

## GUIDELINES FOR ACADEMIC PROMOTION

Faculty appointments are granted to individuals who are actively involved in the academic activities of the Zucker School of Medicine, Northwell Health, and/or its affiliate organizations. Guidelines for faculty appointment can be found at: <https://medicine.hofstra.edu/faculty/appointments.html>.

The School of Medicine recognizes the critical importance of research, education, and clinical care, as well as administrative service and leadership, to the fulfillment of its mission. It also recognizes the capacity of members of its faculty to demonstrate scholarship, as evidenced by dissemination of knowledge in the faculty member's field, in different combinations within these areas, and for any one member of the faculty to focus upon different areas as his or her professional career matures. Therefore, to be considered for promotion, a faculty member must, at a minimum, demonstrate ongoing scholarly activity and unequivocal peer recognition in at least one of the four areas of research, clinical care, education, or administrative service and leadership. All faculty members must have a commitment to the academic activities of the School of Medicine.

To be appointed as or promoted to Associate Professor or Clinical Associate Professor, a faculty member must present evidence of peer recognition for excellence on at least a regional level (outside of Northwell Health in NY/NJ/PA/any New England state). To be appointed as or promoted to Professor or Clinical Professor, a faculty member must present evidence of peer recognition for excellence at the national and/or international level and evidence of mentorship of faculty and peers.

A candidate's application for promotion should demonstrate ongoing, impactful activity that is aligned with the mission of the School of Medicine. Whether a candidate meets criteria for promotion will be evaluated based on the number and/or significance of the activities presented in one's application. A successful candidate must demonstrate excellence in at least one of the four areas outlined below: **research, clinical, education, and service administration/leadership**. In addition to providing peer letters of support attesting to a candidate's regional or national reputation, examples of evidence that support academic promotion include, but are not limited to:

### 1. Research

- A. Ongoing commitment to basic, clinical research, clinical trials, or health outcomes research, as evidenced by authorship in peer-reviewed journals, and/or books or book chapters, and/or inventions or patents.
- B. Ongoing peer-reviewed grant support from external agencies.
- C. Peer recognition for research, as evidenced, for example, by:
  - 1) authorship in scholarly peer-reviewed journals;
  - 2) invited presentations or invitations to serve as moderator;
  - 3) editorial board membership;
  - 4) study section membership;
  - 5) journal reviewership;
  - 6) chapter authorship;
  - 7) inventions or patents;
  - 8) invitation to serve on the planning committee of a research meeting;
  - 9) membership of an institutional review board committee;
  - 10) research awards.

## **2. Clinical**

- A. Ongoing commitment to clinical excellence.
- B. Peer recognition as an outstanding clinician, as evidenced, for example, by:
  - 1) invited presentations at regional, national and/or international conferences;
  - 2) record of peer-reviewed and/or invited publications;
  - 3) editorial board membership;
  - 4) journal reviewership;
  - 5) chapter authorship;
  - 6) creation or leadership of a clinical consultation service or specialized clinical service that draws regional, national and/or international attention;
  - 7) patient referrals at the regional or national/international level;
  - 8) evaluations of outstanding clinical competency identified by professional organizations;
  - 9) clinical consultation at regional or national/international level.
- C. Clinical scholarship as evidenced, for example, by:
  - 1) participation in/leadership of national committees developing practice guidelines and standards of care;
  - 2) participation in clinical research protocols.

## **3. Education**

- A. Ongoing commitment to teaching medical students, residents, pre-doctoral and post-doctoral fellows, the community, and/or other educational programs of the School of Medicine or Northwell as evidenced by:
  - 1) teaching in courses, rounds, or as a preceptor or lab mentor;
  - 2) development or leadership of curricular courses or graduate school conferences;
  - 3) qualitative testimonials and quantitative, objective evaluations from learners as to teaching excellence;
  - 4) teaching awards;
  - 5) commentary based upon direct observation.
- B. Peer recognition as an outstanding teacher, as evidenced, for example, by:
  - 1) invitations to speak or moderate in the area of education research;
  - 2) record of peer-reviewed and/or invited publications;
  - 3) service as an invited committee member of professional organizations;
  - 4) grant reviewership;
  - 5) journal reviewership;
  - 6) education grants;
  - 7) leadership in medical education organizations at the regional or national/international level.
- C. Demonstration of excellence in medical education using skills acquired in, for example:
  - 1) an advanced degree program such as MS or EdD;
  - 2) a certificate course or formal professional development course dedicated to medical education training.

## **4. Service Administration/Leadership**

- A. Ongoing commitment to leadership and leadership development in academic medicine, as evidenced by:
  - 1) senior administrative leadership positions;

- 2) curriculum development of leadership programs;
- 3) leadership positions in medical societies relevant to field.
- B. Peer recognition as an outstanding leader, as evidenced, for example, by:
  - 1) invited presentations;
  - 2) record of peer-reviewed and/or invited publications;
  - 3) service as an officer or on committees of professional organizations;
  - 4) awards recognizing achievement in leadership.
- C. Demonstration of leadership in clinical or administrative programs using skills acquired in, for example:
  - 1) an advanced degree program such as MBA, MPH, or MHA;
  - 2) a regionally or nationally recognized leadership course.