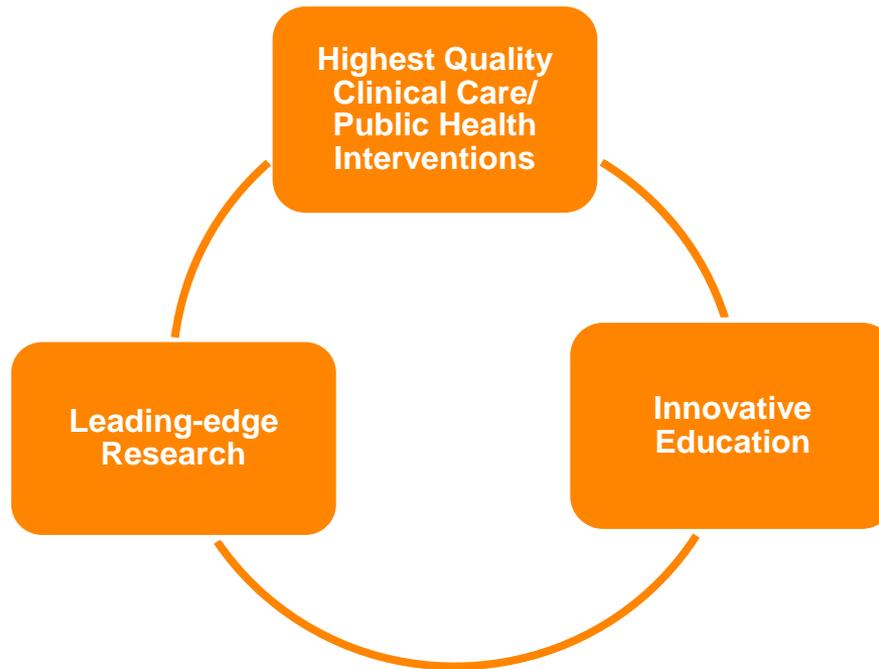




# Presentation and Discussion of the Recommendations of the CUMC Committee on Academic Tracks

<http://www.cumc.columbia.edu/faculty/uni/proposed-academic-tracks>

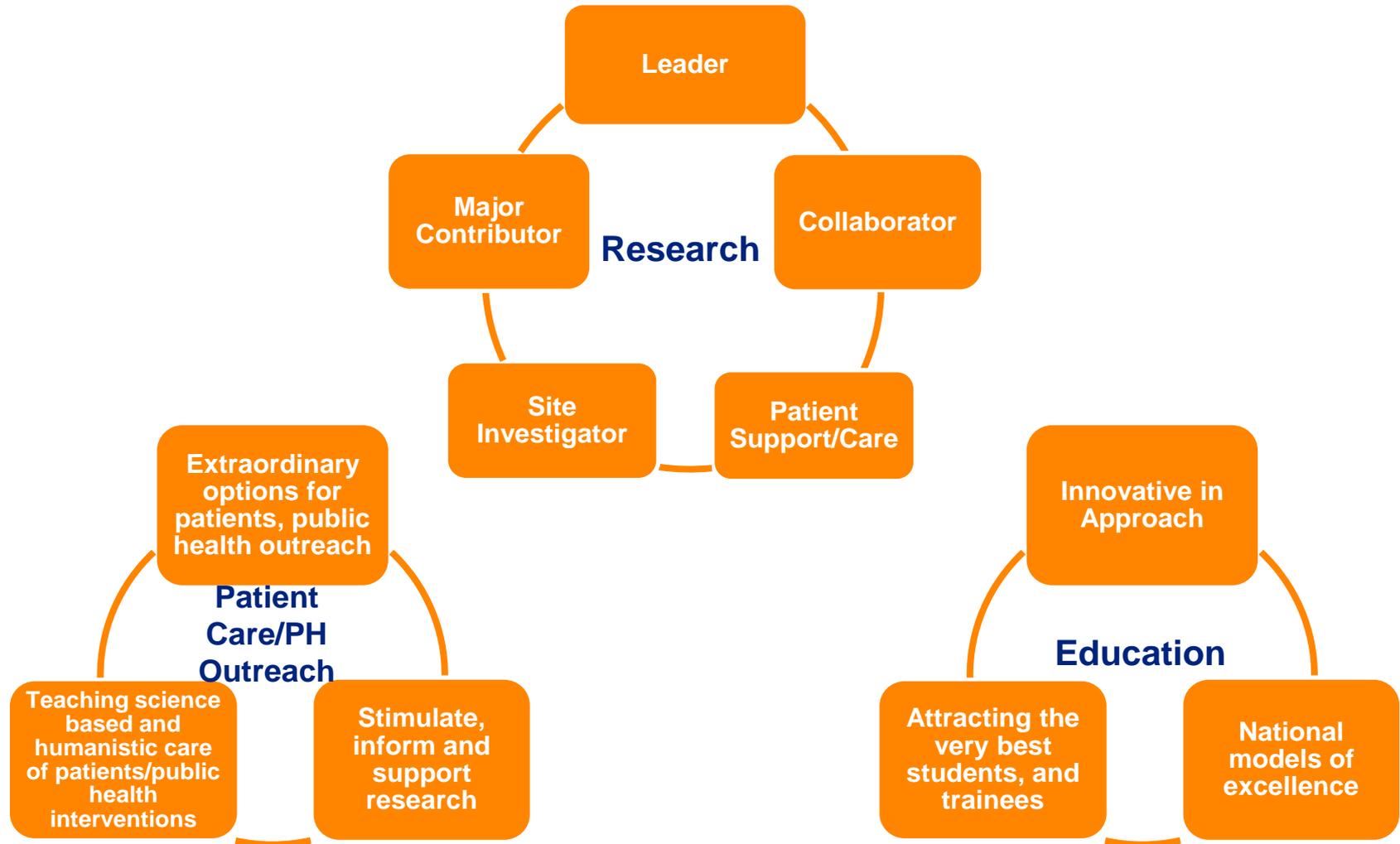
# CUMC



# Historical Context for Faculty Titles

- ❖ Flexner Report of 1910: Recommended that “free standing medical trade schools” be aligned with hospitals and universities to standardize and optimize medical education
- ❖ Faculty titles and expectations were modeled on university faculty roles
- ❖ Medical and other health science school faculty roles are broader, more heterogeneous and require consideration of many activities not in the conventional university faculty construct

# Specific Mission Elements



# Current CUMC Academic Titles

## **Columbia University-wide title**

- ❖ Unmodified (Tenure/Tenure track) (FT)

## **Columbia University Medical Center-specific titles**

- ❖ Modified (Non-Tenure) (FT & PT)
  - Clinical Prefix (i.e. clinical professor)
  - Clinical Suffix (i.e. professor of clinical)
  - “At Affiliated Institution”

# Current CUMC Academic Titles

- ❖ The title nomenclature does not reflect the range of academic contributions of importance to CUMC
- ❖ Titles are used differently by departments and schools
- ❖ No clear descriptions of expected professional work activities by title
- ❖ No clear pathways for advancement by title group
- ❖ Confusing to faculty
- ❖ Confusing outside CUMC

# Committee On Academic Tracks: Charge

The Committee on Academic Tracks was convened to ***review and, if necessary, recommend revision to the academic title/ track system in order to explicitly recognize all forms of academic work essential to academic health science schools***

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# Committee Process

- ❖ Goals were:
  - To develop a rational and widely acceptable framework for an academic track/title system that recognized all types of work done by faculty which are critical to the success of CUMC schools
  - To define clear professional work expectations for faculty
- ❖ A benchmarking survey of academic tracks and titles at peer institutions was conducted and used to inform the process
- ❖ The committee then developed a set of four guiding principles that would be used in reviewing the modified academic titles in use at Columbia University Medical Center.

# Benchmarking Survey Results

- ❖ Most academic medical centers have academic tracks in addition to traditional research intensive tenure track to define academic contributions consisting combinations of research, education and clinical sciences. (i.e. Harvard, Penn, Duke, Rochester, Yale, University of Chicago).
- ❖ In most research intensive peer institutions (including CUMC), the proportion of tenured health science faculty is very small (8-10%), with the majority of faculty holding non-tenure titles.
- ❖ In some institutions, tenure is guaranteed by the health system/hospital (i.e. Harvard, Duke), rather than the university and thereby making a broader range of activities tenurable.
- ❖ All had very clearly defined standards for advancement, with a review process, within each type of academic track/title.
- ❖ In most of these academic medical centers there were no title modifiers which differentiated tenure from non tenure track faculty. The differentiation was most commonly visible as the addition of “with tenure” next to an academic title and rank with the assumption of no tenure without this. (i.e. Penn, Harvard, Stanford, Duke).

# Guiding Principles of the Committee:

- ❖ A new system must articulate definitions of excellence in all essential faculty work and must provide clear guidelines for advancement in rank.
- ❖ A new system must provide encouragement of a collegial faculty community where a broad range of essential faculty professional work is valued, respected, and rewarded.
- ❖ A new system must define clear, consistent school wide standards to support the decisions of the Committees on Appointments and Promotions
- ❖ A new system must place CUMC in the strongest, most competitive position ,relevant to our peer institutions, for faculty recruitment/retention

# Committee Recommendations

- ❖ Unmodified title (Tenure/Tenure track) would remain unchanged as defined by university statutes.
- ❖ The three modified titles currently used for Full-Time faculty at CUMC
  - “at affiliated institution”
  - clinical prefix
  - clinical suffixwould be replaced by (“at Columbia University Medical Center”), (at CUMC)”, which would be subdivided by “areas of focus” to reflect the critical elements of our mission
- ❖ Part-Time faculty would retain the clinical prefix or in rare instances the clinical suffix

# Committee Recommendations

Parameters for advancement in rank within each area of focus would be clearly articulated

- ❖ expected quality and quantity parameters for scholarly products for each area of focus and rank
- ❖ expected educational activities for each area of focus and rank
- ❖ additional activities of importance (i.e. local, regional or national service contributions) would be acknowledged

# PROPOSED TITLES AT CUMC

**UNMODIFIED**  
RESEARCH INTENSIVE



Description of Scholarly Focus

Scholarly Products by Area of Focus

Evaluation Metrics

Additional Activities

← Educational Portfolio →

# Governance

- ❖ Review by the governance structure at each school.
- ❖ Distributed to Department Chairs for discussion by their departments (August, 2011)
- ❖ Affirmative vote by the governance mechanism of each school
- ❖ Review by the Provost who forwards for consideration by the University Senate Committee on Faculty Affairs
- ❖ General faculty meetings for discussion
- ❖ Review by the Senate Faculty Affairs Committee which forwards to the University Senate for consideration and approval

# Important Transitional Questions

- ❖ Would anyone lose rank? **NO**
- ❖ How would faculty with significant activity in more than one area of focus be classified and considered for advancement?
- ❖ Could faculty move from one area of focus to another? **YES**
- ❖ Would there be flexibility over time? **YES**
- ❖ How would the application of these criteria be used for new and for established faculty ?

# Important Transitional Questions

- ❖ Would there be accommodation for established faculty nearing promotion?
- ❖ Would there be time limits for advancement in rank?
- ❖ How varied should scholarly activities be in order for a faculty member to advance in rank?
- ❖ What quantitative parameters would guide promotion decisions
- ❖ Would there be guidance/mentorship support to help faculty achieve the standards required for advancement in rank? **YES**

# Recommendations

- A separate committee including faculty from all ranks, schools and titles will be needed to consider solutions to remaining transitional questions as well as to issues arising after implementation.



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# Discussion