

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

RANK & STEP	CLINICAL AND PROFESSIONAL ACTIVITIES	TEACHING	CREATIVE & SCHOLARLY ACTIVITIES	UNIVERSITY & PUBLIC SERVICE
<b>ASSISTANT PROFESSOR STEPS I-II (Initial Appointment or Merit Advancement)</b>	<ul style="list-style-type: none"> <li>Public health practice involving activities that directly prevent disease and promote health on a population level</li> </ul> <p align="center">AND/OR</p> <ul style="list-style-type: none"> <li>Excellence in basic skills as clinical practitioners on individuals, as demonstrated by letters from directors of training programs and colleagues</li> </ul>	<ul style="list-style-type: none"> <li>A defined teaching role which may include courses, lectures, or research mentoring (e.g. supervision of a dissertation, thesis, capstone or practicum)</li> </ul> <p align="center">AND/OR</p> <ul style="list-style-type: none"> <li>Participation in teaching of housestaff and students through their clinical activities and other teaching</li> </ul>	<ul style="list-style-type: none"> <li>Public health practice includes any non-research activity that seeks to promote health across a specified population, may not produce traditional scholarly output used by researchers (i.e. journal articles) but instead produces output used by practitioners conducting the core functions of public health</li> </ul> <p align="center">AND/OR</p> <ul style="list-style-type: none"> <li>Clinical faculty may have a scholarly activity plan, which may include mentored training to produce scholarly products.</li> <li>Both with supporting letters positive for initial appointment</li> </ul>	<ul style="list-style-type: none"> <li>Not required at time of appointment</li> <li>For merit advancement at least some beginning service within the School and/or University</li> <li>Demonstrating good citizenship through active participation in School and University activities</li> </ul>
<b>ASSISTANT PROFESSOR STEPS III-VI (Initial Appointment, Merit Advancement or 4TH YEAR APPRAISAL)</b>	<ul style="list-style-type: none"> <li>Candidates should demonstrate leadership or independence in their public health practice</li> </ul> <p align="center">AND/OR</p> <ul style="list-style-type: none"> <li>Established clinical focus, active practice or contractual clinical activity, established excellence in clinical care delivery</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of teaching through qualified activities as described above including active participation in teaching a formal/classroom course(s) with positive recent evaluations</li> </ul> <p align="center">AND/OR</p> <ul style="list-style-type: none"> <li>Documented effectiveness in teaching of housestaff and students through clinical activities and other teaching</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of impact on public health. Impact is defined broadly such as, but not limited to, improvements in process or outcomes related to public health locally, peer- reviewed evaluations of public health programs, published public health commentary, adaptations or implementation of evidence- based or best practices into public health practice, or capacity- building within specific communities or partnership development within specific communities in research</li> </ul> <p align="center">AND/OR</p> <p>Scholarly activity. May include collaborative research; publication of case reports or reviews; presentations at national meetings (including CME); or development of innovative clinical procedures, teaching methods or clinical curricula.</p>	<ul style="list-style-type: none"> <li>Evidence of appropriate service at the Department and/or University levels</li> <li>Evidence of emerging national reputation</li> <li>Professional and/or community service is desirable</li> </ul>

<p><b>ASSOCIATE PROFESSOR</b> <b>(Appointment, Merit Advancement, Promotion)</b></p>	<ul style="list-style-type: none"> <li>• Demonstrated leadership or independence in public health practice</li> <li>• Active in the local institution and, in applicable disciplines, at the community or regional levels</li> </ul> <p style="text-align: center;">AND/OR</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Active teaching role as defined above with strong recent evaluations</li> </ul> <p style="text-align: center;">AND/OR</p> <ul style="list-style-type: none"> <li>• Excellence in teaching of housestaff and students in above activities as documented in letters and/or evaluations</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of continued public health impact</li> </ul> <p style="text-align: center;">AND/OR</p> <ul style="list-style-type: none"> <li>• Scholarly activity as described above</li> <li>• Outside referee letters attest to impact on public health and/or clinical practice (promotion)</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of significant School/University service outside the faculty member's specific area of interest and job responsibilities</li> <li>• Professional and/or community service</li> </ul>
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<p><b>PROFESSOR STEPS I-V</b>  (Appointment, Merit Advancement, Promotion)</p>	<ul style="list-style-type: none"> <li>As for Associate Professor with continued momentum and excellence</li> </ul>	<ul style="list-style-type: none"> <li>Substantial teaching role as defined above</li> </ul> <p style="text-align: center;">AND/OR</p> <ul style="list-style-type: none"> <li>Substantial contribution to clinical teaching program as defined above.</li> </ul>	<ul style="list-style-type: none"> <li>As for Associate Professor</li> </ul> <p style="text-align: center;">-plus-</p> <ul style="list-style-type: none"> <li>The candidate's public health influence must be recognized beyond the parent institution, at the regional and national levels</li> <li>Referee letters attest to influence and impact on public health and/or clinical practice (promotion)</li> </ul>	<ul style="list-style-type: none"> <li>As for Associate Professor, with documented evidence of achievement and leadership in the field and its characteristic activities</li> <li>National reputation for public health practice desired</li> </ul> <p style="text-align: center;">AND/OR</p> <ul style="list-style-type: none"> <li>Regional/national reputation for clinical practice desired</li> </ul>
<p><b>PROFESSOR STEP VI</b></p>	<ul style="list-style-type: none"> <li>As for Professor, with clear evidence of excellence and momentum</li> </ul>	<ul style="list-style-type: none"> <li>Substantial teaching role as defined above</li> </ul> <p style="text-align: center;">AND/OR</p> <ul style="list-style-type: none"> <li>Substantial contribution to clinical teaching program with strong recent teaching evaluations</li> </ul>	<ul style="list-style-type: none"> <li>External referee letters are not required, but may be solicited at the department's discretion when they are needed to demonstrate evidence of national or international reputation</li> <li>Productivity and excellence in scholarly activity and service to the University and profession</li> </ul>	<ul style="list-style-type: none"> <li>As above, serving with distinction (meritorious service), with evidence of continuing achievement</li> </ul>
<p><b>PROFESSOR ABOVE SCALE</b></p>	<ul style="list-style-type: none"> <li>As for Professor VI with continued momentum and excellence</li> <li>As above, with evidence of international recognition and acclaim</li> </ul>	<ul style="list-style-type: none"> <li>Substantial teaching role as defined above</li> </ul> <p style="text-align: center;">AND/OR</p> <ul style="list-style-type: none"> <li>Substantial contribution to clinical teaching program with strong recent teaching evaluations</li> </ul>	<ul style="list-style-type: none"> <li>As above, with evidence of international recognition and acclaim; significant impact on public health; demonstration of additional merit and distinction beyond the performance on which advancement to Step VI is based</li> </ul>	<ul style="list-style-type: none"> <li>As above, with evidence of national/international recognition and acclaim; demonstration of additional merit and distinction beyond the performance on which advancement to Step VI is based</li> </ul>
<p><b>ACCELERATION</b> (should be based on exceptional functioning in at least one area usually including research; there must not be weakness in any areas)</p>	<ul style="list-style-type: none"> <li>Exceptional leadership or independence in public health practice</li> </ul> <p style="text-align: center;">AND/OR</p> <ul style="list-style-type: none"> <li>Exceptional performance of clinical duties</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of exceptional contributions as educator</li> <li>Excellent teaching evaluations</li> </ul>	<ul style="list-style-type: none"> <li>Exceptional impact on public health</li> <li>Above Scale acceleration must be based on compelling reasons and include documentation of extraordinary achievement and discussion of its impact on public health</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>

