

New COSFAP Policies and Procedures

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November 19, 2015



IT'S HOW MEDICINE

SHOULD BE



Info about COSFAP

RMC

- Meetings every 4th Wednesday of the month @ 8-9am
- CV template and COSFAP policies and guidelines @ Academic Affairs: www.rushu.rush.edu/academicaffairs
- Queries: Susan Chubinskaya
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or COSFAP Chair (Jochen Reiser) or Secretary (Deb Selip)

- Medical Staff Office: [packets submission](#)

COSFAP Function



- Promotions are not granted simply as a consequence of time in service
- Does not review Junior rank appointments
- Review of nominations from department Chairs for **appointment** or **promotion** of an individual to **senior** faculty rank
 - Associate Professor
 - Professor
- Upon COSFAP approval all new appointments and promotions will be approved by the Dean, Faculty Council/Provost.

Faculty Tracks: RMC

- Single track, but multiple paths

Appointment to Senior Faculty Rank

- Appointments to senior faculty rank at other institutions may be considered in assessing a proposed faculty appointment, but will not be the sole determinant in recommending a specific faculty rank.
- All requirements for appointments with regard to packet preparation are the same as for promotion

Areas of Excellence/Changes

- **Old**

- Teaching Excellence
- Research/Scholarly
- Clinical Service
- Administrative Service

- **New**

- Education
- Research
- Clinical excellence
- Service
 - Administrative
 - Leadership
 - **Community**
 - **Global, etc**

New: All candidates for senior faculty promotion, regardless of the combination of criteria chosen for one's promotion/appointment, are expected to demonstrate evidence of scholarly productivity

Scholarly Activity

- Defined as:

- Synthesis of knowledge and the accompanying dedicated effort(s) to convey this knowledge to the local, regional, national, and/or international community.
- Scholarly activity does NOT necessitate production of original research or research projects.
- However, it does require the dissemination of synthesized ideas in a thoughtful and uniform approach both within Rush and beyond.

- Expectation

- at least ONE of a candidate's scholarly work products/achievements is in the form of the written word:
 - peer reviewed publications
 - peer reviewed abstracts
 - book chapters
 - white papers
 - position statements
 - online educational modules
 - institutional guidelines and/or protocols
 - quality improvement protocols
 - safety guidelines, etc....).

Details are on pp: 13-14

Associate professor

Old

- Advanced graduate degree
- Hold the title of assistant professor for a min of 5 yrs
- ***One of the TWO*** areas of excellence should be teaching and/or research/scholarly
- Potential for leadership and achievement of at least local or regional recognition in chosen areas of expertise

New

- Advanced **doctoral** graduate degree
- Hold the title of assistant professor for a min of 5 yrs
- Superior performance, continued productivity, and superior performance in at least **TWO** areas:
 - Education
 - Research
 - Clinical excellence
 - Service
- Potential for leadership and achievement of at least **regional** recognition in chosen areas of expertise
- **Professionalism/ICARE values**

Professor

Old

- Advanced graduate degree
- Hold the title of associate professor for a min of 5 yrs
- ***Superior performance in TWO*** areas of excellence: teaching and research/scholarly
- Demonstrated administrative excellence/leadership
- National/international recognition

New

- Advanced **doctoral** graduate degree
- Hold the title of associate professor for a min of 5 yrs
- Superior performance in at least **THREE** areas:
 - Education
 - Research
 - Clinical excellence
 - Service
- Evidence of proven Management and Leadership
- National/international recognition
- **Professionalism/ICARE values**

Education

Evaluated based on:

- Quality
- Quantity
- Innovation
- Creativity
- Evidence of leadership in education
- **Scholarly work is required!**

Documentation:

- Quantitative
- Qualitative
- **Demonstrated impact**
- Derived work product

Examples of educational excellence

- Creation of educational exercise(s) that serve(s) as a model for other institutions
- Teaching via classroom didactics/lectures/educational sessions/medical rounds/simulation courses/bedside teaching
- Development/directorship of programs, courses, classes, or clerkships
- **Mentorship**: students/residents/fellows/trainees/peers
- Educational awards
- Visiting professorships at other academic institutions
- Invitation for educational lectureships/workshops
- Scholarly work in textbooks, review monographs, or reviews published in peer review journals re: educational work or educational research
- Development and/or execution of web based educational forums
- Publication of original papers in peer review journals re: education
- Development of novel educational resources
- Outline of achievements of former trainees and mentees
- Membership in national, international, or inter-institutional educational activities and educational societies
- **Interprofessional education** of students, trainees, mentees, or peers through course work, seminars, professional society meetings, lectures, etc.
- Original educational research supported by intramural or extramural funding

Examples of research excellence

- Demonstration of proven record of creative, high quality, significant work
- Independence of research accomplishments
- Extramural funding to support independent research activities
- Patent and/or development of new or novel technology.
- Evidence of mentorship of trainees (students, residents, colleagues, post-doctoral students) and the types of projects, activities, research projects in which mentoring occurred.
- Lectures and presentations to educate students, colleagues, peers, etc. on one's research endeavors

Faculty who are put forth for promotion under clinical excellence will be evaluated on the **QUALITY** and **IMPACT** of their clinical service and its accompanying **CONTRIBUTIONS** to advance health care quality, delivery, safety, and outcomes.

Quality care

- Beneficial Care
- Patient Centered Care
- Efficient Care
- Timely Care
- Safe Care
- Equitable Care

Clinical Excellence (Cont)

Participation in Leadership projects

- Decrease infection rates
- Decrease readmission rates
- Improve family centered care
- Improve through-put
- Improve resource utilization
- Decrease expenditures while improving care
- Improve patient satisfaction
- Improve discharge processes
- Facilitate timely care
- Improve provider/patient communication
- Improve follow-up rates
- Improve patient compliance
- Improve clinical treatment success rates
- Diminish adverse patient care events
- Improve community engagement and outpatient management of patients and/or their families
- Safely integrate technology into health care via IT, Electronic Medical Records, patient monitoring systems, etc.
- Introduce, apply, or evaluate new or existing clinical devices, procedures, and/or treatments that may improve patient care and/or outcomes
- Develop and/or implement new or unique patient care models in the inpatient units and/or outpatient clinics that significantly impact quality care and/or outcomes
- Deliver clinical work in the community or globally (free clinics, charity care, international health) that impacts community engagement, care, etc.
- Facilitate and/or create organized and thoughtful approaches to interdisciplinary / multidisciplinary care among providers to improve upon and provide quality care and outcomes

Examples of excellence in service

- Leadership in planning and/or developing programs and policy at RMC, RU, RUMC
- Leadership in planning and/or developing critical strategy and/or infrastructure (divisions, departments, sections, care units, etc) essential to the growth and success of RMC, RU, RUMC
- Leadership and management in the above activities (a) and (b) at other medical colleges, universities, medical/professional societies, journals, governments, etc. that establish repute for senior faculty in the regional, national, and international community
- Community Service / Community Health Care/ Global Health Care through creation of community health clinics and /or educational outreach to at risk patient populations
- Election to clinical societies or offices in health care, health policy, and/or biomedical journals, organizations, and societies
- Active membership on regional or national clinical advisory boards or committees
- Active membership on Rush Medical College and Medical Staff committees.
- Course directorships and other administrative responsibilities for activities within the Medical Center or the Rush System for Health that support the academic mission of the Institution
- Evidence of successful entrepreneurship