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# THE GEORGE WASHINGTON UNIVERSITY

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WASHINGTON, DC

## Areas of Career Focus in Faculty Appointment and Promotion

### INTRODUCTION

This document describes areas of career focus for faculty appointment and promotion at The George Washington University School of Medicine and Health Sciences (SMHS) as developed by the Appointment, Promotions & Tenure Committee in 2021. Under these guidelines, full-time regular faculty are given the opportunity to assemble a profile that reflects their unique combination of activities and accomplishments by declaring an area of focus in the following categories:

- Equity, Community & Population Health
- Clinical Innovation & Expertise
- Education/Administrative Leadership
- Investigation

The fundamental concepts of the areas of focus include:

- Demonstration of accomplishments in the major area of academic activity by objective achievements
- Requirement for participation in all areas of the academic mission and excellence in two of the three areas of scholarship, education, and service at all ranks except for promotion to Assistant Professor.
- A link between rank and appointment and the breadth of the candidate's reputation and achievement. Appointment as Associate Professor requires a strong regional reputation and appointment as Professor requires a sustained national and/or international reputation.

This document does not change or modify the SMHS policies regarding tenure.

### SELECTING AN AREA OF FOCUS

The area of focus should represent the candidate's major area of achievement and impact, including a consideration of the quantity as well as the quality of contribution. The area of focus should form the basis of the candidate's reputation and should be consistent with the type and focus of the candidate's scholarship. The area of focus should also represent the activities to which the faculty member has devoted a substantial proportion of time and academic effort. The choice may also be influenced by how the candidate views his/her career path. The determination of the area of focus is made by the candidate in consultation with the Department Chair/Division Chief (or designee).

In most cases, an individual will maintain a consistent academic focus over time, although the activities of a faculty member may occasionally change. If a substantive change in activities occurs, the area of

focus and significant supporting activities selected for subsequent promotions may change as well. The candidate will be expected to meet the standards for the new area of excellence.

Almost all candidates will be evaluated in a single area of focus. Only rarely, when both the quantity and quality of contribution are comparable in two areas of focus should both areas be proposed.

**Faculty are not required to declare an area of focus.**

## DESCRIPTION OF AREAS OF FOCUS

### LEADERSHIP IN EQUITY, COMMUNITY, AND POPULATION HEALTH

This area of focus is for faculty who support, encourage, and provide service to improve the health of populations at the community, regional, national, and international levels. Health advocacy includes work ensuring access to care, navigating the healthcare system, mobilizing resources, addressing health inequities, influencing health policy, and creating system change. The results of this work are demonstrated by an impact on personal and population health.

Leadership in this area includes substantial collaborations with and contributions to non-profit organizations, community organizations, or institutions; government service or professional work with advisory groups, commissions, rare disease networks, national specialty organizations, or task forces establishing significant GW-external partnerships; and participation on regional or national boards of directors. This can also include leadership within the School of Medicine and Health Sciences for curricular and other policy changes including work in the area of social justice, equity, diversity, and inclusion.

Documentation for this designation will include publications, such as peer-reviewed articles, white papers, published policies, and documentation of their adoption; media accomplishments; leadership roles in external organizations; presentations; and community services initiated or leadership provided. Evidence of sustained productivity is required.

### LEADERSHIP IN CLINICAL INNOVATION AND EXPERTISE

Clinical distinction, leadership, and innovation define this area of focus that recognizes exceptional patient care, subject matter expertise, recognition as a clinical expert, and understanding of the healthcare system.

These faculty members are committed to improving, transforming, and optimizing clinical care delivery in traditional and non-traditional settings. Their work may include interdisciplinary collaborations, quality improvement, development of centers of excellence, novel treatments, treatment paradigms and devices, data collection, and applied analytics demonstrating health care delivery improvements and transformation.

Evidence of excellence in this area includes collaboration and contributions to improvement in patient outcomes, team science, written publication, clinical guideline development, national recognition through professional organizations, notable replication of models in other settings, and the development of novel care delivery adopted by others.

## LEADERSHIP IN INVESTIGATION

This area of focus is appropriate for faculty who spend the majority of their time performing research. Investigation, is broadly defined to include discovery, conceptual, normative, translational, or clinical research. This includes epidemiology, outcomes and health sciences research, biostatistics as well as research in social sciences, ethics, bioinformatics, and health economics.

This research is expected to be original, rigorous, and impactful and may occur individually, within a small group, or as part of large collaborative, multicenter teams. Scholarship is measured by peer-reviewed publications, patents, and/or outcomes of investigator-initiated clinical and translational studies, which are recognized nationally for their impact.

*Faculty who are on the tenure track and whose primary role is research will lead individual research projects/teams or play a key role in team-science projects, with significant efforts contributing to sustained extramural funding.*

## LEADERSHIP IN EDUCATION

Educators are faculty who make significant contributions to the educational mission of the SMHS and take a scholarly approach to their learning mission; developing curricula, conducting educational research, creating assessment tools and managing learning systems. Examples of this would be course leadership, curriculum oversight, faculty development, and leadership of training programs.

Educational faculty must demonstrate scholarship in education, which may include, but is not limited to, publication of original research, reviews, educational materials, and/or methods, policy statements and assessment tools; presentation at national and international conferences; development of innovative educational materials, methods, and assessment tools; and leadership roles in external organizations.

## LEADERSHIP IN CLINICAL INNOVATION AND EXPERTISE

### *Associate Professor (AP)*

The metrics provided are not comprehensive but are meant to serve as examples of common achievements for the rank of AP. Candidates may report achievements not specified in the metrics.

Associate Professor	Examples of Metrics
Recognition as a clinical expert	<p>Strong regional recognition as an independent clinical expert as evidenced by regional and/or national leadership roles and reputation related to the clinical field.</p> <p>Specific metrics:</p> <ul style="list-style-type: none"> <li>• Invitations to speak regionally and/or nationally on issues related to area of clinical expertise</li> <li>• Leadership roles in regional and/or national professional organizations related to clinical expertise including leadership in regional and/or national courses or programs</li> <li>• Service on regional and/or national committees developing guidelines and policies for management in area of clinical expertise</li> <li>• Service on regional and/or national committees evaluating programs in area of clinical expertise</li> <li>• Membership on editorial boards in area of clinical expertise</li> <li>• Peer-reviewed funding to support innovations that influence clinical practice regionally and/or nationally</li> <li>• Regional and/or national awards for contributions and /or innovation in the area of clinical expertise</li> </ul>
Influencing clinical practice	<p>Development of innovative approaches to diagnosis, treatment or prevention of disease, applications of technologies, and/or models of care delivery that influence care at a regional and/or national level. Examples include:</p> <ul style="list-style-type: none"> <li>• A clinical care model</li> <li>• Practice guidelines</li> <li>• An innovative application of an existing technology</li> <li>• Quality improvement models</li> </ul>
Scholarship	<ul style="list-style-type: none"> <li>• Publication of original research, chapters, reviews, and or textbooks related to area of clinical expertise</li> <li>• Development of guidelines and/or protocols for patient treatment or delivery of care that are adopted regionally and in some cases nationally</li> <li>• Publication of manuscripts that demonstrate the impact of the candidate's innovation on quality of care, clinical outcomes, and/or access to care</li> </ul>

*Professor (P)*

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Professor	Example of Metrics
Recognition as a clinical expert	<p>Sustained national and in many cases international recognition as a clinical expert as evidenced by national and/or international leadership roles and reputation related to the clinical field.</p> <p>Specific Metrics</p> <ul style="list-style-type: none"><li>• Visiting professorships and invitations to speak nationally and/or internationally on issues related to area of clinical expertise</li><li>• Leadership roles in national and/or international professional organizations related to area of clinical expertise including leadership of national and/or international courses or programs</li><li>• Service as a consultant on issues related to area of clinical expertise</li><li>• Service on national and/or international committees developing guidelines and policies for management or evaluating programs in area of clinical expertise</li><li>• Editor of a journal in the area of clinical expertise</li><li>• Peer-reviewed funding to support innovations that influence clinical practice nationally and/or internationally</li><li>• National and/or international awards for contributions and/or innovation the area of clinical expertise</li></ul>
Influencing clinical practice	<p>Development of innovative approaches to diagnosis or treatment, applications of technologies and/or models of care that influence care at a national and/or international level. Examples include:</p> <ul style="list-style-type: none"><li>• Having a critical role in defining a new field</li><li>• Developing innovative treatments, procedures, or technologies demonstrated to be superior to previous approaches</li><li>• Developing treatment protocols or practice guidelines that influence the standard of care</li></ul>
Scholarship	<ul style="list-style-type: none"><li>• Publication of original research, chapters, reviews and/or textbooks related to area of clinical expertise that are recognized as authoritative and widely cited</li><li>• Development of guidelines and/or protocols for patient treatment or delivery of care that are adopted nationally, and in some cases internationally.</li><li>• Development of guidelines and/or protocols for patient treatment or delivery of care that are adopted regionally and/or nationally</li><li>• Publication of manuscripts that demonstrate the impact of the candidate's innovation on quality of care, clinical outcomes and or access to care</li></ul>

## LEADERSHIP IN INVESTIGATION

### *Associate Professor (AP)*

The metrics provided are not comprehensive but are meant to serve as examples of common achievements for the rank of AP. Candidates may report achievements not specified in the metrics.

Associate Professor	Example of Metrics
Activity	<p>A strong regional reputation as an original, independent investigator and major contributor to the field; may include development of novel application of methods or technologies that significantly advance biomedical science, must have a record of scholarship as an author on publications that have advanced the field, collaborative research that significantly advances the biomedical sciences to which the candidate contributed ideas or innovations; candidate should have a successful funding record.</p> <p>Participates in original research that significantly advances biomedical science; may include any or all of the following:</p> <ul style="list-style-type: none"> <li>• Basic research</li> <li>• Clinical research and /or laboratory or clinically based translational research which may include studies of disease mechanisms, diagnostic techniques and or other investigations contributing knowledge that may significantly advance the prevention, diagnosis or management of disease; may have a defined role in building a multidisciplinary team and/or center that conceptualizes novel investigative approaches.</li> <li>• Qualitative and social science research such as epidemiology, outcomes and health services research, and biostatistics, ethics, bioinformatics and health economics. Data collection and/or analysis of new or existing data; may make contributions to multicenter studies</li> <li>• Development of new methods/technologies and /or novel applications of existing methods/technologies</li> </ul>
Recognition	<ul style="list-style-type: none"> <li>• Invitations to speak about research</li> <li>• Funding to conduct research</li> <li>• Editorial service as an ad hoc reviewer, editorial board member, or consultant for scientific journals</li> <li>• Service on committees related to research such as the IRB, data safety monitoring board or grant review panel</li> <li>• Leadership role in professional societies including planning scientific sessions for meetings</li> <li>• Awards for research and/or innovation</li> </ul> <p>Invitations to participate as an investigator based on specific expertise</p>
Scholarship	<p>Publication of original research that contributes new knowledge. May be in any authorship position or member of an unnamed authorship group on publications</p>

	of collaborative research to which the candidate has made documented, substantive intellectual contributions
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*Professor (P)*

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Professor	Example of Metrics
Activity	<p>The candidate must demonstrate a sustained national and in some cases international reputation as an independent investigator through the continued publication of research findings and/or important clinical applications of such work. Professors are expected to have a strong record and a substantial portfolio of ongoing peer-reviewed external grant funding, and/or industry-sponsored/investigator-initiated clinical trials as applicable.</p> <p>Sustained record of funding as principal investigator; may be funded by a combination of federal, investigator-initiated industry, or institutional grants. There should be a significant record of peer-reviewed funding.</p>
Recognition	<ul style="list-style-type: none"> <li>• Invitation to speak nationally, and in some cases internationally about research</li> <li>• Sustained record of principal investigator of peer-reviewed funding</li> <li>• Service as editor and/or on editorial boards of scientific journals or as a consultant to journals in area of expertise</li> <li>• Service on, and may have leadership role, national, and in many cases international, committees related to research including grant review panels such as NIH /DOD study sections, NIH advisory groups, FDA panels, and data and safety monitoring boards for multicenter trials</li> <li>• Significant role in planning sessions for scientific societies nationally and in some cases internationally</li> <li>• National and international awards for research and/or innovation</li> <li>• Overall principal investigator or one of a group of key national leaders on key committees and writing groups of national, and in many cases international, multicenter studies</li> <li>• Leader of a national or international collaborative group or program .</li> </ul>
Scholarship	<ul style="list-style-type: none"> <li>• Senior authorship on studies of original and innovative research which has had a major impact in the field.</li> <li>• Continuing record of publication from multidisciplinary research that has had a major impact on the field and/or changed clinical practice.</li> </ul>



	original research related to educational methods, assessment and/or policy.
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*Professor (P)*

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Reputation as an educational expert	<p>National reputation as a leader in education by evidence of didactic teaching, mentorship, clinical teaching, or administrative/leadership roles as well as recognition as an expert and demonstration of scholarship related to education.</p> <ul style="list-style-type: none"> <li>• Visiting professorships and Invitations to speak and teach nationally and in some cases internationally about education</li> <li>• Leadership of national and In some cases international courses related to education</li> <li>• Serving as a consultant nationally, and in some cases internationally, on issues related to development of educational programs or on educational methods, policy, or assessment</li> <li>• Service on national and in some cases international, committees developing guidelines and policies for education/training programs or reviewing grant proposals related to education</li> <li>• Funding to conduct educational research, to develop educational materials, methods, assessment tools or programs</li> <li>• Service as a peer reviewer for educational journals</li> <li>• Editor of an educational journal</li> <li>• National and/or international awards for teaching or materials</li> <li>• Innovation in teaching methods with adoption nationally</li> </ul>
Scholarship	<ul style="list-style-type: none"> <li>• Publication or editor of a major textbook on education</li> <li>• Development of innovative educational methods/materials in print or other media that are widely adopted and influence education nationally</li> <li>• Publication of research related to educational methods, assessment and/or policy that influence the field nationally and in some cases internationally</li> </ul>

LEADERSHIP IN EQUITY, COMMUNITY & POPULATION HEALTH

*Associate Professor (AP)*

The metrics provided are not comprehensive but are meant to serve as examples of common achievements for the rank of AP. Candidates may report achievements not specified in the metrics.

Associate Professor	Examples of Metrics
<p>Recognition as an expert in clinical practice- or system-level activities aimed to create lasting health improvement for a community or population of patients.</p>	<p>Specific metrics:</p> <ul style="list-style-type: none"> <li>• Invitations to speak regionally and in some cases nationally on issues related to an area of equity, community or population health.</li> <li>• Leadership roles in regional, national professional or community-based organizations related to advocacy expertise including leadership in regional and/or national courses, programs or education</li> <li>• Service on regional and in some cases national committees developing education, programs, scholarship, guidelines and policies for lasting health improvement for a community or population of patients</li> <li>• Service on regional and/or national committees evaluating or funding support for programs in area of equity, community or population health.</li> <li>• Membership on editorial boards.</li> <li>• Peer reviewed funding to support scholarship or innovations intended to lead to lasting health improvement for a community or population of patients regionally and/or nationally</li> <li>• Regional and/or national awards for contributions and /or innovation in this area of focus.</li> </ul>
<p>Scholarship, education and/or knowledge dissemination activities with the public, community organizations and policy makers</p>	<p>Evidence of scholarship, education programs/curricula and/or knowledge dissemination activities with the public, community organizations and policy makers. Examples include publications or activities at a regional and/or national level such as:</p> <ul style="list-style-type: none"> <li>• Publications in peer reviewed literature in area of advocacy expertise</li> <li>• Recognition from press (print, media, on-line) in area of advocacy expertise</li> <li>• Evidence of citation of the faculty member’s work and advocacy by policy makers and stakeholders to effect lasting health improvement for a community or population of patients regionally and/or nationally</li> <li>• Testimony to regional or national professional organizations, legislators or government officials/agencies in this area of focus.</li> <li>• Creation and use of curricula to educate health professionals and the public.</li> </ul>

*Professor (P)*

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Recognition as a national expert in	Specific metrics:
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<p>equity, clinical practice- or system-level activities aimed to create lasting health improvement for a community or population of patients.</p>	<ul style="list-style-type: none"> <li>• Invitations to speak nationally on issues related to equity, community or population health.</li> <li>• Leadership roles in national professional or community-based organizations including leadership in national courses, programs or educational series.</li> <li>• Service on national committees developing education, programs, scholarship, guidelines and policies for lasting health improvement for a community or population of patients</li> <li>• Service on national committees evaluating or funding support for programs.</li> <li>• Membership on editorial boards.</li> <li>• Peer reviewed funding to support scholarship or innovations intended to lead to lasting health improvement for a community or population of patients regionally and/or nationally</li> <li>• National awards for contributions and /or innovation in this area of focus.</li> </ul>
<p>Scholarship, education and/or knowledge dissemination activities with the public, community organizations and policy makers</p>	<p>Evidence of scholarship, education programs/curricula and/or knowledge dissemination activities with the public, community organizations and policy makers. Examples include publications or activities at a national level such as:</p> <ul style="list-style-type: none"> <li>• Publications in peer reviewed literature in area of advocacy expertise</li> <li>• Recognition from press (print, media, on-line)</li> <li>• Evidence of citation of the faculty member’s work by policy makers and stakeholders to effect lasting health improvement for a community or population of patients nationally</li> <li>• Testimony to national professional organizations, legislators or government officials/agencies.</li> <li>• Creation and use of curricula to educate health professionals and the public.</li> </ul>