ASSISTANT PROFESSOR

DOSSIER CHECKLIST AND PROMOTION INFORMATION

Dossier Items: (for more information, review the Faculty Handbook and A&P Guidelines)

☐ **Letter from Department Chair or Senior Associate Vice President and Dean of the EVMS School of Health Professions (SAVPDSHP)**

- Address to:

  Alfred Z. Abuhamad, MD
  Executive Vice President, Health Sciences
  Macon & Joan Brock Virginia Health Sciences
  at Old Dominion University
  735 Fairfax Avenue
  Norfolk, VA 23507
- Be on letterhead with original signature, academic rank and dated
- Be no more than 6 months old
- State rank requested
- State if co-terminus with grant, contract funding, or with administrative functions
- State why the candidate is an asset to the Macon & Joan Brock Virginia Health Sciences Eastern Virginia Medical School or EVMS School of Health Professions at Old Dominion University
- Include contributions in each domain where applicable with % of time allocated (Teaching, Research/Discovery, Clinical Care and/or Administrative/Service).
- Team Science, if applicable: include the candidate's unique contributions should be described in the chair's letter and attest to the candidate's unique contribution in the team research effort.
- Note if recognized locally, regionally or nationally

☐ **Letter of Nomination from the Secondary Department Chair or SAVPDSHP** – if a faculty member has a secondary appointment and wants to be considered for promotion in the secondary appointment along with the primary, a letter from the secondary Department Chair or SAVPDSHP is required.

☐ **One External or Internal Letter of Recommendation Requirements** - please provide your Chair, Program Director or Dean a list of 1-2 names of potential letter writers for them to request the letter

- ☐ Address to the Department Chair or SAVPDSHP
- ☐ Be on letterhead with original signature, academic rank and dated
- ☐ Come from an individual with an academic appointment at an equivalent or higher rank than that for which the candidate is being proposed
- ☐ State how long they have known the applicant and under what capacity
- ☐ Address the candidate's professional expertise
- ☐ State why they think the applicant would be an asset to the Macon & Joan Brock Virginia Health Sciences Eastern Virginia Medical School or EVMS School of Health Professions at Old Dominion University
- ☐ Address the candidate's contributions and potential in one or more of the four areas of academic activity (Teaching, Research/Discovery, Clinical Care and/or Administrative/Service)
- ☐ Address recognition by peers in the candidate's accomplished area
- ☐ Address if the candidate is recognized locally, regionally or nationally
- ☐ Should not be more than 6 months old

NOTE: Letters of recommendation are confidential and only available to Deans, Department Chairs, or Program Directors, and Faculty Affairs and Professional Development.

☐ **Team Science, if applicable - Up to Two Internal or External Letters of Recommendation from Team Science group members** (see *Appendix A* for more information)

- Address to the Department Chair or SAVPDSHP
- Come from individuals with an academic appointment at the rank of Professor or from a Team Leader/PI and who are part of the faculty's collaborative team
- Recommend 1 external letter
- Describes and attests to the candidate's unique contribution in the team research effort. General letters of support are not helpful and should expand more on the impact of these research efforts.
- Be on letterhead with original signature, academic rank and dated

Specifically, letters of recommendation should address the following areas:

<u>Faculty member influences collaboration and team effectiveness</u>

- Co-investigator or consultant substantially influences the direction of grant applications and projects to influence their aims, approach, significance, and innovation to make the proposals fundable and projects impactful
- Mobilize and collaboratively convene the research team and community partners
- Share knowledge or collaborative technologies in dispersed or large teams
- Develop consensus around shared research goals
- Foster respect among team members
- Build network linkages with data security, privacy, and easy access
- Share information, credit, or decision-making responsibilities
- Provide participatory, inclusive, and empowering leadership
- Adapt flexibly to changing tasks
- Contribute to professional and leadership development of research team members

<u>Faculty member contributes to the scientific process and products</u>

- Contribute to the conception of research questions, hypotheses, and specific aims
- Participate in literature review input in the design of research protocols for institutional review board
- Gather data from participants
- Biostatistical study design, data analysis, and interpretation
- Input in manuscript writing and editing and co-authorship of peer-reviewed publications
- Present research findings at local, regional, national, or international meetings
- Support intellectual property ownership, patents, and licensing

☐ **Portfolio** - a portfolio template has been created to compile a detailed accounting of your activities in the domains in which you have time allotted (Teaching, Research/ Discovery, Clinical Care and/or Administrative/Service). This template includes tables and examples of information to include in your statement.

Make sure you:

- Document evidence of:
  - quality of work achieved in each domain
  - contributions to be made to the department
  - alignment with mission of the school
  - future professional goals
  - Note if recognized regionally and/or nationally

☐ **EVMS Legacy CV Form (signed and dated)**

☐ **Supporting documents**
- Annual Faculty Review (Last 3 years if available/applicable)
- Resident Evaluations (if applicable)
- Student Evaluations (if applicable)
- Lecture/course Evaluations (if applicable)
- Other recognition by colleagues, conferences, etc.

Promotion Information

Promotions to the rank Instructor and Assistant Professor are not considered by the Appointments and Promotions Committee. At these levels, promotions are approved by the Senior Associate Vice President for Faculty Affairs and Professional Development, following receipt of the appropriate materials from the Department Chair or SAVPDSHP.

STANDARDS OF EXCELLENCE (Faculty Handbook)

The primary criterion for academic appointment and promotion at the Eastern Virginia Medical School is demonstrated excellence as a scholar. The Appointments and Promotions Committee recognizes that such excellence may be demonstrated in various ways, as addressed in this document.

All candidates for appointment or promotion at the rank of Assistant Professor or above will be expected to have met certain basic criteria. These are:

Candidates will hold an earned doctoral degree or equivalent, or other appropriate terminal degree in their field of expertise.

Candidates will have completed appropriate residency and/or post-doctoral fellowship programs.

Candidates involved in clinical practice will hold appropriate current board certification. Initial appointments (usually at the Assistant Professor level) may be granted to candidates not yet board certified, but continued appointment or promotion will require that board certification be obtained within an appropriate time as determined by the Dean/Provost with the advice of the Department Chair.

All candidates are expected to demonstrate expertise commensurate with their academic rank in all of their assigned activities (education, research, clinical practice or service). In addition, each candidate for unmodified rank must demonstrate accomplishment in scholarly activity as outlined in Section IV A. 2.

Outlined below are examples of excellence appropriate to each academic rank. It is not expected that each candidate will meet all of these standards; these standards will serve to guide faculty members and their Chairs in evaluation of faculty performance and in documenting excellence for faculty recommended for appointment and promotion.

To Rank of Assistant Professor

Education
Is a regular participant in teaching activities. This may include responsibility for (but is not limited to): lectures and small group presentations to medical students, graduate students and residents; clinical bedside teaching; mentoring students; and participation in grand rounds and other continuing medical education activities.

Is considered an excellent teacher by students and faculty. This may be documented by student evaluations and peer review by Chairs and other faculty. Teaching awards from students and peers are noteworthy.

Begins to develop a local or regional reputation as a teacher. This may be documented by evaluations from participants in CME courses or by invitations to speak at local or regional CME courses and meetings. Repeat invitations are noteworthy.

Is a regular and effective participant in curriculum development and administration. Service on course committees, service as a course director, preparation of course syllabi, etc., on a local or regional level are appropriate.

Research

a. Develops an original research program.
b. Has peer-reviewed, first-authored publications.

Clinical Practice

a. Demonstrates competence and promise of excellence in clinical, diagnostic, procedural, or other professional work as determined by the department.
b. Considered a very good clinician by students, residents, fellows, and faculty based on formal evaluations.
c. Meets clinical productivity goals established by the department.
d. Demonstrates potential for a leadership role in a clinical service in the department or hospital.
e. Establishes a reputation and consults at local and regional levels; invited to consult or invited to speak at CME courses and meetings.
f. Has publications in peer-reviewed journals.

Services

a. Actively participates in medical school and hospital committees
b. Actively participates in professional/clinical organizations.

Expertise in the Four Faculty Roles

1. Teaching Accomplishments

Teachers don't just convey revealed knowledge but encourage the development of an inquiring mind. Teachers instruct in identifying new discoveries related to their discipline, translate basic and clinical observations into practice, integrate the connections of their discipline with other disciplines within the school and communicate professionally outside of the school. Teachers assess their learners' needs, and provide the most effective environment for their learners to integrate the new knowledge and its complicated relationships into their current understanding and practice. Teachers today have the advantage of the explosion in new technologies that can facilitate the acquisition of knowledge and its application that may be incorporated in enhancing the learning experiences of the student of today. The challenge to teachers in the information age is to transform their focus from content to focus on their learners; from information transfer to conditions for learning, moving from abstractions to application, from narrow specialties to broad grasp of complexities, from isolated work to collaboration.

Level 1. These activities should be recognized <u>locally</u> as being competent.

- Active participation in teaching activities of the department, such as a series of educational presentations, or coordinating a course
- Delivery of educational materials to students, residents, trainees, research fellows or peers in health professions training program
- Instructs in laboratory sessions for health science students
- Facilitates small group sessions for medical students, health science students, residents/fellows
- Serves as LGM Instructor
- Presents teaching rounds or patient conferences
- Supervises trainees performing outpatient or inpatient clinical service
- Participates in teaching or supervision of medical students or graduate students or residents/fellows
- Participates in postgraduate or continuing education courses that serve a local audience
- Receives satisfactory evaluations from learners or peer reviewers
- Demonstrates commitment to enhancing educational skills by participating in courses, conferences, workshops, on-line learning experiences, etc. related to one's educational responsibilities
- Serves as Advisor for medical student, health sciences student, postgraduate student or resident/fellow

Level 2. These activities should be recognized <u>locally</u> or <u>regionally</u> as being proficient/ meritorious.

- Prepares curriculum material (new courses, syllabus materials, Blackboard materials, etc.)
- Supervises or coordinates the teaching by other faculty, residents or graduate students (i.e., Course or Unit director)
- Develops innovative approaches to improving students/resident learning and the enhancement of learning experiences (e.g., implements integration across disciplines; explores impact of innovation on learners' accomplishments)
- Develops or directs a postgraduate or continuing education course that serves a regional audience
- Invited to make presentations at the state or regional level
- Invited presenter at other institutions of higher education (i.e., universities, medical centers, health profession schools) or research and development facilities or institutes (i.e., NIH, Harvard-Macy, Max Planck Institute, etc.)
- Develops and participates in the teaching of major portions of a graduate course
- Supervises graduate students (Masters or PhD), MPH thesis for students in MD/MPH programs, serves as a project mentor for MD student or resident/fellow scholarly activity or research project requirement
- Demonstrates meritorious teaching ability as measured by learner evaluation and peer review
- Receives a local teaching award

Level 3. These activities should be recognized <u>regionally,</u> <u>nationally</u> or internationally as excellent.

- Develops a course, curricular component, educational software, or evaluation materials that are used regionally or nationally
- As course leaders, acknowledged by LCME or SACS reviewers as demonstrating 'best practices.'
- Invited to organize and participate in a symposium or plenary session at a regional or national educational meeting
- Initiates and collaborates with colleagues at multiple institutions in major presentation at regional or state level (symposia; preconference workshops)

- Identifies exemplary 'best practices' from other institutions, adapts practices for EVMS curriculum, implements innovative approach to curriculum delivery and evaluation
- Implements inter-professional educational experiences that address leading community health needs; demonstrates improved educational outcomes.
- Supervises a training program, residency program or fellowship and achieves recognition of supervisory authority.
- Receives a regional or national teaching award
- Nominated to and serves on national professional organization's education task force or initiative
- Invited to be a Visiting Professor at other institutions
- Provides educational leadership by serving as Editor of textbooks, journals or editorials.
- Achieves funding of innovative educational program through national or international funding agency
- Publishes educational works in peer-reviewed journals, television or radio or electronic sites
- Develops educational and evaluation tools acknowledged as advancing field in disciplinary or interdisciplinary teaching and evaluation.
- Citation by news bulletins, etc., of professional organizations

2. Research/Discovery Accomplishments

Research takes many forms. Traditional biomedical researchers strive to enhance our understanding of the fundamental mechanisms underlying health and disease. Translational and clinical researchers aim to take these findings from bench to bedside and provide new tools and treatments to improve patient care. Public health is enhanced by the work of epidemiologists, behavioral scientists, and social scientists who identify areas of need and provide evidence in support of the most effective therapies. Educational research identifies the best methods and tools for imparting knowledge to our students, and administrators use research methodology to improve practices in their areas of expertise.

Level 1. These activities should be recognized locally as being competent.

- *Extramural Funding:* PI on foundation grants, PI for product/device donation to support research, co-investigator on indirect cost bearing grant
- *Publications:* 1-2 journal articles/year in mid-tier journals with mid-tier impact, case reports, multiple articles as middle author (assumes 100% effort to research)
- *Communications:* Invitations to speak at EVMS, hospitals, other academic/medical facilities, professional meetings in the Hampton Roads area; invitations to speak locally to the lay public; presentation of submitted (non-invited) abstracts
- *Patents:* Author on a submitted (pending) patent
- *Clinical Trials and Methods:* Participation as a listed investigator
- *Mentoring in Research:* Primary faculty involved in training a student in research
- *Service in support of Research:* Membership in professional societies; grant and manuscript reviews on an ad hoc basis

Level 2. These activities should be recognized locally or regionally as being proficient.

- *Extramural Funding:* PI on indirect cost bearing grant to support research and PI salary for effort on this project
- *Publications:* 2-3 journal articles/year in mid-tier journals with mid-tier impact or 1 journal article/year in top journal with high impact (assumes 100% effort to research; only consider those where candidate is listed as 1st or last author)

- *Communications:* Invitations to speak at universities, hospitals, other academic/medical facilities, professional meetings, to the lay public outside Hampton Roads bit within our region/nationally
- *Patents:* Author on an issued patent or multiple submitted patents
- *Clinical Trials and Methods:* Participation as site principal investigator
- *Mentoring in Research:* Primary faculty involved in training multiple students in research, involvement in training program, recognition/invitations for training at a regional/national level, service on student committees
- *Service in support of Research:* Active participation in professional societies; regular service as grant and manuscript reviewer

Level 3. These activities should be recognized regionally, nationally or internationally as excellent.

- *Extramural Funding:* PI on indirect cost bearing grants to support research and PI salary for total effort devoted to research; evidence of sustained support at this level
- *Publications:* 3-4 journal articles/year in mid-tier journals with mid-tier impact or 2 journal articles/year in top journals with high impact (assumes 100% effort to research; only those where candidate is listed as 1st or last author)
- *Communications:* Invitations to speak at universities, hospitals, other academic/medical facilities, professional meetings, to the lay public nationally/internationally
- *Patents:* Author on a patent which has been licensed and/or generates revenue for EVMS
- *Clinical Trials and Methods:* PI or Co-Investigator with a significant role in trial design, implementation, and/or acquisition of funding
- *Mentoring in Research:* Primary faculty involved in training multiple students in research, director of a training program, recognition/invitations for training at a national/international level, Chair of student committees
- *Service in support of Research:* Regular service to professional societies as committee chair or in other leadership positions; associate editor/editorial board member; member of standing grant review panel

Awards: The significance of any award for research activities should be evaluated based on the prestige of the group or organization bestowing it.

3. Clinical Accomplishments

The scholarly and service activities of clinical faculty within an academic setting can take many forms and includes activities that go beyond relative value units (RVU's). In short, academic clinicians must do more than simply practice medicine. They should continue to add academic value by seeking new knowledge, improving patient outcomes and standards of care. They should aspire to reflect, measure and disseminate this information with patients, colleagues and students both within and across disciplines. Through such persistent efforts the academic clinical faculty at EVMS contributes greatly to the mission and reputation of EVMS locally, nationally and internationally. Clinicians that successfully combine their roles as teachers, mentors, researchers and administrators are worthy of recognition and promotion at EVMS. By opening their practices to such academic principles and our community of learners these professionals overtly demonstrate the centrality of the doctor-patient relationship to the healing arts. It is important for each candidate seeking such recognition and promotion to appropriately document the scope and breadth of their scholarly and service activities at a level commensurate with their intended promotional rank. For guidance purposes a non-exhaustive list of examples of some of the varied forms that clinical scholars can demonstrate their academic achievements at each of the three promotional levels has been included. It is important to

note that the promotions committee considers each completed package upon the weight of the accumulated and documented evidence that such levels have been achieved.

Level 1. Competency - ***Candidates must demonstrate competency of achievements at local or institutional levels.***

- Demonstrates competence as defined by attaining/maintaining educational and/or professional accreditations/ Board Certifications (NCCPA, NSAA, ACGME, ABMS etc…) in areas such as (but not limited to) patient care, diagnostic, procedural and other clinical related activities
- Consistently rated highly by students, residents, fellows and faculty
- Provides evidence of consulting and collaborating at local levels
- Actively coordinates or develops additive activities within the academic unit or practice group
- Provides evidence of being a contributing/active member in specialty/subspecialty professional groups and societies
- Provides evidence of high rating of periodic validated patient experience surveys
- Consistently meets objective clinical/departmental benchmarks demonstrating quality care standards (length of stay, complication rate, utilization parameters, etc.) as compared to peer groups
- Provides evidence of providing a minimum of 50 hrs/year community clinical service/care to underserved /indigent /special needs populations in support of EVMS activities and missions
- Provides evidence of reflective self-evaluation and assessment to improve performance within the scope of practice
- Provides evidence of being a consistent life-long learner through activities such as faculty development, CME and other professional development sessions

Level 2. Meritorious - ***Candidates must demonstrate evidence that achievements have risen to the level of being recognized at regional and state levels.***

- Demonstrate competency as defined by attaining meritorious/advanced educational or professional accreditations/awards or recognitions by academic groups and organizations (AOA faculty recognition, Special certifications/programs, Fellowships, Continuing education certifications/degrees)
- Provides evidence of consulting and collaborating regional level by peers
- Evidence of meritorious recognition as a regional specialist via letters of reference, awards, requests to write review
- Actively serving in leadership positions on regional/prestigious clinical committees (state guidelines, academic reviewer etc.)
- Recognized by media publications at local & state level (“Best Doctors” surveys) for clinical care (note: this cannot include monetarily attained listings or self-promotion vehicles)
- Offers a unique clinical service in local/state/regional area as measured by colleagues, learners and/or patients
- Coordinates and develops collaborations across medical disciplines/fields of practice
- Consistently exceeds clinical benchmarks (length of stay, complication rate, utilization parameters, etc.) compared to peers
- Provides evidence of holding active and persistent committee/subcommittee/ officer involvements in multiple specialty/subspecialty of regional societies
- Participates regularly in regional guideline development groups or protocol or SOP development panels
- Directs clinical or professional program or QI initiatives that have resulted in evidence showing improved educational or patient care outcomes
- Serves as an officer of the hospital medical staff
- Develops and disseminates a unique clinical program, diagnostic test, or intervention that has local or regional impact

- Provides evidence of superior results of periodic patient experience surveys
- Presents multiple examples of unsolicited recognition from patients, institutions and peers for meritorious clinical skills & professionalism behaviors
- Consistently exceeds group/department productivity/strategic goals (Not RVUs)
- Evidence of providing a minimum of 200 hrs/yr of community clinical service/care to underserved /indigent /special needs populations
- Presents evidence of being consistent and persistent as at reflective self-evaluation and assessment to improve performance within the scope of practice and mentoring others in such activities of growth
- Presents evidences of being a consistent and persistent life-long learner who goes above and beyond the minimum standard (as compared to peers) to engage in regular activities such as faculty development, CME and other professional development sessions

Level 3. Excellent - *Candidates must demonstrate evidence that their activities are recognized nationally or internationally as consistently excellent.*

- Demonstrates outcomes and impact of clinical, educational or professional programs they have developed and implemented
- Presents evidence as an established consultant and collaborator at national or international levels
- Provides evidence that the scope of their clinical or professional practice has achieved consistently excellent feedback by multiple peers at national or international level
- Serves on national/international clinical committees (guidelines, peer review, etc.)
- Is recognized by media publications at national or international levels ("Best Doctors" surveys) for clinical care or professional achievements (note: this cannot include monetarily attained listings or self-promotion vehicles)
- Provides evidence of consulting and collaborating at national and international levels
- Presents evidence of a unique clinical program, diagnostic test, or interventions developed that has had wide spread and national/international impact
- Contributes significantly to board examination (i.e., board examiner, item test writer) in specialty/subspecialty
- Receives exceptional recognition by specialty/subspecialty society (Mastership or equivalent) or Fellowship in multiple societies
- Participates in national and international guideline setting or protocol writing panels
- Is elected to a significant leadership role in clinical or professional societies
- Receives outstanding recognition by grateful patients, institutions or societies for excellence in clinical care. May consist of special awards, endowments or substantial impact to EVMS mission and the community of scholars.
- Provides exceptional amounts of community clinical care to underserved /indigent /special needs populations in excess of 400 hrs/yr
- Makes broadly impacting clinical contributions internally and externally appropriate to the mission of the institution its students, faculty or staff

4. Administrative or Service Accomplishments

Level 1. These activities should be recognized locally as being competent.

- Demonstrates skills in managing activities or programs
- Serves on School or hospital committees
- Conducts tests, procedures or data handling in support of a clinical or service laboratory

Level 2. These activities should be recognized locally or regionally as being proficient.

- Independently develops or directs a major program/project/research laboratory
- Oversees, directs and interprets tests, procedures or data handling in support of a clinical or service laboratory
- Oversees a major research project as Principal Investigator or Co-investigator, which involves management of personnel and finances
- Offers major collaborative services with other faculty in attracting external funding not achievable without the administrator's contributions.
- Serves as an officer in state or local professional society
- Serves as an Assistant or Associate Dean or other administrative appointment (i.e., Chairperson, Vice or Associate Chairperson of a department)
- Serves as a Program Director, Clerkship Director or other position related to the mission of the School that involves significant time in administrative activities, such as program development scheduling, evaluation, documentation of unit activities.
- Consults nationally regarding service-related activities
- Chairs medical subspecialty or professional society committee
- Chair a school or hospital committee
- Attracts substantial gifts or endowments to the School
- Serves as a regular or Ad Hoc member on a national research or clinical review committee
- Performs a service for the community or organizations within the community that are not directly associated with the School

Level 3. **These activities should be recognized regionally, nationally, or internationally as excellent.**

- Serves as an officer or major committee member/chair on regional or national professional society
- Chairs a departmental faculty search committee
- Chairs a major committee (i.e., Admissions, Student Affairs, Appointments and Promotions, etc.)
- Serves as section chief, director or leader of a clinical area
- Recruits external funding for innovative programs in the school

Appendix A – Team Science, if applicable

What is Team Science?

"Team Science" generally refers to an interdisciplinary and collaborative approach to scientific research. Team Science involves the collaboration of researchers from different disciplines who work together to address complex scientific questions or solve challenging problems. The goal is to leverage diverse expertise, skills, and perspectives to achieve more comprehensive and innovative outcomes than would be possible through individual efforts.

Some of the key characteristics of Team Science include:

1. **Interdisciplinary Collaboration:** Researchers from **various disciplines** come together to combine their expertise and perspectives. This can include scientists, engineers, social scientists, clinicians, and other professionals working collaboratively.

2. **Interdependence:** Team members rely on each other's contributions to achieve the goals of the research project. Each team member's expertise **is considered essential** to the success of the overall effort.

3. **Project Management:** Successful Team Science often involves effective project management, including coordination of tasks, timelines, and resources. Clear leadership and communication structures are important for the efficient functioning of the team.

The National Institutes of Health (NIH) defines Principal Investigator (PI), Co-Principal Investigator (Co-PI), and Multiple-Principal Investigators (MPI) roles in the context of research grants.

Principal Investigator (PI): The PI is the individual who is responsible for the overall design, conduct, and management of a research project. The PI is typically the lead researcher and the primary contact with the funding agency (in this case, NIH). The PI plays a central role in planning, executing, and reporting the research project.
Co-Principal Investigator (Co-PI): A Co-PI is a researcher who shares responsibility with the PI for the scientific and technical direction of the project. Co-PIs may have specific responsibilities within the project and collaborate closely with the PI. In some cases, especially in **larger or collaborative projects**, there may be more than one Co-PI.
Multiple-Principal Investigators (MPI): In some NIH grant programs, particularly those **involving collaborative and interdisciplinary research,** there may be the concept of Multiple-Principal Investigators (MPI). In an MPI model, two or more individuals share the responsibilities and leadership of the project equally. Each MPI is considered equal in status and authority, and they **collaborate closely in decision-making and project management.**

Annotation of Bibliography and Additions to Portfolio, Letters of recommendation and Promotion Criteria

<u>CV Headings</u>

Grants and Contract Awards: please provide a brief statement that shows your contributions for Grants and Contracts that are a result of Team Science/Multi-Disciplinary efforts explaining your role and contributions

Publications: please provide a brief statement that shows your contributions for publications that are a result of Team Science/Multi-Disciplinary efforts explaining your role and contributions (see below)

For example:
Ghasemi M; Azeem MU; Chu F; Muehlschlegel S; Henninger N. Prescription patterns for routine EEG ordering in patients with intracranial hemorrhage admitted to a neurointensive care unit. J Crit Care. 2019 Apr;50:262-268. doi:10.1016/j.jcrc.2019.01.006. Epub 2019 Jan 11. PubMed PMID: 30660914.
Provided neurocritical care perspective, revised manuscript

Portfolio

Criteria for judging excellence of funding or publications is like that described under Research Scholarship, except that collaborative output (e.g., funding and publications) may represent a significant portion of the portfolio. While **order of authorship on publications** will be considered, there is recognition that the order may not reflect the importance of the contributions made. Similarly, the indicated **role of principle investigator** is valued, but lesser titles (e.g. Investigator, Collaborator) may not capture sufficiently the significance of the role played by multidisciplinary team science faculty. These considerations will be **assessed on an individual basis** to fully appreciate the value of the contribution. Therefore, the portfolio should include a detailed explanation of the candidate's role and contribution on each of the collaborative activities.

The research statement in the portfolio should include the unique role that the investigator has in the team project. It should also specify any leadership roles as a sub-group leader within the team.

[Included in Instructions]
"Define your team-based contribution as an essential part of the work that you have done.
Place emphasis on the fact that you and your team members had roles that were interdependent, but you had an independent contribution to scholarship within an activity.
Also, take credit for having acted as a leader for your part in this project."

In the list of **grants** that were awarded for a collaborative team add a short statement to reflect your unique contribution.

[Example]:
"I contributed to the experimental design proposed relative to the inclusion of the [equipment or methodology] which was key to the feasibility of the research described. In addition, I was the only one on the team who supplied [this particular expertise]."

For **publications** resulting from Team Science efforts, addition of a short statement about the specific role in the project should be included.

[Example]:
"*I was the lead biostatistician [or informatics expert, radiologist, computational chemist, structural biologist, clinician, etc.] and I contributed [brief description of the contribution] that was critical to the innovation and impact of the work."*

For **Other Scholarly Activities** resulting from Team Science efforts, addition of a short statement about the specific role in the project should be included.

[Example]:
"As a dedicated member of the educational competencies implementation team, I have significantly contributed to the enhancement of our medical curriculum. My role involved collaborating with colleagues to design, develop, and integrate competency-based modules that align with current medical standards. By actively participating in the creation of assessment tools and providing continuous

feedback, I ensured that our curriculum not only meets accreditation requirements but also fosters the development of highly competent medical professionals. This collaborative effort has resulted in a more robust and effective educational framework, demonstrating my commitment to academic excellence and innovation."

Letters of Recommendation

Additional letters should be provided by members and leaders of the team to attest contributions and unique expertise of the candidate as team member. Also, leadership and managerial attributes critical for team success should be included.

These letters should not be arm's-length and should be a combination of internal and external letters depending on the nature of the team. If the team includes investigators outside the institution, at least one of the letters should come from an external collaborator.

Promotion Criteria Additions:

Although not formally added to the A&P Guidelines, the A&P Committee has agreed on the definition and new criteria listed below for consideration toward promotion if supporting evidence is include in the letter of nomination, CV and portfolio.

The Macon & Joan Brock Virginia Health Sciences Eastern Virginia Medical School and EVMS School of Health Professions at Old Dominion University encourages and supports the collaborative and interdisciplinary approach to scientific research consistent with the school's missions, visions, and values. Therefore, collaborative research performed by faculty members while serving a critical role in team research ("Team Science") will be valued in a manner similar to comparable accomplishments in independent research. Evaluation of scholarly work includes individual achievements (e.g., principal investigator on grants, first and senior authorships on papers). Modern high impact research typically requires robust interdisciplinary team science. Therefore, a faculty member's unique and original contributions to Team Science shall be considered. Leadership in Team Science may be recognized by multi-principal investigator roles, or other roles in which the faculty member is responsible for significant contributions to the scientific content. Team Science activities are evaluated for the faculty member's leadership, originality, creativity, indispensability, and/or unique abilities.

Level 2. These activities should be recognized locally or regionally as being meritorious.

- *Extramural Funding – Team Science*: PI, Co-PI or MPI on indirect cost bearing grants to support research and Co-PI or MPI salary for effort on this project
- *Publications – Team Science*: 2-3 journal articles/year in mid-tier journals with mid-tier impact or 1 journal article/year in top journal with high impact

Level 3. These activities should be recognized regionally, nationally or internationally as excellent.

- *Extramural Funding – Team Science*: PI, Co-PI or MPI on indirect cost bearing grants to support research and PI, Co-PI or MPI salary for total effort devoted to research; evidence of sustained support at this level
- *Publications – Team Science*: 3-4 journal articles/year in mid-tier journals with mid-tier impact or 2 journal articles/year in top journals with high impact