

HERBERT WERTHEIM PUBLIC HEALTH AND LONGEVITY SCIENCE ADVANCEMENT GUIDELINES –CLINICAL X SERIES

RANK & STEP	CLINICAL AND PROFESSIONAL ACTIVITIES	TEACHING	CREATIVE & SCHOLARLY ACTIVITIES	UNIVERSITY & PUBLIC SERVICE
ASSISTANT PROFESSOR STEPS I-II (Initial Appointment or Merit Advancement)	<ul style="list-style-type: none"> • Public health practice involving activities that directly prevent disease and promote health on a population level <p align="center">AND/OR</p> <ul style="list-style-type: none"> • Excellence in basic skills as clinical practitioners on individuals, as demonstrated by letters from directors of training programs and colleagues 	<ul style="list-style-type: none"> • A defined teaching role which may include courses, lectures, or research mentoring (e.g. supervision of a dissertation, thesis, capstone or practicum) <p align="center">AND/OR</p> <ul style="list-style-type: none"> • Participation in teaching of housestaff and students through their clinical activities and other teaching 	<ul style="list-style-type: none"> • Potential for excellent scholarly activity with impact beyond our institution, to be documented by letters and/or research or review publications. • Roles in collaborative research may be an important consideration, and may be somewhat flexible. Expressed interest in pursuing scholarly activity as a significant component of the academic position, coupled with evidence to support the promise for accomplishment. 	<ul style="list-style-type: none"> • Not required at time of appointment • For merit advancement at least some beginning service within the School and/or University • Demonstrating good citizenship through active participation in School and University activities
ASSISTANT PROFESSOR STEPS III-VI (Initial Appointment, Merit Advancement or 4TH YEAR APPRAISAL)	<ul style="list-style-type: none"> • Candidates should demonstrate leadership or independence in their public health practice <p align="center">AND/OR</p> <ul style="list-style-type: none"> • Established clinical focus, active practice or contractual clinical activity, established excellence in clinical care delivery 	<ul style="list-style-type: none"> • Evidence of teaching through qualified activities as described above including active participation in teaching a formal/classroom course(s) with positive recent evaluations <p align="center">AND/OR</p> <ul style="list-style-type: none"> • Documented effectiveness in teaching of housestaff and students through clinical activities and other teaching 	<ul style="list-style-type: none"> • Some scholarly activity is expected, though it may be in the form of clinical innovation rather than traditional research – with demonstrable regional or national dissemination and impact & recognition. Roles in collaborative research may be an important consideration. Evidence of accomplishment or a trajectory that predicts accomplishment in the scholarly arena to include one or more of the following: published original manuscripts, published or presented abstracts that are likely to lead to complete original manuscripts, book chapters, review articles, participation in independent or collaborative research, application or securing extramural funding, appointment on National Society committees, with lesser consideration given to case reports 	<ul style="list-style-type: none"> • Evidence of appropriate service at the Department and/or University levels • Evidence of emerging national reputation/contributions to the field • Professional and/or community service is desirable

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ASSOCIATE PROFESSOR (Appointment, Merit Advancement, Promotion)	<ul style="list-style-type: none"> • Demonstrated leadership or independence in public health practice • Active in the local institution and, in applicable disciplines, at the community or regional levels <p style="text-align: center;">AND/OR</p> <ul style="list-style-type: none"> • Independent clinical excellence and focus, sustaining clinical practice or contractual clinical support or other support, regional recognition for clinical excellence as defined in letters from peers (promotion). Certification by one of the medical specialty boards, or equivalent achievement and recognition. 	<ul style="list-style-type: none"> • Active teaching role as defined above with strong recent evaluations <p style="text-align: center;">AND/OR</p> <ul style="list-style-type: none"> • Excellence in teaching of housestaff and students in above activities as documented in letters and/or evaluations 	<ul style="list-style-type: none"> • Demonstrated and sustained excellence in contributions to knowledge and/or practice in chosen public health and/or clinical field as indicated by dissemination of a body of publications or teaching material or programs used in other institutions, or the introduction of documented improvements/innovations that advance the educational mission both within and beyond our institution. Textbook chapters or similar publications, or other contributions to the professional literature (including video and electronic media), or development and institution of new or improved methods of teaching, or principal or co-investigator status on collaborative or joint research program. Independent letters from regional authorities. Evidence of accomplishment in the scholarly arena may include following: Publication of two or more original manuscripts, at least one of which is deemed to have added in a substantial manner to the knowledge base in the specialty, publication of one or more book chapters in leading text in the specialty or subspecialty, appointment of leadership role in specialty or subspecialty society at least at the task force or committee level, securing substantial extramural funding, either as a PI or co-PI to support a clearly defined area of public health, clinical, educational, or basic science research, establishment of an educational module that has gained acceptance beyond the local institution. 	<ul style="list-style-type: none"> • Evidence of significant School/University service outside the faculty member's specific area of interest and job responsibilities • Professional and/or community service Emerging national reputation (e.g. societal/journal/grant/review/service as evidence of national reputation)

<p>PROFESSOR STEPS I-V</p> <p>(Appointment, Merit Advancement, Promotion)</p>	<ul style="list-style-type: none"> As for Associate Professor with continued momentum and excellence 	<ul style="list-style-type: none"> Substantial teaching role as defined above <p style="text-align: center;">AND/OR</p> <ul style="list-style-type: none"> Substantial contribution to clinical teaching program as defined above. 	<ul style="list-style-type: none"> National and continued impact and recognition for sustained excellence in scholarly contributions to knowledge and/or practice in chosen public health and/or clinical field as indicated by dissemination of a body of research or other scholarly publications, or teaching material or programs used in other institutions, or other documented improvements/innovations. Textbook chapter or similar publications, or other contributions to the professional literature (including video and electronic media), or development of new or improved methods of teaching, or co-investigator status on clinical research studies. Independent letters from national or international authorities. Evidence of continued accomplishment in the scholarly arena as delineated under criteria for Associate Professor but with the added requirement for national recognition for the area of achievement. PI with substantial extramural support for a line of independent scholarship in the arena of public health, clinical, basic science, or education. Appointment at least at the level of editorial board of a peer reviewed medical journal or leadership at the level of President, President elect or Vice President of a national or regional (i.e California or greater) specialty or subspecialty organization. 	<ul style="list-style-type: none"> As for Associate Professor, with documented evidence of achievement and leadership in the field and its characteristic activities National reputation with emerging International reputation desired
<p>PROFESSOR STEP VI</p>	<ul style="list-style-type: none"> As for Professor, with clear evidence of excellence and momentum 	<ul style="list-style-type: none"> Substantial teaching role as defined above <p style="text-align: center;">AND/OR</p> <ul style="list-style-type: none"> Substantial contribution to clinical teaching program with strong recent teaching evaluations 	<ul style="list-style-type: none"> As for Professor, with clear evidence of excellence and momentum External referee letters are not required, but may be solicited at the department's discretion when they are needed to demonstrate evidence of nationally or internationally recognized and highly distinguished scholarship, highly meritorious service, or excellent teaching 	<ul style="list-style-type: none"> As above, serving with distinction (meritorious service), with evidence of continuing achievement

			<ul style="list-style-type: none"> Productivity and excellence in scholarly activity and service to the University and profession 	
PROFESSOR ABOVE SCALE	<ul style="list-style-type: none"> As for Professor VI with continued momentum and excellence As above, with evidence of international recognition and acclaim 	<ul style="list-style-type: none"> Substantial teaching role as defined above <p style="text-align: center;">AND/OR</p> <ul style="list-style-type: none"> Substantial contribution to clinical teaching program with strong recent teaching evaluations 	<ul style="list-style-type: none"> As above, with evidence of international recognition and acclaim; performance in scholarship is excellent; demonstration of additional merit and distinction beyond the performance on which advancement to Step VI is based 	<ul style="list-style-type: none"> As above, with evidence of international recognition and acclaim; demonstration of additional merit and distinction beyond the performance on which advancement to Step VI is based
ACCELERATION (should be based on exceptional functioning in at least one area usually including research; there must not be weakness in any areas)	<ul style="list-style-type: none"> Exceptional leadership or independence in public health practice <p style="text-align: center;">AND/OR</p> <ul style="list-style-type: none"> Exceptional performance of clinical duties 	<ul style="list-style-type: none"> Evidence of exceptional contributions as educator through local or national recognition and leadership in public health clinical teaching Excellent teaching evaluations 	<ul style="list-style-type: none"> Exceptional scholarly productivity, documented by quality and/or quantity of publications, contracts and grants, and/or scientific awards, and/or the impact of the work on public health Above Scale acceleration must be based on compelling reasons and include documentation of extraordinary achievement in scholarship and discussion of its impact on the discipline 	<ul style="list-style-type: none"> Examples of acceleration criteria in the service area could include a governance role in a national society, unique contributions to either national or local organizations, or exceptional performance in major School leadership roles and University Service