Faculty Appointments, Promotions and Titles at

The Geisel School of Medicine at Dartmouth

The information contained in this document is accurate as of the date of publication. However, Dartmouth College reserves the right to make from time to time such changes in its rules, policies, operations, programs and activities as the Trustees, faculty and officers consider appropriate and in the best interests of the Dartmouth community. Changes may be made without advance notice.
Faculty Titles and Definitions: Clinical, Adjunct and Regular

**Clinical faculty** contribute to the mission of Geisel, hold clinical degrees and teach in a clinical setting; for example, an MD, DO, Nurse Practitioner or Physician Assistant who precepts students in an outpatient practice.

**Adjunct faculty** contribute to the mission of Geisel, may hold either clinical or non-clinical degrees, but whose responsibilities center on non-clinical teaching or research; for example, a PhD or Masters-level educator who teaches in the classroom.

**Regular** faculty contribute to the mission of Geisel, hold clinical and non-clinical degrees and are employed at Geisel, D-H, the VA hospital and/or are privileged at DHMC; for example, a physician hired through the national search process. Responsibilities of regular faculty vary with appointment line, as described in the APT document.

The Clinical Faculty

To help fulfill its academic mission to train the next generation of physicians, scientists and health care providers, The Geisel School of Medicine at Dartmouth depends on the committed participation of community-based physicians and other advanced clinicians who, with rare exception, are not salaried by Dartmouth College or by any entity that employs voting and non-voting members of the Regular Faculty. These individuals train our students, residents and fellows and promote excellence in patient care, but are not expected to engage in the same range of scholarly endeavors or institutional commitments as are members of the Regular Faculty. By providing these individuals with faculty appointments, Geisel recognizes the important contribution that they make to the academic mission of the School. Faculty members may be appointed as Clinical Instructor, Clinical Assistant Professor, Clinical Associate Professor or Clinical Professor. Appointments (along with reappointments and promotions where appropriate) shall be put forward by the relevant Chair and require approval by the Dean of Geisel and the Dean’s Academic Board. Reappointments of the Clinical Faculty are made biennially.

Each Chair should create his or her own appointment/promotion advisory process for his or her department’s **Clinical Faculty**. In granting contributing faculty appointments, the main factor to be considered will be the individual’s commitment to Geisel’s academic mission. Such a commitment requires documented direct contact with medical students, graduate students, residents, fellows or other learners. Community-based health professionals holding doctoral and other degrees establishing expertise in a profession (e.g., APRN, PA, RNA, RN, or BSN) may be eligible for an appointment as **Clinical Faculty** if they make a substantial contribution to the Geisel mission (e.g., those taking at least one On Doctoring student per year). Initial appointment criteria parallel those for appointments made for Instructors of the Regular Faculty. Reappointments at rank for **Clinical Faculty** will be based on a recommendation by the Chair for demonstrated commitment to excellence in clinical teaching and service to the missions of Geisel that includes documentation of the specific teaching
responsibilities of the proposed faculty member. At the recommendation of the Chair, *Clinical Faculty* members may become eligible for promotion to higher rank in this line (see portfolio criteria below).

**Clinical Instructor**

Clinical care providers who are not employees of DHMC, but nonetheless perform valued service to the Geisel School of Medicine in the training of our students, residents and fellows shall be awarded the title of *Clinical Instructor*. It is the expectation that most community-based preceptors shall be appointed at this initial rank unless they have academic standing that would warrant appointment at Clinical Assistant Professor, Clinical Associate Professor or Clinical Professor. Individuals appointed as Clinical Instructor may hold a doctoral level degree (e.g., MD, PhD, DVM, or DO) or non-doctoral degree (e.g., APRN, PA, RNA, or BSN).

Individuals appointed to the rank of *Clinical Instructor* may be promoted. Promotion is based upon academic accomplishment, not simply time in rank. Promotion for clinical faculty members shall be reviewed by a committee of *Clinical Faculty* peers and the Senior Associate Dean for Faculty Affairs at The Geisel School of Medicine, who together shall constitute the Clinical/Adjunct Faculty Promotions Committee. The composition of faculty members of this Committee shall be based on the type of appointment (Clinical or Adjunct).

**Clinical Assistant Professor**

Promotion to the rank of Clinical Assistant Professor shall be based on demonstrated excellence in teaching and scholarly endeavors in that realm. Recommendation by the Clinical/Adjunct Faculty Promotions Committee shall be based on attainment of some (not necessarily all) of the metrics below. Recommendation may also be made based on consideration of other metrics not listed below (i.e., it is not mandatory to meet all of these metrics nor is this list all-inclusive of achievements that may be considered when recommending promotion).

- In most cases, a doctoral degree [M.D., D.O., Ph.D. or equivalent] with successful completion of a postgraduate training program and certification or eligibility for certification by the American Board of Medical Specialties, American Osteopathic Board, equivalent foreign board, or the equivalent for non-M.D or D.O. specialists; and a major commitment to research (clinical, methodological, or laboratory), teaching, and clinical service.

- A commitment to provide high quality instruction or service to Geisel. Examples: precepting one “On Doctoring” student in clinic per year, taking one clerkship student in clinic for one month, or leading an On Doctoring small group would be equivalent to 20-30 hours of net teaching per year)
• Recognition by peers and students for excellence in teaching and training as made evident by student assessments and awards.

• Recognition that the faculty member serves as a role model, advisor or mentor to multiple students throughout his/her years at Geisel (e.g., On Doctoring through Year 4 Electives).

• Membership on Geisel educational committees, such as the Community Preceptor Education Board (CPEB) or the Medical Education Committee.

• Participation in the development and implementation of new courses, electives or curricular content or important teaching materials.

• Leadership or major participation in design of courses, and/or participation therein.

• Participation in local, regional, or national educational meetings and regular invitations to serve as an outside speaker.

• Participation as a speaker in CME and other faculty development activities.

• Demonstration of an ongoing commitment toward improving teaching skills (e.g., faculty development workshops or workshops through the Dartmouth Center for Advancement of Learning, (DCAL).

Clinical Associate Professor

Recommendation for promotion to Clinical Associate Professor shall be advanced by the Chair and reviewed by the Clinical/Adjunct Faculty Promotions Committee based on criteria commensurate with this rank as outlined below. As with advancement to Clinical Assistant Professor, promotion to Clinical Associate Professor shall be based on attainment of some (not necessarily all) of these criteria and factors other than those listed here may be considered in the promotions process:

• Service as a Clinical Assistant Professor at Geisel, or an equivalent institution for 5 to 7 years, with a consistent record of excellence and participation in teaching (Note: As with voting Geisel appointments, continued service and performance at the rank of Assistant Professor shall not, in itself, constitute grounds for promotion to Clinical Associate Professor).
• Evidence of continued excellence in teaching medical students with demonstrably greater responsibility for teaching, development of curricula or syllabi, and/or course leadership.

• Demonstration of an ongoing commitment toward improving teaching skills (e.g., through The Dartmouth Center for the Advancement of Learning, DCAL) or through conferences and online training.

• And one or more of the following:
  
  o Active and ongoing participation in Geisel educational committees and activities, such as active membership in the Community Preceptor Education Board (CPEB), Medical Education Committee, or presenter in faculty development activities.

  o Active and ongoing participation in clinical research as evidenced by the academic portfolio, external funding of competitive peer-reviewed research or education projects; manuscript development at a level appropriate for involvement.

  o Substantive professional recognition as evidenced by some of the following: Elected membership in local, regional, national medical societies; recognition through formal awards; local and regional invited lectures; participation in symposia, professional society programs, etc.

**Clinical Professor**

Promotion to the rank of Clinical Professor will be granted only in recognition of exemplary and distinctive achievement. Recommendation for promotion to Clinical Professor shall be advanced by the Chair and reviewed by the Clinical/Adjunct Faculty Promotions Committee. Criteria for this title may include:

• Service as a Clinical Associate Professor at Geisel, or an equivalent institution, typically for at least five to seven years with a consistent record of outstanding performance in teaching, and usually investigation as well. Continued service and performance at the rank of Clinical Associate Professor shall not, in itself, constitute grounds for promotion to Clinical Professor.

• Continued substantial involvement in student teaching (>20 net teaching hours per year, vide supra), with strong evidence of sustained excellence in teaching
• Continued contribution and leadership in development of curricula or syllabi for students or preceptors, and/or course and educational committee leadership.

• And one or more of the following
  o Continued publication of important, innovative and clinical/educational studies in peer-reviewed journals
  o Recognition by peers as a premier physician/provider and/or continued productive participation in investigation as evidenced by sustained external funding of competitive peer-reviewed research projects
  o Identification as a key and/or outstanding individual in training, teaching, and advising of undergraduate students as evidenced by formal evaluations and awards

• Faculty members promoted to the rank of Clinical Professor also may have achieved substantive professional recognition as evidenced by some of the following:
  o Authorship or editorship of textbooks, monographs, or journals
  o Membership on editorial boards, study review sections, and/or advisory groups
  o Elected leadership and membership in local, regional and medical societies
  o Distinctive national recognition as evidenced by invited memberships, participation in major committees and programs, formal awards and major invited lectures
  o National recognition as evidenced by awards or participation in regional/national symposia, courses, and teaching programs
  o Directorship or development of major courses or other curricular offerings and/or development of significant new teaching materials
  o Exceptional leadership or administrative performance, as evidenced by major roles in local or regional clinical affairs or national professional organizations, and by active and ongoing participation in committee, program, and/or governing boards.
  o Distinctive advances in teaching skills (e.g., through The Dartmouth Center for the Advancement of Learning; DCAL) or through conferences and online training.