

Please read all three pages before proceeding.

Important: Cleveland Clinic Lerner College of Medicine (CCLCM) of Case Western Reserve University (CWRU) faculty appointments are always in the non-tenure track and terminate immediately upon resignation, termination, or loss of employment with Cleveland Clinic, CCLCM, or Cleveland Clinic affiliate locations.

CASE WESTERN RESERVE UNIVERSITY SCHOOL OF MEDICINE QUALIFICATIONS AND STANDARDS FOR APPOINTMENT, PROMOTION, AND THE AWARD OF TENURE

This is an abbreviated and unofficial version of the appointment, promotion, and tenure standards at the Case School of Medicine. The complete document, approved by the Faculty of Medicine and the Case Faculty Senate, can be viewed at the following website <http://mediswww.meds.cwru.edu/facultyaffairs/> or this link http://casemed.case.edu/facultyaffairs/faculty/faculty_resources/Standards_for_Promotion.pdf.

II. The Non-Tenure Track

The non-tenure track recognizes faculty members for their research, teaching, administrative service, and clinical service contributions that, in combination, are essential to the academic mission of the School of Medicine. All types of professional activities will be considered [both administrative and (where appropriate) clinical service] as contributing to the overall qualifications for non-tenure track/combined achievement track appointment and promotion. Research-focused faculty members may be appointed to the non-tenure track/combined achievement track. For **appointment or promotion to the rank of associate professor** in the non-tenure track, the candidate must present evidence of excellence in either (1) teaching or clinical service or recognition of this excellence at a regional or national level or **(2) research** and recognition of the research program at a national level. For **appointment or promotion to the rank of professor** in the non-tenure track, candidates must present evidence of sustained contributions in their research, teaching, or clinical service that is recognized at the national or international level. *Along with an area of excellence, non-tenure track faculty must also provide evidence of acceptable contributions in one or more of the other categories of faculty activity (i.e., teaching, research, or service).*

Description of the Standards for Research, Teaching, and Professional Service that Apply to faculty in both the Tenure and Non-Tenure Tracks

1. **Excellence in scholarly research**, involving the discovery, organization, interpretation, and transmission of knowledge, is the primary criterion for tenure track faculty; non-tenure track faculty may be research focused as well. The quality of the research program of an individual shall be

evaluated as to the originality, depth, rigor, and thoroughness of the studies. Important discoveries, international and

2. national recognition, and innovations in techniques or methods shall lend weight to the assessment. The research may be laboratory, non-laboratory, or patient-based or a combination thereof.

While the evaluation of research accomplishment has traditionally focused on the faculty member's individual achievements, the present and future of science will place increasing emphasis on interdisciplinary research team science. Where relevant, therefore, a faculty member's contributions to interdisciplinary research team science shall also be considered. Such factors as originality, creativity, indispensability, and unique abilities may be considered when making this evaluation.

2. **A high level of teaching effectiveness**, involving the organization, evaluation, and transmission of knowledge, is a primary criterion as well. The candidate shall have demonstrated a capacity and a desire to maintain teaching effectiveness and show capacity for continuing growth as a teacher. Standards relating to teaching include: **(a)** preparation and presentation of material in a well-organized, current and stimulating fashion as viewed by peers and students; **(b)** leadership in design, organization and/or presentation of a course, clinical program or subdivision thereof; **(c)** ability to evaluate and counsel students; and **(d)** participation in postgraduate educational activities. **Teaching settings are to be broadly defined. They may include medical student teaching in all venues, undergraduate and graduate courses teaching throughout the university; graduate medical and postgraduate medical teaching; student advising and continuing medical education and community teaching.** Contributions, in general, include functions concerned with the **planning and implementation of teaching** with regard to content, depth, coverage, sequence, evaluation, and coordination. Recognition will be given to **original, innovative and unique contributions and published reports of such contributions.** Teaching may be judged to be of **high quality**, however, without being innovative or original. In addition, since **administration of education efforts** is an integral component of the teaching process, service as a subject committee chair, area of concentration chair, core clerkship director, section leader, residency training program director, or equivalent positions, and service on educational committees constitute significant criteria for consideration.

3. **Accomplishment in professional service** shall be assessed for candidates for promotion and the award of tenure. Professional service consists of both administrative and clinical service, and all candidates should demonstrate a continuing commitment to contributions to administrative and service tasks.

a. **Administrative Service**. All faculty will be expected to make administrative service contributions. Examples of administrative service include but are not limited to **(a)** significant administrative contributions; **(b)** significant contributions to university, hospital, or clinical practice welfare; **(c)** participation in departmental, hospital, university and/or medical school committees; **(d)** professional memberships and activities and services related to professional societies; **(e)** participation in research review committees of the state and federal government

and of voluntary health organizations; **(f)** service on editorial boards of scientific journals or as an examiner on subspecialty boards; **(g)** participation and/or leadership in educational and professional society committees or committees of national, state and local voluntary health agencies, such as the Academy of Medicine and the Ohio State Medical Association.

b. **Clinical Service.** For those faculty engaged in it, excellence of clinical service will be recognized and evaluated as part of the combined achievements that qualify for promotion and the award of tenure. Excellence shall be judged by both objective and subjective measures. The determination of the level of clinical excellence achieved by a candidate for appointment, promotion, or tenure may include consideration of materials not limited to the following: **(1)** specialty and subspecialty board certification and recertification; **(2)** outcomes data, if available, including mortality and morbidity data, comparative length of stay data, and surveys of patient satisfaction; **(3)** documentation of a reputation for excellence in one's clinical specialty as evidenced by membership or fellowship in professional societies, especially in leadership positions, and awards for clinical service or patient satisfaction; **(4)** documentation of scholarly activities that influence the practice of medicine nationally; **(5)** recognition as an authority as indicated by consultations, invited lectures and seminars, visiting professorships, and invited writings; and **(6)** letters from those such as department chairs or division directors who have directly observed the candidate's clinical work. In addition, letters of reference as to the candidate's degree of excellence in clinical service can be provided by students and residents who have been closely associated with the faculty member during their clinical work.