

Rush University College of Health Sciences **Guidelines for Faculty Appointments and Promotions**

Table of Contents

Introduction	1
The Criteria.....	3
I. SCHOLARSHIP	3
Instructor	3
Assistant Professor.....	3
Associate Professor	3
Professor	4
II. TEACHING & MENTORING	4
Instructor	5
Assistant Professor.....	5
Associate Professor	5
Professor	6
III. PROFESSIONAL PRACTICE	6
Instructor	6
Assistant Professor.....	6
Associate Professor	7
Professor	7
IV. SERVICE	7
Instructor	8
Assistant Professor.....	8
Associate Professor	8
Professor	9

Introduction

This document contains the criteria for appointments and promotions to the faculty of the Rush University College of Health Sciences. While the Committee on Senior Faculty Appointments and Promotions (COSFAP) makes formal recommendations to the Dean for faculty appointments and promotions to the ranks of Associate Professor and Professor only, this document is inclusive of all

ranks: Instructor, Assistant Professor, Associate Professor and Professor. Appointments and promotion at the ranks of Instructor or Assistant Professor are made at the department level; this document is intended to provide a framework, possible standards, and guidance for appointments at the department level as well.

All appointed instructors in the College of Health Sciences must have an earned bachelor's degree from a recognized college or university; faculty at the rank of Assistant Professor or higher must minimally have an earned master's degree from a recognized college or university; for appointments at the rank of Associate Professor or Professor, an earned doctoral degree is required. Special consideration for applicants with a master's degree will be evaluated on a case-by-case basis. Before applying for promotion to Associate Professor, faculty will have held the title of Assistant Professor at Rush, or a similar institution, for a minimum of five years in total at Rush and/or a similar institution, except under extraordinary circumstances. The time and rank requirement go into effect for all faculty appointed to Assistant Professor on or after January 1, 2019. Similarly, before applying for promotion to Professor, faculty will have held the title of Associate Professor at Rush, or a similar institution, for a minimum of five years in total at Rush and/or a similar institution, except under extraordinary circumstances. The time and rank requirement go into effect for all faculty appointed to Associate Professor on or after January 1, 2019. There is an expectation that Assistant Professors demonstrate the potential to become national or international leaders in their field; that Associate Professors demonstrate that they are emerging national or international leaders in their field; and, and that Professors demonstrate that they are established national or international leaders in their field.

By its very nature, recognition of national/international leadership is associated with first author, peer-reviewed publications; other important publications (such as major textbooks or book chapters); a Principal Investigator role on externally funded grants and contracts; major invited presentations; service in national professional officer roles and chair's roles; service on peer reviewed journal editorial boards, or as editor or section editor for journals; and, national/international recognition through awards for research, teaching, professional practice or service.

Four criteria serve as the foundation for appointment and promotions: scholarship, teaching and mentoring, professional practice, and service. The types of evidence indicated under each criterion below are provided as examples. There is no expectation that all of the examples be demonstrated for appointment at, or promotion to, a particular rank. Likewise, the types and examples of evidence provided below that may be put forth in a dossier for appointment or promotion are not meant to be all-inclusive; there may be other compelling evidence and examples of performance. Evidence may vary depending on job description and time allocation for job responsibilities. Regarding the different criteria:

- Successful candidates should fulfill requirements in 3 of the 4 criteria for the requested rank.
- Teaching and scholarly activities and clinical service are weighed the most
- Professional/institutional/community service activities are weighed the least

Policies and procedures related to the faculty appointments and promotions process and the work of the COSFAP are found in the **Policies and Procedures for Faculty Governance for CHS**. This document contains very helpful information for faculty preparing dossiers for appointments and promotions and for department chairs that have specific responsibilities during the appointments and promotions process.

The content includes:

Approved 5/3/17

- The scope and responsibilities of COSFAP
- COSFAP elected representatives, officers and their duties
- Consideration of, and action on, faculty applications
- COSFAP meetings minutes and other related documents
- Relationship between COSFAP, the CHS Dean, and the CHS Faculty Council regarding faculty appointments and promotions
- Compilation of dossiers for faculty appointments and promotion
- Required Form 600
- Requirements for submission of all materials to the CHS Dean by department chairs

The Criteria

I. SCHOLARSHIP

Scholarship is defined as all studious and critical inquiry and examination aimed at discovery, interpretation, and dissemination of knowledge on a wide variety of scientific matters, education and professional practice; includes both basic and applied research.

Instructor

CRITERION: Participation in scholarly activities

EVIDENCE may include:

1. Presentations at local, state or national professional/scientific meetings
2. Participation in research/scholarship development opportunities

Assistant Professor

CRITERION: Evidence of potential to become a leader in his/her field

EVIDENCE may include:

1. Ongoing performance for the criterion at the level of Instructor
2. Participation in research projects
3. Presentation of scholarly work at regional, national or international professional/scientific meetings
4. Author or co-author of articles in refereed journals
5. Initiation of grant preparation and submission
6. Development and organization of research panels, workshops or seminar sessions at professional/scientific meetings
7. Peer reviewer of in-house grant proposals

Associate Professor

CRITERIA: Evidence of being an emerging national or international leader in his/her field;
Evidence of consistent and increasing ability to generate and disseminate new

knowledge

EVIDENCE may include:

1. Ongoing performance for the criterion at the level of Assistant Professor
2. Reviewer or editorial board member of professional/scientific journal
3. Supervisor of student research
4. Principal investigator or co-investigator on at least one grant or funded project
5. Leadership role at professional/scientific meetings and/or scholarly activities of professional societies
6. Book editor
7. Contributions to the education literature (texts, book chapters, book reviews)
8. Consistent submission of research funding proposals and maintenance of external support

Professor

CRITERIA: Evidence of being an established national or international leader in his/her field;
Evidence of consistent ability to generate and disseminate new knowledge

EVIDENCE may include:

1. Ongoing performance for the criteria at the level of Associate Professor
2. Ongoing involvement as principal investigator or co-investigator in funded research, and principal investigator for at least one funded project
3. Sustained external funding for research
4. Invited speaker at national or international professional/scientific meetings
5. Significant involvement as a mentor for scholarship within the college, university and profession

II. TEACHING & MENTORING

Teaching is defined as the act of transferring knowledge, skills, abilities, attitudes and values from one generation to the next; teaching includes efforts to facilitate and assess learning and bring out potential in students at the undergraduate and graduate level, and through continuing education efforts; good teachers translate information, good judgment and experience into relevant knowledge, skills, and abilities that students can retain, use in their professions, and pass on to others. Teaching can also be manifested through contributions to program and curriculum development within a discipline, as well as, recognition as a content expert within a field of inquiry. Mentoring is a relationship in which a more knowledgeable or experienced person helps a less knowledgeable or experienced person over a sustained period of time; it is a process, either formal or informal, that provides knowledge and psychosocial support that is relevant to school, work, career or professional development; mentoring relationships for faculty include those focused on research, teaching and professional practice, and the protégé/protégée may be a student, practitioner or faculty colleague.

Instructor

CRITERION: Participation in teaching and mentoring activities

Evidence may include:

1. Inclusion as a guest speaker in formal courses or facilitator of seminars
2. Formal designation as a course assistant (or higher level of responsibility for a course)
3. Assignment as a practice (clinical, management, etc.) site preceptor or mentor for students
4. Assignment as a career adviser for students
5. Positive unsolicited comments about the individual from other faculty, clinicians, managers, students or alumni

Assistant Professor

CRITERION: Evidence of potential to teach and mentor effectively at the university level

EVIDENCE may include:

1. Past service as course assistant, guest speaker, mentor, adviser or other roles at the level of Instructor
2. Service as a course director or co-director
3. Student course evaluations which are average or above average and which show improvement over time
4. Other teaching evaluations by colleagues, program directors, chairs or outside consultants
5. Redesign or revision of existing courses
6. Assignment as formal academic or career advisor for students
7. Direction of student practice activities
8. Direction of student research activities

Associate Professor

CRITERION: Evidence of consistent and increasing ability to teach effectively at the university level and of potential for educational leadership

EVIDENCE may include:

1. Ongoing performance in teaching for the criterion at the level of Assistant Professor
2. Service as course director
3. Innovative teaching, including creative approaches, new teaching/learning and assessment methods, and more effective ways of engaging students
4. Development of new courses or major redesign of existing courses
5. Recognition within the University as content expert in areas taught
6. Involvement in program and curriculum development
7. Direction of student practice activities
8. Direction of student research activities
9. Participation in continuing education activities

10. Awards, prizes and other formal honors recognizing outstanding teaching, mentoring, advising, or service as a preceptor
11. Peer-reviewed publications on program and curriculum development, teaching, mentoring, advising, supervision of practicum, or internships

Professor

CRITERION: Evidence of consistent and sustained ability to teach effectively at the university level, and demonstrated educational leadership

EVIDENCE may include:

1. Ongoing performance in teaching for the criterion at the level of Associate Professor
2. Recognition of content expert within and outside of the University
3. Leadership in program and curriculum development
4. Leadership in continuing education activities within or outside of the University
5. Mentoring of junior faculty colleagues for teaching, mentoring and advising

III. PROFESSIONAL PRACTICE

Professional practice is defined as the performance of duties specifically tied to one's profession at Rush or other health care organizations; includes the provision of direct or indirect clinical care and all supporting operations and services associated with the delivery of patient care; may also include efforts to improve population health.

Instructor

CRITERION: Involvement in professional practice for at least one year

EVIDENCE may include:

1. Positive unsolicited comments about him/her from physicians, patients, students and colleagues
2. Recognition internally at Rush or externally by other health care organizations about his/her professional practice
3. Initiation of new services for patients or colleagues (other employees)
4. Assist in professional practice educational program as an assistant or provide guest lectures concerning professional practice to students, faculty and other practitioners or colleagues

Assistant Professor

CRITERION: Active participation in areas of professional practice;
Development of in-service programs or professional practice educational materials

EVIDENCE may include:

1. Ongoing performance for the criterion at the level of Instructor
2. Participation in clinical/operational and departmental committees focused on quality, patient care and satisfaction, evidence-based practices, service delivery, and employee engagement and satisfaction
3. Participation in clinical/operational research, initiation of innovative clinical/operational programs/activities for patient, employees and or community
4. Preceptor for student professional practice experiences
5. Development of new materials or technological advances

Associate Professor

CRITERION: Recognized excellence in professional practice

EVIDENCE may include:

1. Ongoing performance for the criteria at the level of Assistant Professor
2. Documentation of board certification, specialty certification, fellowship status, etc. as appropriate to one's profession
3. Invited speaker for in-service, professional practice rounds, community functions
4. Coordination of in-services or professional practice rounds
5. Representation of Rush at local, state and national meetings of practitioners
6. Participation in Rush and community health fairs and other community functions, internally and externally

Professor

CRITERION: Recognized excellence in professional practice;
Local, state, or national consultation on issues of professional practice

EVIDENCE may include:

1. Ongoing performance for the criteria at the level of Associate Professor
2. Documentation of board certification, specialty certification, fellowship status, etc. as appropriate to one's profession
3. Instructor for continuing education of other practitioners
4. Invited consultant to other programs, professional associations or health care delivery organizations
5. Leadership in clinical practice task forces, standing committees, quality review committees, or groups focused on evidence-based practices
6. Local, state or national recognition for contributions to professional practice

IV. SERVICE

Service is defined as participation in committees, task forces, advisory panels and other groups designed to add value to education, research or professional practice, at any level of the university, on behalf of one's profession, or for the community.

Instructor

CRITERION: Involvement in professional organizations, and institutional and community service activities

EVIDENCE may include:

1. Membership in one or more local, regional or national professional association
2. Attendance at one or more professional meetings each year
3. Engage in service activities for the department, college or university

Assistant Professor

CRITERION: Evidence of active participation in professional organizations, and institutional and community service activities

EVIDENCE may include:

1. Membership in the major local, national or international professional organizations for his/her field
2. Participation, as a session presenter or moderator, at one or more professional meetings each year
3. Serve as an occasional peer reviewer for articles in refereed professional/scientific journals
4. Attend committee and business meetings of professional associations
5. Membership on a department committee
6. Provide expert advice/materials for governmental hearing, media events, etc.
7. Individual or committee work with community agencies or groups related to his/her field

Associate Professor

CRITERION: Evidence of consistent and increasing participation in professional organizations, and institutional and community service activities, with potential for leadership role(s)

EVIDENCE may include:

1. Ongoing performance for the criterion at the level of Assistant Professor
2. Hold fellowship or equivalent senior membership in at least one major professional organization
3. Hold committee, liaison or task force memberships in the major national professional organizations or government advisory panels and task forces
4. Hold leadership positions (officer, committee chair, task force chair) in local, national or international professional associations
5. Help organize, chair or present at invited or refereed sessions at local, national or international associations
6. Peer review panel or editorial board member for professional/scientific journal
7. Represent department on college or university committee(s)

8. Participate in major institutional special activities such as program or university accreditation
9. Presentations and liaison to community groups related to his/her field
10. Presentations or submissions for governmental hearings or media events
11. Professional consultations to other organizations in his/her field
12. Participation with voluntary or governmental accreditation/licensing panel(s) for individuals or institutions (e.g., accreditation reviewer, site visitor, examiner)

Professor

CRITERION: Evidence of consistent and sustained participation, and demonstrated leadership, in professional organizations, and institutional and community service activities

EVIDENCE may include:

1. Ongoing performance for the criterion at the level of Associate Professor
2. Service award or other recognition from a major professional organization
3. Officer or committee chair in the major national professional organization(s) or governmental advisory panel(s) most closely related to his/her field
4. Leadership in organizing local, national or international professional meetings
5. Editor or senior member of editorial board for professional journal(s)
6. Chair of college or university committee(s)
7. Lead major institutional special activities such as program or university accreditation
8. Establish and lead liaison activities with community groups or agencies
9. Leadership in government hearing or media events
10. Leadership with voluntary or governmental accreditation/licensing panel(s) for individuals or institutions

Primary sources for the definitions for scholarship, teaching & mentoring, professional practice, and service include:

Bozeman B and Feeney MK (2007). Toward a Useful Theory of Mentoring: A Conceptual Analysis and Critique. Administrative and Society 39(6):719-739.

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Merriam-Webster Dictionary (1999).

Noddings N (1997). *A Morally Defensible Mission for Schools in the 21st Century*. In Transforming Public Education: A new Course for America's Future. Clinchy E, Ed., NY Teacher's College Press.

Schofield K (1999). *The Purpose of Education*. In "Queensland State Education" (conference papers).

Dossier Compilation

Below are the components needed to complete the dossier for promotion.

Candidate Responsibilities

- Letter to chairperson requesting promotion/appointment
 - Justification
 - Services to be provided
- Current CV
- Submit copies of at least 3 publications/major scholarly endeavors
- Provide the names and titles/degrees of all individuals providing letters of evaluation for the candidate, their expertise, and the nature of the association with the candidate must be provided to the Department Chairperson.

Chairperson Responsibilities

Obtain list of at least 3 outside colleagues willing to provide evaluation

- One letter should be from an individual holding senior faculty rank
- At least one letter of evaluation should be from an individual who has not worked directly or published with the candidate

CHS Senior Faculty Promotion Procedure

See flowchart.

CHS Senior Faculty Promotion Procedure

