

## SECTION TWO

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<sup>1</sup> Changes herein related to faculty Pathways approved by the Executive Faculty Council December 18, 2014; the General Faculty Council, December 15, 2014; the Board of Fellows, February 11, 2015, and the Board of Trustees, March 26, 2015.

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# INTRODUCTION

## I. University Faculty

According to the Bylaws of Cornell University, the membership of the University Faculty is defined as follows:

The voting members of the University Faculty shall consist of the President, who shall be the presiding officer, emeritus professors, university professors, professors-at-large in residence, and all professors, associate professors and assistant professors of the several colleges, schools and separate academic units at Ithaca and Geneva, including those with courtesy appointments as authorized by these Bylaws and ex-officio members authorized by the Board of Trustees upon recommendation of that Faculty.

The nonvoting members of the University Faculty shall consist of the university professors, professors, associate professors and assistant professors in the Medical College, and those bearing the adjunct, visiting or acting title. The University Faculty may grant to any group of nonvoting members the right to vote on any question deemed by the Faculty to be of interest to such group.

The Board of Trustees may elect other persons to membership in the University Faculty, from time to time, upon the recommendation of that Faculty.<sup>1</sup>

## II. Faculty of the Medical College

The faculty of the Medical College<sup>2</sup> is composed of the President, who shall be the presiding officer; the Dean of the Medical College; and all university professors, professors, associate professors, assistant professors, and instructors in the departments under the charge of the Medical College. The faculty of the Medical College has granted college faculty status to individuals holding the positions of senior lecturer and lecturer, and to the members of the non-professorial faculty. Granting of such college faculty status does not affect other conditions of employment.<sup>3</sup>

## III. Duties of the Faculty

According to the Bylaws of Cornell University, the duties of the faculty of the

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<sup>1</sup> Bylaws of Cornell University, Article XIII, 1.

<sup>2</sup> The complete academic staff consists of the faculty and the non-faculty academic staff (see 2.4, IV and the "Appointment and Promotion of Non-Faculty Academic Staff" (section 5) of the Academic Staff Handbook, 5.3, II). The remaining employees of the Medical College are the non-academic staff.

<sup>3</sup> Bylaws of Cornell University, Article XIV, 1.

Medical College are defined as follows:

Subject to the authority of the University Faculty on all matters affecting general educational policy, it shall be the duty of each separate college or school faculty to determine the entrance requirements for its own students; to prescribe and define courses of study for them; to determine the requirements for such degrees as are offered to students under its jurisdiction; to recommend to the President such candidates for degrees as may have fulfilled the requirements therefore; to enact and enforce rules for the guidance and supervision of its students in their academic work; and in general to exercise jurisdiction over the academic interests of students and all other educational matters in the particular college or school.<sup>1</sup>

At the Medical College,

...the duties of the Faculty shall be discharged ordinarily by an Executive Faculty Council consisting of the President, the Provost for Medical Affairs, the dean and the associate deans of the college, and the chairpersons of those departments of the college and such other persons as may be designated by the President; and by a General Faculty Council consisting of representatives elected by the various disciplines and constituent elements of the college as the Board of Trustees shall authorize and provide.<sup>2</sup>

The Executive Faculty Council (EFC) and General Faculty Council (GFC) discharge these duties at regularly scheduled meetings or otherwise, as necessary. In certain instances, participation of the full faculty of the Medical College may be appropriate.

#### **IV. Faculty Titles**

The following titles may be granted upon appointment to the faculty of the Medical College:

University Professor<sup>3</sup>

Professor of (Department)

Associate Professor of (Department)

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<sup>1</sup> Bylaws of Cornell University, Article XIV, 2.

<sup>2</sup> Bylaws of Cornell University, Article XIV, 3.

<sup>3</sup> See 2.38, Appointment to a University Professorship.

Assistant Professor of (Department)

Instructor in (Department)

Senior Lecturer in (Department)

Lecturer in (Department)

(Discipline) in (Department)<sup>1</sup>

Associate (Discipline) in (Department)<sup>2</sup>

Assistant (Discipline) in (Department)<sup>3</sup>

In addition, the modifiers “clinical”, “research”, “teaching”, “affiliate”, “adjunct”, “visiting”, and “courtesy” may be used with certain titles and in various positions in the title to describe further the responsibilities, privileges and/or employment status of the faculty member.<sup>4</sup>

## **V. Organization of Faculty Titles**

Through faculty legislation, the Medical College has established a system of faculty pathways. Each pathway is distinguished by specific qualifications; duties in the areas of teaching, research, and, if applicable, clinical service; and privileges. Not all faculty titles are available on each pathway.<sup>5</sup>

The titles of Lecturer and Senior Lecturer are not associated with any of the faculty pathways. The qualifications, duties and privileges associated with a faculty appointment to this rank as defined by University Faculty legislation appear in the subsection, Lecturers and Senior Lecturers.

The title of Instructor in (Department) is not associated with a faculty pathway and is not a professorial title. The title is reserved for individuals for whom an initial appointment to the rank of assistant professor is not yet appropriate, but who exhibit academic promise in the areas of teaching, research, and/or, if applicable, clinical service.<sup>6</sup> For individuals not salaried by the Medical College, initial instructor-level

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<sup>1</sup> For example, Biostatistician in Healthcare Policy and Research.

<sup>2</sup> For example, Associate Physicist in Radiology.

<sup>3</sup> For example, Assistant Veterinarian in Pathology.

<sup>4</sup> The use of these modifiers is illustrated below and in other portions of this section.

<sup>5</sup> The specific qualifications, duties and privileges associated with each pathway are described in other portions of this section.

<sup>6</sup> See 2.13, I-IV Instructors.

appointments with the appropriate modifier can be made in the Clinical Excellence Pathway (Instructor in Clinical (Department)) and to the Voluntary Faculty (Clinical Instructor in (Department)).<sup>1</sup>

The use and placement of a modifier may denote that the title is associated with a particular pathway, e.g., the title of Professor of Research in (Department) denotes an appointment at the rank of professor on the Scientific Investigation Pathway. The faculty titles on the non-professorial faculty, i.e., (Discipline) in (Department), Associate (Discipline) in (Department), and Assistant (Discipline) in (Department), may only be used for appointments to that faculty. Listed below are the Medical College faculty titles:

**A. TITLES NOT ON A PATHWAY**

1. Lecturer in (Department)
2. Lecturer in Clinical (Department)
3. Senior Lecturer in (Department)
4. Senior Lecturer in Clinical (Department)
5. Instructor in (Department)

**B. UNMODIFIED TITLES ON THE PATHWAY RECOGNIZING ACADEMIC ACHIEVEMENT AND SCHOLARSHIP**

1. **Clinical Expertise and Innovation, Investigation, Educational Leadership**
  - a. Assistant Professor of (Department)
  - b. Associate Professor of (Department)
  - c. Professor of (Department)

**C. MODIFIED TITLES ON A PATHWAY**

1. **Pathway Recognizing Clinical Excellence**
  - a. Instructor in Clinical (Department)
  - b. Assistant Professor of Clinical (Department)
  - c. Associate Professor of Clinical (Department)

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<sup>1</sup> See 2.19, Appointment and Promotion on the Pathway Recognizing Clinical Excellence; 2.26, Appointment and Promotion on the Voluntary Faculty.

- d. Professor of Clinical (Department)
- 2. **Pathway Recognizing Excellence in Investigation**
  - a. Assistant Professor of Research in (Department)
  - b. Associate Professor of Research in (Department)
  - c. Professor of Research in (Department)
- 3. **Pathway Recognizing Excellence in Teaching**
  - a. Assistant Professor of Teaching in (Department)
  - b. Associate Professor of Teaching in (Department)
  - c. Professor of Teaching in (Department)

**D. VOLUNTARY FACULTY**

- 1. Clinical Instructor in (Department)
- 2. Clinical Assistant Professor of (Department)
- 3. Clinical Associate Professor of (Department)
- 4. Clinical Professor of (Department)

**E. AFFILIATE CLINICAL FACULTY**

- 1. Affiliate Instructor in Clinical (Department)
- 2. Affiliate Assistant Professor of Clinical (Department)
- 3. Affiliate Associate Professor of Clinical (Department)
- 4. Affiliate Professor of Clinical (Department)

**F. NON-PROFESSORIAL FACULTY**

- 1. Assistant (Discipline) in (Department)
- 2. Associate (Discipline) in (Department)
- 3. (Discipline) in (Department)

**VI. General Qualifications for an Appointment to the Faculty**

In general, it is expected that persons recommended for appointment to the faculty at the Medical College will hold the terminal-level degree in their field of

scholarship, and will have demonstrated ability or potential in a combination of teaching, research, clinical service and/or academic administration. Additionally, there are restrictions on associations with other institutions.<sup>1</sup>

## **VII. General Procedures for Appointment to the Faculty**

Recommendations for appointment or promotion to the faculty of the Medical College originate in the department and require the written approval of the department chair. In appropriate instances, the recommendation may originate in the division, affiliate department, institute or center and then be reviewed by the department chair or appropriate director for approval.

**A. New or Replacement Positions at the Medical College.** A department may not recruit for a new or replacement position without the explicit approval of the Dean. In submitting a request to the Dean for a new or replacement position at the Medical College, or for a tenure appointment, there must be included a statement of the individual's source of salary support for the anticipated term of appointment and, if applicable, sources of salary support for the previous three (3) years at the Medical College. Faculty members may receive a portion of their salary from public and private grants and contracts.

If the request for the new or replacement position at the Medical College is approved by the Dean, the individual responsible for the recruiting effort must consult with the Associate Dean of Diversity to develop a recruiting plan and submit an "Academic Applicant Search Plan, parts I and II". Once candidates for the position have been identified, the Academic Applicant Tracking process should be completed within the Human Resources Department's Recruitment Management System.<sup>2</sup> Upon completion of the recruitment process, credentials of the chosen candidate are transmitted to the Office of Faculty Affairs for processing.

**B. Deadlines.** In recommending an appointment or promotion to any faculty position, the department is responsible for insuring the timely submission of all necessary forms and credentials to the appropriate administrative offices.

**C. Authorization for Approval.** Recommendations for appointment or promotion to the ranks of lecturer, senior lecturer, instructor and assistant professor are made by the chair to the Dean for approval.

Recommendations for appointment or promotion to the ranks of associate professor (without tenure) and professor (without tenure) are made by the chair to the

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<sup>1</sup> See 2.42, Faculty Appointments at Other Institutions; 2.43, Adjunct, Visiting and Courtesy Faculty, and Cornell University Conflicts Policy <https://www.dfa.cornell.edu/policy/azindex/conflicts>.

<sup>2</sup> See "Affirmative Action" (section 6) of the Academic Staff Handbook.



Dean, who refers them to the Committee of Review.<sup>1</sup> Those appointments and promotions which the Committee of Review recommends for approval are submitted by the Dean to the Faculty Councils for review. If the Faculty Councils also recommend approval, the recommendations are submitted to the Dean for action.

Recommendations for granting tenure are made by the chair to the Dean. If the Dean consents to the availability of the position, the proposals for granting tenure are considered by an *ad hoc* advisory subcommittee of the Committee of Review.<sup>2</sup> Those proposals recommended for approval by the Committee of Review are submitted by the Dean to the Faculty Councils for review. If the Faculty Councils also recommend approval, the recommendations are presented to the Dean and, upon the Dean's approval, submitted to the Board of Fellows for the award of tenure.<sup>3</sup>

In the case of new appointments at the Medical College, no payroll authorization can be honored until the necessary documents have been received by the administrative offices concerned and the recommendation for appointment has been approved. Once a recommendation for professorial appointment or promotion or for the granting of tenure is approved, the Office of Faculty Affairs will send written notification to the faculty member and department.

#### **VIII. Faculty Review**<sup>4</sup>

Each department must have written guidelines documenting its internal procedures for reviewing appointments and promotions on file in the Dean's Office. Each faculty member who is employed by the Medical College will meet at least once annually with their department chair or his/her designee for a review of their academic performance and, when appropriate, progress toward promotion.<sup>5</sup> The designee of a chair must hold an academic appointment in the Medical College. Each faculty member who is acting as a chair of a department will meet the Dean of the Medical College for academic review using the same system as for other faculty members. Academic performance encompasses activities in four service areas: education, research, clinical care, and administration. Prior to the meeting, each faculty member will prepare a self-assessment of last year's achievements and next year's goals. During the meeting, the chair or designee will discuss the self-assessment and give feedback regarding the faculty member's academic performance and progress toward promotion. A meeting report will

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<sup>1</sup> See the "Guidelines of the Committee of Review" (section 4) of the Academic Staff Handbook.

<sup>2</sup> See the "Guidelines of the Committee of Review" (section 4) of the Academic Staff Handbook.

<sup>3</sup> See the "Tenure" (section 3) of the Academic Staff Handbook.

<sup>4</sup> Approved by the Medical College EFC (April 19, 2012), GFC (April 16, 2012), the Board of Fellows (May 9, 2012) and the Board of Trustees (May 25, 2012).

<sup>5</sup> Typically, annual reviews will take place during the fall of the academic year, e.g., September-October, although reviews may take place more than once a year or at any time of the year consistent with the faculty member's reappointment or promotion timeline.

document that the faculty member has been provided with substantive feedback, will include a discussion on the availability of funding to support the faculty member, and will require sign-off by both the chair or designee and faculty member. The faculty member will have an opportunity to comment on their satisfaction with the review process. If a faculty member is unwilling to sign-off on the review, or otherwise indicates dissatisfaction with the review encounter, the Associate Dean (Faculty Development) will review the meeting records, and where appropriate, interview the faculty member. Records of the meeting reports and faculty member's comments will be maintained by the Office of Faculty Development. The Dean, the Associate Dean (Faculty Development), and the department chairs may confer, as needed, annually or more often concerning the progress of the faculty members.

## **IX. Terms of Appointment**

Unless otherwise recommended, faculty appointments are made for a period of one year and may be renewed annually. Most often, the term of appointment will conform to the academic year, i.e., July 1st to June 30th, but an appointment may begin during the academic year and may have a termination date other than June 30th.

The appointments of qualified individuals on the staff of an affiliated institution are contingent upon the continuation of their appointments at the affiliated institution; and the continuation of the Affiliation Agreement between Weill Cornell Medical College, Cornell University and that institution. Should either condition cease to be in effect, the faculty member's appointment at the Medical College will end coterminously.

Renewal of term appointments, probationary or otherwise, is not a matter of right and is not automatic. Renewal depends on satisfactory performance, the availability of funds and space, and continuation of the particular program. In accordance with the Bylaws of the University, such appointments cease at the expiration of the stated term, subject to notification requirements for full-time and paid part-time faculty.

# APPOINTMENTS NOT ASSOCIATED WITH A FACULTY PATHWAY

## LECTURERS AND SENIOR LECTURERS<sup>1</sup>

### I. Introduction

The titles of Lecturer and Senior Lecturer are not associated with any of the faculty pathways. These titles may be used in cases where professorial titles or the title of Instructor are not appropriate. Lecturers and senior lecturers are nonvoting members of the faculty of the Medical College.

Lecturers and senior lecturers will not be granted tenure or be eligible for sabbatical leave. They may be eligible for certain benefits, such as medical and life insurance, retirement programs, and the Cornell Children's Tuition Scholarship.<sup>2</sup>

These titles shall not be used in order to fill faculty positions, the teaching, research, and, if applicable, clinical nature of which appropriately calls for professorial appointments; to substitute for tenure appointments or appointments that would normally lead to tenure; and as a means of circumventing the commitments and obligations associated with tenure appointments. Persons holding professorial appointments may not be transferred to senior lecturer or lecturer positions as a means of maintaining the employment of persons who have not qualified for retention via tenure appointment in accordance with criteria and procedures governing such appointments.

### II. Duties

Lecturers and senior lecturers are regarded primarily as teachers in specialized areas of instruction. Their specific duties are determined by the chair of the department in which they hold their appointment.

Persons holding lecturer or senior lecturer appointments may be considered for transfer to another faculty rank when the assumption of teaching, research, and/or, if applicable, clinical duties makes such consideration appropriate.

### III. Titles

The modifier "clinical" may be used with the titles of Lecturer and Senior Lecturer to describe further the individual's area of instruction, i.e.:

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<sup>1</sup> As established by the Faculty Council of Representatives (October 10, 1973), approved by the Deans' Council (December 4, 1973), and adopted by the administration (Records, 1973, pp. 4207C-11C and 4213-19C).

<sup>2</sup> See "Benefits" (section 9) of the Academic Staff Handbook.

Lecturer in (Department)

Lecturer in Clinical (Department)

Senior Lecturer in (Department)

Senior Lecturer in Clinical (Department)

The modifiers "visiting" and "courtesy" may also be used with these titles to indicate the employment status of the individual.<sup>1</sup>

#### IV. Qualifications

**A. Lecturer.** Individuals recommended for appointment to the position of Lecturer should possess professional qualifications comparable to those required for appointment to the ranks of instructor and assistant professor.

**B. Senior Lecturer.** Individuals recommended for appointment or promotion to the position of Senior Lecturer should possess professional qualifications comparable to those required for appointment or promotion to the ranks of associate professor and professor.

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<sup>1</sup> See 2.44: Adjunct, Visiting and Courtesy Faculty, II and III.

# INSTRUCTORS

## I. Introduction

Instructors are non-voting members of the faculty of the Medical College. The title is not associated with a faculty pathway for paid full-time and regular part-time appointments.

## II. Duties

The duties of individuals holding appointments as instructor will be in the areas of teaching, research and/or, if applicable, clinical care. Their specific duties are determined by the chair of the department in which they hold their appointment.

## III. Titles

Where applicable, the modifiers "visiting" and "courtesy" may be used with the title Instructor in (Department) to indicate the employment status of the individual.<sup>1</sup>

## IV. Qualifications

Individuals exhibiting academic promise in the areas of teaching, research, and/or, if applicable, clinical service, who are not being proposed for appointment as Instructor in Clinical (Department) or Clinical Instructor in (Department) or for whom appointment to a professorial rank is not yet appropriate, may be recommended for appointment as Instructor in (Department) and receive an initial position on the Medical College faculty. Such individuals will normally have completed a period of postdoctoral education appropriate to their specialty.

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<sup>1</sup> See 2.44: Adjunct, Visiting and Courtesy Faculty, II and III.

# APPOINTMENT AND PROMOTION ON THE PATHWAY RECOGNIZING ACADEMIC ACHIEVEMENT AND SCHOLARSHIP

## ELIGIBILITY FOR APPOINTMENT AND PROMOTION WITH TENURE

### I. Introduction

Appointments and promotions on the Pathway Recognizing Academic Achievement and Scholarship that may lead to review for tenure are reserved for full-time members of the faculty, and, in unusual circumstances, for regular part-time members of the faculty paid by the Medical College.<sup>1</sup> Eligibility for tenure review must be documented in writing to the faculty member, typically noted in the appointment offer letter.<sup>2</sup> Individuals holding appointments that are eligible for review for tenure are subject to the maximum term in rank as assistant professor and to the probationary period for tenure review.<sup>3</sup>

### II. Duties

Individuals holding appointments that are eligible for review for tenure will assume major duties in investigation, clinical care and research, education and educational leadership, and, if applicable, educational administration, and will, through their activities, foster the academic programs of the Medical College. Their specific duties are determined by the chair of the department in which they hold their appointment.

### III. Qualifications

Individuals recommended for appointments eligible for review for tenure in most instances will have a M.D., Ph.D., or other applicable terminal degree.

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<sup>1</sup> Assistant Professors paid by affiliated institutions are not generally considered to be eligible for tenure. Qualified faculty members who are paid by affiliated institutions may be reviewed for tenure if the affiliated institution will guarantee salary support to the University in writing. (See 2.39, Appointment of Part Time Faculty, and "Tenure" (section 3) of the Academic Staff Handbook)

<sup>2</sup> See "Tenure" (section 3) of the Academic Staff Handbook.

<sup>3</sup> See "Tenure" (section 3) of the Academic Staff Handbook, 3.5, Probationary Period for Tenure Review.

# **PATHWAY RECOGNIZING ACADEMIC ACHIEVEMENT AND SCHOLARSHIP - AREAS OF EXCELLENCE**

## **Clinical Expertise and Innovation, Investigation, Educational Leadership**

### **I. Introduction**

Appointments and promotions on the Pathway Recognizing Academic Achievement and Scholarship are reserved for full-time members of the faculty, and, in unusual circumstances, for regular part-time members of the faculty paid by the Medical College.

### **II. Duties**

Individuals holding appointments on the Pathway Recognizing Academic Achievement and Scholarship will assume major duties in investigation, clinical care and research, education and educational leadership, and, if applicable, educational administration, and will, through their activities, foster the academic programs of the Medical College. Their specific duties are determined by the chair of the department in which they hold their appointment.

### **III. Titles**

The following titles represent the ranks available for faculty on the Pathway Recognizing Academic Achievement and Scholarship, in any of the three areas of excellence:

Assistant Professor of (Department)

Associate Professor of (Department)

Professor of (Department)

### **IV. Area of Excellence: Clinical Expertise and Innovation**

To be considered for an unmodified title at any level, the candidate will be assessed on the basis of clinical excellence and leadership, scholarship, and teaching. The candidate may have a reputation as an innovator in approaches to diagnosis, treatment or prevention of disease, applications of technology to clinical care and/or in developing models of care delivery. With specific regard to clinical excellence and leadership, an assessment will be performed regarding both the candidate's recognition as a clinical expert as well as the candidate's influence on clinical practice; level specific metrics for both recognition and influence are provided within the attached table. The candidate must also demonstrate written scholarship, which may include chapters and reviews in the area of clinical expertise, guidelines for patient care, publications

evaluating the impact of a clinical innovation and/or other research publications (for scholarship metrics for unmodified titles, the Metrics for Scholarship Table in Appendix I is used; other forms of scholarship are considered supplemental and do not replace the requirements for written scholarship in the Metrics for Scholarship Table) There should be a strong teaching component in the clinical field (for metrics, see Appendix I Teaching Tables) and the individual may participate in clinical, translational, or basic scientific research related to the clinical field.

**A. Assistant Professor:** The candidate must have evidence of (or a clear potential for, if an initial appointment) a strong local reputation in a clinical field with a leadership role and/or a key role in activities that influence practice, such as approaches to diagnosis, treatment or prevention of disease, applications of technology to clinical care and/or development or local adoption of innovative models of care delivery. The candidate must have (or a clear potential for, if an initial appointment) first author scholarship related to the clinical field and should be teaching in the clinical field.

**B. Associate Professor:** The candidate must have (in addition to distinguished service as an assistant professor) a strong regional, and frequently national, reputation as an independent expert who has influenced the clinical field. He/she may have demonstrated innovation in approaches to diagnosis, treatment or prevention of disease, the development/application of technology for clinical care and/or the development of novel models of care delivery that influence care at a regional, and often national, level. The candidate must have an active teaching role and have influential first and senior author scholarship in the area of clinical expertise.

**C. Professor:** The candidate must have (in addition to distinguished service as an associate professor) a sustained national, and in many cases international, reputation as a leader and innovator in a clinical field. The candidate's expertise must be demonstrated through high impact scholarship. The candidate must have a significant influence on practice in the clinical field nationally, and often internationally, as a result of his/her teaching, scholarship and innovation.

**V. Area of Excellence: Investigation**

This area of excellence is appropriate for individuals who spend the majority of their time performing research. Investigation is broadly defined to include basic, translational and clinical research, including epidemiology, outcomes and health services research, and biostatistics as well as research in social sciences, ethics, bioinformatics and health economics, among others. Investigation also includes the development of innovative methods/technologies and/or novel applications of existing methods and technologies. This area of excellence may also be used to recognize the contributions of individuals with research training in diverse fields who bring a unique or critical expertise to the biomedical research team. It includes individuals participating in large collaborative and multicenter research, as well as those conducting research individually or in small groups. The candidate must demonstrate scholarship, which may include first or senior author publications of original research, and/or publications from



large multidisciplinary studies on which the candidate was in another authorship position and to which the candidate made documented, significant intellectual contributions.

**A. Assistant Professor:** the candidate must have evidence of a strong reputation for contributions to research with an identified research focus or area of expertise. He/she must demonstrate scholarship which most often includes publications on which the candidate is first author; the candidate may also be in another authorship position on publications from collaborative research to which he/she has made documented, substantive intellectual contributions. For faculty eligible for tenure, the probationary period for review for tenure commences with appointment to the rank of assistant professor.

**B. Associate Professor:** the candidate must have a national reputation as an independent investigator and major contributor to the field. There must be a record of independent scholarship which nearly always will include senior authorship on high quality publications that have advanced the field; the candidate may also be in another authorship position on publications from collaborative research that significantly advance biomedical science to which he/she contributed critical ideas or innovations, having taken the role of first or senior author on some publications. The candidate should have a successful record of peer-reviewed extramural funding, and must have evidence of teaching and supervision of trainees.

**C. Professor:** the candidate must have a sustained international reputation as one of the top researchers in the field. He/she must be the leader of an exceptional independent research program and may also have key leadership roles in collaborative studies. The candidate must have a longstanding record of exceptional scholarship, which includes senior authorship on high impact publications of original research. The candidate may also have played a leadership role on, and made critical contributions to, publications of high impact collaborative research. The candidate should have a sustained record of peer-reviewed extramural funding, which will include principal investigator funding, and must have evidence of effective teaching and supervision as demonstrated by the number and stature of his/her trainees. Appointment to the rank of professor, tenure review eligible, usually involves the granting of tenure.

## **VI. Area of Excellence: Educational Leadership**

This area of excellence is appropriate for candidates who spend a high proportion of their time on educational activities and who view education as their primary academic focus. Evaluations will be for teaching contributions at WCMC, WCMC-Q, and WCMC affiliates or, for newly hired faculty appointments at WCMC, at the institution where a candidate for appointment previously held a faculty position. Teaching of WCMC medical, allied health, and graduate students will be particularly noted.

A distinction is made here between teachers and educators. Teachers are faculty who spend their time teaching others, managing the learning of individuals. Educators are faculty who take a scholarly approach to the learning mission, developing curriculum, creating assessment tools, and managing the learning systems.

Teaching activities are broadly defined as including: didactic teaching of students, residents, clinical fellows, research fellows and peers; research training and mentorship; clinical teaching and mentorship; and, educational administrative or leadership roles. A candidate in the Educational Leadership area of excellence will be evaluated on both the quantity and quality of his/her teaching activities, recognition for his/her role as educator, and on teaching scholarship. The candidate must demonstrate scholarship, which may include: publication of original research, reviews, and chapters; educational material in print or other media such as syllabi, curricula, web-based training modules and courses; and/or, educational methods, policy statements, and assessment tools.

**A. Assistant Professor:** the candidate must have evidence of a strong local reputation as an active and highly effective teacher with increasing involvement and responsibility over time. The candidate must demonstrate scholarship, which will often include first author publications in and may also include educational materials in print or other media that have been developed by the candidate and have been adopted locally.

**B. Associate Professor:** the candidate must have a strong regional, and often national, reputation as an independent leader in education. He/she must have developed innovative teaching methods, curricula, educational policy or educational assessment tools, or have performed influential research related to education. The candidate's expertise must be demonstrated through scholarship which may take the form of influential senior author publications related to education, or educational materials developed by the candidate and adopted for use regionally or nationally.

**C. Professor:** the candidate must demonstrate a sustained national, and in some cases international, reputation as an educational leader and innovator, and must be considered to be among the best in the country in the development of educational methods, curricula, policy and/or assessment tools, or in the conduct of educational research. The candidate's expertise must be demonstrated through high impact scholarship that influences the field nationally or internationally.

## **VII. Additional Criteria**

Additional criteria and requirements for all appointments on the Pathway Recognizing Academic Achievement and Scholarship include an evaluation of teaching activities and documentation of additional supporting activities. Guidance on these requirements and detailed metrics for appointment and promotion on the Pathway Recognizing Academic Achievement and Scholarship are set forth in more detail in Appendix I.

# APPOINTMENT AND PROMOTION ON THE PATHWAY RECOGNIZING CLINICAL EXCELLENCE

## I. Introduction

Appointment and promotion on Pathway Recognizing Clinical Excellence are reserved for full-time and regular part-time members of the faculty active at the Medical College or its affiliated institutions. Individuals holding appointments on this pathway are not eligible for review for tenure but are not precluded from being considered for transfer to the pathway recognizing academic achievement and scholarship.

## II. Duties

Individuals on the Pathway Recognizing Clinical Excellence holding M.D. degrees may be engaged heavily in clinical practice and teaching. Individuals holding Ph.D. degrees must devote the large majority of time to clinically related activities, with their specific duties determined by the chair of the department in which they hold their appointment.

## III. Titles

The following titles represent the ranks available for faculty on the Pathway Recognizing Clinical Excellence:

Instructor in Clinical (Department)

Assistant Professor of Clinical (Department)

Associate Professor of Clinical (Department)

Professor of Clinical (Department)

The modifiers "adjunct," "visiting," and/or "courtesy" may also be used with these titles to indicate the employment status of the individual.

## IV. Qualifications

Individuals recommended for appointment on the Pathway Recognizing Clinical Excellence in most instances will have a M.D. degree. Individuals with other applicable terminal degrees, e.g., Ph.D., may also be qualified for appointment on this pathway if they perform the duties described in II above.

Award of a modified title the Pathway Recognizing Clinical Excellence does not require the same measure of written scholarship or teaching as an unmodified title although these activities are included in every assessment and are strongly encouraged throughout the medical college. With regard to scholarship and teaching metrics for candidates for a modified title, it is important to note that the evaluation will also consider the more broadly defined metrics given in the Recognition and Scholarship Metrics in

Teaching and Education Table (see Appendix I) and are not limited to those in the Metrics for Scholarship Table (which emphasizes written scholarship). In addition, although all candidates for a modified title will also be evaluated for teaching according to the attached tables, it is recognized that certain clinical settings may provide a limited opportunity for educational activities.

To be considered for a modified title at any level, the candidate will be assessed on the basis of clinical excellence and leadership, scholarship, and teaching. With specific regard to clinical excellence and leadership, an assessment will be performed regarding both the candidate's recognition as a clinical expert as well as the candidate's influence on clinical practice; level specific metrics for both recognition and influence are provided within the table below. The candidate may have a reputation as a provider or innovator in approaches to diagnosis, treatment or prevention of disease, applications of technology to clinical care and/or in developing models of care delivery.

Consequently, there may be candidates who are primarily or exclusively clinical in focus for whom none of the teaching and education criteria pertain; these candidates may still be considered for a modified title based on clinical excellence and leadership criteria alone.

**A. Assistant Professor of Clinical (Department):** the candidate must have evidence of (or a clear potential for, if an initial appointment) a strong local reputation as an expert in a clinical field and must have demonstrated clinical expertise that is recognized for its reliable high quality. While not absolutely required for appointment, the documentation of (or potential for, if an initial appointment) scholarship (metrics from both tables: Metrics for Scholarship and Recognition and Scholarship Metrics in Teaching and Education, see Appendix I) and/or meeting the level specific teaching and education minimum standards where possible, will be valued.

**B. Associate Professor of Clinical (Department):** the candidate must have (in addition to distinguished service as an assistant professor) a strong regional reputation as an expert who is highly regarded in a clinical field and must have demonstrated clinical expertise that is consistently outstanding. While not absolutely required for appointment, the documentation of scholarship (metrics from both tables: Metrics for Scholarship and Recognition, and Scholarship Metrics in Teaching and Education, Appendix I) and/or meeting the level specific teaching and education minimum standards where possible, will be valued.

**C. Professor of Clinical (Department):** the candidate must have (in addition to distinguished service as an associate professor) a sustained national or international reputation as an expert who has achieved exceptional proficiency in a clinical field and must have demonstrated clinical expertise that is consistently distinguished by the depth and breadth of attainment. While not absolutely required for appointment, the documentation of scholarship (metrics from both tables: Metrics for Scholarship and Recognition, and Scholarship Metrics in Teaching and Education, Appendix I) and/or meeting the teaching and education minimum standards where possible, will be valued.

## **V. Additional Criteria**

Additional criteria and requirements for all appointments on the Pathway Recognizing Clinical Excellence include an evaluation of teaching activities and documentation of additional supporting activities. Guidance on these requirements and detailed metrics for appointment and promotion on the Pathway Recognizing Clinical Excellence are set forth in more detail in Appendix I.

# **APPOINTMENT AND PROMOTION ON THE PATHWAY RECOGNIZING EXCELLENCE IN INVESTIGATION**

## **I. Introduction**

Appointment and promotion on the Pathway Recognizing Excellence in Investigation are reserved for full-time and regular part-time members of the faculty active at the Medical College or its affiliated institutions who are engaged in research or research related services as their primary activity. Individuals holding appointments on this pathway are not eligible for review for tenure, but are not precluded from being considered for transfer to the pathway recognizing academic achievement and scholarship.

## **II. Duties**

Individuals holding appointments on the Pathway Recognizing Excellence in Investigation must devote the majority of their time to research, broadly defined. As a result, they may have accomplishments in teaching and/or clinical care, but not to the degree associated with appointment or promotion eligible for review for tenure. Their specific duties are determined by the chair of the department in which they hold their appointment.

## **III. Titles**

The following titles represent the ranks available to faculty on the Pathway Recognizing Excellence in Scientific Investigation:

Assistant Professor of Research in (Department)

Associate Professor of Research in (Department)

Professor of Research in (Department)

The modifiers "adjunct," "visiting," and "courtesy" may also be used with these titles to indicate the employment status of the individual.<sup>1</sup>

## **IV. Qualifications**

Individuals recommended for appointment on the Pathway Recognizing Excellence in Investigation in most instances will have a M.D., Ph.D. or other applicable terminal degree.

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<sup>1</sup> See 2.43, Adjunct, Visiting and Courtesy Faculty.

Award of a modified title within the area of research excellence does not require the same measure of written scholarship or teaching as an unmodified title although these activities are included in every assessment and are strongly encouraged throughout the medical college. With regard to scholarship and teaching metrics for candidates for a modified title, it is important to note that the evaluation will also consider the more broadly defined metrics given in the Recognition and Scholarship Metrics in Teaching and Education Table (Appendix I) and are not limited to those in the Metrics for Scholarship Table (which emphasizes written scholarship). In addition, although all candidates for a modified title will also be evaluated for teaching according to the attached tables, it is recognized that certain research settings may provide a limited opportunity for teaching activities.

**A. Assistant Professor of Research in (Department):** the candidate must have evidence of (or a clear potential for, if an initial appointment) a strong local reputation as an expert in their field and must have demonstrated expertise that is recognized for its reliable high quality. While not absolutely required for appointment, documentation of metrics for Investigation, Scholarship, and Recognition, as described in Appendix I for Assistant Professor, will be valued.

**B. Associate Professor of Research in (Department):** the candidate must have (in addition to distinguished service as an assistant professor) a strong regional reputation as an expert who is highly regarded in their field and must have demonstrated expertise that is consistently outstanding. While not absolutely required for appointment, documentation of metrics for Investigation, Scholarship, and Recognition, as described in (Appendix I) for Associate Professor, will be valued. Contributions in support of the Medical College's teaching, clinical, and administrative activities will also be valued.

**C. Professor of Research in (Department):** the candidate must have (in addition to distinguished service as an associate professor) a sustained national or international reputation as an expert who has achieved exceptional proficiency in their field and must have demonstrated expertise that is consistently distinguished by the depth and breadth of attainment. While not absolutely required for appointment, documentation of metrics for Investigation, Scholarship, and Recognition, as described in Appendix I Professor, will be valued. Contributions in support of the Medical College's teaching, clinical, and administrative activities will also be valued.

## **V. Additional Criteria**

Additional criteria and requirements for all appointments on the Pathway Recognizing Excellence in Investigation include an evaluation of teaching activities and documentation of additional supporting activities. Guidance on these requirements and detailed metrics for appointment and promotion on the Pathway Recognizing Excellence in Investigation are set forth in more detail in Appendix I.

# APPOINTMENT AND PROMOTION ON THE PATHWAY RECOGNIZING EXCELLENCE IN TEACHING

## I. Introduction

Appointment and promotion on the Pathway Recognizing Excellence in Teaching are reserved for full-time and regular part-time members of the faculty active at the Medical College or its affiliated institutions. It is anticipated that relatively few faculty will be recommended for appointment or promotion on this pathway since the Medical College considers teaching to be a universal faculty activity. Individuals holding appointments on this pathway are not eligible for review for tenure but are not precluded from being considered for transfer to the pathway recognizing academic achievement and scholarship.

## II. Duties

Individuals holding appointments on the Pathway Recognizing Excellence in Teaching will assume major duties primarily in teaching. A distinction is made here between teachers and educators. Teachers are faculty who spend their time teaching others, managing the learning of individuals. Their specific duties are determined by the chair of the department in which they hold their appointment and the Office of Academic Affairs.

## III. Titles

The following titles represent the ranks available on the Pathway Recognizing Excellence in Teaching:

Assistant Professor of Teaching in (Department)

Associate Professor of Teaching in (Department)

Professor of Teaching in (Department)

The modifiers "adjunct," "visiting," and/or "courtesy" may also be used with these titles to indicate the employment status of the individual.<sup>1</sup>

## IV. Qualifications

Individuals recommended for appointment on the Pathway Recognizing Excellence in Teaching normally will hold an M.D., Ph.D., or other applicable terminal degree.

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<sup>1</sup> See 2.43, Adjunct, Visiting and Courtesy Faculty.



Individual faculty are eligible to be promoted based on teaching quality and quantity, but *only if they are ineligible to be promoted based on service related to scientific investigation or to clinical care and excellence*. These modified teaching titles apply to a limited number of faculty.

**A. Assistant Professor of Teaching in (Department):** the candidate must provide evidence of service as an active and highly effective teacher by evidence of metrics in at least 1 of the teaching categories (Appendix I) which include 1) didactic teaching, 2) mentorship, or 3) clinical teaching. If the faculty member is teaching in the basic or translational sciences, this venue may substitute for clinical teaching.

**B. Associate Professor of Teaching in (Department):** the candidate must provide evidence of service as an active and highly effective teacher by evidence of metrics in at least 2 of the teaching categories (Appendix I) which include 1) didactic teaching, 2) mentorship, or 3) clinical teaching. If the faculty member is teaching in the basic or translational sciences, this venue may substitute for clinical teaching. Candidates at this level should have evidence of teaching ability above and beyond the average faculty including local recognition (teaching awards).

**C. Professor of Teaching in (Department):** the candidate must provide evidence of service as an active and highly effective teacher by evidence or metrics in three of the teaching categories (Appendix I) which include 1) didactic teaching, 2) mentorship, 3) clinical teaching or 4) administrative teaching leadership. If the faculty member is teaching in the basic or translational sciences, this venue may substitute for clinical teaching. Candidates at this level should have evidence of teaching ability above and beyond the average faculty, including regional recognition (teaching awards).

**V. Additional Criteria**

Additional requirements for all appointments on the Pathway Recognizing Excellence in Teaching include an evaluation of teaching activities and documentation of additional supporting activities. Guidance on these requirements and detailed metrics for appointment and promotion on the Pathway Recognizing Excellence in Teaching are set forth in more detail in Appendix I.

# APPOINTMENT AND PROMOTION ON THE VOLUNTARY FACULTY

## I. Introduction

Appointment and promotion on the voluntary faculty are reserved for the voluntary staff at the Medical College, which "is defined as those academic staff members who regularly practice their profession privately and serve the University on a part-time basis only."<sup>1</sup> Such individuals may be primarily engaged in private practice; devote less than 50% effort<sup>2</sup> to the programs of the Medical College in clinical departments or in the Department of Pathology; or serve on the voluntary staff of an affiliated institution. Individuals holding appointments on the voluntary faculty are not eligible for tenure.

## II. Duties

Individuals holding appointments on the voluntary faculty perform primarily clinical service, participate in the teaching programs of the Medical College, and, if applicable, provide administrative service and/or participate in research programs. Their specific duties are determined by the chair of the department in which they hold their appointment.

## III. Titles

The following titles represent the ranks available on the voluntary faculty:

Clinical Instructor in (Department)

Clinical Assistant Professor of (Department)

Clinical Associate Professor of (Department)

Clinical Professor of (Department)

The modifiers "adjunct," "visiting," and "courtesy" may also be used with these titles to indicate the employment status of the individual.<sup>3</sup>

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<sup>1</sup> Bylaws of Cornell University, Article XVII, 6a.

<sup>2</sup> Except if due to a primary appointment at a non-affiliated institution. In such cases, see 2.43, Adjunct, Visiting and Courtesy Faculty.

<sup>3</sup> Adjunct is not used with Clinical Instructor in (Department). See 2.43, Adjunct, Visiting and Courtesy Faculty.

#### IV. Qualifications<sup>1</sup>

Individuals recommended for appointment on the voluntary faculty in most instances will have an M.D. degree. Individuals with other applicable terminal degrees, e.g., Ph.D., may also be qualified for appointment on the voluntary faculty if they perform the duties described above.<sup>2</sup>

**A. Clinical Instructor in (Department).** Individuals recommended for appointment or promotion to the rank of instructor on the voluntary faculty should have completed a period of post-doctoral education appropriate to their specialty.

**B. Clinical Assistant Professor of (Department).** Individuals recommended for appointment or promotion to the rank of assistant professor on the voluntary faculty should have exhibited high potential for excellence in patient care and teaching.

**C. Clinical Associate Professor of (Department).** Individuals recommended for appointment or promotion to the rank of associate professor on the voluntary faculty must demonstrate a significant commitment to and record of excellence in clinical service and teaching. The documentation of outstanding clinical accomplishments is a key factor for appointment or promotion. Outstanding clinical accomplishments may be documented by evidence of and peer recognition for excellence in clinical practice, the introduction and evaluation of innovative clinical approaches locally, development of an essential or unique clinical program, or acknowledgment as a role model for students, residents and fellows and/or substantial involvement and/or a leadership role in a health care setting or a regional or national professional organization. Evidence of excellence in teaching may include outstanding contributions to local and regional educational programs, recognition by medical students, residents, fellows and peers as being among the best clinical teachers, teaching awards, etc. Significant active participation in Medical College activities and substantial administrative efforts within a department are also considered criteria for appointment or promotion to this rank on the voluntary faculty.

**D. Clinical Professor of (Department).** Individuals recommended for appointment or promotion to the rank of professor on the voluntary faculty must demonstrate major accomplishments as clinician and teacher, and have established a reputation for clinical excellence beyond the immediate site of their clinical activities. Excellence and accomplishments beyond the immediate site of their clinical activities may be evidenced by service as an effective role model and mentor of former trainees and current colleagues, outstanding participation in Medical College activities including administrative leadership of clinical and teaching programs of the hospital, health care

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<sup>1</sup> Approved as amended by the Executive Faculty Council, June 1, 1995 (minutes 8615), and the General Faculty Council, June 5, 1995 and amended by Executive Committee of the Board of Trustees on December 6, 2001.

<sup>2</sup> See 2.26, II.

system, or Medical College, scholarship involving the dissemination of knowledge and clinical expertise during the past decade through the publication of clinical investigations or observations, reviews, chapters, texts and/or the development of audio, video or computer-based learning aids, or awards denoting truly extraordinary contributions to the field of medicine or to the hospital or health care system. Significant contributions to academic community service such as noteworthy participation on committees of the Medical College, health care system and/or professional societies, holding elected offices at the local, regional and national level, in professional organizations, etc. are also criteria considered in recommending appointments/promotions to this rank in the voluntary faculty.

# APPOINTMENT AND PROMOTION ON THE AFFILIATE CLINICAL FACULTY<sup>1</sup>

## I. Introduction

Appointment and promotion on the Affiliate Clinical Faculty are reserved for faculty that are primarily engaged in clinical activities without substantive educational roles or academic activities and either:

- A) provide clinical services primarily through NewYork-Presbyterian Medical Group (“NYPMG”) sites or at another Weill Cornell Medicine (“WCM”)-affiliated organization (such as HSS, MSKCC or another organization). These faculty members’ activities will be organized through NYPMG or another WCM-affiliated organization, and in the case of faculty at NYPMG sites may be employed by WCM; or
- B) are employed by WCM and provide clinical services primarily in office-based practices at locations away from the main NewYork-Presbyterian/Weill Cornell Medical Center campus, although they may have some intermittent or part-time clinical activities at the main campus and attending privileges at NYP/WCMC. These members of the Affiliate Clinical Faculty will be organized as part of the Physician Organization Network Division.

Recommendations for appointment of all Affiliate Clinical Faculty will originate in the relevant academic Department. Affiliate Clinical Faculty are not eligible for tenure. There is no time in rank constraint for appointments on the Affiliate Clinical Faculty track.

## II. Duties

Affiliate Clinical Faculty will be primarily engaged in clinical practice and are distinguished from other faculty in that they do not have substantive educational roles or academic activity. Their specific duties are determined by the chair of the Department in which they hold their appointment. They may have limited involvement in the teaching programs of the Medical College, and in administrative activities incidental to their clinical practice. For employed members of the Physician Organization Network Division, their clinical activities will be integrated with the programmatic needs of the Weill Cornell Medicine Physician Organization. For faculty practicing at NYPMG sites, activities will be organized by NYPMG. For other affiliated faculty, their activities will be integrated with NYPMG or another WCM-affiliated organization.

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<sup>1</sup> Established by the Executive Committee of the Board of Trustees on December 8, 2011.

### III. Titles

The following titles represent the ranks available on the affiliate clinical faculty:

Affiliate Instructor in Clinical (Department)

Affiliate Assistant Professor of Clinical (Department)

Affiliate Associate Professor of Clinical (Department)

Affiliate Professor of Clinical (Department)

### IV. Qualifications

Individuals recommended for appointment on the affiliate clinical faculty in most instances will have a M.D. degree. Individuals with other applicable terminal degrees, e.g., Ph.D., may also be qualified for appointment on the affiliate clinical faculty if they perform the duties described in II above.

**A. Affiliate Instructor in Clinical (Department).** Individuals who provide clinical services primarily through NewYork-Presbyterian Medical Group (“NYPMG”) sites or at another Weill Cornell Medicine (“WCM”)-affiliated organization (such as HSS, MSKCC or another organization) or are employed by WCM and provide clinical services primarily in office-based practices at locations away from the main NewYork-Presbyterian/Weill Cornell Medical Center campus, although they may have some intermittent or part-time clinical activities at the main campus and attending privileges at NYP/WCMC and who exhibit promise in the area of clinical care for whom appointment to a professorial rank is not yet appropriate may be recommended for an initial appointment to the rank of instructor on the affiliate clinical faculty. Such individuals should have completed a period of postdoctoral education appropriate to their specialty.

**B. Affiliate Assistant Professor of Clinical (Department).** Individuals who provide clinical services primarily through NewYork-Presbyterian Medical Group (“NYPMG”) sites or at another Weill Cornell Medicine (“WCM”)-affiliated organization (such as HSS, MSKCC or another organization) or are employed by WCM and provide clinical services primarily in office-based practices at locations away from the main NewYork-Presbyterian/Weill Cornell Medical Center campus, although they may have some intermittent or part-time clinical activities at the main campus and attending privileges at NYP/WCMC who are recommended for an initial appointment or for promotion from instructor to the rank of assistant professor on the affiliate clinical faculty should have completed a period of post-doctoral education appropriate to their specialty and should exhibit high potential for excellence in clinical care.

**C. Affiliate Associate Professor of Clinical (Department).** Individuals who provide clinical services primarily through NewYork-Presbyterian Medical Group (“NYPMG”) sites or at another Weill Cornell Medicine (“WCM”)-affiliated organization (such as HSS, MSKCC or another organization) or are employed by WCM and provide clinical services primarily in office-based practices at locations away from the main

NewYork-Presbyterian/Weill Cornell Medical Center campus although they may have some intermittent or part-time clinical activities at the main campus and attending privileges at NYP/WCMC, who are recommended for an initial appointment or for promotion from assistant professor to the rank of associate professor on the affiliate clinical faculty must demonstrate outstanding clinical accomplishment. Outstanding clinical accomplishments can be documented by evidence of and peer recognition for excellence in clinical practice, the introduction and evaluation of innovative clinical approaches, development of a unique or outstanding clinical program, recognition as a role model for junior partners and/or trainees, and leadership in a health care group or organization or specialty/professional organization.

**D. Affiliate Professor of Clinical (Department).** Individuals who provide clinical services primarily through NewYork-Presbyterian Medical Group (“NYPMG”) sites or at another Weill Cornell Medicine (“WCM”)-affiliated organization (such as HSS, MSKCC or another organization) or are employed by WCM and provide clinical services primarily in office-based practices at locations away from the main NewYork-Presbyterian/Weill Cornell Medical Center campus, although they may have some intermittent or part-time clinical activities at the main campus and attending privileges at NYP/WCMC, who are recommended for an initial appointment or for promotion from associate professor to the rank of professor on the affiliate clinical faculty must demonstrate outstanding clinical accomplishments, which are recognized outside of the immediate area of their clinical activities, as well as excellence in scholarship or education. These accomplishments can be noted by evidence of and peer recognition for excellence in clinical practice – from those outside the immediate practice area. Other evidence could be significant participation in administrative leadership in health care organizations and professional societies, invitations to present at educational forums outside of their own institution, or election to high office of regional or national societies. Outstanding accomplishments can also be demonstrated with scholarship in peer-reviewed publications, invited chapters, instructional videos, or participation in scientific meetings.

# APPOINTMENT AND PROMOTION ON THE NON-PROFESSORIAL FACULTY<sup>1</sup>

## I. Introduction

From time to time, distinguished individuals, whose background and training are in disciplines other than those represented by the academic departments of the Medical College, may work within the Medical College and its affiliated hospitals. If, due to the nature of their qualifications and duties, they may not be appropriate for appointment on one of the faculty pathways described above, such individuals may be recommended for appointment on the non-professorial faculty. They may be full-time, paid part-time or non-salaried<sup>2</sup> members of the faculty, and are not eligible for tenure.

## II. Duties

Individuals holding appointments on the non-professorial faculty provide professional service in their area of academic expertise in support of the academic programs of the Medical College. They will be expected to exhibit scholarly accomplishments, but not of the same nature associated with appointment to the Pathway Recognizing Academic Achievement and Scholarship.

## III. Titles

The following titles represent the ranks available on the non-professorial faculty:

Assistant (Discipline) in (Department)<sup>3</sup>

Associate (Discipline) in (Department)<sup>4</sup>

(Discipline) in (Department)<sup>5</sup>

In certain cases, the title will not include the name of a department, e.g., Assistant Librarian, Associate Archivist, and Librarian, for those individuals on the professional staff of the Medical College Library or New York-Presbyterian Hospital Weill Cornell Medical Center Archives.

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<sup>1</sup> In addition to these policies and procedures, some departments and administrative units may have more specific guidelines available.

<sup>2</sup> When non-salaried the title should reflect this through the use of the "courtesy" modifier (See 2.44 III, Adjunct, Visiting and Courtesy Faculty).

<sup>3</sup> For example, Assistant Veterinarian in Pathology.

<sup>4</sup> For example, Associate Physicist in Radiology.

<sup>5</sup> For example, Biostatistician in Healthcare Policy and Research.



#### IV. Qualifications

Individuals recommended for appointment and promotion on the non-professorial faculty should have a background and training in an area not represented by the academic departments of the Medical College and hold the terminal degree in their field. Examples include veterinarians, librarians, historians, engineers, physicists, sociologists, and others.

**A. Assistant (Discipline) in (Department).** Individuals recommended for appointment to the rank of assistant on the non-professorial faculty should have completed the requirements for a terminal degree in their field and should have demonstrated appropriate ability or potential in their professional area.

**B. Associate (Discipline) in (Department).** Individuals recommended for appointment or promotion to the rank of associate on the non-professorial faculty will be either assistants, whose accomplishments have been outstanding and who thus merit promotion; or individuals recruited initially to this rank who have already attained that level of professional activity.

**C. (Discipline) in (Department).** Individuals recommended for appointment or promotion to the highest rank on the non-professorial faculty will have attained a national reputation for excellence in their professional field, and possess a record of accomplishment beyond the level of associate.

## JOINT AND DUAL APPOINTMENTS TO THE FACULTY

### I. Definition

Under exceptional circumstances, an individual may be recommended for appointments by more than one department at the Medical College, and, thus, receive joint or dual appointments to the faculty. In all cases, one department must be designated as the primary department.

**A. A Dual Appointment** may be warranted if the individual possesses equal qualifications in two fields and will assume significant responsibilities in both departments. He or she may hold undifferentiated or unqualified titles in more than one department. For example, an individual may be recommended for a dual appointment as Professor of Medicine (primary) and Professor of Healthcare Policy and Research.

**B. A Joint Appointment** may be warranted if an individual possesses the qualifications for appointment in a primary department, but also contributes significantly to the programs of another department. For example, an individual may be qualified for a primary appointment as Assistant Professor of Psychiatry and for a secondary appointment as Assistant Professor of Psychiatry in Pediatrics.<sup>1</sup>

### II. Policies and Procedures for Joint and Dual Appointments

**A. General Procedures for Joint & Dual Appointments.** The policies and procedures pertaining to appointment and promotion of and the award of tenure to faculty members with joint and dual appointments are the same as those already given above in the subsections on the different faculty ranks and pathways, and in “Tenure” (section 3). One department is usually designated as the primary department and is responsible for initiating reviews for promotion, renewal, etc. as required by the policies and procedures of the Medical College.

The credentials of individuals at the rank of associate professor or above holding primary faculty appointments in a Medical College department, and recommended for secondary appointments in another Medical College department need not be brought to the Committee of Review. The Dean may grant secondary appointments to faculty members meeting the requirements enumerated in the Academic Staff Handbook, upon the recommendation of the department proposing the secondary appointment and with the concurrence of the department where the faculty member has a primary appointment.

Insofar as possible, the individual should be recommended for appointment or promotion to the same rank in both departments, and for the same term of appointment. In addition, the credentials for a dual or joint appointment should include the written approval of the chair of the primary department.

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<sup>1</sup> See 2.36, Differentiated Titles.

**B. Faculty Members with Primary Appointments at Columbia University College of Physicians and Surgeons (P&S).** Any faculty member of the College of Physicians and Surgeons (P&S) seeking to initiate a request for faculty appointment, ongoing hospital or other clinical privileges, or programmatic activity either at Weill Cornell Medical College (WCMC) or the Weill Cornell Medical Center (WCMC), must obtain approval of the chairs of the respective departments prior to committing to or initiating such activity.

The policies and procedures for appointment to the proposed rank and pathway as contained in the appropriate subsections above will be followed, with the following exceptions:

1. The chairs of the respective departments at the two institutions must first submit for the review and approval by the two Deans a Reciprocal Faculty Appointment Application Form that includes:
  - a. The name and current faculty title at P&S and proposed faculty title at WCMC.
  - b. The proposed teaching, research and/or clinical activities of the faculty member at WCMC.
  - c. Funds flow, if any, related to income derived from the activities of the faculty member at WCMC or MC.
2. The proposed faculty member must sign a release authorizing the P&S to release any or all of the individual's faculty file, except compensation information, to WCMC for the appointment to move forward.
3. The Office of Faculty Affairs will obtain those sections of the applicant's faculty file (excluding compensation information), as agreed to by P&S and the WCMC and make the redacted faculty file available to the relevant departmental and Medical College review authorities. In the review process, the redacted file will procedurally serve in lieu of letters of recommendation from outside experts.
4. Insofar as possible, individuals should be recommended for appointment to the same rank in both departments, and for the same term of appointment.
  - a. In the presence of a practice agreement between the P&S and WCMC establishing a joint program of the New York-Presbyterian Hospital, faculty members at P&S who take part in the program at both the Weill Cornell Medical Center and the Columbia University Medical Center may be recommended for a non-adjunct WCMC appointment to the rank and pathway most appropriate for their qualifications.
  - b. In all other instances, if granted, the faculty appointment will include the

qualifier Adjunct before the appropriate rank and department. Such Adjunct faculty appointments may be granted for an initial period of up to one year, and may be renewable annually. The school of primary appointment shall serve as the home institution with the other designated as the host institution.

## **DIFFERENTIATED TITLES**

### **I. Definition**

Differentiated titles include information about the individual's area of expertise or primary appointment, in addition to indicating rank, pathway and department. Differentiated titles should be used in the following cases:

**A.** When the individual holds a terminal degree in the basic sciences but holds an appointment in a clinical department,<sup>1</sup> e.g., Associate Professor of Immunology Research in Medicine, or Assistant Professor of Biochemistry in Surgery.

**B.** When the individual holds a terminal degree and primary appointment in one department but holds a joint appointment in another department, e.g., Professor of Psychiatry in Pediatrics.

### **II. Policies and Procedures**

The policies and procedures pertaining to appointment and promotion of and award of tenure to faculty members with differentiated titles are the same as those already given above in the subsections on the different faculty ranks and pathways, and in "Tenure" (section 3).

The recommendation to appoint or promote an individual with a differentiated title should have the written approval of the chair of the primary department, if in conjunction with a joint appointment, or the department at the Medical College which provides instruction in the individual's area of expertise.<sup>2,3</sup>

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<sup>1</sup> As approved by the Executive Faculty on March 21, 1972 (Minutes, p. 6521)

<sup>2</sup> As approved by the Executive Faculty on March 21, 1972 (Minutes, p. 6521)

<sup>3</sup> For example, the approval of the chair of the Department of Radiology should be obtained when recommending the appointment or promotion of an individual to Assistant Professor of Radiology in Obstetrics and Gynecology. The approval of the chair of the Department of Pharmacology should be obtained when recommending the appointment or promotion of an individual to Professor of Pharmacology Research in Psychiatry.

# APPOINTMENT TO AN ENDOWED PROFESSORSHIP

## I. Definition

Named professorships or chairs are appointments normally supported wholly or in part by endowment income. In some cases named professorships are supported by general funds.

The terms of a donor may define the discipline of the incumbent of the chair so narrowly that the award is limited to a single department or be broad enough to encompass the entire University. Chairs may be awarded to individuals with existing Cornell appointments or to those recruited from outside the University. Appointments to endowed professorships are normally awarded to tenured members of the faculty at the rank of professor.<sup>1</sup>

## II. Procedures for Appointment

Authority for appointment or promotion of a faculty member to an endowed professorship, rests with the Board of Fellows upon the recommendation of the Dean of the Medical College. An appointment to an endowed professorship at an affiliated institution may first require the approval of the appropriate officers and/or boards of the affiliated institution.

The following credentials are required:

- A. Recommendation for Appointment form.
- B. *Curriculum vitae* and bibliography, in required format.
- C. Letter of recommendation from the department chair.

To insure the timely approval of an appointment to an endowed professorship, these credentials should be submitted to the Office of Faculty Affairs well in advance of the proposed effective date. If an individual is being recommended for appointment to an endowed professorship concurrent with a recommendation for appointment, promotion or tenure, the policies and procedures described in "Appointment and Promotion of Faculty" (section 2) and "Tenure" (section 3) will pertain to the appointment, promotion or tenure action.

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<sup>1</sup> A list of the endowed professorships at the Medical College may be found in the catalog.

# APPOINTMENT TO A UNIVERSITY PROFESSORSHIP<sup>1</sup>

## I. Introduction

The title of University Professor is used for individuals who have extraordinary breadth of scholarly achievement and academic experience, and to whom at least two departments have signified a willingness to offer membership.<sup>2</sup>

## II. Definition

A University Professor for the Medical College will be a distinguished and nationally recognized medical scholar who has an extraordinary breadth of scholarly achievement and academic or clinical experience and to whom at least two departments at the Medical College have signified a willingness to offer membership. The University Professor need not, however, be a member of any department and his or her specific responsibilities to the Medical College will be determined by the Dean in consultation with appropriate faculty representatives. Tenure will be granted as a University Professor at the Medical College by the Board of Fellows.

## III. Procedures for Appointment

Authority for appointment of a faculty member to a University Professorship rests with the Board of Fellows and the Board of Trustees upon the recommendation of the Dean of the Medical College and upon approval of the President of the University. The following credentials are required:

- A. Recommendation for Appointment form.
- B. *Curriculum vitae* and bibliography, in the required format.
- C. Letter of recommendation from the Dean

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<sup>1</sup> As approved by the Board of Trustees on December 4, 1986.

<sup>2</sup> The title of University Professor was authorized by the Cornell University Board of Trustees in April, 1957, following a recommendation and University Faculty legislation that suggested the method of selection, responsibilities, faculty affiliations and departmental or interdepartmental affiliations appropriate for such an appointment on the Ithaca campus. The title is used for individuals who have extraordinary breadth of scholarly achievement and academic experience, and to whom at least two departments have signified a willingness to offer membership. Since the procedure developed on the Ithaca campus for awarding a University Professorship was not appropriate for the Medical College, the Board of Trustees adopted a separate procedure for such appointments at the Medical College. This procedure included approval by the Board of Fellows prior to Trustee approval.

# APPOINTMENT OF PART-TIME FACULTY<sup>1</sup>

## I. Definition

Due to the nature of academic appointments, it is not possible to translate the terms part-time and full-time into numbers of hours. When part-time appointments are made, it is the responsibility of the appointee and the department chair or other cognizant individual to agree on the duties involved, and the amount of time required. Part-time appointments to the faculty should be recommended when the position requires less than full-time service, when there are funding limitations, or when the individual is not available full-time.

Regular part-time faculty are defined as paid faculty members on at least half-time appointments. Except in unusual situations or in the cases of voluntary faculty or Adjunct, Visiting, and Courtesy appointments, the minimum amount of time that the staff member may commit to the Medical College during the period of the appointment is twenty-five percent (25%). A member of a basic science department who devotes less than 50% effort should be appointed as an Adjunct; a member of a clinical science department who devotes less than 50% effort should be appointed to the voluntary faculty. Joint and dual appointments are not considered part-time appointments.

## II. Qualifications and Procedures

The qualifications and procedures pertaining to appointment or promotion are the same for part-time and full-time faculty members. Faculty members may transfer from full-time to part-time status, and *vice versa*, subject to the procedures and approval required for appointment or promotion to the recommended rank and pathway.

Regular part-time faculty are eligible for the rights, privileges and benefits (including sabbatical leave) that are available to full-time faculty members. Such rights, privileges and benefits, however, will be made available on a pro-rata basis except when such pro-rata is not feasible.

Regular part-time faculty will have their maximum terms in rank prorated. According to University legislation, tenure or probationary status is possible only for faculty members who are on at least half-time appointments. Part-time faculty members eligible for review for tenure will have their probationary periods prorated. The policies and procedures for the granting of tenure are the same as those applied to faculty members serving on a full-time basis. When an individual is awarded tenure on a part-time basis, however, the financial commitment is limited to the portion of the salary associated with the professorial appointment.

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<sup>1</sup> Cornell University Faculty Handbook (2010), pp. 40.



# APPOINTMENT OF PROFESSORS EMERITI

## I. Definition and Qualifications

In accordance with trustee legislation, any member of the professorial staff who retires after ten years in the rank of university professor, professor or associate professor and who has rendered distinguished and meritorious service to the University may be appointed Professor Emeritus by the President upon recommendation of the department chair and with the approval of the Dean of the Medical College.<sup>1</sup>

## II. Procedures for Appointment

The title Professor Emeritus is conferred on Associate Professors and Professors at the time of retirement. Individuals holding appointments in a faculty pathway with a title of associate professor must meet the qualifications for and be promoted to the rank of professor as determined by the pathway's policies and procedures. Individuals holding appointments at the rank of associate professor on the voluntary faculty, i.e., Clinical Associate Professor of (Department), however, need not be promoted to the rank of professor, i.e., Clinical Professor of (Department).<sup>2</sup>

In order to recommend a faculty member holding an appointment at the rank of professor on any faculty pathway or at the rank of associate professor on the voluntary faculty for emeritus status, the following credentials are required:

- A. Recommendation for Appointment form.
- B. *Curriculum vitae* and bibliography, in the required format.
- C. Letter of recommendation from the department chair reviewing the distinguished and meritorious service rendered by the faculty member.

The credentials should be submitted to the Office of Faculty Affairs in a timely manner.

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<sup>1</sup> Approved by the Board of Trustees, March 8, 1991.

<sup>2</sup> Approved by Executive Committee of the Board of Trustees, May 26, 1976 (Minutes, p. 9350).

## **APPOINTMENTS FOR ADMINISTRATORS OF AFFILIATED INSTITUTIONS**

Individuals at affiliated institutions whose background and accomplishments qualify them for faculty appointment, but whose current responsibilities are primarily administrative, may be recommended for appointment to the rank and pathway most appropriate to their background and qualifications. Most often this will be either the Pathway Recognizing Academic Achievement and Scholarship (Clinical Expertise and Innovation) or the Pathway Recognizing Clinical Excellence.

In instances where the affiliation agreement includes more than one Medical College and the individual's participation in the affiliation makes it appropriate for him or her to have a faculty appointment at each of those colleges, it is possible for the individual to hold more than one Medical College faculty appointment, and it is not necessary to use the adjunct modifier for either appointment. Should this be the case, each institution will independently review the individual's qualifications and determine the appropriate rank and title pursuant to its policies and procedures.

When faculty appointment is to be recommended for an individual who is primarily an administrator at an affiliated institution, the determination of the faculty rank and title will take account of the individual's current administrative role, his or her prior faculty appointments, as well as current and prior academic, educational and research activities.

All individuals at affiliated institutions who receive faculty or other academic appointments will be expected to perform reasonable activities for the Medical College as assigned by the Medical College. Most often these will be teaching responsibilities, but service on committees, research activities and administrative service to the Medical College could also be included.

## FACULTY APPOINTMENTS AT OTHER INSTITUTIONS

Members of the faculty at the Medical College may not generally hold faculty appointments at other medical schools or institutions of higher education. Individuals who wish to hold appointments elsewhere should discuss the appointment and concomitant responsibilities with their department chair at the Medical College.

Individuals who hold their primary faculty appointment at the Medical College and wish to have a faculty appointment elsewhere must have the approval of the department chair and the Dean. They should receive a title, which indicates the nature of the outside appointment. The Office of Faculty Affairs must be informed of all such appointments.<sup>1</sup>

Individuals who hold their primary appointment at other medical schools or institutions of higher education may be recommended, if appropriate, for an appointment at the Medical College as an Adjunct, Visiting or Courtesy faculty member. In certain exceptional cases, individuals at affiliated institutions who are recommended for appointment to the Medical College faculty may retain appointments at other educational institutions for a limited period of time, in accordance with the terms of an affiliation agreement with Cornell University.<sup>2</sup>

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<sup>1</sup> See the University Conflicts Policy <https://www.dfa.cornell.edu/policy/azindex/conflicts>.

<sup>2</sup> In such cases, please contact the Office of Faculty Affairs, (646) 962-8770.

## ADJUNCT, VISITING AND COURTESY FACULTY<sup>1</sup>

Individuals may be able to join the faculty of the Medical College on a part-time and/or temporary basis even if they have primary employment at another institution of higher education, business, industry, government or not-for-profit organization. The modifiers Adjunct, Visiting or Courtesy are used to denote their status and reflect different levels of responsibility and involvement in the programs of the Medical College.<sup>2</sup>

In all cases, individuals recommended for appointment as Adjunct, Visiting or Courtesy faculty members must possess equivalent or comparable academic qualifications to those required for regular appointment at that title. The policies and procedures for appointment or promotion are the same as for appointment or promotion to that rank and pathway as contained in the appropriate subsection above.

Since the primary responsibilities of Adjunct, Visiting and Courtesy faculty are external to the University, such faculty members are not eligible for tenure or certain benefits, but may, in appropriate instances, participate in the Physician Organization. Terms of appointment differ for Adjunct, Visiting or Courtesy faculty.

### I. Adjunct Faculty

The Adjunct faculty member continues his or her primary academic appointment at another institution, yet at the same time contributes regularly to the teaching, research and, if applicable, clinical programs of the Medical College. A faculty member in a basic science department who contributes less than 50% effort should also be appointed with the Adjunct modifier. The individual may be compensated for his or her activities or may be non-salaried.

The Adjunct modifier may be used only at the professorial ranks of assistant professor, associate professor and professor, and appears before the rank, e.g., Adjunct Professor of Clinical Medicine, Adjunct Clinical Associate Professor of Pediatrics, or Adjunct Assistant Professor of Biochemistry. Procedures and exceptions to procedures for faculty with primary appointments at Columbia University College of Physicians and Surgeons are detailed above in the section, Joint and Dual Appointments to the Faculty.

Appointments to the position of Adjunct Assistant Professor may be recommended for a period of up to three (3) years or any part thereof. Appointments to the positions of Adjunct Associate Professor or Adjunct Professor may be recommended for a period of up to five (5) years or any part thereof. Appointments are usually recommended for a term of one (1) academic year. Appointments may be renewed

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<sup>1</sup> The original policy was approved by the Executive Faculty Council on April 2, 1985 and the General Faculty Council on April 4, 1985.

<sup>2</sup> For those cases where appointment on the Voluntary Faculty may be more appropriate, see 2.26, Appointment and Promotion on the Voluntary Faculty.

indefinitely.

Renewals are recommended by the chair to the Dean in accordance with the policies and procedures for renewal on the faculty ranks and pathways. In the case of non-renewal, salaried members of the Adjunct faculty must receive notification of non-renewal appropriate to their faculty rank and pathway.

## **II. Visiting Faculty**

Visiting faculty members continue their primary responsibilities outside the Medical College, but for a temporary period devote their efforts on a full-time or part-time (paid or non-salaried) basis to the programs of the Medical College. While this modifier is most often appropriate for faculty members on temporary leave from other institutions, it may exceptionally be applied to individuals who visit the Medical College regularly but who do not perform the delineated duties of an Adjunct faculty member.

The Visiting modifier appears before the rank, e.g., Visiting Professor of Medicine.

Appointments are for an initial period of up to one year and renewable indefinitely for specific terms. Unless an appointment to the visiting faculty is renewed, it will end on the stated termination date, and no advance notification of non-renewal is required.<sup>1</sup>

## **III. Courtesy Faculty**

An individual who has the academic qualifications for a faculty position and who serves on the staff of an academic department, although he or she is employed by an outside agency, may be appointed at any faculty rank with the Courtesy modifier appended to the title, e.g., Clinical Instructor in Surgery (Courtesy). Courtesy faculty do not receive salary or benefits, but are expected to make some contribution to the programs of the Medical College.

Appointments to the courtesy faculty may be recommended for a period of up to five years or any part thereof. Appointments are usually recommended for a term of one (1) academic year.

Appointments may be renewed indefinitely for specific terms. Unless an appointment to the courtesy faculty is renewed, it will end on the stated termination date, and no advance notification of non-renewal is required.

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<sup>1</sup> See "Appointment and Promotion of Non-Faculty Academic Staff" (section 5) of the Academic Staff Handbook, 5.5, II.B, subsection on Visiting Fellows, for the appointment of visiting, non-faculty, academic staff.

## NEPOTISM

The Medical College seeks to provide equitable employment opportunities to all persons, including those related to one another by blood, marriage, legal action, or personal affection. In this context, “family” is defined as an individual’s spouse, domestic partner, parent, sibling, child, or any other blood relative, if that other blood relative resides in the same household. To achieve this objective and ensure that family ties and personal affection not be permitted to influence judgments on the quality of work or decisions on hiring, promoting, or termination, the Medical College requires that a person may not supervise or be in a reporting line chain of command as another person to whom he or she is related by blood, marriage, legal action, or with whom he or she is in a “consensual relationship” (as such term is defined in Cornell University Policy 6.3 Consensual Relationships<sup>1</sup>) without the written approval of the relevant Department Chair (except if the matter involves a relationship of the Department Chair, in which case written approval is required by either the Senior Associate Dean for Research or Senior Associate Dean for Clinical Affairs, as applicable). In such a relationship, the individual with supervisory authority (the reporting individual) has an affirmative obligation under this Policy to disclose the relationship to their Department Chair, and Department Chairs must disclose to the applicable Senior Associate Dean. For the sake of clarity, in the event of a question regarding whether or not a “consensual relationship” (as defined herein) exists, the Medical College will defer to the good faith judgment of the involved faculty members.<sup>2</sup>

In considering whether to approve such a supervisory or reporting line relationship, if it is determined that any actual or perceived conflicts can be reasonably managed, the Department Chair (or Senior Associate Dean in the case of a relationship with a Department Chair) will typically require implementation of a written mitigation plan to be signed by the individuals in the relevant relationship. In evaluating the matter, including determination of whether a mitigation plan is needed and development of an appropriate mitigation plan, the Chair (or Senior Dean if applicable) will utilize the standard form template mitigation plan and may rely on Human Resources and/or the Office of General Counsel for guidance and support. The Department Chair’s decision as to whether to require a mitigation plan and any mitigation plan must be approved by the applicable Senior Associate Dean (and, in the case of a relationship involving a Department Chair, the Senior Associate Dean’s decision and any mitigation plan must be approved by the Dean of the Medical College).

Prior to any mitigation plan being finalized, the Department Chair (or Senior Associate Dean in the case of a relationship involving the Department Chair) shall refer the proposed plan to the Medical College conflicts management office (CMO), which shall evaluate the plan and shall either approve or reject it or, in the discretion of the CMO, may refer the plan to the Conflicts Advisory Panel (CAP) for its evaluation and

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<sup>1</sup> See Cornell University Consensual Relationships (6.3) <https://policy.cornell.edu/policy-library>.

<sup>2</sup> See Cornell University Conflicts Policy (4.14) <https://policy.cornell.edu/policy-library>.

approval or rejection. (The CMO and CAP shall be as established in accordance with Cornell University Policy 1.7.) The CMO (or the CAP, if the CMO makes a referral to the CAP) shall also be the final arbiter to resolve any disputes regarding application or interpretation of a mitigation plan under this Policy.

Copies of the written approval (or declination of approval) of a reporting line personal relationship and any mitigation plan shall be filed in the employment files of the individuals in the relationship and maintained by WCM Human Resources. Mitigation Plans shall be annually reviewed and re-certified by the individuals in the relevant relationship pursuant to a process to be administered by Human Resources.

It is to be understood that the Medical College's Human Resources Policy 225 shall not apply to Medical College faculty, who shall instead be governed by the provisions of this Nepotism Policy in the Academic Staff Handbook (ASH). However, if the relationship at issue involves a faculty member and a member of the staff or non-faculty academic employees, the stricter HR Policy 225 shall apply, in which case this faculty Nepotism Policy shall **not** apply. In addition, in the case of a romantic or sexual relationship between students or postgraduates and faculty members, staff members, or others in a position of authority over them, Cornell University Policy 6.3 (Consensual Relationships) shall apply.

Faculty who are alleged to have violated this Nepotism Policy in the ASH will have those allegations evaluated and adjudicated according to the procedures specified in ASH Section XII (Faculty Misconduct).

## LETTER OF OFFER

Prior to appointment to or promotion on the full-time paid faculty of the Medical College, individuals should receive a letter from the department chair describing the nature of the appointment and the terms of employment at the Medical College.

Letters of offer must be approved by the Dean of the Medical College prior to their mailing. In the case of new or replacement positions, review of the appointment includes the approval of the "Academic Applicant Search Plan, parts I and II" by the Associate Dean of Diversity and completion of the Academic Applicant Tracking process within the Human Resources Department's Recruitment Management System by the individual responsible for the recruiting effort.<sup>1</sup>

It is recognized that a department will wish to issue the letter prior to the official approval of the appointment or promotion in order to require the candidate to acknowledge acceptance of the position as defined. In addition to describing the nature of the appointment and the terms of employment at the Medical College, such letters should specify that the recommended appointment is contingent upon the appropriate University approval. If appropriate University approval is not obtained, the letter is not binding. All such letters must be reviewed and approved by the Dean of the Medical College prior to their release.

In the interests of both the Medical College and the individual, regardless of the level of appointment, letters of offer should include the information listed below.<sup>2</sup>

- I. Faculty title.
- II. Other titles granted, e.g., administrative or hospital titles.
- III. The effective date and terminating date or length of the period of appointment.
- IV. Whether the appointment is terminal or renewable, and whether the candidate is eligible for tenure review. If an appointment is renewable, that implies that a decision on reappointment will be made prior to the end of the stated term and there is a commitment to giving notice. If it is not to be renewed, the letter should so state.
- V. Conditions for renewal, including but not limited to:
  - A. Continued receipt of sufficient extramural funds.
  - B. Continued fulfillment of qualifications /performance.

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<sup>1</sup> See also 2.8.VII.A and "Affirmative Action" (section 6) of the Academic Staff Handbook

<sup>2</sup> As guides to department chairmen, sample letters are available from the Office of Faculty Affairs (646) 962-8770.



- C.** Programmatic needs of department and/or hospital.
- D.** Maintenance of a visa status with employment authorization.
- E.** If at affiliated institution:
  - 1. Continuation of affiliation agreement.
  - 2. Continuation of appointment at affiliate.
- VI.** The base salary and, if applicable, other compensation, (i.e., supplemental compensation, administrative compensation).
- VII.** The responsibilities associated with the position, e.g., teaching, research, clinical practice, or administration.
- VIII.** Any special arrangements or agreements, e.g., reduction of probationary period for tenure review, time of sabbatical leave, moving allowance.
- IX.** The provision of facilities/personnel, e.g., space assignment, graduate students, postdoctoral trainees, hiring of faculty or technical personnel, and secretary.
- X.** A statement as to establishment of mentoring relationships and/or responsibilities.
- XI.** In the case of faculty providing clinical care services to patients, state that participation in the Medical College Physician Organization and Billing Compliance Program are conditions of employment.
- XII.** Description of the University Inventions and Related Property Rights Policy and statement that execution of the Inventions and Related Property Rights Assignment form is a condition of employment.
- XIII.** Description of the Conflicts Policy and statement that execution of the Conflict Disclosure Form is a condition of employment.



## APPENDIX I



# **Guidebook: Criteria for Faculty Appointment and Promotion**

## **Weill Cornell Medical College**

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# INTRODUCTION

This guidebook describes the revised criteria for faculty appointment and promotion at Weill Cornell Medical College. These represent major changes from the previous criteria that classified faculty on numerous “faculty tracks”, whereby faculty members were evaluated as Researchers, Academic Clinicians, Clinicians or Educators, with titles for distinct tracks and specific criteria for appointment and promotion. Under the new guidelines, full-time faculty are given the opportunity to assemble a profile that reflects their unique combination of activities and accomplishments. This new structure also includes administrative leadership and service to the Weill Cornell community that contributes to the academic mission to the Medical College. This new system permits the total activities and achievements of a faculty member to be considered in the evaluation for promotion.

The fundamental concepts of the new criteria include:

1. demonstration of **excellence** in the major area of academic activity by objective achievements.
2. requirement for **scholarship and teaching activity** at all ranks except for promotion to Assistant Professor
3. a link between rank of appointment and the breadth of the candidate’s **reputation and achievement**. Appointment as Associate Professor requires a strong regional reputation and appointment as Professor requires a sustained national, and in many cases international, reputation.

A key aspect of this new system is to incorporate objective criteria that recognize new models of investigation and clinical care, and innovation in education and administration.

This booklet is intended to assist faculty in understanding the requirements for promotion, with an overview of the new criteria (pages 2.52-57), followed by sections that detail the metrics for promotion for faculty members with areas of excellence in investigation, clinical expertise or educational leadership (pages 2.58-82).

This is followed by metrics of teaching activities (pages 2.83-85), and metrics of supporting activities (pages 2.86-89)

The final section includes resources for additional information and a “frequently asked questions” section tailored to common areas for clarification (pages 2.96-98).

This guidebook has been designed to provide examples of metrics, and to address questions that are frequently raised by faculty regarding promotion. The Academic Staff Handbook available on the Office of Faculty Affairs website at <http://weill.cornell.edu/handbook/> remains the more comprehensive source for all general policies that pertain to faculty affairs.

## Tenure

This guidebook does not change or modify the Cornell University or Weill Cornell Medical College policies regarding tenure. Further information regarding tenure can be found in the Academic Staff Handbook, "Tenure" (section 3).

## **STEPS TOWARD PROMOTION: SELECTING AN AREA OF EXCELLENCE**

The area of excellence should represent the candidate's major area of achievement and impact, including a consideration of the quantity as well as quality of contribution. The area of excellence should form the basis of the candidate's reputation and should be consistent with the type and focus of the candidate's scholarship. The area of excellence should also represent the activities to which the faculty member has devoted a substantial proportion of time and academic effort. The choice may also be influenced by how the candidate views his/her career path. The determination of the area of excellence is made by the Department Chair (or his/her designee) in consultation with the candidate.

In most cases, an individual will maintain a consistent academic focus over time, although the activities of a faculty member may occasionally change. If a substantive change in activities occurs, the area of excellence and significant supporting activities selected for subsequent promotions may change as well. The candidate will be expected to meet the standards for the new area of excellence.

Almost all candidates will be evaluated in a single area of excellence. Only rarely, when both the quality and quantity of contribution are comparable in two areas of excellence should two areas of excellence be proposed.

## STEPS FOR CREATING A PROMOTION PROFILE



Education of Patients & Community	Clinical Expertise	Investigation	Administration or Institutional Service
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## SELECTING A PATHWAY

The Weill Cornell Promotion System utilizes two major types of pathways

The first type of pathway is for faculty members for whom academic achievement and scholarship is a primary activity. Individuals in this category hold unmodified titles. (Detailed on page 2.55)

The second type of pathway is for faculty members for whom clinical expertise, investigation, or teaching excellence will be the primary criteria for promotion. Scholarship and administrative expertise are recognized, but are not the primary considerations for promotion. Individuals in this category will hold modified titles. (Detailed on page 2.56)

The decision regarding the most relevant pathway for each faculty member is a joint decision reached between the faculty member and the Departmental Chairperson.

Pathways will be noted in initial offer letters, and will be reviewed yearly during Annual Faculty Reviews.

We will describe the Pathway Recognizing Academic Achievement and Scholarship (Page 2.55), followed by the pathways that recognize Clinical Expertise, Investigation, and Teaching Excellence (page 2.56).



## A. PATHWAY RECOGNIZING ACADEMIC ACHIEVEMENT AND SCHOLARSHIP

### Step 1. Select one of the three Areas of Excellence (required)

1. Clinical Expertise and Innovation
2. Investigation
3. Educational Leadership

The area of excellence should represent the candidate's major area of achievement and impact. This area should form the basis of the candidate's reputation and recognition. Scholarship, broadly defined, is a requirement in all categories. The area of excellence may be different at subsequent promotions; hence there is flexibility to permit the promotion of faculty members who have actively sought career changes from one area of excellence to another.

### Step 2. Report on Teaching Activities (required, pages 2.83-85)

All faculty members will be evaluated for contributions to teaching and education activities at WCMC and affiliated institutions. If this is the candidate's first faculty appointment at WCMC, teaching contributions at institutions where the candidate previously held a faculty position will also be considered. Teaching activities are broadly defined to include:

- Didactic teaching of students, trainees and peers
- Research training and mentorship
- Clinical teaching and mentorship
- Administrative teaching roles
- Teaching of WCMC medical and graduate students, students in WCMC applied programs (Physician's Assistants) be particularly noted

### Step 3. Specify Significant Supporting Activities (optional, pages 2.86-89)

Many faculty members make significant contributions outside their designated area of excellence and teaching. Significant supporting activities may represent contributions of outstanding quality in areas in which the quantity of contribution is less than in the area of excellence. Contributions in five areas will be considered:

- Clinical Expertise
- Investigation
- Education of Patients and Service to the Community
- Administration and Institutional Service
- External Professional Activities

Substantial academic contributions in one or more supporting activities will supplement accomplishments in the area of excellence, in evaluation for promotion. However, while such activities may decrease the expected *quantity* of contribution in the area of excellence, they do not diminish the requirement for exceptional *quality* of academic achievement in the area of excellence.

Tenure Consideration: Select faculty on the Pathway Recognizing Academic Achievement and Scholarship, usually for whom Investigation is the Area of Excellence may be eligible for tenure consideration. For these faculty members, evaluation for promotion to Associate Professor is required generally not later than the sixth year as an Assistant Professor, followed by consideration for tenure at year eight, with or without further promotion. Eligibility for tenure consideration is typically noted in initial offer letters, and can be further discussed with Division Chief and Department Chairs during the Annual Faculty Review. The details for tenure consideration are further delineated in the Weill Cornell Academic Staff Handbook.

## **B. PATHWAY RECOGNIZING CLINICAL EXCELLENCE:**

**Step 1.** The area of clinical excellence should represent the candidate's major area of achievement and impact. This area should form the basis of the candidate's reputation and recognition. Scholarship, broadly defined, is a requirement, but the quantity of scholarship is typically less than that of faculty on the Pathway Recognizing Academic Achievement.

**Step 2. Report on Teaching and Education (required). (Pages 2.83-85)**

**Step 3. Specify Significant Supporting Activities (optional). (Pages 2.86-89)**

## **C. PATHWAY RECOGNIZING EXCELLENCE IN INVESTIGATION:**

**Step 1.** The area of excellence in scientific investigation should represent the candidate's major area of achievement and impact. This area should form the basis of the candidate's reputation and recognition. Scholarship, broadly defined, is a requirement, but the quantity of scholarship is typically less than that of faculty on the Pathway Recognizing Academic Achievement.

**Step 2. Report on Teaching Activities (required). (Pages 2.83-85)**

**Step 3. Specify Significant Supporting Activities (optional). (Page 2.86-89)**

## **D. PATHWAY RECOGNIZING EXCELLENCE IN TEACHING:**

**Step 1.** The area of excellence in teaching should represent the candidate's major area of achievement and impact. This area should form the basis of the candidate's reputation and recognition. Scholarship, broadly defined, is a requirement, but the quantity of

scholarship is typically less than that of faculty on the Pathway Recognizing Academic Achievement.

**Step 2. Report on Teaching Activities (required). (Pages 2.83-85)**

**Step 3. Specify Significant Supporting Activities (optional). (Pages 2.86-89)**

## DESCRIPTION OF AREAS OF EXCELLENCE

### ***Clinical Expertise and Innovation***

This section covers Weill Cornell Medical College academic titles and promotions criteria for all faculty members for whom patient care and other clinically-related activities constitute the unifying theme for the candidate's academic activities and achievements.

#### **For Full-time and Regular Part-time Weill Cornell Medical College Faculty members**

#### **Pathway Recognizing Academic Achievement and Scholarship**

#### **Unmodified Titles in Clinical Departments; award of these titles must include substantial activity in Written Scholarship and Teaching**

Available Titles include Assistant Professor of (Department), Associate Professor of (Department), and Professor of (Department). In certain circumstances, the title Instructor in Discipline may also be awarded (see below).

To be considered for an unmodified title at any level, the candidate will be assessed on the basis of clinical excellence and leadership, scholarship, and teaching. The candidate may have a reputation as an innovator in approaches to diagnosis, treatment or prevention of disease, applications of technology to clinical care and/or in developing models of care delivery. With specific regard to clinical excellence and leadership, an assessment will be performed regarding both the candidate's recognition as a clinical expert as well as the candidate's influence on clinical practice; level specific metrics for both recognition and influence are provided within the attached table. The candidate must also demonstrate written scholarship, which may include chapters and reviews in the area of clinical expertise, guidelines for patient care, publications evaluating the impact of a clinical innovation and/or other research publications (for scholarship metrics for unmodified titles, the attached Metrics for Scholarship Table is used; other forms of scholarship are considered supplemental and do not replace the requirements for written scholarship in the Metrics for Scholarship Table). There should be a strong teaching component in the clinical field (for metrics, see attached Teaching Tables, pages 2.83-85) and the individual may participate in clinical, translational, or basic scientific research related to the clinical field.

At the **Assistant Professor** level, the candidate must have evidence of (or a clear potential for, if an initial appointment) a strong local reputation in a clinical field with a leadership role and/or a key role in activities that influence practice, such as approaches to diagnosis, treatment or prevention of disease, applications of technology to clinical care and/or development or local adoption of innovative models of care delivery. The candidate must have (or a clear potential for, if an initial appointment) first author scholarship related to the clinical field and should be teaching in the clinical field.

For appointment as, or promotion to **Associate Professor of (Department)**, the candidate must have (in addition to distinguished service as an assistant professor) a strong regional, and frequently national, reputation as an independent expert who has influenced the clinical field. He/she may have demonstrated innovation in approaches to diagnosis, treatment or prevention of disease, the development/application of technology for clinical care and/or the development of novel models of care delivery that influence care at a regional, and often national, level. The candidate must have an active teaching role and have influential first and senior author scholarship in the area of clinical expertise.

For appointment as, or promotion to **Professor of (Department)**, the candidate must have (in addition to distinguished service as an associate professor) a sustained national, and in many cases international, reputation as a leader and innovator in a clinical field. The candidate's expertise must be demonstrated through high impact scholarship. The candidate must have a significant influence on practice in the clinical field nationally, and often internationally, as a result of his/her teaching, scholarship and innovation.

**For Full-time and Regular Part-time Weill Cornell Medical College Faculty members**

**Pathway Recognizing Clinical Excellence**

**Modified Titles in Clinical Departments; award of these titles may include substantial activity in Scholarship and Teaching**

Award of a modified title the pathway recognizing clinical excellence does not require the same measure of written scholarship or teaching as an unmodified title although these activities are included in every assessment and are strongly encouraged throughout the medical college. With regard to scholarship and teaching metrics for candidates for a modified title, it is important to note that the evaluation will also consider the more broadly defined metrics given in the Recognition and Scholarship Metrics in Teaching and Education Table below and are not limited to those in the Metrics for Scholarship Table (which emphasizes written scholarship). In addition, although all candidates for a modified title will also be evaluated for teaching according to the attached tables, it is recognized that certain clinical settings may provide a limited opportunity for educational activities.

Available Titles include Assistant Professor of Clinical (Department), Associate Professor of Clinical (Department), and Professor of Clinical (Department). In certain circumstances, the title Instructor in Clinical (Department) may also be awarded (see below).

**Modified Titles**

To be considered for a modified title at any level, the candidate will be assessed on the basis of clinical excellence and leadership, scholarship, and teaching. With specific regard to clinical excellence and leadership, an assessment will be performed regarding

both the candidate's recognition as a clinical expert as well as the candidate's influence on clinical practice; level specific metrics for both recognition and influence are provided within the table below. The candidate may have a reputation as a provider or innovator in approaches to diagnosis, treatment or prevention of disease, applications of technology to clinical care and/or in developing models of care delivery.

Consequently, there may be candidates who are primarily or exclusively clinical in focus for whom none of the teaching and education criteria pertain; these candidates may still be considered for a modified title based on clinical excellence and leadership criteria alone.

At the **Assistant Professor of Clinical (Department)** level, the candidate must have evidence of (or a clear potential for, if an initial appointment) a strong local reputation as an expert in a clinical field and must have demonstrated clinical expertise that is recognized for its reliable high quality. While not absolutely required for appointment, the documentation of (or potential for, if an initial appointment) scholarship (metrics from both tables: Metrics for Scholarship and Recognition and Scholarship Metrics in Teaching and Education) and/or meeting the level specific teaching and education minimum standards where possible, will be valued.

For appointment as, or promotion to **Associate Professor of Clinical (Department)**, the candidate must have (in addition to distinguished service as an assistant professor) a strong regional reputation as an expert who is highly regarded in a clinical field and must have demonstrated clinical expertise that is consistently outstanding. While not absolutely required for appointment, the documentation of scholarship (metrics from both tables: Metrics for Scholarship and Recognition, and Scholarship Metrics in Teaching and Education) and/or meeting the level specific teaching and education minimum standards where possible, will be valued.

For appointment as, or promotion to **Professor of Clinical (Department)**, the candidate must have (in addition to distinguished service as an associate professor) a sustained national or international reputation as an expert who has achieved exceptional proficiency in a clinical field and must have demonstrated clinical expertise that is consistently distinguished by the depth and breadth of attainment. While not absolutely required for appointment, the documentation of scholarship (metrics from both tables: Metrics for Scholarship and Recognition, and Scholarship Metrics in Teaching and Education) and/or meeting the teaching and education minimum standards where possible, will be valued.

**Clinical Expertise & Innovation**  
**Metrics for Recognition as a Clinical Expert and for Influencing**  
**Clinical Practice:**  
***Assistant Professor***

The metrics provided for each area of excellence in the following sections are not comprehensive but are meant to serve as examples of common achievements for a given rank. Candidates may report achievements not specified in the metrics. At initial appointment, faculty members are evaluated for potential in attaining these metrics. During their Assistant Professorship, faculty members should provide evidence of attaining one or more of these metrics.

Assistant Professor	Examples of Metrics
<b>Recognition as a clinical expert</b>	<p>Strong local reputation as a clinical expert, may hold local clinical leadership roles.</p> <p><b>Specific metrics</b></p> <ul style="list-style-type: none"> <li>• Invitations to speak locally, and in many cases regionally, on issues related to area of clinical expertise</li> <li>• Role in local professional organizations related to clinical expertise, including participation as a speaker in courses and program development</li> <li>• Invitations to participate locally in the development of guidelines/protocols for quality improvement or management in area of clinical expertise</li> <li>• Service as peer reviewer for clinical journals</li> <li>• Peer-reviewed funding to support innovations that influence clinical practice locally</li> <li>• Local awards for contributions and/or innovation in the area of clinical expertise</li> </ul>
<b>Influencing clinical practice</b>	<p>Key role in the development or local adoption of innovative approaches to diagnosis, treatment or prevention of disease, use of technologies and/or models of care delivery. Examples of activities (many others are possible) include:</p> <ul style="list-style-type: none"> <li>• Assisting with the creation of a novel interdisciplinary clinical service</li> <li>• Key role in development and local implementation of practice guidelines for care or to prevent medical errors</li> <li>• Utilizing and disseminating the use of a new surgical procedure</li> </ul>
<b>Written Scholarship</b>	<ul style="list-style-type: none"> <li>• Publication of first author original research, reviews and/or chapters related to area of clinical expertise; may include publication of research that assesses the effectiveness of innovative approaches to clinical care</li> <li>• Development of guidelines and/or protocols for patient treatment or delivery of care that are adopted locally</li> </ul>

## Clinical Expertise & Innovation

### Metrics for Recognition as a Clinical Expert and for Influencing Clinical Practice:

#### *Associate Professor*

The metrics provided for each area of excellence in the following sections are not comprehensive but are meant to serve as examples of common achievements for a given rank. Candidates may report achievements not specified in the metrics.

Associate Professor	Examples of Metrics
Recognition as a clinical expert	<p>Strong regional, and most often national, recognition as an independent clinical expert as evidenced by regional and/or national leadership roles and reputation related to the clinical field.</p> <p><b>Specific metrics</b></p> <ul style="list-style-type: none"> <li>• Invitations to speak regionally, and most often nationally, on issues related to area of clinical expertise</li> <li>• Leadership roles in regional, and most often national, professional organizations related to clinical expertise, including leadership in regional and/or national courses or programs</li> <li>• Service on regional, and most often national, committees developing guidelines and policies for management in area of clinical expertise</li> <li>• Service on regional, and most often national, committees evaluating programs in area of clinical expertise</li> <li>• Membership on editorial boards in area of clinical expertise</li> <li>• Peer-reviewed funding to support innovations that influence clinical practice regionally, and most often nationally</li> <li>• Regional and/or national awards for contributions and/or innovation in the area of clinical expertise</li> </ul>
Influencing clinical practice	<p>Development of innovative approaches to diagnosis, treatment or prevention of disease, applications of technologies and/or models of care delivery that influence care at a regional, and most often national, level. Examples of activities (many others are possible) include the development of:</p> <ul style="list-style-type: none"> <li>• a clinical care model</li> <li>• practice guidelines</li> <li>• an innovative application of an existing technology</li> </ul>
Written Scholarship	<ul style="list-style-type: none"> <li>• Publication of first and senior author original research, chapters, reviews, and/or textbooks related to area of clinical expertise that are recognized as authoritative and are widely cited</li> <li>• Development of guidelines and/or protocols for patient treatment or delivery of care that are adopted regionally, and in some cases, nationally</li> <li>• Publication of first and senior author manuscripts that demonstrate the impact of the candidate's innovation on quality of care, clinical outcomes, and/or access to care</li> </ul>



## Clinical Expertise & Innovation

### Metrics for Recognition as a Clinical Expert and for Influencing Clinical Practice:

#### **Professor**

The metrics provided for each area of excellence in the following sections are not comprehensive but are meant to serve as examples of common achievements for a given rank. Candidates may report achievements not specified in the metrics.

Professor	Examples of Metrics
<b>Recognition as a clinical expert</b>	<p>National, and in many cases international, recognition as a clinical expert as evidenced by national, and in many cases international, leadership roles and reputation related to the clinical field,</p> <p><b>Specific metrics</b></p> <ul style="list-style-type: none"> <li>• Visiting professorships and invitations to speak nationally, and in many cases internationally, on issues related to area of clinical expertise</li> <li>• Leadership roles in national, and in many cases international, professional organizations related to area of clinical expertise including leadership of national, and in many cases international, courses or programs</li> <li>• Service as a consultant on issues related to area of clinical expertise</li> <li>• Service on national, and in many cases international, committees developing guidelines and policies for management or evaluating programs in area of clinical expertise</li> <li>• Editor of a journal in the area of clinical expertise</li> <li>• Peer-reviewed funding to support innovations that influence clinical practice nationally, and in many cases, internationally</li> <li>• National, and in many cases international, awards for contributions and/or innovation in the area of clinical expertise</li> </ul>
<b>Influencing clinical practice</b>	<p>Development of innovative approaches to diagnosis or treatment, applications of technologies and/or models of care that influence care at a national, and in many cases international, level. Examples of activities (many others are possible) include:</p> <ul style="list-style-type: none"> <li>• Having a critical role in defining a new field</li> <li>• Developing innovative treatments, procedures, or technologies demonstrated to be superior to previous approaches</li> <li>• Developing treatment protocols or practice guidelines that influence the standard of care</li> </ul>
<b>Written Scholarship</b>	<ul style="list-style-type: none"> <li>• Publication of first and senior author original research, chapters, reviews, and/or textbooks related to area of clinical expertise that are recognized as authoritative and are widely cited</li> <li>• Development of guidelines and/or protocols for patient treatment or delivery of care that are adopted regionally, and in some cases, nationally</li> <li>• Publication of first and senior author manuscripts that demonstrate the impact of the candidate's innovation on quality of care, clinical outcomes, and/or access to care</li> </ul>

## **Investigation**

This area of excellence is appropriate for individuals who spend the majority of their time performing research. Investigation is broadly defined to include basic, translational and clinical research, including epidemiology, outcomes and health services research, and biostatistics as well as research in social sciences, ethics, bioinformatics and health economics, among others. Investigation also includes the development of innovative methods/technologies and/or novel applications of existing methods and technologies. This area of excellence may also be used to recognize the contributions of individuals with research training in diverse fields who bring a unique or critical expertise to the biomedical research team. It includes individuals participating in large collaborative and multicenter research, as well as those conducting research individually or in small groups. The candidate must demonstrate scholarship, which may include first or senior author publications of original research, and/or publications from large multidisciplinary studies on which the candidate was in another authorship position and to which the candidate made documented, significant intellectual contributions.

### **Pathway Recognizing Academic Achievement and Scholarship Unmodified Titles in Department; award of these titles must include substantial activity in Written Scholarship and Teaching**

At the **Assistant Professor** level, the candidate must have evidence of a strong reputation for contributions to research with an identified research focus or area of expertise. He/she must demonstrate scholarship which most often includes publications on which the candidate is first author; the candidate may also be in another authorship position on publications from collaborative research to which he/she has made documented, substantive intellectual contributions.

For appointment as, or promotion to **Associate Professor of (Department)**, the candidate must have a national reputation as an independent investigator and major contributor to the field. There must be a record of independent scholarship which nearly always will include senior authorship on high quality publications that have advanced the field; the candidate may also be in another authorship position on publications from collaborative research that significantly advance biomedical science to which he/she contributed critical ideas or innovations, having taken the role of first or senior author on some publications. The candidate should have a successful record of peer-reviewed extramural funding, and must have evidence of teaching and supervision of trainees.

For appointment as, or promotion to **Professor of (Department)**, the candidate must have a sustained international reputation as one of the top researchers in the field. He/she must be the leader of an exceptional independent research program and may also have key leadership roles in collaborative studies. The candidate must have a longstanding record of exceptional scholarship, which includes senior authorship on high impact publications of original research. The candidate may also have played a leadership role on, and made critical contributions to, publications of high impact collaborative research. The candidate should have a sustained record of peer-reviewed

extramural funding, which will include principal investigator funding, and must have evidence of effective teaching and supervision as demonstrated by the number and stature of his/her trainees.

Metrics for Assistant Professor, Associate Professor and Professor are detailed on pages 2.66-70.

Teaching Assessment for Faculty on the Investigative Pathway are similar to that detailed on pages 2.83-85.

## Investigation

### Metrics for Recognition as an Expert in Investigation

#### *Assistant Professor*

The metrics provided for each area of excellence in the following sections are not comprehensive but are meant to serve as examples of common achievements for a given rank. Candidates may report achievements not specified in the metrics.

At initial appointment, faculty members are evaluated for potential in attaining these metrics. During their Assistant Professorship, faculty members should provide evidence of attaining several of these metrics.

Assistant Professor	Examples of Metrics
<b>Recognition as an Investigation Expert</b>	<ul style="list-style-type: none"><li>• Invitations to speak locally, and in many cases nationally, about research</li><li>• Peer-reviewed funding to conduct research</li><li>• Service as an ad hoc reviewer for scientific journals</li><li>• Role in planning sessions for scientific societies locally, and in many cases nationally</li><li>• Faculty oversight role in an institutional research core</li><li>• Local and/or regional awards for research and/or innovation</li><li>• Role as an investigator on multiple studies based on specific expertise</li></ul>
<b>Scholarship</b>	Publication of original research that contributes new knowledge; most often includes publications on which the candidate is corresponding author; may be in another authorship position on publications of collaborative research to which the candidate has made documented, substantive intellectual contributions

**Investigation  
Metrics for Recognition as an Expert in Investigation  
Associate Professor**

**Summary**

National reputation as an original, independent investigator and major contributor to the field; may include development of or novel application of methods or technologies that significantly advance biomedical science; must have a record of independent scholarship which may include: senior author on high quality publications that have advanced the field, perhaps with additional publications from collaborative research that significantly advance biomedical science to which the candidate contributed critical ideas or innovations; candidate should have a successful funding record; must have evidence of teaching and supervision of trainees.

***In addition to distinguished service as an Assistant Professor:***

Associate Professor	Examples of Metrics
<p><b>Recognition as an Investigation Expert</b></p>	<p>Conducts original research that significantly advances biomedical science; may include any or all of the following:</p> <ul style="list-style-type: none"> <li>• Basic research</li> <li>• Clinical research and/or laboratory or clinically based translational research which may include studies of disease mechanisms, diagnostic techniques and/or other investigations contributing knowledge that may significantly advance the prevention, diagnosis or management of disease; may have a defined role in building a multidisciplinary team and/or center that conceptualizes novel investigative approaches</li> <li>• Quantitative or social science research such as epidemiology, outcomes and health services research, and biostatistics as well as research in social sciences, ethics, bioinformatics and health economics, among others; should have an independent leadership role in design of studies, conduct of studies and/or analysis of study data; for multicenter studies, makes key, original intellectual contributions to critical elements in study design, protocol development, protocol implementation, study conduct, and/or data analysis</li> <li>• Development of new methods/technologies and/or novel applications of existing methods/technologies</li> </ul> <p>Candidate will usually be principal investigator on peer-reviewed federal, investigator-initiated industry, and/or foundation grants; may be site principal investigator of a multicenter study; in some cases may be primarily funded as a co-investigator if candidate brings a critical expertise to multiple studies in an area in which the candidate is nationally recognized as uniquely qualified among the team members. This should include a significant record of peer-reviewed funding.</p>

**Investigation**  
**Metrics for Recognition as an Expert in Investigation**  
**Associate Professor**

<b>Associate Professor</b>	<b>Examples of Metrics</b>
<b>Recognition as an Investigation Expert (continued)</b>	<ul style="list-style-type: none"><li>• Invitations to speak regionally and nationally about research</li><li>• Principal investigator of peer-reviewed funding to conduct research</li><li>• Service on editorial boards of scientific journals or as a consultant to journals in area of expertise</li><li>• Leadership role(s) on institution research-related committees such as the human subjects committee</li><li>• Service on national committees related to research including grant review panels such as NIH study sections, FDA panels, and data and safety monitoring boards for multicenter trials</li><li>• Role in planning sessions for scientific societies nationally</li><li>• Faculty oversight role in an institutional research core</li><li>• National awards for research and/or innovation</li><li>• Membership on steering committees, other study committees and/or writing groups of national multicenter studies</li><li>• Invitations to serve as a key investigator on multiple, significant studies based on unique expertise</li></ul>
<b>Scholarship</b>	<ul style="list-style-type: none"><li>• Publication of senior author high quality, original research that significantly advances the field</li><li>• Publication of original research from multidisciplinary studies on which the candidate was senior author; may be in another authorship position or member of an unnamed authorship group, to which the candidate made documented, key intellectual contributions; should have taken the lead role on several manuscripts from the study</li></ul> <p>Publications of senior author original work describing new methods/technologies and/or innovative applications of existing methods/technologies</p>

## Investigation Metrics for Recognition as an Expert in Investigation Professor

### Summary

Sustained national, and usually international, reputation as one of the top researchers in the field; leader of an exceptional independent research program and/or key leadership role in collaborative studies; longstanding record of exceptional scholarship which may include: senior author on high impact publications of original research, and/or major leadership role on, and critical contribution to, publications of high impact collaborative research; candidate should have a sustained record of extramural funding; must have evidence of effective teaching and supervision as demonstrated by stature of trainees.

### *In addition to distinguished service as an Associate Professor:*

Professor	Examples of Metrics
<b>Recognition as an Investigation Expert</b>	<p>Sustained record of conducting exceptional research that has a major impact on the field and/or changes clinical practice; may include any or all of the following:</p> <ul style="list-style-type: none"><li>• Basic research</li><li>• Clinical research and/or laboratory or clinically based translational research which may include studies of disease mechanisms, diagnostic techniques and/or other investigations that provide fundamental insight into the prevention, diagnosis or management of disease; may lead an established multidisciplinary team and/or center that has created novel investigative approaches that have resulted in critical contributions to the field</li><li>• Quantitative or social science research such as epidemiology, outcomes and health services research, and biostatistics as well as research in social sciences, ethics, bioinformatics and health economics, among others; outstanding record of leadership in design, conduct and analysis of studies; for multicenter studies, overall principal investigator, or one of a small number of key national leaders of studies</li><li>• Development of innovative methods/technologies and/or novel applications of existing methods/technologies that have been adopted by others in the field</li></ul> <p>Sustained record of funding as principal investigator; may be funded by a combination of federal, investigator-initiated industry, and foundation grants. This should include a sustained record of peer-reviewed funding.</p>

# Investigation Metrics for Recognition as an Expert in Investigation Professor

Professor	Examples of Metrics
<b>Recognition as an Investigation Expert</b>	<ul style="list-style-type: none"><li>• Invitations to speak nationally, and internationally about research</li><li>• Sustained record of principal investigator peer-reviewed research funding</li><li>• Service as an editor and/or on editorial boards of scientific journals or as a consultant to journals in area of expertise</li><li>• Service on, and may have a leadership role on, national, and/or international, committees related to research including grant review panels such as NIH study sections, NIH advisory groups, FDA panels, data and safety monitoring boards for major multicenter trials</li><li>• Leadership role in planning sessions for major scientific societies nationally, and in many cases, internationally</li><li>• Prestigious national or international awards for research and/or innovations</li><li>• Overall principal investigator or one of a small number of key national leaders and/or leadership roles on key committees and writing groups of national, and/or international, multicenter studies</li><li>• Adoption by others in the field of novel methods/technologies</li></ul>
<b>Scholarship</b>	<ul style="list-style-type: none"><li>• Senior authorship on studies of exceptional, original and innovative research which has had a major impact on the field</li><li>• Continuing record of publication from multidisciplinary research that has had a major impact on the field and/or changed clinical practice; candidate may be in various authorship positions on manuscripts, but should have served as the senior author on a substantial number of manuscripts from the study.</li><li>• Publication of senior author original work describing novel methods/technologies that advance the field.</li></ul>



## Educational Leadership

### Pathway Recognizing Academic Achievement and Scholarship

**Unmodified Titles in (Department); award of these titles must include substantial activity in Written Scholarship and Teaching**

A distinction is made here between teachers and educators. Teachers are faculty who spend their time teaching others, managing the learning of individuals. Educators are faculty who take a scholarly approach to the learning mission, developing curriculum, creating assessment tools, and managing the learning systems.

Teaching activities are broadly defined as including: didactic teaching of students, residents, clinical fellows, research fellows and peers; research training and mentorship; clinical teaching and mentorship; and, educational administrative or leadership roles. A candidate on the Educational Leadership Pathway will be evaluated on both the quantity and quality of his/her teaching activities, recognition for his/her role as educator, and on teaching scholarship. The candidate must demonstrate scholarship, which may include: publication of original research, reviews, and chapters; educational material in print or other media such as syllabi, curricula, web-based training modules and courses; and/or, educational methods, policy statements, and assessment tools.

At the **Assistant Professor** level, the candidate must have evidence of a strong local reputation as an active and highly effective teacher with increasing involvement and responsibility over time. The candidate must demonstrate scholarship, which will often include first author publications in and may also include educational materials in print or other media that have been developed by the candidate and have been adopted locally.

For appointment as or promotion to **Associate Professor of (Department)**, the candidate must have a strong regional, and often national, reputation as an independent leader in education. He/she must have developed innovative teaching methods, curricula, educational policy or educational assessment tools, or have performed influential research related to education. The candidate's expertise must be demonstrated through scholarship which may take the form of influential senior author publications related to education, or educational materials developed by the candidate and adopted for use regionally or nationally.

For appointment as or promotion to **Professor of (Department)**, the candidate must demonstrate a sustained national, and in some cases international, reputation as an educational leader and innovator, and must be considered to be among the best in the country in the development of educational methods, curricula, policy and/or assessment tools, or in the conduct of educational research. The candidate's expertise must be demonstrated through high impact scholarship that influences the field nationally or internationally.

This area of excellence is appropriate for candidates who spend a high proportion of their time on educational activities and who view education as their primary academic

focus. Evaluations will be for teaching contributions at WCMC, WCMC-Q, and WCMC affiliates or, for newly hired faculty appointments at WCMC, at the institution where a candidate for appointment previously held a faculty position. Teaching of WCMC medical, allied health, and graduate students will be particularly noted.

## **Educational Leadership**

### **Assistant Professor**

#### **Summary**

Candidates for Assistant Professor must provide evidence of a strong local reputation as an active and highly effective teacher **in at least 2 of the 4 teaching domains** (didactic teaching, mentorship, clinical teaching, or administrative/leadership roles); as well as recognition as an expert and demonstration of scholarship related to education and/or an area of clinical expertise (see footnote, page 2.74).

<b>Teaching Domain:</b>	<b>Examples of Metrics</b>
<b>Didactic teaching of students, trainees and peers (e.g., lectures, continuing medical education courses, grand rounds, professional development programs, seminars, tutorials)</b>	<ul style="list-style-type: none"><li>• Participation in courses and lectures at Weill Cornell and its affiliates</li><li>• Learner and/or peer evaluations of teaching</li><li>• Increasing involvement and responsibility over time</li></ul>
<b>Mentorship (e.g., mentor for medical student, graduate student, resident, clinical or postdoctoral research fellow or junior faculty projects; service as graduate student thesis advisor or committee member)</b>	<ul style="list-style-type: none"><li>• Number of individuals trained</li><li>• Publications with trainees</li><li>• Feedback from trainees, if available</li></ul>
<b>Clinical teaching (e.g., teaching in the clinic or hospital including bedside teaching, teaching in the operating room, preceptor in clinic)</b>	<ul style="list-style-type: none"><li>• Quantified level of activity</li><li>• Evaluations by students, residents, fellows</li></ul>
<b>Administrative teaching leadership role (e.g., residency or fellowship co-director or director, course or seminar co-director or director)</b>	<ul style="list-style-type: none"><li>• Evaluations and success of course(s) and or program(s) for which candidate was a leader</li><li>• Participant enrollment in non-required courses for which the candidate was a leader</li></ul>

**Educational Leadership  
Metrics for Recognition and Scholarship  
Assistant Professor**

The metrics provided for each area of excellence in the following sections are not comprehensive but are meant to serve as examples of common achievements for a given rank. Candidates may report achievements not specified in the metrics.

Assistant Professor	Examples of Metrics
<b>Recognition as an Expert in Education</b>	<ul style="list-style-type: none"><li>• Invitations to speak and teach locally about education, including outside the candidate’s department</li><li>• Contributions to local professional educational organizations</li><li>• Funding to conduct educational research, to develop educational materials, methods, assessment tools or programs</li><li>• Service as a peer reviewer for educational journals</li><li>• Selection for participation in limited enrollment training programs for educators</li><li>• Local awards for teaching or mentoring</li><li>• Awards for teaching or mentoring</li></ul>
<b>Scholarship</b>	<ul style="list-style-type: none"><li>• Publication of first author original research, reviews, and/or chapters*</li><li>• Development and local adoption of educational material in print or other media; may include syllabi, curricula, web-based training modules or courses, and/or technologies (e.g., simulation); may also include development of educational methods, policy statements, and/or assessment tools</li></ul>

\*Since faculty being promoted to Assistant Professor in this area of excellence may not have yet demonstrated peer-reviewed scholarship related to education, some of the publications supporting this promotion may be related to the candidate’s area of clinical expertise or investigation. Please note that promotion in this area of excellence to all other ranks requires scholarship related to education.

**Educational Leadership  
Metrics for Recognition and Scholarship  
Associate Professor**

**Summary**

Strong regional, and often national, reputation as a leader in education by evidence of metrics **in at least all 3 of the 4 teaching domains** (didactic teaching, mentorship, clinical teaching, or administrative/leadership roles) as well as Recognition as an Expert and demonstration of scholarship related to education and/or an area of clinical expertise. Must have developed innovative teaching methods, curricula, educational policy or assessment tools or have performed influential research related to education; expertise must be demonstrated through influential scholarship.

*In addition to distinguished service as an Assistant Professor:*

Teaching Domains:	Examples of Metrics
<p><b>Didactic teaching</b> (e.g., lectures, continuing medical education courses, grand rounds, professional development programs, seminars, tutorials)</p>	<ul style="list-style-type: none"> <li>• Innovation in classroom teaching methods or novel application of existing teaching methods with adoption regionally and, in some cases, nationally</li> <li>• Teaching/lecturing regionally and, most often, nationally about issues related to education</li> </ul>
<p><b>Mentorship</b> (e.g., mentor for medical student, graduate student, resident, clinical or postdoctoral research fellow or junior faculty projects; service as graduate student thesis advisor or committee member)</p>	<ul style="list-style-type: none"> <li>• Number and stature of trainees upon whom the candidate had a major influence; stature may be assessed by trainees' academic rank, publications, funding and awards</li> <li>• Publications with trainees</li> <li>• Feedback from trainees, if available</li> <li>• Involvement in Regional or National Mentoring programs</li> </ul>
<p><b>Clinical teaching</b> (e.g., teaching in the clinic or hospital including bedside teaching, teaching in the operating room, preceptor in clinic)</p>	<ul style="list-style-type: none"> <li>• Regional and, in many cases, national leadership role related to education in a professional society</li> <li>• Evaluation and success of courses for which the candidate was a leader</li> </ul>
<p><b>Administrative teaching leadership role</b>(e.g., residency or fellowship co-director or director, course or seminar co-director or director)</p>	<ul style="list-style-type: none"> <li>• Evaluations and success of course(s) and or program(s) for which candidate was a leader</li> <li>• Participant enrollment in non-required courses for which the candidate was a leader</li> </ul>

**Educational Leadership  
Metrics for Recognition and Scholarship  
Associate Professor**

Associate Professor	Examples of Metrics
<b>Recognition as an Expert in Teaching</b>	<ul style="list-style-type: none"><li>• Invitations to speak regionally, and most often nationally, about education</li><li>• Leadership role in regional, and most often national, courses related to education</li><li>• Senior local leadership role in education</li><li>• Service on regional, and most often national, committees developing guidelines and policies for education/training programs</li><li>• Service on regional, and most often national, committees evaluating education programs or grant proposals related to education</li><li>• Funding to conduct educational research or to develop educational materials, methods, assessment tools or programs</li><li>• Funding to support mid-career mentoring about education by the candidate</li><li>• Service on editorial boards of educational journals</li><li>• Awards for teaching or mentoring from sources other than the candidate's department/institution</li></ul>
<b>Scholarship</b>	<ul style="list-style-type: none"><li>• Publication of first or senior author chapters, reviews, textbooks related to education that are recognized as authoritative and are widely cited</li><li>• Development of educational material in print or other media with regional, and in some cases national, adoption; may include syllabi, curricula, web-based training modules or courses, and/or technologies (e.g., simulation); may also include development of educational methods, policy statements, and/or assessment tools</li><li>• Publication of first or senior author influential original research related to educational methods, assessment and/or policy</li></ul>

## Educational Leadership Metrics for Recognition and Scholarship Professor

### Summary

Sustained national, and in some cases international, reputation as an educational leader and innovator by evidence of metrics **in at least 3 of the 4 teaching domains** (didactic teaching, mentorship, clinical teaching, or administrative/leadership roles) as well as Recognition as an Expert and demonstration of scholarship related to education and/or an area of clinical expertise. Among the best in the country in the development of educational methods, curricula, policy and assessment or educational research; expertise must be demonstrated through high impact scholarship that influences the field.

### *In addition to distinguished service as an Associate Professor:*

Teaching Domains:	Examples of Metrics
<b>Didactic teaching</b> (e.g., lectures, continuing medical education courses, grand rounds, professional development programs, seminars, tutorials)	<ul style="list-style-type: none"> <li>• Innovation in classroom teaching methods with adoption nationally, and in some cases, internationally</li> <li>• Teaching/lecturing nationally and, in some cases, internationally, about issues related to education</li> </ul>
<b>Mentorship</b> (e.g., mentor for medical student, graduate student, resident, clinical or postdoctoral research fellow or junior faculty projects; service as graduate student thesis advisor or committee member)	<ul style="list-style-type: none"> <li>• Number and stature of trainees upon whom the candidate had a major influence; stature may be assessed by the trainees academic rank, leadership positions, impact on the field and prestigious awards</li> <li>• Publications with trainees</li> <li>• Feedback from trainees, if available</li> <li>• Involvement in Regional or National Mentoring programs</li> </ul>
<b>Clinical teaching</b> (e.g., teaching in the clinic or hospital including bedside teaching, teaching in the operating room, preceptor in clinic)	<ul style="list-style-type: none"> <li>• Regional and, in many cases, national leadership role related to education in a professional society</li> <li>• Evaluation and success of courses for which the candidate was a leader</li> </ul>
<b>Administrative teaching leadership role</b> (e.g., residency or fellowship co-director or director, course or seminar co-director or director)	<ul style="list-style-type: none"> <li>• Evaluations and success of course(s) and or program(s) for which candidate was a leader</li> <li>• Participant enrollment in non-required courses for which the candidate was a leader</li> </ul>

# Educational Leadership Metrics for Recognition and Scholarship *Professor*

Professor	Examples of Metrics
<b>Recognition as an expert in Education</b>	<ul style="list-style-type: none"><li>• Visiting professorships and invitations to speak nationally, and in some cases internationally, on issues related to education</li><li>• Leadership of national, and in some cases international, courses related to education</li><li>• Serving as a consultant nationally, and in some cases internationally, on issues related to development of educational programs or on educational methods, policy or assessment</li><li>• Service on national, and in some cases international, committees developing guidelines and policies for education/training programs</li><li>• Service on national, and in some cases international, committees evaluating education/training programs or reviewing grant proposals related to education</li><li>• Funding to conduct educational research or to develop educational materials, methods, assessment tools or programs</li><li>• Editor of an educational journal</li><li>• National and/or international awards related to education or educational scholarship</li></ul>
<b>Scholarship</b>	<ul style="list-style-type: none"><li>• Publication as author or editor of a major textbook on education</li><li>• Development of innovative educational methods/materials in print or other media that are widely adopted and influence education nationally, and in some cases, internationally</li><li>• Publication of senior author high impact research related to educational methods, assessment and/or policy that influence the field nationally, and in some cases, internationally</li></ul>



## Pathway for Excellence in Investigation

**For Fulltime Weill Cornell Medical College Faculty members  
Pathway Recognizing Excellence in Investigation  
Modified Titles in Research Disciplines; award of these titles may include  
substantial activity in Scholarship and Teaching**

Award of a modified title within the area of research excellence does not require the same measure of written scholarship or teaching as an unmodified title although these activities are included in every assessment and are strongly encouraged throughout the medical college. With regard to scholarship and teaching metrics for candidates for a modified title, it is important to note that the evaluation will also consider the more broadly defined metrics given in the Recognition and Scholarship Metrics in Teaching and Education Table (pages 2.83-85) and are not limited to those in the Metrics for Scholarship Table (which emphasizes written scholarship, page 2.66-70). In addition, although all candidates for a modified title will also be evaluated for teaching according to the attached tables, it is recognized that certain research settings may provide a limited opportunity for teaching activities.

Available Titles include Assistant Professor of Research Department, Associate Professor of Research Department, and Professor of Research.

At the **Assistant Professor of Research in (Department)** level, the candidate must have evidence of (or a clear potential for, if an initial appointment) a strong local reputation as an expert in their field and must have demonstrated expertise that is recognized for its reliable high quality. While not absolutely required for appointment, documentation of metrics for Investigation, Scholarship, and Recognition, as described in Table page 2.66 for Assistant Professor, will be valued.

For appointment as or promotion to **Associate Professor of Research in (Department)**, the candidate must have (in addition to distinguished service as an assistant professor) a strong regional reputation as an expert who is highly regarded in their field and must have demonstrated expertise that is consistently outstanding. While not absolutely required for appointment, documentation of metrics for Investigation, Scholarship, and Recognition, as described in Table page 2.67-68 for Associate Professor, will be valued. Contributions in support of the Medical College's teaching, clinical, and administrative activities will also be valued.

For appointment as or promotion to **Professor of Research in (Department)**, the candidate must have (in addition to distinguished service as an associate professor) a sustained national or international reputation as an expert who has achieved exceptional proficiency in their field and must have demonstrated expertise that is consistently distinguished by the depth and breadth of attainment. While not absolutely required for appointment, documentation of metrics for Investigation, Scholarship, and Recognition, as described in Table page 2.69-70 for Professor, will be valued. Contributions in

support of the Medical College’s teaching, clinical, and administrative activities will also be valued.

## Investigation Metrics for Research Faculty

The metrics provided for each area of excellence in the following sections are not comprehensive but are meant to serve as examples of common achievements for a given rank. Candidates may report achievements not specified in the metrics.

Activity	Examples of Metrics
	<p>Defined role and/or independent conduct of research which may include:</p> <ul style="list-style-type: none"><li>• Basic research</li><li>• Clinical research and/or laboratory or clinically based translational research which may include studies of disease mechanisms, diagnostic techniques and/or other investigations that may contribute to the prevention, diagnosis or management of disease; may have a role in multidisciplinary or other collaborative research team; may enroll patients in clinical trials</li><li>• Quantitative and social science research such as epidemiology, outcomes and health services research, and biostatistics as well as research in social sciences, ethics, bioinformatics and health economics, among others; note intellectual contributions of the candidate to protocol development/implementation, conduct of studies, data collection and/or analysis of new or existing data; may make intellectual contributions to multicenter studies</li><li>• Development of new methods/technologies and/or novel applications of existing methods/technologies</li><li>• Important role in a Research Core Facility</li></ul>
<b>Recognition</b>	<ul style="list-style-type: none"><li>• Invitations to speak about research</li><li>• Funding to conduct research</li><li>• Editorial service as an ad hoc reviewer, editorial board member, or consultant for scientific journals</li><li>• Service on committees related to research such as the IRB, data safety monitoring board or grant review panel</li><li>• Leadership role in professional societies including planning scientific sessions for meetings</li><li>• Awards for research and/or innovation</li><li>• Membership on steering committees, other study committees and/or writing groups of multicenter studies</li><li>• Invitations to participate as an investigator based on specific expertise</li></ul>
<b>Scholarship</b>	<p>Publication of original research that contributes new knowledge; may be first or senior author, in another authorship position, or member of an unnamed authorship group on publications of collaborative research to which the candidate has made documented, substantive intellectual contributions</p>

## Promotion in Teaching Based on Service (modified title)

Individual faculty are eligible to be promoted based on teaching quality and quantity, but *only if they are ineligible to be promoted based on service related to scientific investigation or to clinical care and excellence*. It is anticipated that the modified teaching titles will apply to a limited number of faculty.

In teaching, the modified titles include Assistant Professor of Teaching in (Department), Associate Professor of Teaching in (Department), and Professor of Teaching in (Department).

### ***Assistant Professor of Teaching in (Department)***

At the Assistant Professor level, the candidate must provide evidence of service as an active and highly effective teacher by evidence of metrics **in at least 1 of the teaching categories (page 2.83)** which include 1) didactic teaching, 2) mentorship, or 3) clinical teaching. If the faculty member is teaching in the basic or translational sciences, this venue may substitute for clinical teaching.

### ***Associate Professor of Teaching in (Department)***

At the Associate Professor level, the candidate must provide evidence of service as an active and highly effective teacher by evidence of metrics **in at least 2 of the teaching categories (page 2.83)** which include 1) didactic teaching, 2) mentorship, or 3) clinical teaching. If the faculty member is teaching in the basic or translational sciences, this venue may substitute for clinical teaching. Candidates at this level should have evidence of teaching ability above and beyond the average faculty including local recognition (teaching awards).

### ***Professor of Teaching in (Department)***

At the Professor level, the candidate must provide evidence of service as an active and highly effective teacher by evidence or metrics in three of the teaching categories (**page 2.83**) which include 1) didactic teaching, 2) mentorship, 3) clinical teaching or 4) administrative teaching leadership. If the faculty member is teaching in the basic or translational sciences, this venue may substitute for clinical teaching. Candidates at this level should have evidence of teaching ability above and beyond the average faculty, including regional recognition (teaching awards).

## EVALUATION FOR TEACHING ACTIVITIES

### Teaching and Education Report Overview\* ‡

(Step #2, see page 2.55)

Given the importance of the educational mission of WCMC, it is expected that, with rare exception, **all faculty will engage in teaching**. Faculty will be evaluated for contributions to teaching and educational activities at WCMC, WCMC-Q, and WCMC affiliates.

If this is the candidate's first faculty appointment at WCMC, teaching contributions at institutions where the candidate previously held a faculty position will be considered. The metrics below are for those faculty whose area of excellence is **not** Educational Leadership. Teaching of WCMC medical, allied health, and graduate students will be particularly noted.

### Teaching Metrics

Teaching may take the form of:	Examples of Metrics
<b>Didactic teaching</b> (e.g., lectures, continuing medical education courses, grand rounds, professional development programs, seminars, tutorials)	<ul style="list-style-type: none"><li>• Report level of activity (noting lectures and courses taught) and measures of quality (e.g., participant or peer evaluation); specifically note WCMC courses for graduate allied health, and medical students</li><li>• May note if candidate has devised innovative methods in classroom teaching and/or taught or lectured on issues related to education</li></ul>
<b>Mentorship</b> (e.g., mentor for medical student, graduate student, resident, clinical or postdoctoral research fellow or junior faculty projects; service as graduate student thesis advisor or committee member)	<ul style="list-style-type: none"><li>• Number and stature of individuals upon whom the candidate had a major influence</li><li>• Feedback from mentees, if available</li><li>• Publications with mentees</li></ul>
<b>Clinical teaching</b> (e.g., teaching in the clinic or hospital including bedside teaching, teaching in the operating room, preceptor in clinic)	<ul style="list-style-type: none"><li>• Quantified level of activity</li><li>• Quality of teaching as measured by evaluations by students, residents, fellows, others</li></ul>
<b>Administrative teaching leadership role</b> (e.g., residency or fellowship director, course or seminar director or co-director)	<ul style="list-style-type: none"><li>• Quality as measured by evaluations and success of courses/programs for which the candidate was a leader</li></ul>

\* All faculty will be evaluated to meet these minimum standards unless their area of excellence is **Educational Leadership**.

‡ For more detailed examples of activities and metrics, see the criteria for **Educational Leadership** as an area of excellence starting on page 2.71.

## Teaching and Education Metrics

Examples of Metrics	
Recognition*	<ul style="list-style-type: none"><li>• Invited presentations in the field of expertise</li><li>• Contributions to professional educational organizations</li><li>• Leadership role in education</li><li>• Service on education-related committees</li><li>• Awards for teaching, mentoring or other education-related achievements</li></ul>
Scholarship*	<ul style="list-style-type: none"><li>• Development of educational materials (e.g., syllabi or curricula) and/or publications related to education</li></ul>

\* Since this is not the area of excellence, many faculty may not have recognition for teaching activities or educational scholarship.

There are **four** activity categories of teaching contribution listed above: didactic teaching, mentorship, clinical teaching, and administrative/leadership teaching roles. Recognition and Scholarship in Education are valued but not required as part of the minimum standard for teaching excellence for faculty whose area of excellence is **not** Teaching and Educational Leadership.

At the **Assistant Professor** level, a faculty candidate must demonstrate excellence in **one teaching activity (defined on page 2.83) on a continuous basis**.

At the **Associate Professor** level, a faculty candidate must demonstrate excellence in activities that span **at least two teaching categories (defined on page 2.83) on a continuous basis** with evidence of high quality in these activities.

At the **Professor** level, a faculty candidate must demonstrate excellence in activities that span **at least two teaching categories (defined on page 2.83) on a continuous basis** with evidence of high quality in these activities.

## Teaching Metrics

**Additional Information regarding Recognition and Scholarship Metrics in Teaching and Education for all individuals seeking appointment within the area of Clinical Expertise and Innovation.**

For individuals seeking appointment or promotion within the area of Clinical Expertise and Innovation, Recognition and Scholarship in the area of Education are not required

as part of the minimum standard of excellence, but when present, are valued. The Table below gives examples of metrics for Recognition and Scholarship in Teaching and Education.

<b>Recognition and Scholarship Metrics in Teaching</b>	
<b>Recognition related to teaching of medical professionals</b>	<ul style="list-style-type: none"> <li>• Invited presentations in the field of expertise</li> <li>• Contributions to professional educational organizations</li> <li>• Leadership role in education</li> <li>• Service on education-related committees</li> <li>• Awards for teaching, mentoring or other education-related achievements</li> </ul>
<b>Scholarship related to teaching</b>	Development of educational materials (e.g., syllabi or curricula) and/or publications related to education
<b>Recognition related to teaching of patients and lay individuals</b>	<ul style="list-style-type: none"> <li>• Development of material related to health conditions for use by patients</li> <li>• Development of programs and material that improve health literacy and educate the public about biomedical sciences</li> <li>• Writing for magazines, newspapers, health letters or websites on issues related to health</li> <li>• Publication of books for the public that address important health issues</li> <li>• Speaking to lay populations to educate them about important health issues</li> <li>• Presenting information related to health through the media, including radio, television or podcasts</li> <li>• Educating and mentoring pre-professional students in biomedical science</li> <li>• Service to communities locally, nationally or abroad that improves the health of populations such as through improved delivery of care, provision of disaster/ crisis relief or a decrease in health disparities</li> <li>• Awards recognizing contributions to patient and community education, access to care for underserved populations, community service, and/or the health of the public</li> <li>• Invitations to speak to lay audiences on issues related to health</li> <li>• Membership on the advisory boards of lay health-related organizations or government committees evaluating health-related issues</li> <li>• Widespread use of patient education materials developed</li> </ul>

## Significant Supporting Activities Overview

(Step 3, as defined in pages 2.55)

Many faculty make substantial contributions outside their area of excellence. These activities are often of outstanding quality and importance but are in domains in which the quantity of the candidate's contribution is less than in the area of excellence. These significant supporting activities will supplement accomplishments in the area of excellence, allowing the sum total of an individual's achievements to be considered in the evaluation for promotion.

### Clinical Expertise Metrics

Activity	Examples of Metrics
	<ul style="list-style-type: none"><li>• Reputation as a clinical expert</li><li>• Leadership roles related to clinical expertise</li><li>• Role in development of innovative models of care delivery, approaches to treatment, or technology that contributes to high quality care</li></ul>
<b>Recognition</b>	<ul style="list-style-type: none"><li>• Invitations to speak on issues related to area of clinical expertise</li><li>• Active role in professional organizations related to clinical expertise; may have a leadership role</li><li>• Service on committees developing guidelines and policies or evaluating programs in area of clinical expertise</li><li>• Editorial service as an ad hoc reviewer, editorial board member, or consultant for journals in area of clinical expertise</li><li>• Awards for contributions and/or innovation in the area of clinical expertise</li></ul>
<b>Scholarship</b>	<ul style="list-style-type: none"><li>• Publication of original research, chapters, reviews, and/or textbooks related to area of clinical expertise</li><li>• Guidelines and/or protocols for clinical care</li></ul>



## Significant Supporting Activities Overview

### Investigation Metrics

Activity	Examples of Metrics
	<ul style="list-style-type: none"><li>• Defined role and/or independent conduct of research which may include:</li><li>• Basic research</li><li>• Clinical research and/or laboratory or clinically based translational research which may include studies of disease mechanisms, diagnostic techniques and/or other investigations that may contribute to the prevention, diagnosis or management of disease; may have a role in multidisciplinary or other collaborative research team; may enroll patients in clinical trials</li><li>• Quantitative and social science research such as epidemiology, outcomes and health services research, and biostatistics as well as research in social sciences, ethics, bioinformatics and health economics, among others; note intellectual contributions of the candidate to protocol development/implementation, conduct of studies, data collection and/or analysis of new or existing data; may make intellectual contributions to multicenter studies</li><li>• Development of new methods/technologies and/or novel applications of existing methods/technologies</li></ul>
<b>Recognition</b>	<ul style="list-style-type: none"><li>• Invitations to speak about research</li><li>• Funding to conduct research</li><li>• Editorial service as an ad hoc reviewer, editorial board member, or consultant for scientific journals</li><li>• Service on committees related to research such as the IRB, data safety monitoring board or grant review panel</li><li>• Leadership role in professional societies including planning scientific sessions for meetings</li><li>• Awards for research and/or innovation</li><li>• Membership on steering committees, other study committees and/or writing groups of multicenter studies</li><li>• Invitations to participate as an investigator based on specific expertise</li></ul>
<b>Scholarship</b>	<p>Publication of original research that contributes new knowledge; may be first or senior author, in another authorship position, or member of an unnamed authorship group on publications of collaborative research to which the candidate has made documented, substantive intellectual contributions</p>

## Significant Supporting Activities Overview

### Education of Patients and Service to the Community Metrics

Activity	Examples of Metrics
	<ul style="list-style-type: none"><li>• Development of material related to health conditions for use by patients</li><li>• Development of programs and material that improve health literacy and educate the public about biomedical sciences</li><li>• Writing for magazines, newspapers, health letters or websites on issues related to health</li><li>• Publication of books for the public that address important health issues</li><li>• Speaking to lay populations to educate them about important health issues</li><li>• Presenting information related to health through the media, including radio, television or podcasts</li><li>• Educating and mentoring pre-professional students in biomedical science</li><li>• Service to communities locally, nationally or abroad that improves the health of populations such as through improved delivery of care, provision of disaster/crisis relief or a decrease in health disparities</li></ul>
<b>Recognition</b>	<ul style="list-style-type: none"><li>• Awards recognizing contributions to patient and community education, access to care for underserved populations, community service, and/or the health of the public</li><li>• Invitations to speak to lay audiences on issues related to health</li><li>• Membership on the advisory boards of lay health-related organizations or government committees evaluating health-related issues</li><li>• Widespread use of patient education materials developed</li></ul>

## Significant Supporting Activities Overview

### Administration and Institutional Service Metrics

#### Activity

#### Examples of Metrics

- Service as director of a division, program or clinic in an affiliated institution
- Service on committees at affiliated institutions, such as the IRB, quality improvement committee, physicians' organization, trainee selection committees, or promotion/search committees
- Service on committees of the Faculty of Medicine such as admissions committees or Faculty Council
- Administrative management of a core laboratory or facility at Weill Cornell or an affiliated institution
- Development of programs that create diversity by increasing the representation of women and minorities among our students, trainees or faculty

#### Recognition

- Awards recognizing administrative contributions
- Appointment to administrative leadership roles
- Invitations to educate peers about administrative methods and practices
- Consultant to other organizations in area of administrative expertise
- Leadership roles in professional societies related to administrative role
- Appointment to regional and/or national committees related to administrative roles, such as committees on diversity in medicine/biomedical science, health policy, or human subjects

## Longer Service Criteria and Other Productivity

It is recognized that detailed written criteria might not capture other varied academic and institutional contributions that may justify a faculty promotion, at all ranks, with modified titles only. This pathway pertains only to modified titles but is available at all levels. In these unusual but important circumstances, the Department Chair will include in his/her written letter of support a detailed description of additional accomplishments, which are felt to justify promotion (even if standard criteria have not been definitively met) for consideration by the Committee of Review.

## Criteria for Lecturers

The titles of Lecturer and Senior Lecturer are not associated with any of the faculty Pathways. These titles may be used in cases where professorial titles or the title of Instructor are not appropriate. Lecturers and senior lecturers are nonvoting members of the faculty of the Medical College.

Lecturers and senior lecturers will not be granted tenure or be eligible for sabbatical leave. They may be eligible for certain benefits, such as medical and life insurance, retirement programs, and the Cornell Children's Tuition Scholarship.

These titles shall not be used in order to fill faculty positions, the teaching, research, and, if applicable, clinical nature of which appropriately calls for professorial appointments; to substitute for tenure appointments or appointments that would normally lead to tenure; and as a means of circumventing the commitments and obligations associated with tenure appointments. Persons holding professorial appointments may not be transferred to senior lecturer or lecturer positions as a means of maintaining the employment of persons who have not qualified for retention via tenure appointment in accordance with criteria and procedures governing such appointments.

Lecturers and senior lecturers are regarded primarily as teachers in specialized areas of instruction. Their specific duties are determined by the chair of the department in which they hold their appointment.

Persons holding lecturer or senior lecturer appointments may be considered for transfer to another faculty rank when the assumption of teaching, research, and/or, if applicable, clinical duties makes such consideration appropriate.

The modifier "clinical" may be used with the titles of Lecturer and Senior Lecturer to describe further the individual's area of instruction, i.e.: Lecturer in (Department); Lecturer in Clinical (Department); Senior Lecturer in (Department); Senior Lecturer in Clinical (Department)

The modifiers "visiting" and "courtesy" may also be used with these titles to indicate the employment status of the individual.

**Lecturer.** Individuals recommended for appointment to the position of Lecturer should possess professional qualifications comparable to those required for appointment to the ranks of instructor and assistant professor.

**Senior Lecturer.** Individuals recommended for appointment or promotion to the position of Senior Lecturer should possess professional qualifications comparable to those required for appointment or promotion to the ranks of associate professor and professor.

## Criteria for Instructors

Instructors are non-voting members of the faculty of the Medical College. The title is not associated with a faculty pathway for paid full-time and regular part-time appointments.

The duties of individuals holding appointments as instructor will be in the areas of teaching, research and/or, if applicable, clinical care. Their specific duties are determined by the chair of the department in which they hold their appointment.

Where applicable, the modifiers "visiting" and "courtesy" may be used with the title Instructor in (Department) to indicate the employment status of the individual.

Individuals exhibiting academic promise in the areas of teaching, research, and/or, if applicable, clinical service, who are not being proposed for appointment as Instructor in Clinical (Department) or Clinical Instructor in (Department) or for whom appointment to a professorial rank is not yet appropriate, may be recommended for appointment as Instructor in (Department) and receive an initial position on the Medical College faculty. Such individuals will normally have completed a period of postdoctoral education appropriate to their specialty.

## Criteria for Non-Professorial Faculty

From time to time, distinguished individuals, whose background and training are in disciplines other than those represented by the academic departments of the Medical College, may work within the Medical College and its affiliated hospitals. If, due to the nature of their qualifications and duties, they may not be appropriate for appointment on one of the faculty pathways described above, such individuals may be recommended for appointment on the non-professorial faculty. They may be full-time, paid part-time or non-salaried members of the faculty, and are not eligible for tenure.

Individuals holding appointments on the non-professorial Faculty provide professional service in their area of academic expertise in support of the academic programs of the Medical College. They will be expected to exhibit scholarly accomplishments, but not of the same nature associated with appointment to the tenured Faculty.

The following titles represent the ranks available on the non-professorial Faculty: Assistant (Discipline) in (Department); Associate (Discipline) in (Department); (Discipline) in (Department)<sup>1</sup>

In certain cases, the title will not include the name of a department, e.g., Assistant Librarian, Associate Archivist, and Librarian, for those individuals on the professional staff of the Medical College Library or New York-Presbyterian Hospital Weill Cornell Medical Center Archives.

Individuals recommended for appointment and promotion on the non-professorial Faculty should have a background and training in an area not represented by the academic departments of the Medical College and hold the terminal degree in their field. Examples include veterinarians, librarians, historians, engineers, physicists, sociologists, and others.

**Assistant (Discipline) in (Department)**. Individuals recommended for appointment to the rank of assistant on the non-professorial Faculty should have completed the requirements for a terminal degree in their field and should have demonstrated appropriate ability or potential in their professional area.

**Associate (Discipline) in (Department)**. Individuals recommended for appointment or promotion to the rank of associate on the non-professorial Faculty will be either assistants, whose accomplishments have been outstanding and who thus merit promotion; or individuals recruited initially to this rank who have already attained that level of professional activity.

**(Discipline) in (Department)**. Individuals recommended for appointment or promotion to the highest rank on the non-professorial Faculty will have attained a national reputation for excellence in their professional field, and possess a record of accomplishment beyond the level of associate.

## Criteria for Affiliate Clinical Faculty

### **For Affiliate Clinical Faculty members of the Clinical Network of Weill Cornell Medical College Modified Titles in Clinical Departments**

Available titles include Affiliate Instructor in Clinical (Department); Affiliate Assistant Professor of Clinical (Department); Affiliate Associate Professor of Clinical (Department); Affiliate Professor of Clinical (Department).

Appointment and promotion to the Affiliate Clinical Faculty are reserved for faculty employed by Weill Cornell Medical College (WCMC) who provide clinical services

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<sup>1</sup> For example, Biostatistician in Medicine.

primarily in office-based practices at locations away from the main campus, although they may have some intermittent or part-time clinical activities at the main campus and attending privileges at NYPH/WCMC. Affiliate Clinical Faculty will be organized as part of the Physician Organization Network Division. Recommendations for appointment will originate in the relevant academic Department. Affiliate Clinical Faculty are not eligible for tenure. There is no time in rank constraint for appointments on the Affiliate Clinical Faculty.

Affiliate Clinical Faculty will be primarily engaged in clinical practice. Their specific duties are determined by the chair of the Department in which they hold their appointment. They may also participate in the teaching programs of the Medical College, and in administrative activities incidental to their clinical practice. As employed members of the Physician Organization Network Division, their practice activities will be clinically integrated with the Weill Cornell Physician Organization.

Individuals recommended for appointment to the Affiliate Clinical Faculty in most instances will have a M.D. degree. Individuals with other applicable terminal degrees, e.g., Ph.D., may also be qualified for appointment on the Affiliate Clinical Faculty if they perform the duties described in II above.

**Affiliate Instructor in Clinical (Department)**. Individuals who are salaried by the Medical College and work in an office-based practice away from the main campus and who exhibit promise in the area of clinical care for whom appointment to a professorial rank is not yet appropriate may be recommended for an initial appointment to the rank of instructor on the Affiliate Clinical Faculty. Such individuals should have completed a period of postdoctoral education appropriate to their specialty.

**Affiliate Assistant Professor of Clinical (Department)**. Individuals who are salaried by the Medical College and work in an office-based practice away from the main campus who are recommended for an initial appointment or for promotion from instructor to the rank of assistant professor on the Affiliate Clinical Faculty should have completed a period of post-doctoral education appropriate to their specialty and should exhibit high potential for excellence in clinical care.

**Affiliate Associate Professor of Clinical (Department)**. Individuals who are salaried by the Medical College and work in an office-based practice away from the main campus who are recommended for an initial appointment or for promotion from assistant professor to the rank of associate professor on the Affiliate Clinical Faculty must demonstrate outstanding clinical accomplishment. Outstanding clinical accomplishments can be documented by evidence of and peer recognition for excellence in clinical practice, the introduction and evaluation of innovative clinical approaches, development of a unique or outstanding clinical program, recognition as a role model for junior partners and/or trainees, and leadership in a health care group or organization or specialty/professional organization.

**Affiliate Professor of Clinical (Department)**. Individuals who are salaried by the Medical College and work in an office-based practice away from the main campus who

are recommended for an initial appointment or for promotion from associate professor to the rank of professor on the Affiliate Clinical Faculty must demonstrate outstanding clinical accomplishments, which are recognized outside of the immediate area of their clinical activities, as well as excellence in scholarship or education. These accomplishments can be noted by evidence of and peer recognition for excellence in clinical practice – from those outside the immediate practice area. Other evidence could be significant participation in administrative leadership in health care organizations and professional societies, invitations to present at educational forums outside of their own institution, or election to high office of regional or national societies. Outstanding accomplishments can also be demonstrated with scholarship in peer-reviewed publications, invited chapters, instructional videos, or participation in scientific meetings.

## Criteria for Voluntary Faculty

**For Voluntary Faculty members of Weill Cornell Medical College  
Modified Titles in Clinical Departments; award of these titles will include  
evaluation for but may not necessarily require substantial activity in Scholarship**

Available titles include Clinical Assistant Professor of (Department), Clinical Associate Professor of (Department), and Clinical Professor of (Department). In certain circumstances, the title Clinical Instructor in (Department) may also be awarded (see below). The modifiers "adjunct," "visiting," and "courtesy" may also be used with these professorial titles (see policies on the use of these modifiers).

Appointment and promotion to the Voluntary Faculty are reserved for the voluntary staff at the Medical College, which "is defined as those academic staff members who regularly practice their profession privately and serve the University on a part-time basis only."<sup>1</sup> Such individuals may be primarily engaged in private practice; devote less than 50% effort to the clinical activities of the Medical College; or serve on the voluntary staff of an affiliated institution. Individuals holding appointments on the voluntary Faculty are not eligible for tenure.

Individuals holding appointments on the Voluntary Faculty perform primarily clinical service, participate in the teaching programs of the Medical College, and, if applicable, provide administrative service and/or participate in research programs. Their specific duties are determined by the chair of the department in which they hold their appointment.

Individuals recommended for appointment on the Voluntary Faculty in most instances will have an M.D. degree. Individuals with other applicable terminal degrees, e.g., Ph.D., may also be qualified for appointment on the voluntary Faculty if they perform the duties described above.

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<sup>1</sup> Bylaws of Cornell University, Article XVII, 6a.



**Clinical Instructor in (Department)**

Individuals recommended for appointment or promotion to the rank of clinical instructor as a voluntary faculty member should have completed a period of post-doctoral education appropriate to their specialty.

**Clinical Assistant Professor of (Department)**

Individuals recommended for appointment or promotion to the rank of clinical assistant professor as a voluntary faculty member should have exhibited high potential for excellence in patient care and teaching.

**Clinical Associate Professor of (Department)**

Individuals recommended for appointment or promotion to the rank of clinical associate professor as a voluntary faculty member must demonstrate a significant commitment to and record of excellence in clinical service and teaching. The documentation of outstanding clinical accomplishments is a key factor for appointment or promotion. Outstanding clinical accomplishments may be documented by evidence of and peer recognition for excellence in clinical practice, the introduction and evaluation of innovative clinical approaches locally, development of an essential or unique clinical program, or acknowledgment as a role model for students, residents and fellows and/or substantial involvement and/or a leadership role in a health care setting or a regional or national professional organization. Evidence of excellence in teaching may include outstanding contributions to local and regional educational programs, recognition by medical students, residents, fellows and peers as being among the best clinical teachers, teaching awards, etc. Significant active participation in Medical College activities and substantial administrative efforts within a department are also considered criteria for appointment or promotion to this rank on the voluntary Faculty.

**Clinical Professor of (Department)**

Individuals recommended for appointment or promotion to the rank of clinical professor as a voluntary faculty member must demonstrate major accomplishments as clinician and teacher, and have established a reputation for clinical excellence beyond the immediate site of their clinical activities. Excellence and accomplishments beyond the immediate site of their clinical activities may be evidenced by service as an effective role model and mentor of former trainees and current colleagues, outstanding participation in Medical College activities including administrative leadership of clinical and teaching programs of the hospital, health care system, or Medical College, scholarship involving the dissemination of knowledge and clinical expertise during the past decade through the publication of clinical investigations or observations, reviews, chapters, texts and/or the development of audio, video or computer-based learning aids, or awards denoting truly extraordinary contributions to the field of medicine or to the hospital or health care system. Significant contributions to academic community service such as noteworthy participation on committees of the Medical College, health care system and/or professional societies, holding elected offices at the local, regional and national level, in professional organizations, etc. are also criteria considered in recommending appointments/promotions to this rank in the voluntary Faculty.

## FAQs

**1. Who decides what my area of excellence will be?**

The area of excellence is selected jointly by the faculty member and the department chair or center director. The area of excellence should represent the candidate's major area of achievement and impact.

**2. Can my area of excellence and significant supporting activities change over time?**

Yes. Although in most cases an individual will maintain a consistent academic focus over time, the activities of a faculty member may change. Resulting in a new area of excellence or an increased or decreased emphasis on written scholarship. These changes should be discussed with chairs/chair designees or center directors as appropriate.

**3. Can more than one area of excellence be selected?**

Almost all candidates will be evaluated in a single area of excellence. Only rarely, when both the impact and quantity of contribution are comparable in two areas of excellence and each independently would meet the standard for promotion to the next rank, should two areas of excellence be proposed.

**4. Who will know what my area of excellence and significant supporting activities are?**

No one but you and those directly involved in processing your promotion need be aware of your selected area of excellence and significant supporting activities. You have the opportunity to discuss your progress towards promotion at your Annual Faculty Review with your chair/chair designee. Additional consultation is available through the Office of Faculty Development.

**5. How should the decision be made about whether an activity should be specified as a significant supporting activity?**

Candidates should report those areas to which they have made significant contributions and devote substantial effort.

**6. What constitutes scholarship?**

The specific types of scholarship can differ according to the area of excellence. Scholarship is explicitly defined broadly to include not only peer-reviewed publications but also educational materials, policy statements, assessment tools, and guidelines for patient care. Scholarship may be in print or alternative media. A detailed description of scholarly activities is detailed in the metrics sections.

**7. Is principal investigator NIH funding required for faculty with Investigation as their area of excellence?**

The new guidelines for promotion recognize that funding to conduct research may come from a variety of sources and that, depending on their field, individuals may be more or less likely to serve as principal investigator. A key element in the evaluation will be the documentation of the candidate's intellectual contributions to the original ideas, design, and analysis of a project. In addition to providing resources for conducting research, obtaining competitive, peer-reviewed funding is also an important marker of a candidate's reputation and recognition. At senior levels, the presence of sustained funding over time is an important factor in the evaluation for promotion. As a practical matter, in most cases this will involve NIH funding.

**8. What if there are no opportunities for me to teach?**

Given the broad definition of teaching and educational activities, most faculty should be able to identify opportunities to contribute to educational activities at WCMC, and/or their affiliated institutions. There may be rare cases, most often related to the candidate's field, in which the opportunities for junior faculty to teach are limited. The department chair will be expected to explain the absence of educational contributions.

**9. How do I best describe my teaching activities?**

The categories of teaching activities shown on pages 2.83-85 of the Guidebook should be documented using a teaching portfolio. A template of the teaching portfolio can be found on the Office of Faculty Development and Office of Faculty Affairs websites ([weill.med.cornell/facultydevelopment](http://weill.med.cornell/facultydevelopment)) and ([weill.med.cornell/ofa](http://weill.med.cornell/ofa)) and your department should also be able to provide the template. The teaching portfolio should be attached to and referenced in your Weill Cornell CV form (Section I) when you are ready to present your promotion documentation. You may also report teaching activities in Section G of the WCMC CV if the amount of teaching is limited.

**10. How do I best describe my clinical activities?**

The categories of clinical activities shown on pages 2.61-63 of the Guidebook can be documented in your Weill Cornell CV form under Section G. It may also be beneficial to use a clinical portfolio template to organize and document your clinical activities. A template of the clinical portfolio can be found on the Office of Faculty Development and Faculty Affairs websites ([weill.med.cornell/facultydevelopment](http://weill.med.cornell/facultydevelopment)) and ([weill.med.cornell/ofa](http://weill.med.cornell/ofa)) and your department should also be able to provide the template. The clinical portfolio should be attached to and referenced in your Weill Cornell CV form (Section G) when you are ready to present your promotion documentation.

**11. How do I best describe my research activities?**

The categories of research activities shown on pages 2.66-70 and of the Guidebook can be documented in your Weill Cornell CV form under Section G. It may also be

beneficial to summarize your research interests as an attachment to and referenced in your CV form when you are ready to present your promotion documentation.

**12. How do I best describe my key contributions?**

It is strongly recommended that you prepare a 1-2 page summary of your key contributions in investigation, clinical care and teaching, highlighting those accomplishments most relevant to your chosen area of excellence. Include an annotated bibliography to highlight your best publications and note the roles you had in the studies. If appropriate also annotate any grants on which you had significant roles. Attach the summary of key contributions to the front of your CV form for presentation to department and College review committees.

**13. What should I do if I believe I am ready for promotion?**

Your department chair or center director is responsible for determining when you are proposed for promotion. It is important that you discuss mentorship and your progress towards promotion with your chair/chair designee or center director at your Annual Faculty Review. If you believe that your achievements may warrant promotion to the next rank, you should discuss your status with your department head, division chief or mentor. Faculty are encouraged to contact the Office of Faculty Development for individual consultations.

## Resources

### Website

The Office of Faculty Development website includes general information about appointments and promotions at WCMC. To create a customized set of criteria for your rank, area of excellence, and supporting activities, please contact the Office of Faculty Development at (646) 962-8435 or [facultydevelopment@med.cornell.edu](mailto:facultydevelopment@med.cornell.edu) or the Office of Faculty Affairs at (646) 962-8770.

When circumstances require assurance of completeness or validity of information, the Office of Faculty Development should be consulted. This Guidebook will be amended or updated as necessary. The latest version of this Guidebook can be found at the Faculty Development website.

### Questions

For questions about promotion criteria or more general questions about promotion and appointments at WCMC, contact the Office of Faculty Development by email at [facultydevelopment@med.cornell.edu](mailto:facultydevelopment@med.cornell.edu) or by phone at (646) 962-8435.

**STATEMENT FROM UNIVERSITY COUNSEL:** This Guidebook describes various Weill Cornell Medical College's policies and procedures of interest to the faculty. These policies and procedures are subject to change at any time. The Guidebook, however, is not intended to create a contract between the university and its employees or to set forth terms or conditions of employment.

### Acknowledgments

The members of the Committee on Promotion Tracks would like to credit the President and Fellows of Harvard College for permission to use the concepts and criteria published in the 2008 Guide to Criteria for Appointment and Promotion, Harvard Medical School and Harvard School of Dental Medicine and thank Dr. Carol Bates, Associate Dean for Faculty Affairs, Harvard Medical School for her assistance.

## Letters from Evaluators

During the process of evaluation for promotion, letters will be solicited by the Office of Faculty Affairs from individuals (evaluators) who can comment on the qualifications of the faculty member under consideration. The list of names of potential evaluators will be generated by the Department Chair, following discussions with the faculty member.

Evaluators will be impartial national or international authorities in the candidate's field who can be called upon for expert opinion.

Guidelines for impartiality include:

1. The evaluator has not been a trainee or mentor of the candidate
2. The evaluator has not been a contemporaneous colleague at the same institution (including WCMC)
3. The evaluator is not a co-investigator or co-author within the past five years (with the exception of large multicenter clinical trials or research consortia)

In addition, a list of evaluators who can comment on prominence, potential and current expertise, national reputation, and specific contribution of the candidate to the academic mission of the Medical College will be generated. These evaluators can be faculty members who may not fulfill the above criteria for impartiality, but can directly comment on the service and excellence of the faculty member. These evaluators should be external to the Department of the faculty member.

<b>Appointment/Promotion to</b>	<b>Ask for</b>	<b>Received letters required (minimums)<sup>1</sup></b>
<b><u>Unmodified Title<sup>2</sup></u></b>		
Professor	9 names	3 impartial + 3 more (any type) = 6 minimum
Associate Professor	6 names	3 impartial + 2 more (any type) = 5 minimum
Assistant Professor <sup>3</sup>	2 letters	2 letters (at least 1 impartial preferred) = 2 minimum
<b><u>Modified Title<sup>4</sup></u></b>		
Modified Professor	9 names	3 impartial + 1 more (any type) = 4 minimum
Modified Associate Professor	6 names	2 impartial + 2 more (any type) = 4 minimum
Modified Assistant Professor <sup>5</sup>	2 letters	2 letters = 2 minimum

There are no changes to the solicitation of letters from evaluators for faculty who are being reviewed for tenure. The guidelines for the tenure process are detailed in “Tenure” (section 3) of the Weill Cornell Academic Staff Handbook ([weill.cornell.edu/handbook](http://weill.cornell.edu/handbook)).

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<sup>1</sup> Academic rank of evaluator is equal to or higher than candidate’s.

<sup>2</sup> For example, Professor of Medicine

<sup>3</sup> Letters for Assistant Professors are obtained by the Department directly and submitted with the recommendation to the Office of Faculty Affairs

<sup>4</sup> For example, Professor of Clinical Medicine; Professor of Research in Biochemistry; etc.

<sup>5</sup> Letters for Assistant Professors are obtained by the Department directly and submitted with the recommendation to the Office of Faculty Affairs

## Members of the Committee on Promotion Tracks

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## **APPENDIX II**

### **Summary of Faculty Positions at Weill Cornell Medical College**

#### **I. Titles Not Associated With a Faculty Pathway**

- A. Lecturer in (Department) and Lecturer in Clinical (Department)
- B. Senior Lecturer in (Department) and Senior Lecturer in Clinical (Department)
- C. Instructor in (Department)

#### **II. Unmodified Professorial Titles Associated with a Faculty Pathway**

##### **A. Pathway Recognizing Academic Achievement and Scholarship (Clinical Expertise and Innovation, Investigation, Educational Leadership)**

- 1. Assistant Professor of (Department)
- 2. Associate Professor of (Department)
- 3. Professor of (Department)

#### **III. Modified Titles Associated With A Faculty Pathway**

##### **A. Pathway Recognizing Clinical Excellence**

- 1. Instructor in Clinical (Department)
- 2. Assistant Professor of Clinical (Department)
- 3. Associate Professor of Clinical (Department)
- 4. Professor of Clinical (Department)

##### **B. Pathway Recognizing Excellence in Investigation**

- 1. Assistant Professor of Research in (Department)
- 2. Associate Professor of Research in (Department)
- 3. Professor of Research in (Department)

##### **C. Pathway Recognizing Excellence in Teaching**

- 1. Assistant Professor of Teaching in (Department)
- 2. Associate Professor of Teaching in (Department)
- 3. Professor of Teaching in (Department)

#### **IV. Voluntary Faculty**

- 1. Clinical Instructor in (Department)
- 2. Clinical Assistant Professor of (Department)
- 3. Clinical Associate Professor of (Department)
- 4. Clinical Professor of (Department)

#### **V. Affiliate Clinical Faculty**

- 1. Affiliate Instructor in Clinical (Department)

2. Affiliate Assistant Professor of Clinical (Department)
3. Affiliate Associate Professor of Clinical (Department)
4. Affiliate Professor of Clinical (Department)

**VI. Titles Associated With the Non-Professorial Faculty**

1. Assistant (Discipline) in (Department)
2. Associate (Discipline) in (Department)
3. (Discipline) in (Department)

## APPENDIX III

### Policies and Procedures for Faculty Appointment, Promotion and Appointment Renewal

Authority for appointment or promotion to the positions of Lecturer and Senior Lecturer rests with the Dean of the Medical College upon recommendation of the department chair. Authority for appointment or promotion at the ranks of Instructor and Assistant Professor rests with the President of the University upon recommendation of the department chair and approval of the Dean of the Medical College. Authority for appointment or promotion at the ranks of Associate Professor and Professor rests with the University President upon the recommendations of the department chair, Committee of Review, and Faculty Councils, and approval of the Dean of the Medical College.<sup>1,2</sup>

#### I. The following steps are required for appointment or promotion of Lecturers, Instructors, and Assistant Professors:

**Step 1.** Evaluation of the candidate by the Department based on its own written procedures. The Department will solicit letters of recommendation as part of its internal evaluation.

**Step 2.** Submission to the Office of Faculty Affairs of the following credentials, in a timely manner so that the appointment or promotion can be processed in time to begin on the recommended start date:<sup>3</sup>

1. Recommendation for Appointment form.
2. *Curriculum vitae* and bibliography, in the required format - see [www.med.cornell.edu/ofa](http://www.med.cornell.edu/ofa).
3. Letter of Recommendation to the Dean from the department chair (or division/affiliate department head or office-based practice head and endorsed by the chair).<sup>4</sup>
4. Letters of Recommendation from academic evaluators, as required.<sup>5</sup> Recommendation letters must refer to the academic appointment being

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<sup>1</sup> See the "Guidelines of the Committee of Review" (section 4) of the Academic Staff Handbook.

<sup>2</sup> If the recommendation includes the granting of tenure, see "Tenure" (section 3) of the Academic Staff Handbook, 3.7, Procedures for Granting Tenure.

<sup>3</sup> Normally faculty appointments will not be approved with a retroactive start date. Appointment start dates are subject to change consistent with the date of approval.

<sup>4</sup> See below "The Chair's Letter of Recommendation to the Dean".

<sup>5</sup> See the table below for the required letters of recommendation.

recommended and be signed by the evaluator. Letters normally should be on letterhead stationery.

The Office of Faculty Affairs will forward the recommendation to the Dean for approval and inform the Department and the faculty member of the Dean's decision.

**II. The following steps are required for appointment or promotion to the ranks of Associate Professor or Professor:**

**Step 1.** A preliminary Departmental evaluation of the candidate based on the Department's written procedures.

**Step 2.** Submission of an initial request for evaluation in writing from the Department (a memorandum) to the Office of Faculty Affairs that includes:

1. The recommended faculty title to be evaluated, including the candidate's pathway and area of excellence;
2. A *curriculum vitae* and bibliography, in the required format - see [www.med.cornell.edu/ofa](http://www.med.cornell.edu/ofa).
3. Three (3) reprints or in-press manuscripts representing the candidate's best work.<sup>1</sup>

The names of national or international authorities in the candidate's field of endeavor who can be called upon for expert opinion.<sup>2</sup> Refer to the table at the end of this document for the required numbers of names and letters for different faculty appointments.

Under the auspices of the Chair of the Committee of Review, the Office of Faculty Affairs will solicit letters from the experts and forward them to the department. Upon receipt of the letters, the department will conclude its internal review and may elect to:

- Move forward with the recommended appointment or promotion;
- Modify the recommended title;
- Withdraw the recommendation.

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<sup>1</sup> For Voluntary faculty, only if available

<sup>2</sup> The full name, doctoral degree(s), faculty or other academic title, professional mailing address, email address and telephone number should be given for each evaluator. The names submitted cannot include authorities from whom letters were previously obtained as part of the departmental internal review process.

**Step 3.** Should the department elect to move forward with the recommendation for appointment or promotion, a chair's letter of recommendation shall be added to the materials already collected.<sup>1</sup>

**Step 4.** The complete dossier, including the Recommendation for Appointment Form, should be sent to the Office of Faculty Affairs for submission to the Committee of Review.

### **III. Letter of Recommendation to the Dean from the Department Chair**

**Lecturer:** The letter of recommendation to the Dean is from the Medical College department chair, or division/affiliate department head and endorsed by the chair. The letter must state the recommended title and duration of the appointment. Where not evident from the *Curriculum vitae*, the chair's letter should emphasize the importance of the candidate's educational contribution and specific evidence of the candidate's contributions to intramural and extramural teaching activities.

**Instructor:** The letter of recommendation to the Dean is from the Medical College department chair, or division/affiliate department head, or for affiliate clinical faculty, office-based practice head, and endorsed by the chair. The letter must state the recommended title and duration of the appointment. Where not evident from the *curriculum vitae*, the Chair's letter should emphasize the candidate's academic promise in the areas of teaching, research and/or clinical service.

**Assistant Professor<sup>2</sup>:** The letter of recommendation to the Dean is from the Medical College department chair, or division/affiliate department head, or for affiliate clinical faculty, office-based practice head, and endorsed by the chair. The letter must state the recommended title and duration of the appointment. Where not evident from the *vitae*, the letter should emphasize the candidate's demonstrated ability or potential in a combination of teaching, research, clinical service and/or academic administration.

**Associate Professor or Professor:** Once the departmental committee for appointment and promotion has reviewed the CV of faculty members who are eligible for promotion, or are to be recommended for a new appointment, the department chair provides a letter summarizing his/her candid, thorough and independent assessment of the applicant's achievements in research/investigation, teaching, clinical excellence and service to the college. This letter should provide the chair's assessment of the applicant's achievements and potential for continued development as well as to verify the data contained in the CV such as teaching and clinical responsibilities. The letter should highlight the significance of activities to reviewers from different professional backgrounds.

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<sup>1</sup> See III: Letter of Recommendation to the Dean from the Department Chair".

<sup>2</sup> Includes Non-Professorial, Voluntary and Affiliate Clinical Faculty assistant level appointments.

Generally, it is recommended that the Chair's letter also include:

- The rank and pathway, noting the chosen area of excellence.
- The duration of the appointment being recommended.
- Overview of the applicant stressing his/her role in the department, Medical College and academic community, and describing professional growth and trajectory while a member of the department.
- Assessment of investigation and scholarly activity with emphasis on the significance to the specialty or scientific discipline. The chair can be particularly helpful in noting the quality of publications or conferences where work was presented. The chair should state his/her assessment of the applicant's level of achievement in investigation/scholarship, clinical excellence and impact in his/her discipline, education, teaching and service and regional, national or international stature in his/her field, as appropriate.
- Assessment of the contributions to education, stressing outcomes and impact of the teaching activities, the contributions to managing and conducting educational programs, and mentoring of students and colleagues. Peer evaluations of teaching and assessments of how the applicant's scores compare to other educators in the department and the discipline are helpful. This includes contribution at local or national levels to development of educational programs or examinations. The chair should state his/her assessment of the applicant's level of achievement in education for those on an educational excellence pathway.
- Assessment of professional and academic service stressing the significance of contributions to the department, Medical School, community, and specialty/discipline. The chair may describe how professional service activities enhance the work of colleagues or provides service to the academic community at large. The significance of intramural and extramural professional services, such as Institutional Review Board (IRB) membership, study sections or review panels should be discussed. In academic service, the significance of the work to the department or Medical School should be clarified. The chair should compare the applicant to appropriate colleagues and state his/her assessment in terms of the descriptors used in the guidelines.
- Summary of the rationale and evidence supporting the requested appointment or promotion from the perspective of the departmental chair including an enumeration of the candidate's sources of salary support for the previous three (3) years and projected sources of future support together with an estimate of the candidate's potential to obtain such support (if appropriate). This summary should include the chair's assessment of the applicant's level of achievement (i.e. early, mid-, or established-career level) for each relevant domain (teaching, research/scholarship, academic service, professional service) to clarify the basis for the academic promotion or award of tenure.
- The departmental chair must provide an informative letter on each applicant who has a primary appointment in his/her department. If the applicant has a secondary appointment or significant responsibilities in a Center, the chair of the primary department may request a letter from the chair of the secondary department (or center director) reflecting his/her assessment of the candidate.

**Tenure Eligibility:** When the Department Chair and faculty member agree that the faculty member will be recommended for appointment or promotion with eligibility for tenure consideration (following discussions between the Department Chair and the Dean), language specifying tenure eligibility will be included in a letter of recommendation to the Dean from the Department Chair, signed by the faculty member. When a Chair and a faculty member concur that eligibility for tenure consideration is no longer appropriate, language specifying this change to tenure ineligibility will be included in a letter of recommendation to the Dean from the Department Chair, signed by the faculty member.

#### **IV. Terms of Appointment**

**A. Lecturers and Senior Lecturers:** Appointments to the position of lecturer may be recommended for a period of up to three (3) years, or any part thereof. Appointments to the position of senior lecturer may be recommended for a period of up to five (5) years, or any part thereof. Appointments are usually recommended for the term of one (1) academic year, and are renewable indefinitely, based on the individual's continued fulfillment of the qualifications for appointment and the programmatic needs of the department.

**B. Instructors:** Instructors in (Department) (unmodified) are limited to a total of three (3) years' time in rank. Appointment to the rank may be recommended for a term of up to two (2) years or any part thereof<sup>1</sup>, and renewed upon recommendation, based on the individual's continued fulfillment of the qualifications for appointment and the programmatic needs of the department. For example, the appointment may be recommended for a period of one (1) academic year and renewed annually upon recommendation for a total of three (3) years as an instructor.

For Instructors with unmodified titles who are subject to a three-year maximum term in rank, based upon adequate justification, an extension of the maximum term in rank may be granted for one (1) year at the Dean's discretion upon the written request of the faculty member and the department chair. The maximum term in rank clock will be suspended automatically for one calendar year for each instance of the following: the birth, adoption, or foster placement of a child, subject to notice of the event in writing by the faculty member to the Office of Faculty Affairs. The use of automatic suspensions does not affect consideration for extension of term in rank or for promotion.<sup>2</sup>

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<sup>1</sup> Bylaws of Cornell University, Article XVII, 2f.

<sup>2</sup> Approved by the Executive Faculty Council on January 12, 2012, the General Faculty Council on January 9, 2012, the Board of Fellows on February 15, 2012 and the Board of Trustees on March 9, 2012.

## **C. Appointments on the Pathway Recognizing Academic Achievement and Scholarship**

**1. Assistant Professors:** Assistant professors eligible for tenure review on the Pathway Recognizing Academic Achievement and Scholarship (normally those in the Investigation area of excellence) are limited to a total of six (6) years' time in rank, whereas for other assistant professors with modified titles no limit is imposed. Appointment to the position of assistant professor may be recommended for an initial term of up to four (4) years or any part thereof<sup>1</sup>, and renewed upon recommendation, based upon the individual's continued fulfillment of the qualifications for appointment and the programmatic needs of the department. For example, the appointment may be recommended for a period of one (1) academic year and renewed annually upon recommendation for a total of six (6) years as assistant professor, or two (2) three-year appointments might be recommended. For faculty eligible for tenure, the probationary period for review for tenure commences with appointment to the rank of assistant professor.

For Assistant Professors eligible for tenure review, based upon adequate justification, an extension of the six-year maximum term in rank may be granted for one (1) year upon the written request of the faculty member and chair, with the approval of the Faculty Councils and the Dean. When a review for promotion is unsuccessful, an individual may receive a one-year terminal appointment. This is not an extension of the time in rank. The maximum term in rank clock will be suspended automatically for one calendar year for each instance of the following: the birth, adoption, or foster placement of a child, subject to notice of the event in writing by the faculty member to the Office of Faculty Affairs. The use of automatic suspensions does not affect consideration for extension of term in rank or for promotion.<sup>2</sup>

Assistant Professors with unmodified titles who are ineligible for tenure review, or with modified titles, are not limited as to time in rank. Appointment to the position of assistant professor may be recommended for an initial term of up to four (4) years or any part thereof<sup>3</sup>, and renewed upon recommendation, based upon the individual's continued fulfillment of the qualifications for appointment and the programmatic needs of the department.

**2. Associate Professors and Professors:** Associate Professors and Professors on the Pathway Recognizing Academic Achievement and Scholarship are not subject to a maximum term in rank, but will be subject to the probationary period for tenure

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<sup>1</sup> Bylaws of Cornell University, Article XVII, 2c.

<sup>2</sup> Approved by the Executive Faculty Council on January 12, 2012, the General faculty Council on January 9, 2012, the Board of Fellows on February 15, 2012 and the Board of Trustees on March 9, 2012.

<sup>3</sup> Bylaws of Cornell University, Article XVII, 2c.



review if they are eligible for tenure review. For those individuals eligible for review for tenure, appointment to the positions of associate professor and professor may be recommended for any period up to the end of the probationary period or any part thereof and then recommended for renewal up to the end of the probationary period, based upon the individual's continued fulfillment of the qualifications for appointment and the programmatic needs of the department.<sup>1</sup>

Non-tenure eligible Associate Professor and Professor appointments on the Pathway Recognizing Academic Achievement and Scholarship (areas of excellence: Clinical Expertise and Innovation or Educational Leadership) may be recommended for a term of one (1) to five (5) years, renewable indefinitely. Non-tenure eligible Associate Professor and Professor appointments on the Pathway Recognizing Academic Achievement and Scholarship (area of excellence: Investigation) supported primarily by extramural research funding may be recommended for a term of one (1) to five (5) years, contingent on available funding designated to the position. The term of appointment may not be longer than the duration of the guaranteed extramural, departmental or institutional support designated to the position. Faculty members on the Pathway Recognizing Academic Achievement and Scholarship will generally be recommended for one-year appointments, which may be renewed indefinitely based on the individual's continued fulfillment of the qualifications for appointment and the programmatic needs of the department.

For faculty members on the Pathway Recognizing Academic Achievement and Scholarship who are subject to the probationary period for tenure review, the probationary period clock will be suspended automatically for one calendar year for each instance of the following: the birth, adoption, or foster placement of a child, subject to notice of the event in writing by the faculty member to the Office of Faculty Affairs. The use of automatic suspensions does not affect consideration for extension of the probationary period for tenure review, or for promotion or tenure.<sup>2</sup>

#### **D. Appointments on the Pathway Recognizing Clinical Excellence**

Instructors on the pathway recognizing clinical excellence may be recommended for a term of one (1) to three (3) years and assistant professors, associate professors and professors for a term of one (1) to five (5) years, renewable indefinitely. Faculty members on the pathway recognizing clinical excellence, particularly those who are employed by affiliated institutions, will generally be recommended for one-year appointments which may be renewed indefinitely based upon the individual's continued fulfillment of the qualifications for appointment and the programmatic needs of the department.

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<sup>1</sup> See "Tenure" (section 3) of the Academic Staff Handbook, page 3.5 for an explanation of the probationary period for tenure review.

<sup>2</sup> Approved by the Executive Faculty Council on January 12, 2012, the General Faculty Council on January 9, 2012, the Board of Fellows on February 15, 2012 and the Board of Trustees on March 9, 2012.

### **E. Appointments on the Pathway Recognizing Excellence in Investigation**

Appointments on the pathway recognizing scientific investigation may be recommended for a term of up to five (5) years, contingent on available funding designated to this position. The term of the appointment may not be longer than the duration of the guaranteed support. Appointments are renewable indefinitely, contingent on continued guaranteed funding designated to this position, the individual's continued fulfillment of the qualifications for appointment, and the programmatic needs of the department.

### **F. Appointments on the Pathway Recognizing Teaching Excellence**

Appointments on the pathway recognizing teaching excellence may be recommended for a term of one (1) to five (5) years, renewable indefinitely. Faculty members on the pathway recognizing teaching excellence, particularly those who are employed by affiliated institutions, will generally be recommended for one-year appointments which may be renewed indefinitely based upon the individual's continued fulfillment of the qualifications for appointment and the programmatic needs of the department.

### **G. Appointments on the Non-Professorial Faculty**

All appointments to the Non-Professorial Faculty, regardless of rank, shall be recommended for a one (1) year term, renewable indefinitely, based upon the individual's continued fulfillment of the qualifications for appointment and the programmatic needs of the department or administrative division.

### **H. Appointments to the Voluntary Faculty**

All appointments to the Voluntary Faculty, regardless of rank, "shall be for periods not exceeding one year."<sup>1</sup> Appointments may be renewed indefinitely based upon the individual's continued fulfillment of the qualifications for appointment and the programmatic needs of the department.

### **I. Appointments to the Affiliate Clinical Faculty**

Appointments to the Affiliate Clinical Faculty will generally be recommended as one-year appointments which may be renewed indefinitely based upon the individual's continued fulfillment of the qualifications for appointment and the programmatic needs of the department. Instructors on the Affiliate Clinical Faculty may, in special cases, be recommended for a term of more than one (1) year, up three (3) years, and assistant professors, associate professors and professors for a term of more than one (1) year up to five (5) years, renewable indefinitely.

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<sup>1</sup> Bylaws of Cornell University, Article XVII, 6a.

## V. Procedures for Renewal of Appointment

**Departmental Review.** Prior to the end of the penultimate year of the appointment, the department should decide if it will recommend renewal of the appointment and for what duration. If the department will not recommend renewal or if the recommendation for renewal is subsequently not approved, the individual must be given sufficient notification that his or her faculty appointment will not be renewed (see Notice of Non-renewal guidelines below). In appropriate circumstances, the individual may be recommended for a transfer to a different pathway or to the voluntary faculty.

All notifications to the faculty member should be in writing from the department chair, and a copy of the letter should be forwarded to the Office of Faculty Affairs.

**Review at the College and University Levels.** Renewals of appointments are recommended by the chair to the Dean. For individuals whose term of appointment ends with the academic year on June 30, one-year renewals may be recommended by including the appointment on the staff list submitted annually to the Dean by the department chair (except term appointments, and appointments contingent upon valid visa status at WCMC).

In the case of the renewal of an appointment for a period of more than one (1) year, the following credentials must be submitted to the Office of Faculty Affairs prior to the end of the penultimate year of the individual's appointment:

- Recommendation for Appointment form;
- *Curriculum vitae* and bibliography, in the required format;
- Letter of recommendation to the Dean from the department chair.

## VI. Changes in Title, Area of Excellence, Academic Pathway

**Departmental Review.** In some cases the Department and faculty member may agree to a change in title, to change the faculty member's area of excellence, academic pathway, or employment status. This decision may be the result of a change in academic career focus, a change in employment status, or for other reasons.

To recommend a change in title, area of excellence, and/or academic pathway the following credentials must be submitted to the Office of Faculty Affairs prior to the end of the individual's appointment:

- Recommendation for Appointment Form (for title change);
- *Curriculum vitae* and bibliography, in the required format;
- Letter of appointment offer / recommendation to the Dean from the department chair, endorsed by the faculty member;

The Office of Faculty Affairs will forward the recommendation to the Dean for approval and inform the Department and the faculty member of the Dean's decision.

## **VII. Review for Promotion**

**Lecturer:** promotion from the position of Lecturer to Senior Lecturer may be recommended by the department chair whenever the individual has attained the qualifications for promotion.

**Instructor (unmodified):** By the end of the individual's second year in rank as Instructor, the department should decide if it will recommend promotion. If promotion is not recommended or, if recommended but subsequently not approved, sufficient notification of the termination of the appointment as Instructor must be given.<sup>1</sup> In appropriate instances, the department may recommend appointment at the same rank on the voluntary faculty, or on a different pathway, or in limited instances, transfer to the non-faculty academic staff. All notifications should be in writing from the department chair with a copy to the Office of Faculty Affairs.

**Assistant Professor (eligible for tenure review).** By the end of the individual's fifth year in rank as an assistant professor eligible for tenure review, the department must decide if it will recommend promotion. If the department does not recommend promotion, or if a recommendation for promotion is subsequently not approved, sufficient notification of the non-renewal of the individual's faculty appointment as assistant professor must be given.<sup>2</sup> In appropriate circumstances, the individual may be recommended for appointment as an assistant professor ineligible for tenure review; for appointment as assistant professor on the voluntary faculty, or for a change in title to Assistant Professor of Clinical (Department), Assistant Professor of Research (Department), or Assistant Professor of Teaching (Department). All notifications should be in writing from the department chair, endorsed by the faculty member, with a copy forwarded to the Office of Faculty Affairs.

**Assistant Professor (ineligible for tenure review).** Since there is no maximum term in rank for an assistant professor who is ineligible for tenure review, recommendations

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<sup>1</sup> See 2.115.VIII, Notification of Non-Renewal or Termination of Appointment.

<sup>2</sup> See 2.115.VIII, Notification of Non-Renewal or Termination of Appointment.

for promotion from assistant to associate professor may be made by the department chair whenever the individual has attained the qualifications for promotion <sup>1</sup>.

**Associate Professor.** Since there is no maximum term in rank for an associate professor, recommendations for promotion from associate professor to professor may be made by the department chair whenever the individual has attained the qualifications for promotion. Promotion of a tenure eligible associate professor without tenure will usually not occur prior to a successful review for tenure.<sup>2</sup>

### **VIII. Notification of Non-Renewal or Termination of Appointment**<sup>3</sup>

Faculty members without tenure, who are in the first twenty-four (24) months of appointment on the paid full-time academic staff or are members of the regular part-time (50% FTE or greater) academic staff are entitled to six (6) months' notice of non-renewal. Faculty members who have been on the paid full-time academic staff more than twenty-four (24) months are entitled to twelve (12) months' notice of non-renewal.

There are no minimum advance notification requirements for faculty who are not on the paid full-time or regular part-time academic staff at the Medical College, or who are on the professional staffs of affiliated institutions.<sup>4</sup>

Tenure eligible Associate Professors and Professors without tenure who have been reviewed for tenure and have not been granted tenure are entitled to twelve (12) months' notice of non-renewal from the time that the decision is made not to grant tenure, so that the total period includes at least one (1) full academic year.

No minimum advance notification of non-renewal is required for Voluntary Faculty. Non-renewal is effective at the end of the stated term of appointment, e.g., June 30th, or on some other date specified by the department chair. In general, the decision to renew or not to renew an appointment on the voluntary faculty is made by the department no later than April, in preparation for the submission to the Dean of the staff list for the coming academic year.<sup>5</sup> The department should provide notice of non-renewal to the faculty

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<sup>1</sup> All assistant professor rank level appointments, including Non-Professorial faculty.

<sup>2</sup> All associate professor rank level appointments, including Non-Professorial faculty. Recommendations for promotion and for tenure may be submitted at the same time. See the "Tenure" (section 3) of the Academic Staff Handbook, 3.7, subsection on Procedures for Granting Tenure.

<sup>3</sup> Also see "Leaves and Termination of Appointment" (section 7) of the Academic Staff Handbook.

<sup>4</sup> See 2.10 IX, concerning the terms of appointment for faculty members on the professional staffs of affiliated institutions.

<sup>5</sup> See 2.113 V, Procedures for Renewal of Appointment.

member at that time, or as soon as the decision is reached not to renew the appointment.<sup>1</sup>

Instructors, assistant professors, associate professors and professors on the Affiliate Clinical Faculty are entitled to three (3) months' notice of non-renewal of their appointment.

Appointments supported primarily by extramural grant funding on the Pathway Recognizing Academic Achievement and Scholarship and the Pathway Recognizing Scientific Investigation are for specific terms, the duration of which are determined by the guaranteed extramural or departmental or institutional sources of funds designated to the position. In the event that the faculty member's extramural sources of funding are lost during the term of the appointment, the Medical College or the affiliated institution, if appropriate, shall extend salary support, in an amount agreed upon by the department chair and the Dean, for a grace period not to exceed twelve (12) months, or for the remainder of the term of appointment, whichever ends sooner. The department chair may petition the Dean for an extension of the grace period. If the faculty member fails to secure funding during the grace period, and a petition of extension is not requested by the department chair, the faculty member's appointment shall terminate at the conclusion of the grace period.<sup>2</sup>

Authority for appointments on the Pathway Recognizing Academic Achievement and Scholarship and the Pathway Recognizing Scientific Investigation rests with the President of the University upon the recommendation of the chair and approval of the Dean of the Medical College. Therefore, unless an appointment is renewed pursuant to these procedures, it will end on the stated termination date. Advance notification of non-renewal is not required.

## **IX. Requirements for Supporting Letters of Recommendation or Evaluation**

**A. Lecturers and Instructors:** Two (2) letters of recommendation from evaluators who can attest to the candidate's work, prominence and promise in academic endeavors. These letters are submitted by the Department along with the recommendation to the Office of Faculty Affairs.

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<sup>1</sup> See 2.10.IX concerning the terms of appointment for faculty members on the professional staffs of affiliated institutions.

<sup>2</sup> See 2.10 IX, concerning terms of appointment for faculty members on the professional staffs of affiliated institutions.

**B. Appointment to or Promotion on the Pathway Recognizing Academic Achievement and Scholarship (unmodified titles)<sup>1</sup>**

<u>Rank</u>	<u>Ask for</u>	<u>Required Minimum Number of Letters</u>
Professor*	9 names	3 Impartial letters + 3 more (any type) = 6 minimum
Associate Professor*	6 names	3 Impartial letters + 2 more (any type) = 5 minimum
Assistant Professor	2 letters	2 letters (at least 1 impartial preferred) = 2 minimum (Solicited by the Department)

\* These letters are solicited by the Office of Faculty Affairs. Also see “Guidelines for the Committee of Review” (section 4) Academic Staff Handbook. The academic professorial rank of the evaluator must be at or higher than the candidate’s recommended rank.

**C. Appointment to or Promotion on the Pathways Recognizing Clinical Excellence, Investigation, Teaching Excellence, and on the Non-Professorial Faculty, the Voluntary Faculty and the Affiliate Clinical Faculty (modified titles)<sup>2</sup>**

<u>Rank</u>	<u>Ask for</u>	<u>Required Minimum Number of Letters</u>
Professor*	9 names	3 Impartial letters + 1 more (any type) = 4 minimum
Associate Professor*	6 names	2 Impartial letters + 2 more (any type) = 4 minimum
Assistant Professor	2 letters	2 letters = 2 minimum (Solicited by the Department)

\*These letters are solicited by the Office of Faculty Affairs. Also see “Guidelines for the Committee of Review” (section 4) Academic Staff Handbook.

The academic professorial rank of the evaluator must be at or higher than the candidate’s recommended rank.

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<sup>1</sup> The names submitted cannot include authorities from whom letters were previously obtained as part of the departmental internal review process.

<sup>2</sup> The names submitted cannot include authorities from whom letters were previously obtained as part of the departmental internal review process.

There are no changes to the solicitation of letters from evaluators for faculty who are being reviewed for tenure. The guidelines for the tenure process are detailed in “Tenure” (section 3) of the Weill Cornell Medical College Academic Staff Handbook.

**Guidelines for Impartiality:**

1. The evaluator has not been a trainee or mentor of the candidate
2. The evaluator has not been a contemporaneous colleague at the same institution (including WCMC)
3. The evaluator is not a co-investigator or co-author within the past five years (with the exception of large multicenter clinical trials or research consortia)