



MOVING UP AT EINSTEIN:

A FACULTY GUIDE TO PREPARING FOR PROMOTION



Albert Einstein College of Medicine
OF YESHIVA UNIVERSITY



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I. APPOINTMENTS AND PROMOTIONS AT EINSTEIN: UNDERSTANDING THE PROCESS

Moving Up at Einstein is intended to help Einstein faculty understand the promotions process and to provide practical, hands-on advice and suggestions to help you prepare well for promotion. Each formal step in the promotions process listed below is followed by a note containing some informal guidance to help you prepare for it.

STEP 1: IDENTIFYING THE CANDIDATE

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

NOTE: This may be accomplished 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. Division chiefs also play a role in recommending faculty for promotion.

Some departments are much more proactive than others in designating which faculty are ready for promotion. Generally, promotion to senior rank is not considered before the faculty member has spent five years at the assistant professor rank, or an equivalent rank at another institution.

Well before a decision is made to seek promotion, you and your chair or departmental advisor will discuss which track – the Investigator Track, the Clinician-Educator Track (CET), or the Research Professor Track – is appropriate for you. Ideally, the selection of a promotion track should be made early in the period during which you are an assistant professor, so that you may make career choices and emphasize the appropriate elements in your chosen track as you develop professionally.

The criteria for promotion to senior rank are posted on the website of the Einstein Office of Academic Appointments and also appear as an appendix to this Guide.

<http://www.einstein.yu.edu/facultyrecords/page.aspx>

In general, candidates seeking promotion on the Investigator Track should be spending at least 75% of their professional time involved in research (laboratory, clinical, epidemiologic or outcomes). For Ph.D. candidates, this is considered the norm; for M.D. candidates on this track, clinical work and teaching should represent only minor facets of one's professional life.

Significant grant funding is an important aspect of the investigator's portfolio and is essential for candidates moving up to full professor. Recent policy changes have now folded the awarding of tenure into the promotions process of Einstein employees being considered for promotion to full professor. For these individuals in particular, a history of significant grant funding for at least the three years prior to promotion is a prerequisite.

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 revision of the CV and bibliography according to the accepted format, preparation of a Teaching Portfolio (required in the Clinician-Educator track and strongly encouraged in the Investigator and Research Professor tracks), choosing faculty and former students who will write letters of recommendation, and choosing publications or instructional materials to include in the packet.

NOTE: If you are going up for promotion, you should begin this process in the winter or spring preceding the deadline for the receipt of promotions packets (October 15). It is a good idea to ask faculty 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 II and III of this booklet give explicit instructions on how to prepare the CV and Teaching Portfolio, and the Appendix contains the required format for the CV and the approved template for the Teaching Portfolio, as well as the suggested guidelines for promotion in each of the tracks.

Assistance with the preparation of both documents is available from **Dr. Penny Grossman** penny.grossman@einstein.yu.edu or (718) 430-3252, in addition to any advice coming from your department.

In addition to these materials, you will need to assemble three copies of at least 4-5 of your most current and significant 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 outside referees, and five learners (students, residents, fellows, or junior faculty). Outside reviewers help to document your regional, national, or international reputation and the impact of your work outside of the institution – a requisite for promotion to associate professor or professor. It is advisable to include among your outside referees senior faculty who were not formerly associated with Einstein.

NOTE: It is important to contact *all* your letter writers to ask their permission 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.

NOTE: 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 format. At the very least, you also should follow-up to make certain that your promotions packet is complete, and that your department forwards your materials to the Office of Academic Appointments by the October 15 deadline.

STEP 4: THE CHAIR'S LETTER

The department chair writes a letter of recommendation to the Dean, endorsing the candidacy.

NOTE: At affiliate hospitals, the clinical chair often writes the letter and the university chair writes a cover letter endorsing the recommendation. 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 previous five years. In many cases, however, 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. You may be asked to write the entire first draft yourself.

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.

NOTE: 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, in care of the Office of Academic Appointments: academicappointments@einstein.yu.edu

STEP 6: REQUESTS FOR LETTERS OF RECOMMENDATION

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

NOTE: 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.

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 professor, your Ad Hoc Committee also may request letters from individuals not on your list of referees.

STEP 7: REVIEW BY THE AD HOC COMMITTEE

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

NOTE: 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. Again, 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 of assessment of your qualifications be obtained from senior leaders in your field. These requests are made by the Office of Academic Appointments staff, so that the identity and deliberations of your Ad Hoc Committee can be kept confidential.

STEP 8: REVIEW BY THE FULL COMMITTEE

The candidate is presented to the full Committee on Appointments and Promotions by a member of the Ad Hoc Committee. A discussion occurs to clarify whether the candidate meets the criteria for promotion. The Committee then votes to recommend or decline to endorse promotion.

NOTE: All CAP members receive materials on the candidates scheduled for review that week. These include the CV, the chair's letter, letters of recommendation, the Teaching Portfolio, and copies of the candidate's significant publications.

There are separate committees for the associate professor and professor ranks, and each committee is made up of both basic science and clinical faculty. The committees have an organizational meeting in winter, begin their deliberations in the spring, and meet periodically through the summer and into the early fall, depending on the number of applications being reviewed.

An important issue in the committees' deliberations is whether or not the candidate has regional recognition (associate professor) or national and international recognition (professor). For those applying in the Investigator Track, 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 PI on grants, and being first or senior author on publications. Supportive statements about independence by letter writers also are helpful.

Deliberations of the CAP are confidential. Any members of your department or any member with a conflict of interest must leave the room during the discussion about your promotion. 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.

STEP 9: A DECISION

If a candidate is approved for promotion, the chair of the CAP informs the chair of the department. The candidate receives a letter from the Dean, usually in July (although often later). If the candidate is not approved, the chair of the committee informs the department chair and gives feedback about the reasons for the decision.

NOTE: If the department chair determines that the committee's decision is not justified, he or she will request an appeal. The chair then attends a subsequent committee 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 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 before reconsideration 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 could be done by the chair of the department or by 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?

NOTE: If you are planning to resubmit your materials, be sure to revise your promotions packet and documentation of 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 about planning your career and preparing your promotions materials;
- Follow the guidelines carefully in preparing your promotions packet.

II. PREPARING YOUR 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 at the following link on the Einstein website: <http://www.einstein.yu.edu/administration/academic-appointments/cv.aspx> 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 these in your Portfolio.
- ***List accomplishments in chronological order – past to present – within each section, including all sections of the Bibliography.*** This is in contrast to the reverse chronological order required by many other institutions, so be forewarned.
- ***Listing of grants should include the dates of the grant, the amount awarded and the grant number.*** You 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.

III. 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 two of the three academic tracks. 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 his or her 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.

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.

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 Teaching Portfolio, together with your CV, letters of recommendation and significant publications, will speak for you in presenting your case for promotion.

Submission of a Teaching Portfolio is required for faculty seeking promotion in the Clinician-Educator Track (CET). While the Teaching Portfolio is not a requirement in the Investigator or Research Professor tracks, it is *strongly encouraged* for all faculty who have engaged in a substantial amount of teaching or other educational activity. Although candidates on the Investigator Track do need to document their teaching contributions to be considered for promotion, a listing of teaching responsibilities and objective assessments of the quality of those contributions should be sufficient for those with major research commitments.

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 with appendices. 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 documentary evidence of your teaching from your very first day as a faculty member at Einstein. Assembling 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.

Many successful faculty members use the simple method of purchasing an accordion file or setting aside a file drawer and placing in it anything that might be useful later in documenting their activity and accomplishments as educators. Assembling an electronic file of such documents is another way to 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 document 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:

- Publications related to education, including peer-reviewed articles, monographs, book chapters, abstracts, etc. (These are listed in your CV, but you will need a separate list of educational publications to submit with your Portfolio.)
- 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 Educational Resources, Belfer 211 (718-430-2693), or oeer@einstein.yu.edu and are sent routinely to both clinical and basic science faculty.
- Names and dates of teaching awards you have received
- 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)

- Descriptions of your administrative responsibilities for clinical or academic programs

The following are other potential items you need to collect to help you review your career development:

- 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
- Objective measures of clinical practice (peer evaluations, HMO feedback)
- 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
- 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 approximate number of hours spent with each learner
- Evidence of your mentoring or precepting of learners (examples of written feedback, outcomes of mentoring, etc.)
- Letters from administrators, mentors, colleagues, or learners complimenting your work as an educator
- Evidence of attendance 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.)

- Anything 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, Promotions Committees are generally most interested in what you have accomplished from that time up to the present.*

How Should the Portfolio Be Organized?

Although each faculty member may approach the task of developing the Teaching Portfolio in a slightly different way, there is an official template found in the appendices to this booklet. It is essential that the Teaching Portfolio be a highly structured document. Collecting a document 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.

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 activity; this will make it easier for Promotions Committee members to focus on your most important work.

Course	Learners	Method	Hours/Session	Sessions/Year	Dates
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NOTE: *The Teaching Portfolio must be concise, about 10-12 pages (not including title page, table of contents, and appendices). You will have an opportunity to include a few key examples of your best work in the appendices to the Portfolio.*

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 table of contents

should also include information about what is in the appendices. The approved headings for the 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 successful, and the rewards and challenges of your teaching.

NOTE: This section of the Portfolio should be no longer than 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 above, 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.

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

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 Teaching Portfolio.

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. You may choose examples of one or more of these to include in the appendices.

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, or educational interventions. This section may include a listing of all educational grants or educational research protocols dealing with educational methods in which you have participated and the percent of your effort, as well as any published educational research.

You should also include a chronological listing of all 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.*

IV. CONTRIBUTIONS TO REGIONAL/NATIONAL PROGRAMS

This section is the place to highlight your educational contributions to regional and national education programs (e.g., workshops at professional society meetings, patient education materials, etc.). These items are important in evaluating your qualifications for promotion; there may not be a place for them on your CV.

V. PROFESSIONAL DEVELOPMENT

This section is a chronological listing of local, regional, and national workshops you have attended to improve your skills as an educator.

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 Educational Resources (OER) (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. 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 program offices to obtain resident evaluations of your teaching. If you need copies of medical student evaluations of your teaching, please call the OER at (718) 430-2693, or send an email to oyer@einstein.yu.edu.

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 in your Appendices. Since large items in the Appendices are seen only by your Ad Hoc Committee and not by the full committee, important materials should be summarized in the body of your Portfolio.

NOTE: *Your Appendices (as few pages as possible) should be included at the end of your Teaching Portfolio as a single document to ensure their distribution to reviewers.*

How Should the Finished Portfolio Look?

Since the CV and Teaching Portfolios 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?

Please contact **Dr. Penny Grossman**, penny.grossman@einstein.yu.edu to arrange for individual assistance in preparing your Portfolio. She will provide examples of successful Teaching Portfolios and publications that you may find helpful in getting started preparing the Portfolio. In addition, the Office of Faculty Development periodically sponsors workshops designed to help faculty begin and maintain their Teaching Portfolios.

TIPS FOR POLISHING YOUR PORTFOLIO

1. Do become familiar with the Guidelines for Promotion in your track and plan your Portfolio to demonstrate that you fulfill the criteria. Remember that teaching is a “major leg” to promotion in both the Clinician Educator and Investigator tracks.

2. Do 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., have great educational value and deserve a place in your Teaching Portfolio.

3. Do 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, not in the Appendix, where they might not be seen by the Promotions Committee!

5. Don’t hesitate to “Package Yourself” for the Promotions Committee.

Presenting your promotion materials in a succinct and attractive way will make it that much easier for all involved to evaluate the quality and quantity of your work and your worthiness for promotion.

Revised April 2015

FORMAT FOR CURRICULUM VITAE

Name and Contact Information:

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

Post-graduate 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, journal reviewer, consultantships, etc.

Research: List of all grant support over past 5 years

Invited Non-Einstein Presentations: List of invited non-Einstein presentations over past 5 years

Note: List all entries chronologically (past to present) within each section.

FORMAT FOR BIBLIOGRAPHY

A. Original Communications in Reviewed Journals:

B. Books, Chapters in Books, and Review Articles:

C. 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.

Teaching Portfolio

(YOUR NAME, YOUR DEGREE)

Date

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

These guidelines are intended to reflect a balance, leaning, respectively, towards research, teaching 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), they must also demonstrate strength in one or two of the minor legs.

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 within teaching, clinical or research).*

In addition to strength in major leg (A) and (B), they must also demonstrate strength in one or two of the minor legs.

*The candidate must have at least 5 publications for Associate Professor and more than 10 for Professors (publications can relate to Teaching, Clinical or Research).

Candidate:	Appointment/Promotion to Proposed Rank & Dept.
Adhoc Chair:	
Adhoc Member:	

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 Einstein Teaching Portfolio 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 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 Associate Professor) or national level (for Professor)	<input type="checkbox"/>
	6. Educational Scholarship relating to teaching, assessment and/or educational programming:	
	a) publications related to pedagogy or educational programming (beyond the minimum five required for all Associate Professors)	<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. Regional/National Recognition (for Associate Professor) National/International Recognition (for Professor) 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 (beyond the minimum five required for all Associate Professors)	<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

Required one or two: Strength in Research, Administration, Previous Rank and Mentorship

Evidence of: C. Research:		
	1. Research support (government agencies, foundations, industry, etc.)	<input type="checkbox"/>
	2. Publications (beyond the minimum five required for all Associate Professors)	<input type="checkbox"/>
	3. Recognition (regional for Associate Professor, national for Professor)	
	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"/>

Evidence of:	D. Administration / Service:	
	1. Departmental director	<input type="checkbox"/>
	2. School or hospital committee participation	<input type="checkbox"/>
	3. Organization of a service	<input type="checkbox"/>
Evidence of:	E. Previous Rank:	
	1. Rank at another institution	<input type="checkbox"/>
Evidence of:	F. Mentorship	
	1. Mentors graduate students or post docs	<input type="checkbox"/>
	2. Mentors junior faculty	<input type="checkbox"/>

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 spending a minimum of 75% of his or her time devoted to laboratory, clinical or population based research. As supplementary support for promotion in this track, clinicians may demonstrate peer recognition as an outstanding physician; 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 *two minor legs*.
- Having considerable strength in two of the *major legs* (including research clinicians) with some strength in one or two of the *minor legs*.

COMMITTEE ON APPOINTMENTS & PROMOTIONS – Investigator Track

Candidate:	Appointment/Promotion to Proposed Rank & Dept.
Adhoc Chair:	
Adhoc Member:	

MAJOR LEGS:

Required: Strength in one major leg

Evidence of:	A. In 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 of 3 years having significant grant funded research for Professors).	<input type="checkbox"/>
	3. Peer recognition for outstanding research.	<input type="checkbox"/>
	4. Recognition (national recognition for Associate Professor; international recognition for Professor)	
	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"/>
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 Associate Professor; national recognition for Professor).	
	a) invited presentations	<input type="checkbox"/>
	b) ability to draw clinical trainees	<input type="checkbox"/>
Evidence of:	C. In Teaching: (Courses, rounds, preceptor, lab mentor, conference leader)	
	1. Invited speaker at regional, national or international meetings.	<input type="checkbox"/>
	2. Development or leadership curricular courses or graduated school conferences.	<input type="checkbox"/>
	3. Testimonials from residents/fellows as to teaching excellence.	<input type="checkbox"/>
	4. Testimonials from students/postdocs as to teaching excellence.	<input type="checkbox"/>
	5. Awards, objective scores from department or Office of Education.	<input type="checkbox"/>

MINOR LEGS:

Strength in each minor 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.	<input type="checkbox"/>
Evidence of:	F. Mentorship	
	1. Mentor graduate students or post docs	<input type="checkbox"/>
	2. Mentors junior faculty	<input type="checkbox"/>

Suggested Guidelines for Promotion to Senior Rank – Research Professor Track

Appointment in the Research Professor Track is reserved for faculty who shows an ongoing commitment to basic, pre-clinical, epidemiological, statistical or clinical research in a supportive or fundamental role and 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; they may have administrative or “hands on” responsibilities for major research core facilities; or organization of 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 report of baseline study design or brief research reports, book chapters, reviews or other non-peer reviewed reports.

There shall be local 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 supportive role as 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 each *minor leg* is helpful

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. May contribute to the development and writing of research proposals. May have administrative or "hands-on" responsibilities for major research core facilities; or organization of essential research service. May be responsible for a laboratory testing protocol or a field site in a clinical research program	<input type="checkbox"/>
	3. 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 design or brief research reports, book chapters, reviews, other non-peer reviewed reports	<input type="checkbox"/>
Evidence of:	B. Recognition:	
	1. As a member of a research team, invited speaker at rounds or research seminars, locally and at national meetings. Participant in organization of local, regional and national research meetings	<input type="checkbox"/>
	2. Recognized as a major contributor to grants and publications	<input type="checkbox"/>
	3. Letter of recommendation from external experts need only be obtained from the list of suggested experts provided by the department	<input type="checkbox"/>

MINOR LEGS:*Research Professor Track***Strength in each minor leg is helpful**

Evidence of:	C. Education:	
	1. Course leader, preceptor, conference contributor for research-focused programs or courses	<input type="checkbox"/>
	2. Co- or Supportive role as a research mentor of fellows, post-docs, students	<input type="checkbox"/>
Evidence of:	D. Additional:	
	1. Service to Einstein in the form of committee membership or internal advisory committees	<input type="checkbox"/>
	2. Organization of a research service essential for supporting extramurally-funded research	<input type="checkbox"/>
	3. Previous rank at another institution or time in rank at Einstein	<input type="checkbox"/>