> <p>Recognition by peers and students as a health care professional delivering quality patient care, related patient service or direct public health service interventions if applicable. Expertise within the faculty members discipline should be evident, though leadership may not be predominant.</p> <p>Academic citizenship demonstrated by service on departmental, University, local, national organization committees and/or leadership in University/national professional organizations.</p>	<p><u>Additional Activities</u></p> <p>Recognition by peers and students as a health care professional delivering quality patient care, related patient service or direct public health service interventions if applicable. Expertise within the faculty members discipline should be evident, though leadership may not be predominant.</p> <p>Academic citizenship demonstrated by service on departmental, University, local, national organization committees and/or leadership in University/national professional organizations.</p>	<p><u>Additional Activities</u></p> <p>Recognition by peers and students as a health care professional delivering quality patient care, related patient service or direct public health service interventions if applicable. Expertise within the faculty members discipline should be evident, though leadership may not be predominant.</p> <p>Academic citizenship demonstrated by service on departmental, University, local, national organization committees and/or leadership in University/national professional organizations.</p>

CUIMC Format for *Curriculum Vitae* (CV)

You are encouraged to follow the CV format described in this document to facilitate accurate reporting and interpretation of your academic accomplishments.

Please note the following:

- **Sections 1 – 5 + 12 are mandatory.** Other sections and subsections can be edited to describe accomplishments appropriately and clearly.
- For the sections of Work Experience (3), Education (4), Training (5) and Gaps (6), you are required to use the following format as proposed by the National Committee for Quality Assurance.
 - Beginning month & year for your current CUIMC position, or, if new faculty, the month & year when you will begin your position.
 - Beginning & ending month & year for each previous position (work, training, education).
- List entries in reverse chronological order (most recent first) in all sections.
- Include a header containing your name and the page number.
- Only include an item once in the CV, even if it may apply to more than one section.
- Local refers to home institution; regional refers to city, state, and nearby states.
- Include concise, bulleted annotations to help communicate the significance of selected key accomplishments.
- Define abbreviations when first used within each section.
- Carefully proof for typos and format inconsistencies.

1) Date of preparation of CV

2) Personal data:

- **Name**

Include any other names you may have used.

- **Contact Information**

Do not include SSN, gender, race, religion, political affiliation, marital/parental status, or disability status.

3) Academic Appointments, Hospital Appointments, and Other Work Experience:

Include beginning month & year for current (if new faculty, expected start date) for your CUIMC position.

Include month & year of hire and end for each previous position.

Include official title and university, institution or organization for each position including your current position.

Include military service, as applicable.

4) Education:

Include month & year for degree program start date and degree awarded date.

Include degree and degree institution.

If Ph.D. or equivalent degree, include thesis title, name of advisor and citation of publication.

5) Training:

Include month & year of training start and finish.

Include training position, discipline/specialty, and institution for residencies, fellowships and postdoctoral appointments.



6) Explanation of any gaps in work/training/education:

Include brief descriptions of any gaps in work/education history that are greater than six months.

7) Licensure and Board Certification, as applicable:

List separately by category.

Include both active licenses and inactive licenses.

Include the state and year of licensure.

Do not list DEA numbers.

Categories:

- **Licensure**
- **Board qualification**

8) Honors & Awards:

Include professional awards, election to selected professional societies, important invited lectureships, and special appointments. Include year received and name of awarding institution.

Annotate, as needed (e.g., description, selection process, number of recipients per year)

9) Administrative Leadership and Academic Service:

- **Academic Service**

Include involvement on local, regional or national/international committees or service activities

Include month(s) & year(s), your role, type of activity, name of committee, and name of institution or organization.

- **Administrative Leadership at CUIMC and NYP**

Include involvement on CUIMC, CU or NYP committees or service activities. Include month(s) & year(s), your role, title (if applicable), type of activity, name of committee, and name of institution or organization.

10) Professional Organizations and Societies:

List separately by category and by local, regional, national and international levels. Include data such as learner evaluations communicating the quality of educational contributions, if possible.

- **Memberships and Positions**
- **Consultative**
- **Journal Reviewer**
- **Editorial Board**

11) Fellowship and Grant Support:

List separately by category.

Include dates, grant title, name of granting institution/organization, grant number, direct support funds, and your role.

Include the PI if other than yourself.

Categories:

- **Active Research Funding**
- **Past Support**
- **Pending Funding**

12) Educational Contributions:

List separately by category and whether at a local, regional, national and international level.

Include data such as learner evaluations communicating the quality of educational contributions, if possible.

Categories:

- **Direct Teaching/Precepting/Supervising**
Include year(s), type and scope (i.e., contact hours) of teaching, type and number of learners, and your role.
(Examples include lecturing, facilitating small groups, ward attending, and bedside teaching).
- **Advising and Mentorship**
Include year(s), nature of advising/mentoring, name of mentee, current status of mentee, and mentee accomplishments, when possible.
(Examples include graduate student, postdoctoral researcher, medical student, resident, fellow, etc.)
- **Educational Administration and Leadership**
Include year(s), scope (i.e., contact hours), leadership role, and nature of the program.
(Examples include directing or teaching a course, clerkship, training program, or chairing curriculum task force.)
- **Instructional/Educational Materials used in Print or other Media**
Include year(s), scope (i.e., contact hours), type of product/innovation, type of learner, your contribution, intended audience, and how the material is used.
If published in print or web, include citation.
(Examples include curricula, syllabi, tutorial classes, teaching exhibits, simulation programs, web-or CD-based educational material, training videos/DVDs.) Please add any links or website URLs that include materials.
- **Community Education**
(Examples include medical journalism and media presentations.)
- **Continuing Education and Professional Education**
Include nature of the activity, scope (i.e., contact hours), type and number of learners, and your role.
(Examples include community health lecturer, organizer of/participant in health outreach events.)

13) Report of Clinical Care and Public Health Interventions

List separately by category and for local, regional, national and international.

- **Clinical Practice or Public Health Activities**
Include year(s) of practice, name and location of practice, type of activity, level of activity (e.g., sessions, days or hours per week or month).
(Examples include inpatient or ICU attending, special procedures, ambulatory practice, public health program design, implementation and evaluation.)
- **Clinical or Public Health Innovations**
Include time of innovation launch, title/location of innovation, your role, short description of the influence of the innovation on clinical care or practice management.
(Examples include novel approaches to diagnosis, treatment or prevention of disease, development and application of technology to clinical and population health care and development of models of care delivery.)

- **Clinical and/or Public Health Administration and Leadership**
Include year(s), leadership role, and description of activity/program.
(Examples include in patient safety initiatives, clinical programs, clinical supervision and practice, procedural innovations, developing clinical care protocols/pathways.)
- **Additional Clinical or Public Health Service Activities**
Include year(s), role, and description of activity/program.
(Examples include public health or community medical service, medical care delivered at international sites, telemedicine, medical journalism, innovative partnerships.)

14) Patents & Inventions:

List separately by category:

- **Patents**
Include all inventors, title of invention, patent number.
- **Patent Applications**
Include all authors, title of invention, patent application number.

15) Publications:

Number publications, in reverse chronological order, by category.

Include all authors in the sequence in which they appear on the publication; complete title of publication; name of journal; year of publication; volume number; and inclusive pagination (e.g., 444-459). (Reordering of authors, omission of names, or the use of “et al” is not permitted.)

Include only material that is published or accepted for publication. Do not include manuscripts that have been submitted or in preparation.

For publications in a book or symposium issue of a journal: List authors in the sequence in which they appear in the publication; complete title, as published; editors; name of book; publisher; city; year; inclusive pagination.

Bold your name wherever it appears in the author list. Indicate with an asterisk (*) all publications for which you are a senior author. Indicate if you are a co-first-authors with an annotation.

Categories:

- **Peer-Reviewed Research Publications in Print or other Media**
- **Other Peer Reviewed Publications in Print or other Media**
Describe the type of material, provide citation (if applicable) and clarify how the material is used locally, regionally, nationally or internationally. Describe your contribution.
(Examples include clinical guidelines and reports.)
- **Reviews, Chapters, Monographs, Editorials**
- **Books/Textbooks for Medical or Scientific Community**
Indicate if you were author or editor.
- **Meetings/Invited oral and poster presentations**

- **Case Reports**
- **Letters to the Editor**
- **Other Media**
- **Thesis**
- **Other Non-Peer Reviewed Publications in Print or Other Media**
(Examples include proceedings of professional meetings, published abstracts or poster presentations.)
- **Non-authored Publications.**
(Examples include publications in which faculty members are formally acknowledged for her/his contributions.)

16) Invited and/or Peer-Selected Presentations at Regional, National or International Levels:

Number presentations, in reverse chronological order, by regional, national, and international level, and by category, as applicable.

Include for each presentation your name, role, title of presentation, name of organizing institution, year.

(Example categories include grand rounds, hospital lectures, seminars, presentations at professional meetings, being panelist or moderator.)

FACULTY DEVELOPMENT PROGRAMS 2009-2020

GENERAL INTEREST

CUIMC LEADERSHIP AND MANAGEMENT COURSE FOR FACULTY

Led by Joel Brockner, PhD, Phillip Hettelman Professor of Business, Academic Director of Columbia CaseWorks, Columbia Business School and faculty from the Columbia Business School, Teachers College and the School of Arts and Sciences, this four-day program is designed for faculty who currently have leadership and management responsibilities or who wish to include these in their career goals. Participants develop the knowledge and skills necessary for current and future leadership positions in the academic health sciences. Program sessions utilize active learning methods, including case studies, discussion and the development of a personal project.

The program consists of the following modules:

- Leadership and Organizational Change
- Self-Management and Leadership
- Negotiation and Conflict Management
- Leading High Performance, Diverse Teams

New VP&S Faculty Orientation

This program is offered by the Office of the SrVP for Faculty Affairs and Career Development at CUIMC for faculty members new to VP&S, and provides an overview of various resources available to support the success of faculty at VP&S, as well as essentials on advancement, professional development, compliance and more.

ADVOCACY, THE ROLE OF ACADEMIC HEALTH SCIENCE FACULTY IN THE PUBLIC POLICY ARENA

This program focuses on the role and importance of advocacy and community engagement in the academic healthcare center, as well as the critical function and role of the GCA and how faculty and CUIMC community members can engage and benefit from the services it provides.

Speakers:

- *Ross A. Frommer, Vice President, Government & Community Affairs (GCA), Associate Dean*
- *Sandra Harris, Assistant Vice President, Government and Community Affairs*

DIVERSITY AND LEADERSHIP: TEMPERAMENT AND TEAMS

A presentation for members of the Women Leadership Management Institute cohort.

Speaker:

- *Luanne Thorndyke, MD, Vice Provost, Faculty Affairs, University of Massachusetts Medical School*

JUNIOR FACULTY SERIES

An eight-part series that assists junior faculty members in strategically planning their career development efforts.

Session 1: Orientation and Creating Your Career Plan: An introduction to pathways for Career Success at CUIMC, developing a career plan, identifying appropriate mentors and career development resources at CUIMC.

Session 2: Facilitating Mentoring: Covers the principles of mentoring and strategies for faculty to find effective mentors.

Session 3: Managing Your Time Effectively: Identifies current time-usage patterns and work habits of faculty members, and includes a discussion on ways to improve time efficiency.

Session 4: Crafting a Curriculum Vitae: Introduction to Columbia CV format and writing an effective CV.

Session 5: Developing a Career Focus: Covers the steps involved in developing a career focus, including education and patient care and research, as well as how to integrate multiple work types into a holistic career.

Session 6: Leadership as a Career Option: Discussion of leadership as a career pathway with the dean of VP&S and the dean of MSPH.

Session 7: Managing Work and Life Demands for Optimal Career Development: Discussion of effective methods to better manage work and life demands. The Vice Provost for Work/Life overviews institutional policies and resources in place to support work/life balance.

FACULTY DEVELOPMENT: NEGOTIATION SERIES

A four-part series on negotiation skills

Speaker:

- Catherine Morrison, JD, Associate Faculty Member, Department of Health Policy and Management, the Johns Hopkins Bloomberg School of Public Health

CONFLICT OF INTEREST IN ACADEMIC MEDICINE

A discussion for all CUIMC faculty on the changing relationships between academic medicine and industry.

MENTORSHIP

CVs AND INSIGHTS: WHAT YOU NEED TO TELL YOUR STORY

This session focusses on what faculty members should consider when developing a coherent career story using an academic CV. The elements of the enhanced CUIMC CV format are covered, including contributions and achievements from all three areas of focus (i.e. Investigation, Applied Healthcare/Public Health Sciences and Educational Leadership).

Speakers:

- Lisa Saiman, MD, MPH, Professor of Pediatrics, CUMC, Pediatric Infectious Diseases, Columbia University Medical Center
- Boyd Richards, PhD, Professor Medical Education (in Pediatrics), Director, Center for Education Research and Evaluation, Columbia University Medical Center
- Susan Rosenthal, PhD, ABPP, Professor of Medical Psychology (in Pediatrics and Psychiatry), Director, Division of Child and Adolescent Health, Vice Chair, Faculty Development, Department of Pediatrics, Columbia University Medical Center

UNDERSTANDING THE TENURE PROCESS AT COLUMBIA UNIVERSITY

A discussion of the promotion and tenure processes at Columbia University and the Columbia University Irving Medical Center with the dean of CUIMC and the provost of Columbia.

CAREER PATHS TO ACADEMIC MEDICINE

Co-sponsored by the Office of Diversity and Multicultural Affairs and the Office of Academic Affairs at VP&S, this event is geared toward students interested in learning about careers in academic medicine.

CAREER MENTORSHIP: FINDING AND WORKING EFFECTIVELY WITH MENTORS

This program discusses the significance of mentoring for academic success and the advantages of multiple mentoring models, as well as identifying and maximizing mentoring relationships. CUIMC panelists also address departmental or school resources that facilitate faculty mentoring.

KEYS TO SUCCESS WITHIN AREAS OF ACADEMIC FOCUS SERIES

This professional development series reviews career development for educators, applied health care or public health practitioners, and investigators, as described in the academic areas of focus included in the "at CUMC" faculty track. Strategies for creating and expanding a scholarly portfolio for each area of focus are presented, with special attention paid to scholarship in educational and clinical areas. Senior faculty from all four CUIMC schools discuss the areas of focus at their schools.

OVERALL STRATEGIES FOR FACULTY SUCCESS AT CUIMC

Discussion of strategies for successful faculty career development in the "At CUMC" faculty track system. Panelists from all four CUIMC schools provide perspective and answer questions.

MENTORSHIP AND MENTOR TRAINING WORKSHOP

This four-part training session follows the curriculum of the mentor training course that is a part of the NIH CTSA funded trial by the University of Wisconsin ICTR, which assess the impact of mentor training on the mentoring experience. Topics include:

- Effective communication
- Setting expectations
- Support for professional development
- Mentoring across diversity

ASK COAP SERIES

In this brown bag series, the leaders of the Committee of Appointments and Promotions, who are directly involved in the promotion process, discuss criteria for promotion and how faculty can optimize their academic profiles.

The Promotion Process at CUIMC

The two chairs of the COAP for the Faculty of Medicine, as well as COAP members from each CUIMC school, provide a brief overview of how to prepare for promotion, promotion expectations, and preparation of the dossier.

Promotion Process on the "At CUMC" Title Track

A review of criteria for promotion in each track. Faculty have the opportunity to ask the two chairs of COAP questions about the processes and timelines for promotions at CUIMC.

Preparing for Tenure

Discussion on specific ways faculty who are on tenure track or who are thinking of moving to tenure track can prepare for a positive review. Chairs and members of the CUIMC COAP provide strategies on how to prepare for tenure. A Q&A session follows.

Ask COAP—In Collaboration with Departments

The “Ask COAP” clinic gives faculty the opportunity to work in small groups with senior faculty to review CV’s in the context of criteria for academic tracks.

UNDERSTANDING THE TENURE PROCESS AT COLUMBIA UNIVERSITY

A discussion of the promotion and tenure processes at Columbia University and CUIMC with the dean of CUIMC and the provost of Columbia.

PROGRAMS FOR WOMEN FACULTY

VIRGINIA KNEELAND FRANTZ SOCIETY FOR WOMEN FACULTY SPONSORED PROGRAMS

CUIMC LEADERSHIP AND MANAGEMENT COURSE FOR WOMEN FACULTY

An iteration of the CUIMC Leadership and Management Course for Faculty tailored specifically to women faculty.

VKFS GROUP COACHING PROGRAM FOR WOMEN FACULTY

This program is designed to help women faculty collaborate and develop strategies to address gender related issues in the workplace irrespective of career path.

COLUMBIA UNIVERSITY AND WORK/LIFE DEMANDS

This brown-bag session features a presentation and discussion on the policies, benefits, services and programs available at Columbia University.

Speaker:

Carol Hoffman, Associate Provost, Director of Work/Life, Columbia University

MANAGING CONFLICT, NEGOTIATING DIFFERENCES WORKSHOP

This session blends the theory and practice of conflict resolution, and includes a presentation and small and large group interactive exercises and discussion. Participants work through a diagnostic negotiation to help assess current negotiation and conflict resolution

THE CUIMC LEADERSHIP FORUM

The CUIMC Leadership Forum, a brown-bag series dedicated to providing faculty with opportunities to learn from diverse perspectives on leadership, professional development and mentorship in academic medicine. This session is open to all CUIMC faculty.

The Intersection of Gender and Leadership: Perspectives and Strategies For Success

Speakers:

- *Margaret Wood, MD, FRCA, E.M. Papper Professor of Anesthesiology, Chair, Department of Anesthesiology*
- *Richard Mayeux, MD, Gertrude H. Sergievsky Professor of Neurology, Psychiatry and Epidemiology (in the Sergievsky Center and Taub Institute), Chair, Department of Neurology, Director, the Sergievsky Center, Co-Director, Taub Institute*
- *Michael Shelanski, MD, PhD, Delafield Professor of Pathology and Cell Biology (in Neuroscience and in the Taub Institute for Research on Alzheimer's Disease and the Aging Brain), Chair, Department of Pathology and Cell Biology*

WOMEN IN MEDICINE NETWORKING EVENT

A networking event for women students and faculty members at VP&S.

LECTURES

WOMEN AND LEADERSHIP IN THE 21ST CENTURY UNIVERSITY: A COLLOQUIUM OF WOMEN DEANS AT COLUMBIA UNIVERSITY

A panel discussion moderated by Dean Lee Goldman and seven of Columbia University's women deans who discuss their paths to leadership and perspectives on women and leadership in a research-intensive university.

Moderator:

- *Lee Goldman, MD, Executive Vice President and Dean, Faculties of Health Sciences and Medicine, Chief Executive, Columbia University Medical Center*

Panelists:

- *Amale Andraos, MD, Dean, Graduate School of Architecture, Planning and Preservation*
- *Bobbie Berkowitz, PhD, RN, NEA-BC, FAAN, Dean, School of Nursing*
- *Mary C. Boyce, PhD, Dean, Engineering, Fu Foundation School of Engineering and Applied Science*
- *Linda Fried, MD, MPH, Dean, Mailman School of Public Health*
- *Merit E. Janow, JD, Dean, School of International and Public Affairs*
- *Alondra Nelson, PhD, Dean, Social Science in the Faculty of Arts and Sciences*
- *Jeanette Takamura, PhD, MS, Dean, School of Social Work*

THE SCIENCE AND ART OF CONFIDENCE: WHAT WOMEN NEED TO KNOW

A conversation with Claire Shipman about her research on women and confidence.

Speaker:

- *Claire Shipman, Senior National Correspondent for ABC's Good Morning America and Co-author of the New York Times Bestsellers "The Confidence Code: The Science and Art of Self-Assurance—What Women Should Know" and "Womenomics," and a University Trustee*

WONDER WOMEN: SEX, POWER, AND THE QUEST FOR PERFECTION

Speaker:

- *Debora Spar, PhD, President, Barnard College*

WOMEN AND THE LEADERSHIP IDENTITY

Discussion on gender and the leadership identity, followed by an interactive panel of highly prominent women leaders in the health sciences.

Speaker:

- *Robin Ely, PhD, Harvard Business School*

ARE WE READY FOR A WOMAN IN CHARGE? MAINTAINING LEADERSHIP IN SURGERY

Special Lecture on women leadership in academic medicine.

Speaker:

- *Julie Freischlag, MD, Chair, Surgery, Johns Hopkins*

"SCIENTIFIC WORKFORCE DIVERSITY: NIH APPROACH TO INCLUSIVE EXCELLENCE"

Hannah Valantine is the first NIH Chief Officer for Scientific Workforce Diversity, and a Senior Investigator in the Intramural Research Program at the National Heart, Lung, and Blood Institute. Prior to starting this position in April 2014, Dr. Valantine was Professor of Cardiovascular Medicine and the Senior Associate Dean for Diversity and Leadership at Stanford, a leadership position she held since November 2004. She is nationally recognized for her transformative approaches to diversity and is a recipient of the NIH Director's Pathfinder Award for Diversity in the Scientific Workforce. She is currently leading NIH efforts to promote diversity through innovation across the NIH-funded biomedical workforce through a range of evidence-based approaches.

Speaker:

- *Hannah Valantine*

FOR DIVERSE FACULTY

THE CUIMC FACULTY PEER-MENTORSHIP SERIES FOR DIVERSE FACULTY

The Office of Faculty Professional Development, Diversity & Inclusion for CUIMC offers a professional development seminar series designed to address the needs of underrepresented minority faculty at CUIMC. These programs include general career development, career-specific mentoring and general skill-building sessions.

Essentials of the Tenure and Non-Tenure Promotion Process at CUIMC

Facilitating and Optimizing Mentorship: What Mentees Can Do

At the end of this session, the faculty will be able to:

- Understand key elements that facilitate successful mentoring relationships.
- Identify key strategies to facilitate successful mentoring.
- Recognize the fundamentals of effective mentoring including specific elements that diverse faculty should consider when developing a successful mentoring program.
- Develop strategies to enhance mentoring networks at CUIMC.

CV Clinic

The Office of Faculty Professional Development, Diversity & Inclusion sponsors a series of small group meetings for its diverse CUIMC faculty members. During these meetings, faculty have the opportunity to discuss academic career specifics with Dr. Anne Taylor, SrVP for Faculty Affairs and Career Development at CUIMC and Vice Dean for Academic Affairs and Dr. Robert Whittington, Assistant Dean for Academic Development, Faculty Diversity & Inclusion. The small group setting (a maximum of two to three faculty members per group) allows for more personalized discussion. Personal CVs are reviewed.

CUIMC LEADERSHIP AND MANAGEMENT COURSE FOR DIVERSE FACULTY

An iteration of the CUIMC Leadership and Management Course for Faculty tailored to diverse faculty.

LECTURES AND SPECIAL PROGRAMS

THE 2019 JOHN LINDENBAUM MEMORIAL LECTURE WITH RODERIC I. PETTIGREW

“Transforming Healthcare Through Technological Innovation”

Speaker:

- *Roderic I. Pettigrew, CEO, Engineering Health (EnHealth), Health Science Center and College of Engineering, Robert A. Welch Professor and Executive Dean for Engineering Medicine, Colleges of Medicine, Engineering and Houston Methodist Hospital, Texas A&M University*

THE 2018 JOHN LINDENBAUM MEMORIAL LECTURE WITH ANA V. DIEZ ROUX

“Opportunities and Challenges for Population Health Research”

Speaker:

- *Ana V. Diez Roux, MD, PhD, MPH, Dean and Distinguished Professor, Epidemiology, Drexel University Dornsife School of Public Health*

THE 2017 JOHN LINDENBAUM MEMORIAL LECTURE WITH E. DALE ABEL

“Insulin Resistance and Heart Failure”

Speaker:

- *E. Dale Abel, MD, PhD, Chair/Department Executive Officer, Department of Internal Medicine Director, Division of Endocrinology and Metabolism, Director, Department of Internal Medicine, Fraternal Order of Eagles Diabetes Research Center, Professor of Internal Medicine, Endocrinology and Metabolism, Professor of Biochemistry, Biomedical Engineering, University of Iowa, Carver College of Medicine*

THE 2016 JOHN LINDENBAUM MEMORIAL LECTURE WITH KEVIN GARDNER

“Exploring Molecular Linkages to Modifiable Risk in Breast Cancer”

Speaker:

- *Kevin Gardner, MD, PhD, Senior Investigator Genetics Branch, DHHS/NIH/NCI/CCR, Acting Scientific Director, DHHS/NIH/NIMHD/DIR*

THE 2015 JOHN LINDENBAUM MEMORIAL LECTURE WITH MARY BASSETT

“Bringing a Public Health Lens to Health Care Delivery”

Speaker:

- *Mary Bassett, MD, MPH, Commissioner, New York City Department of Health and Mental Hygiene, Associate Professor of Clinical Epidemiology, Mailman School of Public Health*

SPECIAL CONCERT PERFORMANCE BY THE SPHINX VIRTUOSI WITH THE CATALYST QUARTET

“Celebrating Diversity in Classical Music Musicians: The Catalyst Quartet”

SPECIAL GUEST LECTURE, LEE C. BOLLINGER, PRESIDENT AND SETH LOW PROFESSOR OF THE UNIVERSITY

A special lecture with President Lee Bollinger, JD, moderated by Dean Lee Goldman, MD, MPH, on affirmative action and diversity in higher education today.

DISTINGUISHED DIVERSE SCHOLARS SERIES

"A Framework for Health Care Disparities Research"

Speaker:

- *Eliseo J. Perez-Stable, MD, Professor of Medicine, Chief of the Division of General Internal Medicine, Director, Medical Effectiveness Research Center for Diverse Population, Director, Center for Aging in Diverse Communities, Assistant Director, Health Care Disparities, Helen Diller Family UCSF Comprehensive Cancer Center, UCSF School of Medicine*
-

A VISION FOR LGBT HEALTH 2014

A special lecture and panel discussion focusing on the health of the lesbian, gay, bisexual and transgender community.

Plenary Speaker:

- *Walter O Bockting, PhD, Co-Director, LGBT Health Initiative, Division of Gender, Sexuality, and Health, Professor of Medical Psychology (in Psychiatry and Nursing), College of Physicians & Surgeons, Columbia University & NYS Psychiatric Institute*

Moderators:

- *Anke A Ehrhardt, PhD, Director, Division of Gender, Sexuality, & Health & the LGBT Health Initiative, Vice Chair, Academic Affairs, Professor of Medical Psychology (in Psychiatry), College of Physicians & Surgeons, Columbia University & NYS Psychiatric Institute*
- *Jonathan Amiel, MD, Associate Dean, Curricular Affairs, Assistant Professor of Psychiatry, CUMC, Faculty Liaison for LGBT Students, College of Physicians & Surgeons*
- *Bobbie Berkowitz, PhD, RN, FAAN, Dean and Professor, Columbia University School of Nursing, Senior Vice President, Columbia University Medical Center*
- *Kenneth Mayer, MD, Medical Research Director, Fenway Health, Co-Director of The Fenway Institute, Professor of Medicine, Harvard Medical School, Professor in the Department of Global Health and Population, Harvard School of Public Health, Attending Physician, Beth Israel Deaconess Medical Center*
- *Jack Pula, MD, Instructor, Clinical Psychiatry, College of Physicians & Surgeons, Columbia University, Chairperson of the Transgender Committee, Association of Gay and Lesbian Psychiatrists*

"Trans Identity, Puberty Suppression and the Brain: Is Practice Ahead of the Science?"

A special lecture and panel discussion focusing on the health of the lesbian, gay, bisexual and transgender community.

Moderator:

- *Anke A. Ehrhardt, PhD, Director of the Division of Gender, Sexuality, and Health and the Program for the Study of LGBT Health, Professor of Medical Psychology (in Psychiatry), Columbia University Vagelos College of Physicians and Surgeons and NYS Psychiatric Institute*

Panelists:

- *Walter O. Bockting, PhD, Co-Director of the Division of Gender, Sexuality, and Health and the Program for the Study of LGBT Health, Professor of Medical Psychology (in Psychiatry and Nursing), Columbia University Vagelos College of Physicians and Surgeons, NYS Psychiatric Institute and Columbia School of Nursing*
- *Annelou L.C. de Vries, MD, PhD, Child and Adolescent Psychiatrist, Departments of Pediatrics, Pediatric Psychology and Child and Adolescent Psychiatry, Center of Expertise on Gender Dysphoria, VU University Medical Center*

- *Bruce S. McEwen, PhD, Alfred E. Mirsky Professor, Head of the Harold and Margaret Milliken Hatch Laboratory of Neuroendocrinology, The Rockefeller University*

DISTINGUISHED DIVERSE SCHOLARS SERIES

“Musculoskeletal Regenerative Engineering: The Future”

Speaker:

- *Cato T. Laurencin, MD, PhD, University Professor, Albert and Wilda Van Dusen Distinguished Professor of Orthopaedic Surgery, Professor, Chemical, Materials and Biomedical Engineering, Director, The Raymond and Beverly Sackler Center for Biomedical, Biological, Physical and Engineering Sciences, Director, the Institute for Regenerative Engineering, Chief Executive Officer, Connecticut Institute for Clinical and Translational Science, The University of Connecticut*

FOR EDUCATORS

MEDICAL EDUCATION RESEARCH INTENSIVE TRAINING PROGRAM (MERIT)

The MERIT program is designed for experienced VP&S faculty educators who are interested in obtaining training in education research methods. The Association of American Medical Colleges’ Medical Education Research Certificate program is a key component of the MERIT Program. Offered by The Center for Education Research and Evaluation, the Virginia Apgar Academy of Medical Educators, the Office of Faculty Professional Development, Diversity & Inclusion and the Office of Medical Education at VP&S.

SUMMER INSTITUTE FOR TEACHING AND LEARNING: EXPLORING TEACHING AND LEARNING STRATEGIES IN HEALTH SCIENCES EDUCATION

A two day workshop devoted to exploring effective teaching and learning strategies in health sciences education. This event is designed for junior faculty or senior faculty who have recently taken on a new teaching role.

THE CUIMC EDUCATOR CLINIC

A series offered by the CUIMC Office of Faculty Professional Development, Diversity & Inclusion in collaboration with education-focused services and teaching academies at CUIMC.

Session 1: Promoting your Educational Activities and Developing your CV

Faculty are provided with a brief overview of the educator area of focus and the criteria for advancing within this career pathway. Section 12 of the CUIMC Enhanced CV is covered in detail. Faculty have the opportunity to review their CV’s and educational activities with members of the Apgar Academy.

Session 2: Principles of Adult Learning—Instructional Design and Learning Objectives

A brief overview of principles of effective teaching and backward design. Faculty learn the fundamentals of putting together learning objectives and how to measure student learning.

Session 3: Educational Scholarship: The Criteria and Core Elements—What’s new, what’s different?

Faculty learn about the criteria and core elements of educational scholarship. Examples of innovative forms of educational scholarship and educational activities at CUIMC are discussed, as well as how those activities should be presented for promotion.

Session 4: Facilitating and Evaluating Mentorship and Advising

Faculty learn about the fundamentals of mentorship, essentials of mentoring and evaluating mentoring relationships.

WRITING LETTERS OF RECOMMENDATION FOR STUDENTS

Discussion topics include:

- Key factors that admission committees look for
- Common-sense guidelines to avoid hyperbole and convey first-hand knowledge of an applicant
- Ways subtleties in language may help or hurt an applicant
- Beyond a letter of recommendation, what you can do to advocate for the exceptionally-talented student

Speaker:

- *Stephen Nicholas, P&S Associate Dean for Admissions*
- *Dr. Patrice Spitalnik, Assistant Director, P&S MD-PhD Program, Member, P&S Admissions Committee*

FOR SCIENTISTS

FUNDING AND GRANTSMANSHIP COURSE

This weekly course covers funding and grantsmanship for research and career development activities. It is designed for graduate students, post-doctoral fellows/scientists, new investigators, faculty and administrators.

Speaker:

- *Jaime Rubin, PhD, Professor of Medical Sciences (in Medicine) at Columbia University Medical Center, Vice Chair for Investigator Development*

NIH GRANTS WORKSHOP

Navigating NIH: An Overview of NIH and the Grant Review Process

This session provides a guide to navigating the National Institutes of Health Mentored Career Development (K) Awards, the grant review process, and the steps to completing and submitting an application.

Know Your K

A guide to applying for a mentored career development (K) award (K01, K08, K23).

Know your Kangaroo: Pathway to Independence K99/R00

An overview of the application process for NIH career development K99/R00 awards.

Writing Specific Aims

Insight into the elements of a strong Specific Aims section with time provided for participants to work on Specific Aims for projects and/or proposals in development.

Speakers:

- *Joan M. Lakoski, PhD, Vice President, Research and Graduate Education, Chief Science Officer, American Associate of Colleges of Pharmacy (AACP)*
- *Robert J. Milner, PhD, Associate Vice Provost, Professional Development, Professor of Neurology, University of Massachusetts Medical School (UMMS)*

THE RESEARCH TEAM MANAGEMENT SERIES

This series covers skills essential for recruiting and managing an effective and synergistic research team. Topics include the principles behind staffing a research team, communication, conflict resolution and performance appraisals, research compliance, effective time management, patents, licensing and startups at Columbia.

Assembling and Managing a Successful Research Team: What to Look for and What to Avoid

A discussion on the basics of putting together an effective and collaborative research team. Faculty learn the principles of recruiting, screening and evaluating research staff applicants. Emphasis is placed on assembling effective approaches to maximize synergy between team members, including what to look for in staff to promote team cohesiveness.

Hiring your Laboratory/Research Team: What you need to know about Columbia-Specific Policies and Procedures

The basic principles and Columbia University processes for staffing a laboratory. Columbia University hiring processes, resources, categories of employees and supervisory rules, evaluating applicants, essentials for interviewing applicants, and making an offer are also covered.

Managing your Laboratory/Research Team: Communication, Conflict Resolution, Performance Appraisals, and High Risk HR situations

A continuation of the first part of “Managing Your Laboratory/Research Team,” part two covers the essentials of managing a team. Basic principles for providing constructive feedback, aligning expectations and managing conflict are provided. This session also covers the processes required for asking a team member to leave (including support staff and union employees).

Optimizing Productivity from the Lab Team

Building an efficient and productive team is essential to the success of lab research. This session provides strategies to maximize team performance. Topics from picking and identifying the perfect candidate for a balanced and cohesive lab team to project management and decision making are covered.

Rigor, Reproducibility and Research Compliance: What You Must Know

A review of NIH’s new rigor and reproducibility requirements and key research compliance requirements at Columbia University. It also includes an overview of the policies and protocols related to conducting research on animals (IACUC) and human subjects or tissue (IRB).

Patents, Licensing, and Startups at Columbia

An introduction to Columbia Technology Ventures with an overview of the processes for invention reporting, patenting, licensing, entrepreneurship, technology acceleration and material transfers. This session also covers the experiences of Columbia and its peer institutions in getting promising research out of the lab and into the market nationwide.

Facilitating and Mentoring in Laboratory Settings

An overview of basic principles for facilitating mentorship. The essentials of mentoring relationships, mentoring models, and responsibilities of mentors and mentees are discussed.

Building a Productive Learning Environment for Your Lab/ Research Team

An overview of the fundamentals of building a healthy and productive learning environment for a lab or research team. Participants learn best practices for giving feedback and aligning expectations in their team.

Successful Team Management Techniques in Giving and Receiving Feedback in Research

An overview of the fundamentals and techniques for giving and receiving feedback in an interdisciplinary team science setting. Content covers information relevant to junior and mid-career scientists who are involved in manuscript writing and grant applications, along with collaborators.

FOR CLINICIANS

ACADEMY OF CLINICAL EXCELLENCE: MENTORING SERIES

“Team Building”

Speaker:

- *Lorna Dove, MD, Professor of Medicine (in Surgery) at the Columbia University Medical Center*

“Managing an Adverse Event: The Clinician’s Perspective”

Moderator:

- *Christopher Irobunda, MD, Assistant Professor of Medicine at the Columbia University Medical Center, Vagelos College of Physicians and Surgeons, Columbia University Irving Medical Center*

Panelists:

- *John Evanko, MD, MBA, Chief Medical Officer, SVP for Patient Safety and Loss Prevention, MCIC Vermont LLC*
- *David Lowenthal, MD, JD, Associate Clinical Professor of Psychiatry, Vagelos College of Physicians and Surgeons, Columbia University Irving Medical Center*
- *William Middlesworth, MD, R. Peter Altman, MD Professor of Pediatric Surgery (in Surgery) at the Columbia University Medical Center, Vagelos College of Physicians and Surgeons, Columbia University Irving Medical Center, Brian J. Noonan, Esq., Vice President, Claims & Litigation Management/Associate General Counsel, NewYork-Presbyterian*

“Chronic Symptoms That Don't Improve, Caring for Patients and Managing Ourselves in the Face of Unending Suffering”

Speaker:

- *Nancy Chang, MD, Associate Professor of Medicine at the Columbia University Medical Center*

“How to Be a Successful Mentee”

Speaker:

- *Susan Rosenthal, PhD, ABPP, Professor of Medical Psychology (in Pediatrics and Psychiatry)*

“The Excellent Clinician’s Path in an Academic Environment”

Speaker:

- *James McKiernan, MD, John K. Lattimer Professor of Urology, Chairman, Department of Urology*

“The Difficult and the VIP Patient”

Speaker:

- *Philip Muskin, MD, Professor of Psychiatry, Columbia University Medical Center*

“What I’ve Learned: The Importance of Clinical Excellence”

Speaker:

- *Joseph Tenenbaum, MD, Edgar M. Leifer Professor of Medicine, Columbia University Medical Center*

FACULTY RECOGNITION

THE 2017 ACADEMY OF CLINICAL EXCELLENCE ANNUAL LECTURE AND INDUCTION CEREMONY

"The Clinician at the Academic Medical Center"

Speaker:

- *Kenneth Forde, MD*

THE 2018 ACADEMY OF CLINICAL EXCELLENCE ANNUAL LECTURE AND INDUCTION CEREMONY

"Balancing the Academic Mission"

Speaker:

- *Edward D. Miller, MD*

THE 2019 ACADEMY OF CLINICAL EXCELLENCE ANNUAL LECTURE AND INDUCTION CEREMONY

"Edward S. Harkness and Medical Student Education"

Speaker:

- *Linda D. Lewis, MD*

THE VP&S HONORS LUNCHEON

Each year, the Columbia University Vagelos College of Physicians and Surgeons celebrates the achievements of its outstanding faculty through the VP&S Honors Luncheon. Faculty who were recently promoted, received tenure, and who won prestigious honors or awards are invited to attend this celebratory event which includes remarks by the Dean and special musical performances by our very talented students.

FALL 2020 CALENDAR

VP&S New Faculty Orientation

October 9
8-9 a.m.

The CUIMC Leadership & Management Course for Faculty

September 16, 17, 24 & 25
and October 8, 9, 15 & 16
Application required

ASPIRE! Managing it All: Research, Clinical and Family Priorities During the COVID-19 Pandemic

October 21
"Helping Families Survive and Thrive During the Pandemic"
12-1:15 p.m.

Junior Faculty Development Series

October 28
"Strategies for Success in Academic Medicine"
12-1 p.m.

Writing Specific Aims Workshop

November 23
12-1:30 p.m.

For a complete list of upcoming events please visit our website:
<https://www.ps.columbia.edu/administration/academic-affairs/faculty-development/faculty-diversity/programs>



Faculty Development Programs 2020-2021 Program Highlights

The career development programs offered through the **Office of Faculty Professional Development, Diversity and Inclusion** aim to provide CUIMC faculty with support and guidance to help them achieve productive and satisfying careers as researchers, teachers, clinicians and academic administrators. Below are highlighted programs and events to expect from our office.



General Interest

New VP&S Faculty Orientation

This program provides an overview of various resources available to support the success of faculty at VP&S, as well as essentials on advancement, professional development, compliance and more.

CUIMC Leadership & Management Course for Faculty

This program is designed for CUIMC faculty who currently have leadership/management responsibilities or who wish to include these in their career goals. Participants develop the knowledge and skills necessary for current and future leadership positions in the academic health sciences.

Ask COAP Series

In this series, faculty hear directly from the co-chairs of our Committee of Appointments and Promotion, who are directly involved in the promotion process on the "At CUMC" and Tenure tracks. They discuss criteria for promotion and how faculty can optimize their profile.

Understanding the Tenure Process at Columbia University

A discussion of the promotion and tenure processes at Columbia University and CUIMC with the EVP for Health Sciences, the Provost and Vice Provost for Faculty Affairs.

Junior Faculty Development Series

An eight-part series that assists junior faculty members in strategically planning their career development efforts.

Faculty Development Programs

from the CUIMC Office of Faculty Professional Development, Diversity & Inclusion

2020-2021 Program Highlights



Educators

CUIMC Summer Institute for Teaching & Learning

The CUIMC Summer Institute for Teaching and Learning is an annual two-day workshop devoted to exploring effective teaching and learning strategies in health sciences education.



Clinicians

ACE Master Clinician Mentorship Series

If you consider yourself clinical faculty or future clinician, please join us and learn what you can do to further your career, optimize your practice at Columbia, and meet like-minded peers.



Researchers

Research Team Management Series

This series covers skills essential for recruiting and managing an effective and synergistic research team. Topics covered include the principles behind staffing your research team, providing feedback, mentorship, and more.

Writing Specific Aims Workshop

The most important section for the development of a NIH grant application is the Specific Aims section. This section becomes the master plan for the rest of your proposal and a key part that all the reviewers will likely read. This session provides insight into the elements of a strong Specific Aims section with time provided for participants to work on specific aims for projects and/or proposals they are developing.

NIH Workshops

These workshops provide guidance on applications for NIH career development (K awards) and crafting effective specific aims.



Women

From the Virginia Kneeland Frantz Society (VKFS) for Women Faculty and the VP&S Office for Women and Diverse Faculty

CUIMC Leadership & Management Course for Women Faculty

The CUIMC Leadership and Management Course nuanced for women faculty.

The VKFS Peer-Coaching for Women Faculty

This program is designed to help women faculty develop strategies on addressing gender-related issues in the academic workplace.

VKFS Annual Lecture

An annual lecture by women leaders from a variety of professional fields concerning their perspectives on and experiences with success and leadership.

Faculty Advisory Deans

This group of highly accomplished senior faculty provides career guidance, resources and information to VP&S faculty in each academic track with an emphasis on the needs of women and diverse faculty.



Diversity & Inclusion

Peer Mentorship Series for Diverse Faculty

This series provides diverse faculty with general career development, career-specific mentoring and skill-building sessions in a peer-to-peer discussion setting.

CV Clinic

A series of small group meetings for diverse faculty members concerning academic advancement.

John Lindenbaum Memorial Lecture

An annual lecture given by a distinguished diverse scientist.

LGBTQ Lecture Series

A special series focusing on the health of the lesbian, gay, bisexual and transgender community.

Peer Mentorship Series for LGBTQ Faculty

This series provides diverse faculty with general career development, career-specific mentoring and general skill-building sessions in a peer-to-peer discussion setting.



COLUMBIA

COLUMBIA UNIVERSITY
IRVING MEDICAL CENTER

OFFICE OF FACULTY
PROFESSIONAL DEVELOPMENT,
DIVERSITY & INCLUSION

Tools for Educators to Create a Respectful Workplace*

1. Model respectful relationships with peers, trainees and nurses. Remember what it was like as a medical student and think about how you would have liked to be treated.
2. Communicate clear expectations for students to reduce misunderstandings.
3. Do not make jokes about students' or patients' gender, race ethnicity, age, sexual orientation or size. Do not belittle students.
4. Be sensitive to the possibility that students or those close to them may have the diseases about which you are teaching and may take offense if you imply a judgmental attitude.
5. Do not ask students to run errands/pick up food, coffee, etc.
6. Learn and pronounce students' names correctly.
7. Value your students and thank them for their hard work.
8. Reflect on interactions with students to appreciate how they may have perceived something.
9. If a student reports that he/she is being mistreated by a nurse or patient, listen and ask questions to better understand the issues, and try to help the student respond appropriately
10. Address issues of mistreatment that arise (with nurses, patients, other trainees and faculty) in real-time in order to support our students.
11. Develop increased self-awareness of the level of stress in a situation. When stress levels increase, actively work to reduce them.
12. Scripts that may be useful to avoid mistreatment:
 - a. "Please stand to the side for the time being as I am concerned that this patient is very unstable. We can talk about the teaching points after the patient has been stabilized."
 - b. "Please hold your questions until we have sufficient time to give them the attention that they deserve."
 - c. "We assess your knowledge base by asking you questions. You may not know the answers, but that helps us know how best to teach you."
 - d. "I am sorry about this misunderstanding. I may not have communicated clearly."
 - e. "I am sorry if what I said was offensive to you. I didn't intend for it to be so harsh."
13. Review P&S' Standards, Procedures, and Policies regarding the learning environment, which can be found here: <http://ps.columbia.edu/education/curriculum/learning-environment/learning-environment-standards-procedures-and-policy>
14. Assess the clinical environment for hot spots. Work with others in your department to proactively avoid these.

DAY ONE CONVERSATION ADDENDUM

A Day One Conversation is a 3-5 minute conversation where you can set expectations with your student. This includes but is not limited to the time they should arrive, the timing and location of rounds, the number of patients they should aim to pick up, the structure to use for presentations (which may be attending-specific), and the ways they can best help out the team.

Be sure your student is introduced to the team.

It is important to make a habit of providing a Day One Conversation.

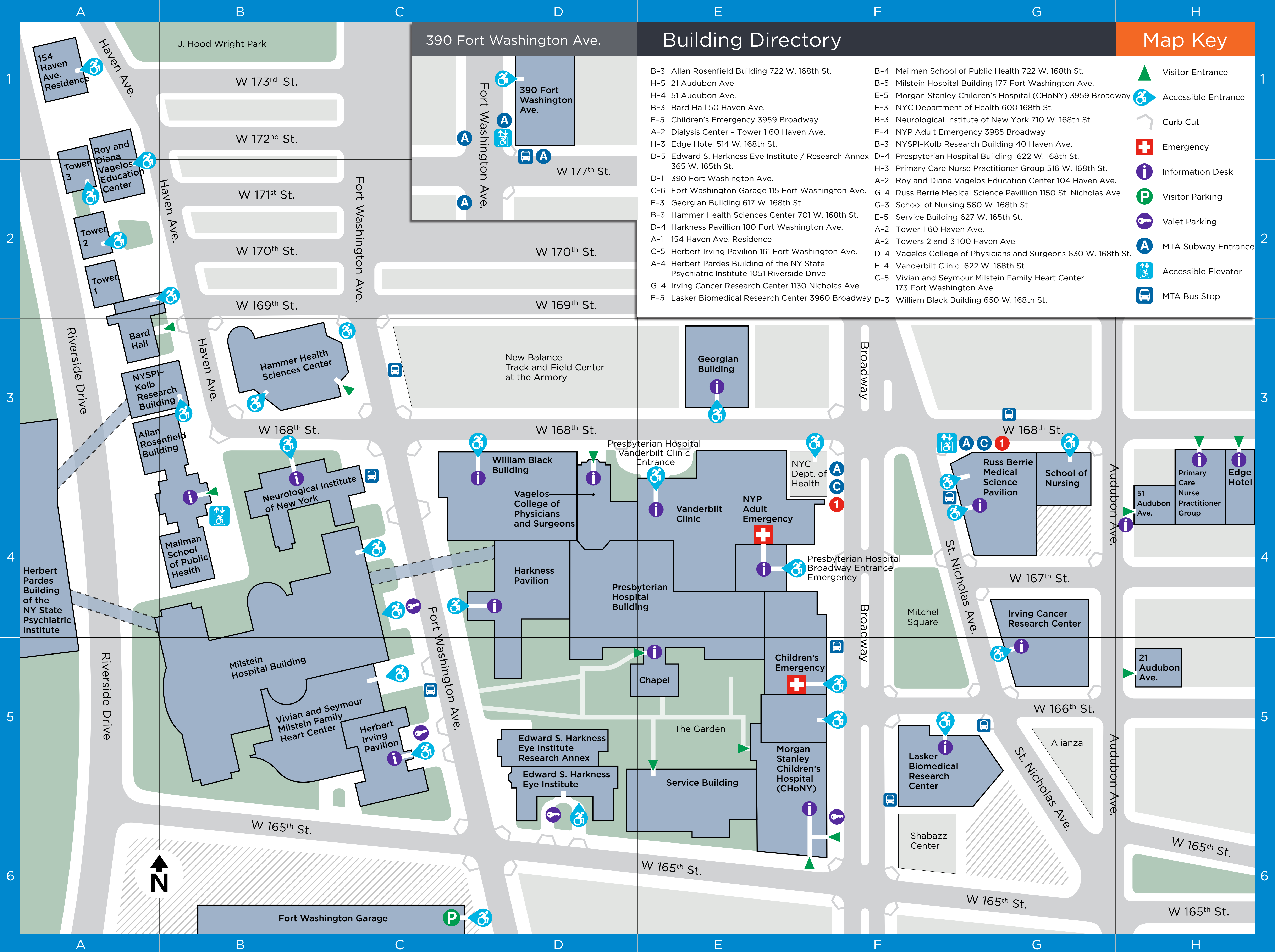
An Example of a Day One Conversation:

	Part of conversation	Suggestions for how to begin
Introduce yourself & Request Conversation	1. Introduce yourself	<i>"Hi my name is _____, and I will be resident/attending for the next X weeks."</i>
	If it is not a good time to have the full conversation Day 1, proceed to #2; if Day 1 is a good time for the conversation, then skip to #3.	
Content of the Day One Conversation	2. Schedule the conversation for a date within the first 2-3 days of the rotation.	<i>"Things are busy now. Let's meet <u>(date/time)</u> for the full conversation."</i>
	3. Begin with an <u>open-ended</u> discussion about your expectations	<i>"Let's talk about the expectations we have regarding this rotation."</i>
	You may get all the necessary information from #3. However, consider touching on the topics below if important points are missing.	
	4. Discuss the student <u>role</u> on the team and how they can be helpful. Explain how to get in touch with team members	<i>"These are things medical students do to help out."</i>
	5. Discuss any ground <u>rules</u> the student should know about including logistics and responsibilities	<i>"These are the ground rules:" Logistics: e.g. when to arrive, call schedule, rounds schedule, whether to pre-round alone Student responsibilities: e.g. number of patients to carry, procedures to learn, how to structure presentations, do students present new admissions, do students write notes..."</i>
	6. Discuss when/how the student should solicit <u>feedback</u> and how they will be <u>evaluated</u>	<i>"I'll give you formal feedback twice during the rotation, and informal feedback on an ongoing basis."</i>
	7. Consider reviewing specific clinical skills or learning opportunities on the rotation	<i>"On this rotation you should be able to learn the following skills and experience these learning opportunities (give examples of skills and learning opportunities commonly learned on the rotation)..."</i>

The Day One Conversation has several parts. The mnemonic **OR5** can be a helpful checklist:
Open, **R**ole, **R**ules, **R**eviews (feedback/evaluation), **R**esolutions (your goals), **R**ecognition (say "thank you").

*Used and modified with permission from Stanford School of Medicine, 2015.

January 2018



390 Fort Washington Ave.

Building Directory

Map Key

- B-3 Allan Rosenfield Building 722 W. 168th St.
- H-5 21 Audubon Ave.
- H-4 51 Audubon Ave.
- B-3 Bard Hall 50 Haven Ave.
- F-5 Children's Emergency 3959 Broadway
- A-2 Dialysis Center - Tower 1 60 Haven Ave.
- H-3 Edge Hotel 514 W. 168th St.
- D-5 Edward S. Harkness Eye Institute / Research Annex 365 W. 165th St.
- D-1 390 Fort Washington Ave.
- C-6 Fort Washington Garage 115 Fort Washington Ave.
- E-3 Georgian Building 617 W. 168th St.
- B-3 Hammer Health Sciences Center 701 W. 168th St.
- D-4 Harkness Pavilion 180 Fort Washington Ave.
- A-1 154 Haven Ave. Residence
- C-5 Herbert Irving Pavilion 161 Fort Washington Ave.
- A-4 Herbert Pardes Building of the NY State Psychiatric Institute 1051 Riverside Drive
- G-4 Irving Cancer Research Center 1130 Nicholas Ave.
- F-5 Lasker Biomedical Research Center 3960 Broadway

- B-4 Mailman School of Public Health 722 W. 168th St.
- B-5 Milstein Hospital Building 177 Fort Washington Ave.
- E-5 Morgan Stanley Children's Hospital (CHoNY) 3959 Broadway
- F-3 NYC Department of Health 600 168th St.
- B-3 Neurological Institute of New York 710 W. 168th St.
- E-4 NYP Adult Emergency 3985 Broadway
- B-3 NYSPI-Kolb Research Building 40 Haven Ave.
- D-4 Presbyterian Hospital Building 622 W. 168th St.
- H-3 Primary Care Nurse Practitioner Group 516 W. 168th St.
- A-2 Roy and Diana Vagelos Education Center 104 Haven Ave.
- G-4 Russ Berrie Medical Science Pavilion 1150 St. Nicholas Ave.
- G-3 School of Nursing 560 W. 168th St.
- E-5 Service Building 627 W. 165th St.
- A-2 Tower 1 60 Haven Ave.
- A-2 Towers 2 and 3 100 Haven Ave.
- D-4 Vagelos College of Physicians and Surgeons 630 W. 168th St.
- E-4 Vanderbilt Clinic 622 W. 168th St.
- C-5 Vivian and Seymour Milstein Family Heart Center 173 Fort Washington Ave.
- D-3 William Black Building 650 W. 168th St.

- Visitor Entrance
- Accessible Entrance
- Curb Cut
- Emergency
- Information Desk
- Visitor Parking
- Valet Parking
- MTA Subway Entrance
- Accessible Elevator
- MTA Bus Stop