

MOVING UP AT EINSTEIN

A FACULTY GUIDE TO PREPARING
FOR ACADEMIC PROMOTION



Albert Einstein College of Medicine



Albert Einstein College of Medicine

Montefiore

To the Esteemed Einstein Faculty;

This letter introduces to you the latest edition of MOVING UP AT EINSTEIN: A Faculty Guide to Academic Promotion. Much has happened over the past several years that makes the guide more useful than simply telling you how to fill out your C.V.

There are several new and newer Tracks described, namely the Physician-Investigator, The Research Assistant Professor and the two substitutes for the old Associate Track, namely the Staff Scientist and Educator Tracks.

In addition, to supplement the already many objective criteria candidates must show for promotion we have added three more criteria which are designed to help candidates achieve promotion by their voluntary participation in either mentoring, diversity and equity and /or quality assurance activities.

Finally, some of the criteria for achieving classical tenure and tenure of title and the differences between them are discussed as well,

The contents have been vetted by the research Chairs, the Senate Council, the Senate and/or an ad hoc committee of current and former Chairs of the Committee on Appointments and Promotions for Associate Professor and Professor as appropriate. I thank them for their time and consideration. I also want to publicly acknowledge the intense work of Tara Panebianco who works tirelessly to provide guidance to the candidates for promotion, to Alexia Pakiela, who parses the fine points of the criteria and lastly, and certainly not the least to Dr. Penny Grossman who not only coaches individuals as to their academic promotions but has co-authored and authored every edition of MOVING UP AT EINSTEIN, including the current 2024-2025 edition.

A handwritten signature in blue ink, appearing to read 'ER Burns'.

Edward R. Burns, M.D.
Executive Dean, Einstein

CONTENTS 2024-2025 EDITION

I. APPOINTMENTS AND PROMOTIONS AT EINSTEIN: UNDERSTANDING THE PROCESS	1
7	II. CRITERIA FOR PROMOTION WITH TENURE
III. TENURE OF TITLE	9
9	IV. PREPARING YOUR EINSTEIN CV
V. PREPARING YOUR TEACHING PORTFOLIO	10

APPENDICES

- A. FORMAT FOR CV AND BIBLIOGRAPHY **16**
- B. FORMAT FOR TEACHING PORTFOLIO **16**
- C. ADDITION OF NEW MINOR LEGS TO PROMOTION IN ALL TRACKS **17**
- D. SUGGESTED GUIDELINES FOR PROMOTION TO SENIOR RANK **19**

Investigator Track

Physician Investigator Track

Clinician Educator Track

Research Professor Track

Staff Scientist Track

Educator Track

MOVING UP AT EINSTEIN

I.

APPOINTMENTS AND PROMOTIONS AT EINSTEIN: UNDERSTANDING THE PROCESS

MOVING UP AT EINSTEIN is not a policy document; rather, it is intended to help Einstein faculty understand the promotions process and to provide practical, hands-on advice and suggestions to help prepare for promotion. The formal steps in the promotions process listed below are followed by notes containing some informal guidance to help you prepare.

STEP 1: IDENTIFYING THE CANDIDATE

The candidate for promotion is identified after screening for appropriate qualifications.

Nomination for promotion to senior rank may be made by the chair of your department after annual review, by a designated senior department member who chairs the department's promotion committee, or as a result of individual faculty members advocating for/inquiring about their suitability for promotion. In clinical departments, division chiefs also play a major role in recommending faculty for promotion. It is expected that most departments will have a committee to recommend appropriate candidates for promotion each year and make those recommendations to their respective chairs.

Departments are requested to present promotion packets for the faculty they wish to be promoted to the Einstein Office of Academic Appointments by October 15, and the promotions that are approved by the Committee on Appointments and Promotions (CAP) become effective as of the following July 1st. If completion of the review process takes longer, those promotions become effective on the most recent July 1 date.

Academic Tracks:

Well before a decision is made to seek promotion, you and your chair or departmental advisor will discuss which academic track is appropriate for you. The academic tracks at Einstein are the following:

- **Investigator Track**
- **Physician Investigator Track**
- **Clinician Educator Track**
- **Research Professor Track**

Two new academic tracks have been added to these, replacing the Associate Track:

- **Staff Scientists**, formerly Associates, non-tenured faculty who have obtained a high degree of skill in research and play an important supportive role in the conduct and

reporting of research. Staff Scientists generally do not pursue careers as independent investigators and are not expected to obtain independent funding.

- **Educators**, non-tenured faculty who are skilled teachers and play an important supportive role in Einstein's educational mission. This track includes, in addition to some MD and PhD professionals, the library professional staff, nurses, social workers, genetic counselors, and physician assistants, who are involved in teaching.

Ideally, the selection of a promotion track should be made soon after your appointment as faculty, so that you may make career choices and emphasize the appropriate elements in your chosen track as you develop professionally.

Promotion is not usually considered before you have spent at least five years at your current rank at Einstein, or an equivalent rank at another institution. However, promotion can occur earlier in instances of exceptional academic contributions.

Expectations of Investigators and Physician Investigators:

In general, candidates seeking promotion on the Investigator Track spend at least 75% of their professional time involved in research (laboratory, clinical or epidemiologic). Candidates seeking promotion on the Physician Investigator Track are expected to spend 60-70% of their time on research.

For appointment or promotion to associate professor on these tracks, it is expected that the candidate will have a national reputation as an independent investigator and be a major contributor to the field, e.g., translational, clinical, epidemiologic, outcomes, or health service research. There must be a record of independent scholarship, including senior authorship on high-quality publications and/or collaboration on research that significantly advances the field, with first or second authorship on high-quality publications. The candidate will have a record of peer-reviewed extramural funding.

For appointment or promotion to professor on these tracks, the candidate must have a sustained international reputation as a leader in the field and/or a leadership role in collaborative studies. The candidate also must have a longstanding, sustained record of peer-reviewed extramural funding as well as exceptional scholarship, including senior authorship in publications in high-impact journals. The step up from associate professor to professor involves incremental accomplishments, i.e., greater reputation as a researcher, more impactful publications, and more extramural funding.

The difference between the Investigator Track and the Physician Investigator Track is a matter of degree. While the investigator is involved in full-time in research, the physician investigator is mainly involved in research but also has clinical responsibilities. Thus, it is expected that a physician investigator will have fewer publications and grants than an investigator.

Beginning in 2016, promotion to professor on both the Investigator and Physician Investigator tracks has come with eligibility for tenure. The Tenure and Compensation Policy can be found on the Einstein Intranet; a summary of the key points of the policy appears in Section II of this guide.

Details about the guidelines for promotion in each of the academic tracks are provided in **Appendix D: Suggested Guidelines for Promotion to Senior Rank.**

NOTE: The procedures for promotion to senior rank and the suggested guidelines for each academic track are posted on the website of the Einstein Office of Academic Appointments and also appear as an Appendix to this guide:

<https://www.einsteinmed.edu/administration/academic-appointments/>

STEP 2: PREPARING THE PROMOTION PACKET

The candidate prepares a promotion packet according to guidelines posted on the Office of Academic Appointments website and distributed annually to the chairs. These guidelines include detailed examples of ways in which candidates may demonstrate their qualifications for promotion.

Completion of the packet requires preparation of the CV and bibliography according to the accepted format, preparation of a teaching portfolio (required in the Clinician Educator Track and optional in the Investigator, Physician Investigator, and Research Professor tracks), choosing outside referees, senior faculty, and students, residents, or fellows who will write letters of recommendation, and choosing publications to include in the packet.

If you are being considered for promotion, you should begin this process in the winter or spring preceding the October 15 deadline for the receipt of promotions packets. It is a good idea to ask faculty members familiar with the promotions process, both inside and outside your department, to review your CV and teaching portfolio. Faculty who have begun the process early and have sought help from colleagues frequently have a much easier time getting these materials ready for submission.

Parts III and IV of this Guide provide explicit instructions on how to prepare the CV and teaching portfolio, and the Appendix contains the required format for the CV and bibliography, the approved template for the teaching portfolio, as well as the Suggested Guidelines for Promotion in each of the tracks.

In addition to these materials, you will submit copies of 4-5 publications that will strengthen the case for your promotion, presumably your most significant and/or current publications. (These are separate from the teaching portfolio and its appendices, if any.)

Choosing your referees (letter writers) is very important. You will be asked to furnish the names and addresses of four senior Einstein faculty, four learners (students, residents, fellows, or junior faculty), and four or more outside referees. Outside reviewers help to document your regional, national, or international reputation and the impact of your work outside of the institution. It is advisable to include senior outside referees who were not formerly associated with Einstein, are not collaborators or former mentors, and who can independently evaluate the quality of your work in your particular field. Your list of referees becomes part of the promotion packet submitted by your department by the October 15 deadline.

NOTE: It is important to contact your letter writers to ask their permission to write in your behalf and to guide them in emphasizing aspects of your work that will support your promotion.

STEP 3: DEPARTMENTAL REVIEW

The departmental promotions committee reviews material and endorses or declines to endorse a candidate.

Your departmental committee may work with you to strengthen the documentation in your packet. This process varies widely from department to department. For this reason, it is your task to ensure that any materials supporting your promotion are succinct, well organized, and follow the approved formats. At the very least, you also should follow-up to make certain that your packet is complete. Your department will forward your completed packet to the Einstein Office of Academic Appointments by the October 15 deadline.

STEP 4: THE CHAIR'S LETTER

The department chair prepares a letter of recommendation to the dean, endorsing the candidacy.

At affiliate hospitals, the clinical chair or division director often writes this letter, and the university chair writes a cover letter endorsing the recommendation. In the basic science departments, the chair of the department writes the letter. These letters are highly detailed and should make a strong case for promotion by reviewing your entire career and its impact, both inside and outside the institution, with special focus on the most recent five years. In many cases, your chair may rely on you, your supervisor, division chief, or other senior faculty member to provide the essential details needed to draft the letter.

NOTE: You may be asked to draft this letter yourself and/or meet with your chair or division director to expedite the process. It is critically important that the letter highlight your contributions to the Einstein community beyond their impact on your division, department, or research team.

STEP 5: REVIEW FOR COMPLETENESS

The promotion packet is sent by the department to the Office of Academic Appointments, which reviews it for completeness and alerts the candidate and/or departmental contact person if additional items are needed.

Even after the October 15 due date, a limited number of important items, such as awards, new publications, or new leadership positions, can be added to your packet. This can be accomplished by addressing a memo with the new information and copies of your revised CV and/or teaching portfolio to the Committee on Appointments and Promotions (CAP), in care of the Office of Academic Appointments: academicappointments@einsteinmed.edu

STEP 6: REQUESTS FOR LETTERS OF RECOMMENDATION

Letters of recommendation are requested from the candidate's list of referees.

After your complete packet has been submitted, the Office of Academic Appointments will send out requests under the dean's signature to your referees, as well as follow-up requests, should they be necessary. Included with these requests are copies of your CV and teaching portfolio so that your letter writers will have the most up-to-date information about your accomplishments.

NOTE: Your application will be strengthened by the number and specificity of letters actually returned, hence the importance of alerting your letter writers to the aspects of your work they should highlight. If you are a candidate for promotion to associate professor or professor, your Ad Hoc Committee also may request additional letters from individuals not on your list of referees.

STEP 7: REVIEW BY THE AD HOC COMMITTEE

The full packet is distributed first to the Ad Hoc Committee for the candidate, which reviews it to 1) assess whether there is enough information to make a determination about the candidate's readiness for promotion, and 2) make that assessment and report in writing to the Office of Academic Appointments and the CAP.

Each Ad Hoc Committee consists of two senior faculty members – one who is a member of the Committee on Appointments and Promotions (CAP) and one who is not a CAP member but is familiar with the promotions process. For obvious reasons, no one from your department may participate on your Ad Hoc Committee.

If there is not enough information in your packet, your Ad Hoc Committee may request more or different information from you through the Office of Academic Appointments or may request that additional letters of recommendation or assessments of your qualifications be obtained from senior leaders in your field. These requests will be made by the Office of Academic Appointments staff, so that the identity and deliberations of your Ad Hoc Committee can be kept confidential.

NOTE: The review of your packet by the Ad Hoc Committee usually begins in March, once all letters from referees are received.

STEP 8: REVIEW BY THE FULL COMMITTEE

The candidate's promotion package is presented to the appropriate Committee on Appointments and Promotions by a member of the Ad Hoc Committee. A discussion follows to clarify whether the candidate meets the criteria for promotion, which include tenure in the case of professors on the Investigator Track or the Physician Investigator Track who are on the Einstein payroll (See Section II).

The separate committees for the associate professor and professor ranks are each made up of both basic science and clinical faculty. The committees have an organizational meeting in the winter, begin their deliberations in the spring, and meet periodically through the summer and into the fall, depending on the number of applications being reviewed. If deliberations extend into the fall or winter, approved promotions become effective as of the most recent July 1 date.

An important issue in the committees' deliberations is whether or not the candidate has regional or national recognition (associate professor) or national and international recognition (professor). For those applying in the two investigator tracks, it is important to document the degree to which the candidate makes an independent contribution in his or her area of investigation. Evidence of this includes having an independent lab, being a lead investigator (PI) on grants, and being last/senior author on publications. Supportive statements about independence by letter writers are also helpful.

After discussion of the candidate's qualifications, a vote is taken. A two-thirds majority of those members present at the meeting is required to recommend promotion. Candidates approved for tenure will be ranked (See **Section II** below).

NOTE: Deliberations of the Committee on Appointments and Promotions are confidential. Any members of your department or any member with a conflict of interest must leave the room during the voting on your promotion.

STEP 9: A DECISION

The committee's vote is a recommendation to the dean. If a candidate is approved for promotion, the chair of the CAP informs the chair of the department. Where tenure is involved, the dean may or may not accept the committee's recommendation. If the dean accepts the recommendation, it is forwarded to the Einstein board of trustees for their approval.

The candidate receives a letter from the dean containing the final decision. If the promotion is not approved by the committee, the chair of the committee informs the department chair and may give general feedback about the reasons for the decision consistent with the confidentiality of the process. Feedback is not provided for candidates who are recommended for promotion by the committee.

NOTE: If the department chair determines that the committee's decision is not justified, he or she can request an appeal. The chair, who may invite a division director or affiliate chair, then attends a subsequent CAP meeting and presents arguments to support the candidate, including additional information, if available. The committee then votes on whether or not to change its determination.

STEP 10: RESUBMISSION

A candidate whose promotion is not approved must wait at least until the next academic year cycle to resubmit a promotions packet.

The departmental promotions committee and chair must approve this resubmission. For candidates for the associate professor and professor ranks whose promotion was not supported by the CAP, it is essential that a reassessment of the faculty member's qualifications and adequacy of the promotions packet occur before resubmission during the next academic year. In most cases, it is advisable to wait two years to allow sufficient time for accumulating contributions such as publications, grants, or teaching, that were assessed to be lacking in the first submission. This reassessment is done by the chair of the department and may include the departmental promotions committee.

NOTE: If your candidacy for promotion is unsuccessful, you may want to seek the advice of other senior faculty familiar with the promotions process at Einstein. Your department chair will receive specific feedback from the chairs of the CAP regarding the issues involved in the committee's decision. The issues generally addressed in this feedback are the following:

- Were you proposed in the correct track?
- Was regional, national, or international reputation documented sufficiently?
- Do you have any accomplishments/scholarly contributions that were not documented in the CV or teaching portfolio?
- Were appropriate referees chosen?
- Should any materials be revised or added?
- Was evidence of independent scholarship presented?
- Was your promotion proposed too soon?
- What else might you need to do in the upcoming year or two to increase the likelihood that you will be promoted?

If you are planning to resubmit your materials, be sure to revise your promotions packet

and documentation of your career development according to the answers to these questions.

SOME FINAL THOUGHTS:

You will have the best chance of being promoted to senior rank if you:

- Set aside time each year to reflect on your teaching and research activities, to increase your organizational and institutional involvement, and to plan for the future.
- Document your work prospectively.
- Consult senior members of your department, other Einstein faculty, and your chair or division chief or mentor(s) about planning your career and preparing your promotions materials.
- Follow the guidelines carefully in preparing your promotions packet.

II. CRITERIA FOR PROMOTION WITH TENURE

The tenure system was created in the early 20th century as a partnership between the faculty and the institutions that employ them. Faculty came to be represented nationally by the American Association of University Professors. In 1940, the association teamed up with the Association of American Colleges – now the Association of American Colleges and Universities – to define tenure as a system providing an “indefinite appointment” that can be terminated only by retirement, for cause, or under extraordinary circumstances such as financial exigency.

The concept of tenure relates to academic freedom. It is clear that if a university stopped paying its professors, they would not be able to exercise their academic freedom. This is the rationale for universities and medical schools such as Einstein to link the award of tenure with the agreement to provide the tenured faculty with sustained compensation.

Under Einstein’s previous tenure policy, members of the faculty who were Einstein employees and were promoted to professor on the Investigator Track were evaluated for tenure separately, and usually later, by a different committee. Thus, criteria for tenure were more rigorous than criteria for achieving the rank of professor. Beginning in 2016, promotion from associate professor to professor on the Investigator and Physician Investigator tracks is automatically accompanied by eligibility for tenure, and similar criteria are applied. In rare cases, such as for new investigator recruits who were professors at their previous institutions, the dean may request appointment at the professor level at Einstein without immediate tenure. The candidate would then become eligible for consideration for tenure at a future time. Decisions regarding promotion and tenure are based on the following criteria:

Accomplishments:

- Research publications, including both the number and quality of peer-reviewed original articles in impactful journals, as well as review articles and book chapters.
- Major discoveries, technological innovations, or improvements in clinical care; this information should be provided in the cover letter from your chair.

Recognition:

- Honors and awards, keynote, or plenary presentations at international meetings.
- Service on NIH or other study sections.
- Service as editor or reviewer for journals relevant to your field.
- Organizing, chairing or leading national or international scientific or medical conferences.
- External funding for the most recent three years of a minimum of 50% and ideally 65% of your College-based salary from federal and federal-type grants that are nationally recognized (e.g., NIH, NSF, BARDA, ACS, etc.)
- Funding for pre-doctoral or post-doctoral trainees and fellowships.
- Membership in student or postdoctoral fellow training grants.

Service:

- Membership and leadership on academic committees.
- Collaborations with other investigators at the institution.
- Development of new methodologies or services, creation of specific clinical research programs resulting in multi-investigator grants, or development of a new service.
- Teaching courses, hosting rotating medical students, engaging in PhD, MSTP, and postdoctoral training.
- Contributions to the Einstein community beyond laboratory or clinical work.

Since the number of available tenure slots may be limited in any given year, the award of tenure is often a competitive process for which satisfaction of the minimum criteria is unlikely to be sufficient. For example, the dean expects that 50% salary recovery from federal grants for the past three years is documented for tenure candidates.

Before the application goes to the committee, there is an administrative review of the candidate's funding. If the funding is less than the standard expectation of two thirds and a minimum 50% or more for the past three years, the candidate's packet will be returned to the department. It may then be resubmitted when the minimum amount of grant funding is achieved.

The committee will evaluate each candidate's overall value to the College, in the past and in the future, using criteria listed above. The committee will write a brief letter to the dean summarizing the accomplishments and contributions of candidates recommended for tenure, allowing the dean to evaluate them. The tenure slate is ultimately decided by the dean, who then requests approval of the slate from the board of trustees. The dean may require that candidates for tenure exceed the minimum written criteria in demonstrating their collegiality and mentor-ship at Einstein and the international recognition of their achievements, grant success and reputation.

NOTE: The criteria listed above are the same for tenured and for current untenured professors on the Investigator or Physician Investigator tracks who are on the Einstein payroll. If you fulfill these criteria, it is recommended that you have a meeting with your chair; he/she will advocate for your nomination for tenure and will forward your materials to the Office of Academic Appointments for further evaluation and recommendation. If the result is favorable, the dean, if agreeable, will request approval from the Einstein board of trustees.

III. TENURE OF TITLE

Tenure of title is defined as academic tenure recognizing the scholarly activities of the faculty member but without any guarantee of salary support. While physicians and scientists employed by clinical affiliates of Einstein may have Einstein faculty appointments, only academic institutions such as universities, colleges, or medical schools can award classic tenure, and Einstein has no financial responsibility for the salaries of these faculty members. Consequently, these faculty members are not eligible for classic tenure.

To enable these faculty to be recognized with the honorific of tenure with no financial responsibility for their salaries, Einstein has the option of awarding tenure of title to faculty members employed by an affiliate institution, specifically Montefiore Medical Center and Jacobi Medical Center. As such, the academic accomplishments required to award tenure of title are the same as for the award of classic tenure: an international reputation in the medical or scientific field, scholarly productivity, collegiality, and service to Einstein with an academic record of past and current achievement. New and existing faculty and chairs employed by the clinical affiliates of Einstein may be eligible for tenure of title after review by the Einstein Promotions and Tenure Committee. These faculty may be nominated by the dean following recommendation by the chair of the relevant clinical department.

IV. PREPARING YOUR EINSTEIN CV

The first step in preparing your materials for promotion is to format your curriculum vitae and bibliography according to the official Einstein template. The template can be found on the Office of Academic Appointments website and as an appendix to this booklet. You may find the following suggestions helpful:

- **Follow the Einstein template and headings exactly.** Resist the temptation to create new headings, as your CV may be returned for revision by the committee. Many faculty include information about their teaching activities in the CV; these activities should be described in the teaching portfolio. Similarly, a listing of all presentations at Einstein or affiliates belongs in the portfolio; the CV should list only non-Einstein invited presentations.
- **Use clear formatting.** Allow plenty of “white space” to make your CV easier to read. Moving the dates of your positions and/or accomplishments to the left margin helps the reader to navigate your CV more easily.
- **List items, titles, etc.** Do not provide descriptions of responsibilities or other explanations. There will be an opportunity to write about these in your portfolio.
- **List accomplishments in chronological order – past to present – within each section, including in all sections of the Bibliography.** This is in contrast to the

reverse chronological order in some CV formats, so be forewarned.

- **Listing of grants should include the dates of the grant, the amount awarded and the grant number.** You also should indicate your role and percent of effort.
- **Remove personal information.** Your date of birth, marital status, names of spouse and children, country of origin, home address, etc. do not belong on the CV. Include only your professional contact information, including telephone and fax numbers and your email address.
- **Use 11 or 12-point font size.** Anything smaller will make reading your CV a challenge!
- **Check grammar, spelling, titles.** If you are listing an organization, always provide the full name of the organization before using its initials to abbreviate.

V.

PREPARING YOUR TEACHING PORTFOLIO

Why a Teaching Portfolio?

Teaching is a highly valued activity at Einstein and one of the major “legs” in determining promotion to senior rank in three of the four “professor” tracks, as well as in the new Educator Track. The documenting of involvement and excellence in teaching is extremely important for all faculty in both clinical and basic science departments. A teaching portfolio is a concise way of collecting and summarizing your educational activities and accomplishments, in much the same way as an artist’s portfolio displays one’s best work. While preparing the portfolio may appear to be a daunting task, it is also a creative undertaking well worth the time and effort you will spend on it.

Submission of a teaching portfolio is required for faculty seeking promotion in the **Clinician Educator Track** and in the new **Educator Track**. In lieu of completing a full teaching portfolio, candidates on the Investigator, Physician Investigator and Research Professor tracks need to document their teaching contributions as well, and may list their teaching responsibilities, mentoring activities, educational achievements, and evaluations of their teaching in the CV.

NOTE: For faculty in the research-based tracks who have engaged in a substantial amount of teaching or other educational activity, completing the full version of the teaching portfolio is encouraged and will likely strengthen their applications for promotion.

Teaching Portfolio vs. CV: How Do They Differ?

Remember that the CV documents **quantity** (listing titles, appointments, number of grants, publications, etc.). In contrast, the narrative and numerical data you supply in your teaching portfolio can provide evidence of the **quantity, quality, and impact** of your work (e.g., innovative programs you have developed, outcomes of your mentoring efforts, evaluations of your teaching, etc.). Also, in contrast to the CV, the teaching portfolio is a non-linear document, i.e., your most recent and most significant activities should be listed first, as they are considered most important by the CAP. A well organized, well-written and concise teaching portfolio works in concert with your CV to present a complete picture of your academic productivity.

Who Are the Users of Your Teaching Portfolio?

Although the teaching portfolio can serve as a valuable self-evaluation tool for tracking

your individual performance as an educator, its primary use is as “evidence” in the faculty promotions process. Since you will not be physically present before the Committee on Appointments and Promotions, nor will anyone from your department, your portfolio, together with your CV, letters of recommendation, and significant publications will speak for you in presenting your case for promotion.

The primary users of your teaching portfolio will be your Ad Hoc Committee, the two faculty members designated to present your case before the CAP. These two faculty members will receive all materials submitted in your behalf, including your full teaching portfolio. Because these faculty members will not be from your home department, it is important that they be able to gain a clear and complete picture of you, the educator, from the portfolio you submit.

When Should I Begin to Assemble My Teaching Portfolio?

Ideally, you should begin collecting and filing documented evidence of your teaching from your very first day as a faculty member at Einstein. Assembling materials for the teaching portfolio is a prospective activity; it may be quite difficult to find or reconstruct materials once you are already being considered for promotion. Assembling a paper or electronic file of such documents will make certain that the evidence of your teaching is there when you need it. Later on, there will be time to decide which of these materials to include and how to summarize them.

What Should a Teaching Portfolio Contain?

Beginning to assemble materials to summarize in a teaching portfolio becomes easier when you know what kinds of documents to collect and summarize. Some of the obvious choices are:

- Names, dates, and outlines of lectures or teaching rounds you have given, conferences facilitated, labs taught, number of learners, etc. (You can use course outlines or syllabi to record these and to calculate the number of hours taught.)
- Evaluations of your clinical and/or basic science teaching by students, residents, fellows, and CME or workshop participants. Medical student evaluations of teaching are available electronically in the Einstein Office of Medical Education, Belfer 211 (718-430-4259), and are sent routinely to both clinical and basic science faculty.
- Names and dates of teaching awards you have received.
- Publications related to education, including peer-reviewed articles, monographs, book chapters, abstracts, etc. (These are listed in your CV, but you will need a curated list of educational publications to submit with your portfolio.)
- Grants related to education for which you are the PI or Co-PI, or to which you contribute your effort, funding for demonstration programs (educational or clinical), etc.
- Descriptions of your administrative duties and responsibilities for clinical or academic programs.
- Evidence demonstrating your activity/leadership in regional or national programs (names and dates of conferences, workshops, etc.)
- Development of innovative clinical programs.
- Descriptions of CME courses or workshops developed/taught.
- Published cases you have authored or co-authored.
- Course curricula or syllabi you have authored or co-authored.

- Web sites, computer programs, surveys, or evaluation instruments you have developed.
- Patient education materials (pamphlets, videos) you have created.
- Postings on social media, blogs, interviews, articles in lay media, etc.
- A list of education committees on which you have served and the dates of service.
- A list of names of the learners you have advised and/or mentored, projects you worked on together, and the outcomes of those projects, if known.
- Evidence of your mentoring or precepting of learners (examples of written feedback, outcomes of mentoring, etc.)
- Evidence of participation at professional meetings related to teaching, faculty development workshops, etc. (Collecting and storing the programs and materials from these conferences in one place makes it easier to locate them later.)
- Any projects of educational value that you have developed or for which you have primary responsibility.

NOTE: Although your portfolio may contain data on your teaching activity prior to your initial appointment at Einstein, the promotions committees are generally most interested in what you have accomplished from that time up to the present or during the past five years.

How Should the Portfolio Be Organized?

Although each faculty member may approach the task of developing the teaching portfolio in a slightly different way, the official template found in the appendices to this booklet must be used. It is essential that the teaching portfolio be a highly structured document. Collecting an item does not mean that it should be included in the Portfolio; rather, the information it contains should be summarized before being included. The more clearly and succinctly your materials are summarized and presented, the easier it will be for those making decisions about your promotion to assess the quality of your work.

Some materials might lend themselves to narrative description, while others (such as a list of teaching activities, hours, learners, etc.) are better presented in a grid format. Still other material will look best in outline form. This is an individual decision, since not every teaching portfolio must look the same.

NOTE: The teaching portfolio should be concise, about 12-15 pages (not including title page, table of contents, and any appendices, if included). Although you will have an opportunity to include a few key examples of your best work in the appendices to the portfolio, in most cases this will be unnecessary, as the purpose of your portfolio is to provide a concise summary of these activities and accomplishments.

Ideally, there should be a title page and a table of contents (not included in the number of pages) to guide the reviewer through the portfolio. The approved sections the Einstein teaching portfolio are the following:

I. PHILOSOPHY OF EDUCATION

Your portfolio begins with a personal statement of your teaching philosophy, a brief discussion of your specific goals in teaching and areas of special interest, evidence of which the reader will see in your portfolio. Your statement should not be a chronological summary of your activities similar to what is listed in your CV, but rather a guide to the themes expressed through the activities you document in your teaching portfolio. You

might choose to write about your particular strengths as an educator, the teaching methods you find most successful, and the rewards and challenges of your teaching. This section of the portfolio should be about one page in length. Many faculty members decide to write this section last after they have assembled other sections of the portfolio.

II. CONTRIBUTIONS TO THE EINSTEIN CURRICULUM

A. Teaching Responsibilities

Here is where you list and describe the teaching you have done, making sure to include information about the content, type of learner, teaching method, frequency, and contact hours. This section works well when you use the grid format such as the one shown below, preceded by a narrative explanation of your most significant contribution(s). Be sure to include data about any teaching of medical students, residents, and fellows, as well as hospital teaching rounds at Einstein or affiliates, clinical precepting, etc. This section is also the place to list any lectures, grand rounds, workshops presented at Einstein, Montefiore, or any affiliated institutions.

An example of one way to present information on teaching activity is to preface a grid like the one below with a brief paragraph describing what you consider to be your most significant teaching activities; this will make it easier for promotions committee members to focus on your most important work.

Course	Learners	Method	Hours/Session	Sessions/Year	Dates
--------	----------	--------	---------------	---------------	-------

NOTE: This section should not be in chronological order. It is best to highlight your most significant (and most recent) teaching activities first in each section.

B. Curriculum Development

This section is meant for a brief description of any curricula, course syllabi (including educational objectives), cases or new instructional techniques you have written or developed. You may choose to include one or more of your best examples in the appendices to your portfolio, although a summary of your contributions will usually suffice.

C. Projects for Which I Have Primary Responsibility

Under this category, you should list and briefly describe the most important educational projects you have developed, such as courses, case conferences (including cases you have written), professional education programs, web sites, patient education materials, etc. Again, you may choose examples of one or more of these to include as an appendix.

D. Faculty Advisor/Mentor

In this section, you should list the names of students, residents, fellows, and other faculty whom you have advised or mentored, the projects on which you worked together, and the outcome of that particular project (e.g., published manuscript, funded grant, faculty appointment or promotion, etc.).

E. Education Committees

This is simply a list of the education committees and working groups in the medical school (and/or hospital) on which you have participated, your role on each committee, and the years you have served.

III. EDUCATIONAL SCHOLARSHIP

Education scholarship refers to original work in education that has been shared widely with colleagues, either through publications, innovative programs, educational interventions, development of web sites, blogs, interviews in lay media, social media posts, etc. This section may include a listing of any educational grants or educational research protocols dealing with educational methods in which you have participated, as well as any published educational research.

You should also include a listing of your publications with educational content, including review articles, book chapters, materials you have created/disseminated, since your previous appointment.

NOTE: Some faculty members make the mistake of including all or most of their publications in this section. The CV is the place for a complete listing of publications, and only those related to education should be curated for listing in the portfolio.

IV. CONTRIBUTIONS TO REGIONAL/NATIONAL EDUCATION PROGRAMS

This section is the place to highlight your educational contributions to regional and national programs (e.g., workshops at professional society meetings, memberships on regional or national committees, etc.). Even if these activities are listed on your CV, the portfolio is the place to fully describe them. Documenting and describing these extramural activities provides evidence of outside recognition or reputation essential for promotion to senior rank.

V. PROFESSIONAL DEVELOPMENT

This section is a listing of local, regional, and national workshops you have attended to improve your skills as an educator. Many faculty include the names and dates of workshops they have attended sponsored by the Einstein Office of Faculty Development.

VI. ADMINISTRATION/CLINICAL COORDINATION

Any administrative service to the institution (medical school and/or hospital) or to regional, national, or international organizations, especially those that include responsibility for academic or clinical teaching programs, should be listed here and described fully, with dates of service included.

VII. EVALUATIONS, HONORS AND AWARDS FOR TEACHING

The Office of Medical Education (Belfer Building, Room 211) routinely provides faculty in the basic science and clinical departments with numerical data on student evaluations of their teaching of medical students. Course directors and clerkship directors and site leaders also provide these data to faculty teaching in those programs. Other important evaluations include those by house staff, fellows, and CME participants. Hopefully, you will have been keeping this information in a file to use in preparing your teaching portfolio. Check with residency and/or fellowship program offices to obtain evaluations of your teaching. If you need copies of medical student evaluations of your teaching, please call the Office of Medical Education at (718) 430-4259

NOTE: Just as you will summarize other your educational activities in your portfolio, it is essential that you also summarize the evaluations of your teaching rather than including the original evaluation reports in your portfolio or as appendices.

What Should I Include in the Appendix?

To keep the teaching portfolio as succinct as possible, it is best to include only a small

number of examples of your best work as appendices. Since any large items you may include in the appendices are seen only by your Ad Hoc Committee and not by the full committee, important materials should always be summarized in the body of your portfolio.

NOTE: Your appendices, if any, should be included at the end of your teaching portfolio as a single electronic document to ensure their distribution to reviewers.

How Should the Finished Portfolio Look?

Since the CV and teaching portfolio must complement each other as part of your overall promotions packet, it is best to use the same font for both documents. Be sure to use a font size no smaller than 11- or 12-point; anything smaller will challenge the reader!

Also, be sure to proofread, use spell-check, number the pages, and avoid using abbreviations that will be unfamiliar to some reviewers. Subheadings, changes in the size and style of font, and sufficient space between entries will help promotions committee members read your materials more easily.

Where Do I Get Help in Preparing My Teaching Portfolio?

You may contact Dr. Penny Grossman to arrange for individual assistance in preparing your CV and portfolio: penny.grossman@einsteinmed.edu She will provide examples of successful teaching portfolios that you may find helpful in getting started preparing the portfolio. In addition, the Einstein Office of Faculty Development periodically sponsors workshops designed to help faculty begin and maintain their CVs and portfolios.

TIPS FOR POLISHING YOUR PORTFOLIO

1. Become familiar with the Guidelines for Promotion in your track and plan your Portfolio to demonstrate that you fulfill the criteria.

Activities that you may not have thought of as teaching, such as curriculum design, mentoring, development of educational media, administration of academic programs, etc., will have great educational value and deserve a place in your teaching portfolio.

2. Think broadly about what is considered "teaching."

Activities that you may not have thought of as teaching, such as curriculum design, mentoring, development of educational media, administration of academic programs, etc., will have great educational value and deserve a place in your teaching portfolio.

3. Create a Portfolio that complements rather than duplicates your CV.

Your CV catalogs your academic and professional accomplishments; let your teaching portfolio present a well-rounded picture of you, the educator.

4. Don't forget to include evaluations of your teaching.

Any numerical scores and narrative comments should be summarized in the body of the portfolio, never in an appendix, where they might not be seen by the promotions committee!



Albert Einstein College of Medicine

APPENDIX A: Curriculum Vitae and Bibliography Format

Name and Contact Information:

Education: Start with college and proceed chronologically indicating institutions dates and degrees.

Postgraduate Training: Internships, residencies, fellowships, special research training, etc., indicating institutions, titles, and dates.

Professional Employment and Hospital Appointments: List each position, title, dates.

Board Certification:

Professional Society Membership:

Awards and Honors:

Other Professional Activities: National committees, advisory groups, study sections, consultant-ships, etc.

Research: List of all grant support over the past five years.

Invited Non-Einstein Presentations: List all presentations over the past five years.

Format for Bibliography:

Original Communications in Reviewed Journals:

Books, Chapters in Books, and Review Articles:

Abstracts:

Citations should be listed chronologically in each section. The authors should be listed in the order in which they appear in the article, followed by the complete title, followed by the journal, volume number, page, and year. Articles accepted for publication should be listed as **in press**, giving the name of the journal. Articles in preparation or submitted for publication should be omitted or listed as such.

APPENDIX B. Teaching Portfolio Template

I. PHILOSOPHY OF EDUCATION (*Should be personal, not a repeat of your CV; can be done last*)

II. CONTRIBUTIONS TO THE EINSTEIN CURRICULUM

A. Teaching Responsibilities (*list your most recent and most important teaching first.*)

1. Undergraduate Medical Education

2. Graduate Medical Education

3. Other Teaching (*usually teaching at Einstein or affiliates, e.g., grand rounds.*)

B. Curriculum Development

(*For students, residents, fellows, workshops, grand rounds, faculty development, etc.*)

C. Projects For Which I Have Primary Responsibility (*Projects you started or coordinated.*)

D. Faculty Advisor/Mentor (*List names, projects worked on together, outcomes.*)

E. Education Committees (*List committees at clinical site or medical school.*)

III. EDUCATIONAL SCHOLARSHIP

(List publications, grants, materials related to or used for education; also, websites, blogs, webinars, social media posts, interview/articles in lay media, etc.)

IV. CONTRIBUTIONS TO REGIONAL/NATIONAL EDUCATION PROGRAMS

(Describe your contributions to educational activities listed in your CV.)

V. PROFESSIONAL DEVELOPMENT (*List workshops, faculty development sessions, or academic programs focused on improving or maintaining your skills as an educator.*)

VI. ADMINISTRATION/CLINICAL COORDINATION (*List and summarize your positions and responsibilities; list most recent/important positions first.*)

VII. EVALUATIONS AND AWARDS FOR TEACHING (*List only independent assessments; include comparative numerical data [if available] and a sample of comments.*)

APPENDIX C: Addition of New Minor Legs for All Promotion Tracks

Contributions to Equity, Justice, Diversity, and Inclusion

Members of the Einstein faculty have made substantial institutional, scholarly, or social contributions in the areas of equity, justice, diversity, and inclusion. Documenting these contributions, as well as their positive outcomes at Einstein and/or in the broader community will greatly enhance their fitness for promotion. Some examples of these contributions include:

- Engaging in research on reducing health disparities.
- Developing protocols designed to increase the participation of diverse subjects in research.
- Teaching or developing curricula addressing the social determinants of health.
- Developing clinical programs focusing on the health needs of under served groups.
- Fostering the career development of individuals from historically oppressed groups.
- Serving on institutional committees working toward advancement of underrepresented groups.
- Partnering with community groups to encourage members of underrepresented groups to pursue careers in science and medicine.
- Working to ensure that the concepts of diversity, equity, and inclusion are embedded into the laboratories or cores.
- Participating in programs offered by Einstein's Office of Diversity and Inclusion.

Metrics allowing faculty to document these contributions have been added to the **Suggested Guidelines for Promotion to Senior Rank** for each of the four academic tracks and to the Staff Scientist and Educator tracks. To secure promotion in any of the tracks to academic promotion, faculty members will be encouraged to document their efforts

and achievements in these areas; these achievements can be documented in the CV and/or the teaching portfolio.

In addition, faculty members seeking promotion to senior rank may furnish a one-page statement describing their efforts to enhance equity, justice, diversity, and inclusion at Einstein and their commitment to furthering these goals in the future, consistent with Einstein's mission to develop and sustain an inclusive culture.

APPENDIX C: Addition of New Minor Legs for All Promotion Tracks

Documenting Quality Improvement (QI) and Patient Safety

Members of the Einstein faculty who make substantial contributions to improve the quality of patient care and the safety of care delivery will now have the opportunity to document these activities in a separate **Quality Portfolio**, modeled after one proposed by the Society of General Internal Medicine Academic Hospitalist Task Force.* Just as the required Teaching Portfolio allows faculty members to demonstrate their excellence in educational activities, the Quality Portfolio can serve as a tool for physicians seeking promotion in the Clinician Educator Track (CET) to document their work in improving the care of their patients.

In addition to listing their QI leadership role(s) in the Einstein CV, physicians will now be able to fully describe the extent of their activities and accomplishments using the following categories:

- Brief narrative describing philosophy, and approach to QI and patient safety.
- Description of leadership role(s) and responsibilities.
- Description of specific QI and patient safety projects (e.g., development of a surgical checklist, etc.) and their outcomes.
- Description of specific laboratory safety initiatives.
- Documenting of teaching activities and curriculum development related to QI and patient safety, and outcomes/evaluations of such activities.
- Listing of scholarship (publications, presentations, and development of educational materials) related to QI and patient safety.
- Listing of awards and honors for efforts in QI and patient safety.
- Specific training and certification in QI or patient safety.
- Appendix (optional) documenting QI and patient safety project outcomes.

Although not everyone will prepare one, the Quality Portfolio is envisioned as a document that will allow Einstein faculty engaged in QI and patient safety activities to highlight these activities in a formalized way. Additionally, as the principles and practices of quality improvement are increasingly being employed in medical education, the Quality Portfolio could be adapted for use by faculty engaged in developing and evaluating curricula for students and house officers.

*Benjamin B. Taylor, MD, MPH, Vikas Parekh, MD, Carlos A. Estrada, MD, MS, Anneliese Schleyer, MD, MHA, and Bradley Sharpe, MD. Documenting Quality Improvement and Patient Safety Efforts: The Quality Portfolio. A Statement from the Academic Hospitalist Taskforce (2013) J Gen Intern Med 29(1):214–8 DOI: 10.1007/s11606-013-2532-z

APPENDIX D: Suggested Guidelines for Promotion to Senior Rank

Suggested Guidelines for Promotion to Senior Rank – Investigator Track

Appointment in the Investigator Track is reserved for faculty members in the basic sciences and for clinicians who demonstrate a career commitment to scholarly pursuit and have documentation of their endeavors by way of significant publication, grant support, and/or peer recognition for outstanding research and national and international recognition. It is expected that the faculty member will spend a minimum of 75% of his/her time devoted to laboratory, clinical, or population-based research. As supplementary support for promotion in this track, clinicians may demonstrate peer recognition as outstanding physicians; direction of service; teaching courses, rounds, preceptor, lab mentor and/or conference leader.

To be considered in this track, a faculty member must, at a minimum, be recognized as either:

- An undisputed “international star” in one of the major legs with strength in one or more minor legs.
- Having considerable strength in two of the major legs (including research clinicians); strength in one or more minor legs is helpful in strengthening the application for promotion.

MAJOR LEGS:

Required: Strength in one major leg

Evidence of: A. Research:		
	1. Ongoing commitment to basic, epidemiologic, or clinical research as evidenced by a strong record of peer-reviewed senior authored publications and/or book chapters.	<input type="checkbox"/>
	2. Grant Support (history of at least the most recent 3 years with significant grant funded research for <i>Professors</i>).	<input type="checkbox"/>
	3. Peer recognition for outstanding research.	<input type="checkbox"/>
	4. Recognition (national recognition for <i>Associate Professor</i> ; international recognition for <i>Professor</i>):	
	a) invited presentations	<input type="checkbox"/>
	b) editorial board member	<input type="checkbox"/>
	c) journal reviewer	<input type="checkbox"/>
	d) chapter author	<input type="checkbox"/>
	5. Participant in Team Science:	
	a) collaborator on research grants	<input type="checkbox"/>
	b) has Multi-PI or program projects	<input type="checkbox"/>
Evidence of: B. Clinical:		
	1. Peer recognition as an outstanding physician.	<input type="checkbox"/>
	2. Directs or creates a specific service.	<input type="checkbox"/>
	3. Recognition (regional recognition for <i>Associate Professor</i> ; national recognition for <i>Professor</i>):	
	a) invited presentations	<input type="checkbox"/>
	b) ability to draw clinical trainees	<input type="checkbox"/>
Evidence of: C. Teaching: (Courses, rounds, preceptor, lab mentor, conference leader)		
	1. Invited speaker at regional, national, or international meetings.	<input type="checkbox"/>
	2. Development of or leadership in curricular courses or graduate school conferences.	<input type="checkbox"/>
	3. Testimonials from residents/fellows about teaching excellence.	<input type="checkbox"/>
	4. Testimonials from students/post docs about teaching excellence.	<input type="checkbox"/>
	5. Awards, independent assessments from department or Einstein Office of Medical Education.	<input type="checkbox"/>

MINOR LEGS:

Strength in one or more minor legs is helpful

Evidence of: D. Administration/Service		
	1. Clinical departmental director or section chief.	<input type="checkbox"/>
	2. School, department, or hospital committees.	<input type="checkbox"/>
	3. Organization of a service.	<input type="checkbox"/>
Evidence of: E. Previous Rank		
	1. Rank at another institution or time in rank at Einstein.	<input type="checkbox"/>
Evidence of: F. Mentorship		
	1. Mentoring of graduate students or post docs.	<input type="checkbox"/>
	2. Mentoring of junior faculty.	<input type="checkbox"/>
Evidence of: G. Commitment to Diversity, Equity, and Inclusion (DEI)		
	1. Efforts to ensure that the concepts of diversity, equity, and inclusion are embedded into the laboratories or cores.	<input type="checkbox"/>
	2. Participation in programs offered by Einstein's Office of Diversity and Inclusion.	<input type="checkbox"/>
Evidence of: H. Quality Improvement		
	1. Creation of programs or other activities improving laboratory procedures (e.g., lab safety, reporting of data, etc.), or other scientific practices.	<input type="checkbox"/>

Suggested Guidelines for Promotion to Senior Rank – Physician Investigator Track

Appointment in the Physician Investigator Track is reserved for clinical faculty members who demonstrate a career commitment to scholarly pursuit and have documentation of their endeavors by way of significant publication, grant support, and/or peer recognition for outstanding research, and national and international recognition. It is expected that the faculty member, in addition to maintaining the highest quality of clinical practice or supervision of a clinical service, will be spending a minimum of 60-70% of his/her time devoted to laboratory, clinical, or population-based research. The candidate's total academic output (peer-reviewed papers and grants) is expected to be somewhat less than that of candidates in basic science departments because of his/her clinical responsibilities. As supplementary support for promotion in this track, clinicians may demonstrate peer recognition as outstanding physicians; direction of service; teaching in courses and rounds, as preceptor, lab mentor and/or conference leader.

To be considered in this track, a faculty member must, at a minimum, be recognized as either:

- An undisputed "international star" in one of the major legs with strength in one or more minor legs.
- Having considerable strength in two of the major legs (including research clinicians); strength in one or more minor legs is helpful in strengthening the application for promotion.

MAJOR LEGS:**Physician Investigator Track****Required: Strength in one two major leg**

Evidence of:	A. Research:	
	1. Ongoing commitment to basic, epidemiological, or clinical research as evidenced by a strong record of peer-reviewed senior authored publications and/or book chapters.	<input type="checkbox"/>
	2. Grant Support.	<input type="checkbox"/>
	3. Peer recognition for outstanding research.	<input type="checkbox"/>
	4. Recognition (national recognition for <i>Associate Professor</i> ; international recognition for <i>Professor</i>):	
	a) invited presentations	<input type="checkbox"/>
	b) editorial board member	<input type="checkbox"/>
	c) journal reviewer	<input type="checkbox"/>
	d) chapter author	<input type="checkbox"/>
	5. Participant in Team Science:	
	a) collaborator on research grants	<input type="checkbox"/>
	b) has Multi-PI or program projects	<input type="checkbox"/>
Evidence of:	B. Clinical:	
	1. Peer recognition as an outstanding physician.	<input type="checkbox"/>
	2. Directs or creates a specific service.	<input type="checkbox"/>
	3. Recognition (regional recognition for <i>Associate Professor</i> ; national recognition for <i>Professor</i>):	
	a) invited presentations	<input type="checkbox"/>
	b) ability to draw clinical trainees	<input type="checkbox"/>
Evidence of:	C. Teaching: (Courses, rounds, preceptor, lab mentor, conference leader)	
	1. Invited speaker at regional, national, or international meetings.	<input type="checkbox"/>
	2. Development of or leadership in curricular courses or graduate school conferences.	<input type="checkbox"/>
	3. Testimonials from residents/fellows about teaching excellence.	<input type="checkbox"/>
	4. Testimonials from students/post docs about teaching excellence.	<input type="checkbox"/>
	5. Awards, independent assessments from department or Einstein Office of Medical Education.	<input type="checkbox"/>

MINOR LEGS:**Strength in one or more minor legs is helpful**

Evidence of:	D. Administration/Service	
	1. Clinical departmental director or section chief.	<input type="checkbox"/>
	2. School, department, or hospital committees.	<input type="checkbox"/>
	3. Organization of a service.	<input type="checkbox"/>
Evidence of:	E. Previous Rank	
	1. Rank at another institution or time in rank at Einstein.	<input type="checkbox"/>
Evidence of:	F. Mentorship	
	1. Mentoring of medical or graduate students or post docs.	<input type="checkbox"/>
	2. Mentoring of junior faculty.	<input type="checkbox"/>
Evidence of:	G. Commitment to Diversity, Equity, and Inclusion (DEI)	
	1. Teaching/developing programs addressing the health of underserved populations, the social determinants of health, etc.	<input type="checkbox"/>
	2. Promoting the career development of individuals or groups under-represented in medicine.	<input type="checkbox"/>
	3. Participation in programs offered by Einstein's Office of Diversity and Inclusion.	<input type="checkbox"/>
Evidence of:	H. Quality Improvement	
	1. Creation of programs or projects enhancing clinical performance practices and/or standards, ensuring patient safety, developing and/or evaluating curricula, etc.	<input type="checkbox"/>
	2. Creation of programs or other activities improving laboratory procedures (e.g., lab safety, reporting of data, etc.), or other scientific practices.	<input type="checkbox"/>

Suggested Guidelines for Promotion to Senior Rank – Clinician-Educator Track

These guidelines are intended to reflect a balance, leaning, respectively, towards teaching, research, and administrative contributions.

Appointment in the Clinician Educator Track is reserved for faculty who show recognition of excellence in the candidate’s area of expertise as an **academic clinician and/or educator**. Clinicians may demonstrate peer recognition as an outstanding scholarly physician/educator, director of a service, teaching courses, rounds, preceptor, lab mentor, conference leader. Educators in this track must demonstrate teaching of medical students with distinction within the medical school and/or its affiliates.

Educators

To be considered in this track as an Educator, a faculty member is required to provide evidence of outstanding teaching and must meet at least the minimum for educational scholarship*.

- In addition to strength in major leg (A), strength in one or more minor legs is helpful in strengthening the application for promotion.

Clinician-Educator

To be considered in this track as a Clinician-Educator, a faculty member is required to provide evidence of recognition as an outstanding teacher/clinician, and must meet at least the minimum for scholarship (this may be in teaching, clinical, or research).*

- In addition to strength in major legs (A) and (B), strength in one or more minor legs is helpful in strengthening the application for promotion.

*It is suggested candidates have at least 5 publications for Associate Professor and more than 10 for Professor (publications can relate to teaching, clinical, or research).

MAJOR LEGS:

Clinician - Educator Track

Required for Educators: Teaching and Publications (must include #1b – teaching assessment from Einstein Office of Education)

Required for Clinician Educators: Teaching, Publications and Clinical Recognition

Evidence of:	A. Teaching:	
Must fulfill EITHER (1) or (2)	1. Teaching with distinction within the medical school as lecturer, course leader, or preceptor as described in the <i>Moving Up at Einstein</i> guide:	
	a) description of teaching commitment (content, hours, number and level of students and number of sessions)	<input type="checkbox"/>
	b) independent assessment of teaching performance from the Einstein Office of Medical Education (required)	<input type="checkbox"/>
	c) testimonials from students and course leaders	<input type="checkbox"/>
	2. Clinical teaching with distinction (e.g., as attending, director of clinic, CME):	
	a) frequency / duration	<input type="checkbox"/>
	b) independent assessment of teaching performance from department, residency programs, numerical score ranking candidate in comparison to other faculty	<input type="checkbox"/>
	c) testimonials from residents and/or fellows	<input type="checkbox"/>
	3. Receipt of teaching awards.	<input type="checkbox"/>
	4. Development of curricular courses, program director / development.	<input type="checkbox"/>
	5. Invited lectures at regional level (for <i>Associate Professor</i>) or national level (for <i>Professor</i>).	<input type="checkbox"/>
	6. Educational Scholarship relating to teaching, assessment and/or educational programming:	
	a) publications related to pedagogy or educational programming (suggested five for all <i>Associate Professors</i>)	<input type="checkbox"/>
	b) grants	<input type="checkbox"/>
	c) participation in educational research protocols	<input type="checkbox"/>
d) invited presentations of educational approaches at national meetings	<input type="checkbox"/>	

Evidence of:	B. Clinical:	
Required for Clinicians (1) only	1. Regional/National Recognition (for <i>Associate Professor</i>) National/International Recognition (for <i>Professor</i>) to include at least two of the following:	
	a) invited presentations	<input type="checkbox"/>
	b) ability to draw clinical trainees	<input type="checkbox"/>
	c) editorial board member	<input type="checkbox"/>
	d) journal reviewer	<input type="checkbox"/>
	e) chapter/review author	<input type="checkbox"/>
	2. Clinical Scholarship:	
	a) publications (suggested five for all <i>Associate Professors</i>)	<input type="checkbox"/>
	b) grants	<input type="checkbox"/>
	c) participation in clinical research protocols	<input type="checkbox"/>
	3. Directs or creates a specific service recognized as excellent	<input type="checkbox"/>

MINOR LEGS:

Clinician - Educator Track

Strength in one or more minor legs is helpful:

Evidence of:	C. Research:	
	1. Research support (government agencies, foundations, industry, etc.)	<input type="checkbox"/>
	2. Publications (suggested five for all <i>Associate Professors</i>)	<input type="checkbox"/>
	3. Recognition (regional for <i>Associate Professor</i> , national for <i>Professor</i>):	
	a) invited presentations	<input type="checkbox"/>
	b) editorial board member	<input type="checkbox"/>
	c) journal reviewer	<input type="checkbox"/>
	d) chapter author	<input type="checkbox"/>
	4. Peer recognition-outstanding physician:	
	a) internal and external letter	<input type="checkbox"/>

MINOR LEGS:

Strength in one or more minor legs is helpful.

Evidence of:	D. Service	
	1. Service as departmental director.	<input type="checkbox"/>
	2. Participation on school or hospital committees.	<input type="checkbox"/>
	3. Organization of a service.	<input type="checkbox"/>
	4. Previous rank at another institution or time in rank at Einstein.	<input type="checkbox"/>
Evidence of:	E. Mentorship:	
	1. Mentoring of medical students, residents, and/or fellows.	<input type="checkbox"/>
	2. Mentoring of junior faculty.	<input type="checkbox"/>
Evidence of:	F. Commitment to Diversity, Equity, and Inclusion (DEI)	
	1. Teaching/developing programs addressing the health of underserved populations, the social determinants of health, etc.	<input type="checkbox"/>
	2. Promoting the career development of individuals or groups under-represented in medicine.	<input type="checkbox"/>
Evidence of:	G. Quality Improvement	
	1. Creation of programs or projects enhancing clinical performance practices and/or standards, ensuring patient safety, developing and/or evaluating curricula, etc.	<input type="checkbox"/>

Suggested Guidelines for Promotion to Senior Rank – Research Professor Track

Appointment in the Research Professor Track is reserved for faculty who show an ongoing commitment to basic, pre-clinical, epidemiological, statistical, or clinical research in a supportive or fundamental role and who may be a P.I., Co-P.I., Co-Investigator, or key personnel on funded grants. There shall be contribution to the development and writing of research proposals, as well as administrative or “hands-on” responsibilities for major research core facilities or organization of an essential research service, laboratory testing protocol, or a field site in a clinical research program. There shall be co-authorship on peer-reviewed hypothesis-driven publications, participation on writing committees of collaborative multicenter studies, evidence of authorship on other scholarly research papers such as reports of baseline study designs or brief research reports, book chapters, reviews, or other non-peer-reviewed reports.

There shall be local, regional, and national recognition as an invited speaker at rounds or research seminars, as well as evidence of participation as a course leader, preceptor, conference contributor for research-focused programs or courses, or a supportive role as a research mentor of fellows, post-docs, and students.

To be considered on the Research Professor Track, a faculty member must demonstrate:

- Strength in both major legs and
- Strength in one or more minor legs is helpful in strengthening the application for promotion.

MAJOR LEGS:

Research Professor Track

Strength in both major legs:

Evidence of: A. Research:		
	1. Ongoing commitment to basic, pre-clinical, epidemiological, statistical or clinical research in a supportive or fundamental role:	
	a) Grants: as a P.I., Co-PI, co-investigator or key personnel on funded grants	<input type="checkbox"/>
	2. Contributions to the development and writing of research proposals; administrative or “hands-on” responsibilities for major research core facilities; responsibility for a laboratory testing protocol or a field site in a clinical research program.	<input type="checkbox"/>
	3. Organization of a research service essential for supporting extramurally funded research.	<input type="checkbox"/>
	4. Co-authorship on peer-reviewed hypothesis-driven publications, predominantly as other than first or senior author, or as first author on peer-reviewed publications (a strength); participation on writing committees of collaborative multicenter studies; evidence of authorship on other scholarly research papers such as report baseline study designs or brief research reports, book chapters, reviews, other non-peer reviewed reports.	<input type="checkbox"/>
Evidence of: B. Recognition:		
	1. Membership on a research team; invited speaker at rounds or research seminars, locally, regionally, and at national meetings; participant in organization of local, regional, and national research meetings.	<input type="checkbox"/>
	2. Recognition as a major contributor to grants and publications.	<input type="checkbox"/>
	3. Letters of recommendation from external experts on the list of suggested experts provided by the department.	<input type="checkbox"/>

MINOR LEGS:

Strength in one or more minor legs is helpful

Evidence of: C. Teaching:		
	1. Course leader, preceptor, conference contributor for research-focused programs or courses.	<input type="checkbox"/>
	2. Co- or supportive role as a teacher of fellows, post-docs, students.	<input type="checkbox"/>
Evidence of: D. Service:		
	1. Service to Einstein in the form of committee membership or internal advisory committees.	<input type="checkbox"/>
	2. Previous rank at another institution or time in rank at Einstein.	<input type="checkbox"/>
Evidence of: E. Mentorship:		
	1. Mentoring of graduate students and/or post docs.	<input type="checkbox"/>
Evidence of: F. Commitment to Diversity, Equity, and Inclusion (DEI)		
	1. Efforts to ensure that the concepts of diversity, equity, and inclusion are embedded into the laboratories or cores.	<input type="checkbox"/>
	2. Participation in programs offered by Einstein’s Office of Diversity and Inclusion.	<input type="checkbox"/>
Evidence of: G. Quality Improvement		
	1. Creation of programs or other activities improving laboratory procedures (e.g., lab safety, reporting of data, etc.), or other scientific practices.	<input type="checkbox"/>

Suggested Guidelines for Promotion to Senior Rank – Staff Scientist Track

Staff Scientists, formerly Associates, are non-tenured faculty who have obtained a high degree of skill in research and play an important supportive role in the conduct and reporting of research. Staff Scientists generally do not pursue careers as independent investigators and are not expected to obtain independent funding.

- A. Staff Scientists must have, at a minimum, a master's degree and may possess a doctoral degree.
- B. Salary must be at least the current minimum Staff Scientist level, as defined annually by the Office of the Dean.
- C. Promotions to Principal Staff Scientist and Senior Staff Scientist correspond to the promotion ladder previously used for Associates, with salary increases of 10% at each promotion.

To be considered on the Staff Scientist Track, one must demonstrate the following:

- Strength in both major legs; and
- Strength in one or more minor legs is helpful in strengthening the application for promotion.

MAJOR LEGS:**Staff Scientist Track****Strength in both major legs:**

Evidence of:	A. Research:	
	1. Ongoing commitment to basic, pre-clinical, epidemiological, statistical, or clinical research in a supportive or fundamental role.	<input type="checkbox"/>
	2. Contributions to the development and writing of research proposals; administrative or “hands-on” responsibilities for major research core facilities; responsibility for a laboratory testing protocol or a field site in a clinical research program.	<input type="checkbox"/>
	3. Organization of a research service essential for supporting extramurally funded research.	<input type="checkbox"/>
	4. Co-authorship on peer-reviewed, hypothesis-driven publications, predominantly as other than first or senior author, or as first author on peer-reviewed publications (a strength); participation on writing committees of collaborative multicenter studies; evidence of authorship on other scholarly research papers, book chapters, reviews, or other non-peer-reviewed reports.	<input type="checkbox"/>
Evidence of:	B. Recognition:	
	1. Membership on a research team; invited speaker at rounds or research seminars, locally, regionally, and at national meetings; participant in organization of local, regional, and national research meetings.	<input type="checkbox"/>
	2. Recognition as a major contributor to grants and publications.	<input type="checkbox"/>
	3. Recognition as a major contributor to the functions of a research service or core.	<input type="checkbox"/>
	4. Letters of recommendation from external experts on the list of suggested experts provided by the department.	<input type="checkbox"/>

MINOR LEGS:**Strength in one or more minor legs is helpful.**

Evidence of:	C. Service	
	1. Service to Einstein in the form of committee membership or internal advisory committees.	<input type="checkbox"/>
	2. Previous rank at another institution or time in rank at Einstein.	<input type="checkbox"/>
Evidence of:	D. Mentorship:	
	1. Mentoring of graduate students and/or post docs.	<input type="checkbox"/>
Evidence of:	E. Commitment to Diversity, Equity, and Inclusion (DEI)	
	1. Efforts to ensure that the concepts of diversity, equity, and inclusion are embedded into the laboratories or cores.	<input type="checkbox"/>
	2. Participation in programs offered by Einstein’s Office of Diversity and Inclusion.	<input type="checkbox"/>
Evidence of:	F. Quality Improvement	
	1. Creation of programs or other activities improving laboratory procedures (e.g., lab safety, reporting of data, etc.), or other scientific practices.	<input type="checkbox"/>

Suggested Guidelines for Promotion to Senior Rank – Educator Track

Educators are non-tenured faculty who have obtained a high degree of skill in teaching and play an important supportive role in the educational mission. This includes the library professional staff as well as nurses, social workers, genetic counselors, and physician assistants, who are mainly involved in teaching.

A. Educators must have, at a minimum, a master's degree and may possess a doctoral degree.

B. Salary must equal the current minimum Educator level, as defined annually by the Office of the Dean.

C. Promotions to Principal Educator and Senior Educator correspond to the promotion ladder previously used for Associates, with salary increases of 10% at each promotion.

To be considered on the Educator Track, one must demonstrate the following:

- In addition to strength in both major legs, strength in one or more minor legs is helpful in strengthening the application for promotion.

MAJOR LEGS: Educator Track**Strengths in Major Legs:**

Evidence of:	A. Teaching:	
	1. Teaching with distinction within the medical school as lecturer, preceptor, or conference leader.	<input type="checkbox"/>
	2. Clinical teaching with distinction.	<input type="checkbox"/>
	3. Independent assessment of teaching performance by the Einstein Office of Medical Education and/or departmental residency program.	<input type="checkbox"/>
	4. Development of curricula and/or special projects/programs.	<input type="checkbox"/>
Evidence of:	B. Recognition:	
	1. Membership in regional or national professional organizations; invited presentations at regional or national meetings.	<input type="checkbox"/>
	2. Evidence of educational scholarship relating to teaching, assessment, and/or educational programming.	<input type="checkbox"/>
	3. Letters of recommendation from colleagues suggested by the department.	<input type="checkbox"/>
	4. Receipt of teaching awards.	<input type="checkbox"/>

MINOR LEGS:**Strength in one or more minor legs is helpful.**

Evidence of:	C. Service	
	1. Service to Einstein in the form of membership on educational or other institutional committees.	<input type="checkbox"/>
	2. Creation of educational or service programs for the local community.	<input type="checkbox"/>
	3. Previous rank at another institution or time in rank at Einstein.	<input type="checkbox"/>
Evidence of:	D. Mentorship:	
	1. Mentoring of medical students, residents, and/or fellows.	<input type="checkbox"/>
Evidence of:	E. Commitment to Diversity, Equity, and Inclusion (DEI)	
	1. Teaching/developing programs addressing the health of underserved populations, the social determinants of health, etc.	<input type="checkbox"/>
	2. Promoting the career development of individuals or groups under-represented in medicine.	<input type="checkbox"/>
Evidence of:	F. Quality Improvement	
	1. Creation of programs or projects enhancing clinical performance practices and/or standards, ensuring patient safety, developing and/or evaluating curricula, etc.	<input type="checkbox"/>