

Professor / C-E Track

Appointment, reappointment and promotion to the rank of Professor in the Clinician and/or Educator Track may be extended to individuals who possess a record of outstanding performance as clinicians or teachers and have assumed significant leadership roles in clinical care, teaching and scholarship. Clinicians should be widely recognized at the regional and national levels as important leaders in the organization and delivery of clinical care.

Clinical Care

Candidates may be widely perceived as outstanding Master Clinician role models, actively sought after on an institutional, regional, and national level for their clinical expertise. If their scholarship includes a specific area of clinical care, they should be seen as a resource outside the local region for defining quality and standards of practice within that area, and/or by receiving referrals and consultations from a broad patient base. Recognition at the institutional level as significant leaders within their specific clinical areas, particularly for creating and nurturing a clinical program known widely for innovation and excellence will be given significant weight.

Scholarship

Scholarship can be evidenced by continued publication and presentation of clinical trials results, clinical observations, reviews, analytic studies, textbook chapters, state-of-the-art clinical practice, reviews and/or development of teaching materials, and faculty development. Editing major textbooks and significant journals can also be evidence of scholarship, as can continued publications and presentations outside the local region to include: clinical summaries; standards of care; new innovative teaching methods; program development and/or improvement initiatives; program organization; teaching clinical administration at an outstanding level. A significant role in clinical trials may also be considered. Scholarly contributions through patent applications, patents and commercialization of new procedures, devices or techniques will also be considered, as will development of new programs of clinical care and support of such programs by service or research grants.

Education

Candidates proposed as educators must demonstrate that they are outstanding teachers of the practice of medicine, research and/or clinical administration at all levels or as a central part of their duties in a basic science department. They should serve as role models and mentors to young faculty who are striving to become master clinicians and/or teachers, and who may also be interested in programmatic improvements in the provision of clinical care, e.g., through clinical outcomes studies, patient safety initiatives, quality improvement programs. Candidates should possess uniformly excellent reputations as teachers throughout the institution and the region, as demonstrated by leadership roles in regional and national activities of professional societies. The development of highly innovative curriculum models or teaching programs that have achieved widespread national or international recognition will also be highly weighted. Grant support of such programs will also be considered. Teaching focused on health systems administration, quality improvement and innovation will be considered. Teaching innovative approaches that spur development of new diagnostics, therapeutics, procedures and devices will also be valued.

Administration

Excellence as an administrator of a clinical or teaching program or programs will be valued. Evidence of overseeing, expanding, improving and otherwise enhancing programs will be considered, as will introduction of innovations that enhance the delivery of patient care or student/trainee education.

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