

Appointments and Promotion Policies and Procedures

Description of Faculty Appointments

Criteria for Faculty Appointments

Appointment Procedure

Teaching, Service, Scholarship, Clinical Service and Professionalism

Faculty Promotions

Faculty Review and advancement to candidacy

Three-Year Departmental Review for Assistant and Associate Professors

Five-Year Departmental Review for Medical Science Faculty

Self-Identification and Review for Clinical Science Faculty

Process of Evaluation for Promotion

Evaluation Criteria

Teaching

Scholarship

Service

Clinical Activity

Professionalism

Timeline of the Promotion Process

Candidate Promotion Documentation Packet

Curriculum Vitae template

Candidate Statement (Executive Summary)

Candidate Statement (Executive Summary) Template

Worksheets

Summary Page

Teaching Summary Template

Curriculum Design and Assessment Worksheet

Administration and Leadership

Scholarship Summary Worksheet Template

Service

Clinical Activity Summary

Submission of the Documentation Packet

Appeals

Description of Faculty Appointments

Faculty of the School of Medicine is comprised of members of the department of Medical Sciences, individuals from affiliated hospitals, community members, university faculty with joint appointments, adjunct faculty and visiting faculty.

Faculty appointments are organized into the following categories:

- a. Department of Medical Sciences
- b. Department of Clinical Sciences which includes those clinical faculty from affiliated institutions and those who are community based.
- c. Adjunct Faculty
- d. Visiting Faculty
- e. Joint Appointments

Faculty are appointed to the rank of Professor, Associate Professor, Assistant Professor, and instructor. Each faculty member of the School of Medicine must possess an appropriate academic degree or be otherwise appropriately credentialed; demonstrate achievement within their discipline(s); demonstrate the capability and continued commitment to be an effective teacher; and be committed to ongoing scholarly activity and service to the community. Faculty members must be capable of functioning autonomously in their academic roles.

At the time of initial appointment all faculty must participate in an orientation/development program directed by the Dean's office. This program shall include, but not be limited to review of the following: the School's vision, mission and values statement; the School's commitment to diversity; the curricular competencies and curriculum goals and objectives; the curriculum structure; the School's academic policies, including codes of conduct; and the methodologies and best practices for effective teaching and evaluation of student achievement. As a condition of continuing appointment, all faculty members must participate in an annual professional development program directed by the Dean's office.

A. Faculty Appointments

Faculty may be appointed at one of the following four ranks: Instructor, Assistant Professor, Associate Professor, or Professor. For the purpose of service on the University's Faculty Senate, paid faculty are termed "In-Residence."

The same criteria shall apply for an initial appointment to any rank as to the promotion to any new rank (section IV.C). These criteria recognize three broad areas of academic activity: teaching activity; scholarship, which includes research and other creative activity in the relevant discipline(s); and service. Service shall include contributions to professional societies; research grant-awarding bodies; scientific journals; and committee service (to department, School, University programs, and the University itself, as well as service to the community).

1. Medical Sciences Faculty

All Medical Sciences faculty appointments within the Quinnipiac University School of Medicine will be term appointments, with initial contracts set for three years. Assistant Professors will have three-year renewable contracts. Upon promotion to Associate Professor, the contract will be extended to a five-year renewable contract. After successful completion of the initial three-year contract, Associate Professors and Professors

receive five-year contracts. Contract renewal is based upon continued satisfactory achievement of criteria for promotion to Assistant and Associate Professor and for Professors meeting the criteria for initial promotion to rank.

Upon the successful performance of assigned duties as determined at the annual review (see Appendix C), the Department Chair may recommend that another year be automatically added to the faculty member's appointment.

2. Clinical Sciences Faculty

An individual who is employed by a clinical affiliate of the School of Medicine, or by another health care organization or in private practice shall be eligible for a Clinical Sciences faculty appointment provided he/she meets the above-enumerated criteria.

a. Clinical Faculty-Affiliated Institutions

The academic title for faculty from affiliated institutions and other health care organizations includes the appropriate affiliation noted in parenthesis after the rank [e.g. Assistant Professor (XXX Hospital)]. The designation for hospital affiliation is for administrative purposes only and should not be used for public faculty lists or correspondence. Faculty appointments must be reviewed and renewed on a regular basis by the department chair with the advice, where applicable, of the appropriate chief of service of the affiliated institution. At the time of review, the faculty member shall document his/her contributions to the School of Medicine (e.g., amount and nature of student teaching and committee participation), their commitment to continuing scholarly activity, their service to the community, provide continued evidence of ongoing professional development in accordance with the faculty member's assignment of duties agreed upon during the previous annual performance review, and demonstrate continued clinical excellence (if applicable).

b. Clinical Faculty-Community Based

A clinician who is in private practice shall be eligible for a community-based clinical faculty appointment if he/she contributes to the academic mission of the School of Medicine. The academic ranks for community-based clinical faculty include Clinical Instructor, Assistant Clinical Professor, Associate Clinical Professor, and Clinical Professor.

All community-based clinical faculty appointments must be reviewed and renewed on a regular basis by the department chair of medical sciences with the consent of the Dean/dean designee. At the time of review, the faculty member shall document his/her contributions to the School of Medicine (e.g., amount and nature of student teaching and committee participation), provide evidence of ongoing commitment to scholarly activity, service to the community, and professional development, and demonstrate continued clinical excellence (if applicable).

3. Adjunct Faculty

An individual who is employed by another college or university, or engaged in scholarly activity in a private organization (e.g. a research center or the scientific arm of a business such as a pharmaceutical firm), shall be eligible for an adjunct faculty appointment if he or she is contributing to the education or research mission of the School of Medicine. These contributions might be in the form of teaching in the undergraduate medical curriculum or collaborative research. The academic ranks for adjunct faculty include Adjunct Instructor, Adjunct Assistant Professor, Adjunct Associate Professor, and Adjunct Professor. Adjunct faculty may be appointed in the Medical Sciences or Clinical Sciences category.

All adjunct faculty appointments must be reviewed and renewed by the department head on a regular basis, with the consent of the Dean/dean designee. At the time of review, the faculty member shall document his/her contributions to the School of Medicine (e.g., amount and nature of student teaching, committee participation), and provide evidence of ongoing professional development. These appointments are made on an annual basis and may be renewed without limit.

4. Visiting Faculty

Visiting faculty members are appointed for a brief period of time (maximum one year). An individual considered for such appointment must be a faculty member at another academic institution or a recognized expert or scholar from industry. A meaningful contribution to the academic mission of the School of Medicine is expected and will be specified at the time of appointment. The ranks for visiting faculty include Visiting Assistant Professor, Visiting Associate Professor, and Visiting Professor. If employed at another academic institution, the appointment will be at the same rank that the individual holds at his/ her institution. Visiting faculty may be appointed in the Medical Sciences, or Clinical Sciences category.

5. Joint Appointments

Faculty members whose primary appointment is in a department of another school of Quinnipiac University may be given a joint (secondary) appointment in the School of Medicine in recognition of their contributions to the school. Policies for joint appointments are:

- a. The department chairs (primary and secondary) shall indicate in writing why a joint appointment is desirable and describe the responsibilities of the individual in the School of Medicine.
- b. Appointment in a School of Medicine department must be reviewed and approved by the department chair and the Dean/dean designee of the School of Medicine, and shall be at the same rank as his/her department of primary appointment.
- c. Joint appointments are reviewed on a regular basis and subject to approval by the Dean/dean designee. At the time of renewal, the department chairs (primary and secondary) shall indicate the need for renewal of the appointment, and whether the original commitments of the individual to the programs of the School of Medicine have changed. If these commitments have changed, the chairs shall describe the new commitments of the faculty member.
- d. The chair of the primary department will be the main evaluator of performance of the faculty member, but also will seek input from the secondary department chair.

Criteria for Faculty Appointments

Instructor

Appointment to the rank of Instructor is limited to individuals who have not completed the requirements needed to earn the highest degree appropriate to their discipline. It also applies to Clinical Sciences faculty who have completed their formal training but have not yet received certification in their specialty and who have the potential in excellence and are capable of promotion. Upon receipt of this individual's degree or of board certification, promotion to the rank of Assistant Professor will occur if stipulated in the individual's contract. If the individual does not obtain his/her degree or board certification within five (5) years of appointment as instructor, the appointment will not be renewed.

Assistant Professor

Appointment to the rank of Assistant Professor normally requires that individuals hold the highest earned degree appropriate to their discipline, and that Clinical Sciences faculty be board certified in a specialty and have the potential for excellence. Appointment to this rank is made on the judgment that individuals are capable of promotion to Associate Professor. Evidence of potential for excellence in teaching and for quality scholarship is required.

Associate Professor

Appointment or promotion to the rank of Associate Professor recognizes that the faculty member has reached a status in their discipline appropriate to a life-long member of the academic world. This means that the person clearly demonstrates the scholarly commitment and ability to continue contributing to the relevant field(s) of knowledge through original work and quality teaching in the best traditions of the Professorate. The candidate must demonstrate commitment to and ability in teaching and related instructional activity, as well as the ability to contribute successfully and continuously to the scholarship or creative activity of appropriate academic disciplines. Instructional activities shall be as rigorously evaluated as scholarship and creative activity. Promotion to Associate Professor requires that the candidate have a record of responsible and conscientious participation in some School of Medicine or University service activities. For Clinical Sciences faculty there must be demonstrated clinical excellence. Merit, not years of service, shall be the primary factor in determining the case for promotion to Professor. Typically, an individual should achieve promotion within six years from the time of appointment at the rank of Assistant Professor. Accelerated promotion may be considered by the Senior Appointments and Promotions Committee at the recommendation of the department chair and approval of the Dean/dean designee.

Professor

Appointment or promotion to the rank of Professor recognizes demonstrated achievement and distinction over the span of an individual's academic career, with evidence of longstanding leadership and substantial contributions both within and outside the School of Medicine. While distinction must be demonstrated in the educational contributions of the faculty member, the candidate must also demonstrate commitment to and competency in scholarly activities and service. For Clinical Sciences faculty there must be demonstrated clinical excellence. While the decision involves the candidate's entire career, the candidate's record must demonstrate significant additional achievement beyond that demonstrated at the time of appointment or promotion to Associate Professor. Merit, not years of service, shall be the primary factor in determining the case for promotion to Professor. Typically, a minimum of five years completed at an Associate Professor rank is required for promotion to full Professor. Accelerated promotion may be considered by the Senior Appointments and Promotions Committee at the recommendation of the department chair and approval of the Dean/dean designee.

Appointment Procedure:

Appointment at the ranks of Instructor and Assistant Professor are made by the department chair with the approval of the Dean/dean designee. Appointment at the ranks of Associate Professor and Professor requires review of the candidate's current curriculum vitae and letters of reference (a minimum of two external letters from reviewers at equal or more senior rank or by supervisors) by the Senior Appointments and Promotion Committee (SAPC). The SAPC also requires a letter or email from the applicant requesting the appointment and outlining their intended role(s) at the Netter School of Medicine. The committee will advise the Dean on the suitability of the appointment within two weeks of receiving the completed application.

Teaching, Scholarship, Service, Clinical Activity and Professionalism

Definitions of Teaching, Scholarship, Service, Clinical Activity and Professionalism as considered for promotion are as follows:

1. Teaching

Teaching at the School of Medicine takes many different forms:

- Facilitating small groups and leading seminars;
- Educating by lecture;
- Precepting in clinical settings;
- Role modeling;
- Instructing in the research setting;
- Academic mentoring or advising;
- Other types of teaching.

2. Scholarly Activity

Scholarship is expected of those faculty members who desire to progress in recognition and rank within the School of Medicine. Depending on the faculty member's assignments and skills, scholarship may take different forms ([see examples lists in candidate's annual evaluation forms given by the department chair](#)). Scholarship should:

- Result in an identifiable product or output (e.g. curriculum, peer reviewed publication);
- Be made public and available both within and outside the School of Medicine;
- Be subject to review and critique by other scholars in the field;
- Be reproducible and contribute to the progressive advancement of knowledge.

Educational Research: Innovation in the pedagogy of medical education presents opportunities for scholarly activity. Evidence of scholarship in teaching includes:

- Publication of papers, textbooks, chapters, technical reports, videos/audios;
- Presentation at meetings or conferences (oral, printed);
- Attainment of grant funding (internal or extramural);
- Development of (one or more):
 - curriculum using scholarly approach;
 - new modes of education such as electronic teaching aides;
 - new programs in skills achievement;
 - new methods of assessment or evaluation;
- Collaboration in task forces or committees charged with educational innovation;
- Other forms of scholarship in teaching.

Basic, translational and clinical research: Medical research strives to improve health by asking questions, discovering new knowledge, and disseminating that knowledge. Evidence of scholarship in research activity includes:

- Publication of results, techniques, progress;
- Writing of textbooks, chapters;
- Presentation at conferences (oral, print);
- Attainment of grant funding (internal or extramural)

- Naming of new particles, genes, compounds;
- Patents;
- Editorships, review groups, study sections;
- Recognition by colleagues in awards, appointment to prestigious organizations;
- Other forms of scholarship in research.

Innovative Clinical Care (if applicable): Innovation in clinical care is a time-honored extension of clinical practice; thus, the systematic application and description of innovative clinical care is scholarship. Evidence of scholarship in clinical care includes:

- Description and/or implementation of a new technique, procedure, or application;
- Development of a new clinical care model;
- Identification and dissemination of quality care models, techniques or changes;
- Leadership in management of clinical delivery;
- Leadership in advocacy for patient, group, or social health improvement;
- Other forms of scholarship in clinical care

3. Service

Service to the School of Medicine is necessary for the School to function. Service entails the investment of time, activity, and personal resources in the various tasks. School of Medicine faculty are expected to take an active role in school activities, affiliated clinical settings, affiliated research settings, and in community, regional, or national organizations that advance the School of Medicine's mission. Service can take the form of:

- Participation and leadership in faculty committees and course or block development;
- Participation and leadership in administration of clinics or hospital endeavors;
- Involvement and leadership in healthcare-related community service groups;
- Involvement and leadership in local, regional, or national medical or research organizations;
- Involvement in healthcare-related policy setting groups, task forces, or committees;
- Involvement for advancement of medical, research, or academic priorities in legislative bodies
- Other forms of service

4. Clinical Activity (if applicable)

Faculty who are in a clinical role will be evaluated primarily on their contributions to teaching and mentorship in the clinical setting but must demonstrate ongoing clinical excellence. They will also be evaluated on their contributions to innovative clinical care, as described above (Section 2).

5. Professionalism

Individuals eligible for promotion must contribute to a collegial and inclusive environment and must behave in a professional manner consistent with the Code of Conduct.

Procedure for Faculty Promotion

Overview:

Promotion is a key manner in which the School of Medicine recognizes and rewards a faculty member's contributions and academic achievements. Promotion represents recognition by the School of Medicine that the faculty member has made, and is continuing to make, contributions to the education of medical students and is engaged in scholarship and service. Continued employment at the SOM requires sustained high professional competence and accomplishment. Promotions at the School of Medicine are therefore expected to occur for faculty who are meeting their professional obligations and assignments on a consistent basis. In the normal course of events, faculty will be eligible for promotion approximately every 5-7 years they are in a given rank. Exceptional candidates may be eligible for promotion in a compressed time frame. The three and five year reviews (see below) are in place to ascertain whether a candidate is on track for timely promotion and assist the faculty member in attaining the highest rank appropriate. Promotions will proceed from Assistant Professor to Associate Professor and then to Full Professor. Details of the requirements and procedure for promotion follow. Continued employment is not contingent upon promotion.

Faculty Review and advancement to candidacy for promotion:

Three-Year Departmental Pre-review for Assistant and Associate Professors

Assistant and Associate Professors in the Medical Sciences Department at the School of Medicine undergo a mandatory review during their third-year to determine if they are making satisfactory progress toward promotion to Associate or full Professor. This review is conducted by the Third-Year Review Committee, composed of faculty who are members of the candidate's department, selected by the department chair, and with a rank senior to the candidate being reviewed.

Clinical Science as well as adjunct faculty may also request to participate in a three-year review to determine if they are making satisfactory progress for promotion to Associate or full Professor. This review is conducted by the Third-Year Review Committee, composed of faculty who are members of the candidate's department, selected by the department chair, and with a rank senior to the candidate being reviewed.

In addition, Clinical Science Faculty appointments are reviewed and renewed on a three-year basis by the department chair with the consent of the dean/dean designee.

The candidate will prepare a packet similar to a promotion packet except letters of recommendation are not included (see [candidate documentation packet](#)). The Third-Year Review Committee will examine the substance as well as the format of the packet and make recommendations on how the packet could be improved. The review also examines the evaluation file of the candidate and compares accomplishments to originally assigned duties.

Strengths and/or weaknesses in the record are communicated to the candidate and department chair. The chair will meet with the candidate to review the evaluation and make appropriate recommendations.

Five-Year Department Review for Faculty Promotion in the Medical Sciences Department

A review of faculty members in the department of Medical Sciences with the rank of Assistant Professor and Associate Professor will occur every five years, and will be conducted by a department review committee. The purpose of this review is to determine if the candidate's achievements are sufficient to warrant consideration for promotion in the following academic year. The department review committee is composed of faculty with a rank senior to that of the candidate being reviewed and belonging to the same department. The review occurs in September and entails a review of the candidate's packet (see below). A vote is taken on whether the candidate should be presented to the SAPC for consideration of promotion, the tally of which is reported to the department chair. The candidate's packet is identical to the promotion packet except it does not contain letters of recommendation or the chair's letter. The committee may ask to see the chair's letter if it is felt to be necessary in determining a candidate's appropriateness for promotion. The department review committee is advisory to the chair of the department. If the chair supports promotion, s/he assists the candidate in completion of the promotion packet (obtaining letters of recommendation) and submits the packet to the SAPC by December 1 of the same year. The SAPC will then review the applicant's packet. The SAPC is advisory to the Dean and will send their recommendation to the Dean no later than June.

Self-Identification and Review of Clinical Science Faculty

Clinical Science Faculty contribute to the School of Medicine primarily through their contributions to teaching and mentorship in a clinical setting. Renewal of appointment occurs on a three-year cycle. However, Clinical Science Faculty may self-identify to their department chair if they believe their contributions to the School of Medicine are such as to warrant consideration for promotion. The following criteria are intended to be used by Clinical Sciences Faculty to self-assess their readiness for consideration for promotion.

Checklist for Clinical Faculty

Minimum Criteria for Promotion of Clinical Sciences Faculty to Associate Professor:

The following criteria must be met:

- At least five (5) years in rank at the Frank H. Netter MD School of Medicine;
- Have served as a preceptor or mentor to medical students each academic year (*Note: Significant service to the School of Medicine in an exemplary manner may substitute for being a preceptor or mentor*);
- Have received student evaluations of teaching or mentoring that demonstrate effective and competent instruction;
- Evidence of the provision of competent patient care if applicable;
- Consistently exhibits behavior that meets the highest standards in the medical community.
- Performance of all duties in a fair and ethical manner
- Civility, collegiality and integrity during interactions with colleagues
- Respect for colleagues and students
- Absence of behavior that harasses, intimidates, bullies, threatens or harms others
- Absence of behavior that discriminates on the basis of age, race, national origin, religion, disability, sex/gender, or gender orientation

Additional criteria that may be met:

- Service as Head/Chair of a clinical unit, division or department.
- Local and regional recognition as evidenced by patient referrals.
- Public service (e.g., guest lecturers/presentations, judging science fairs, etc.) or service in one or more professional societies.
- Promotion of the discipline through direct participation in, and invitation of outside speakers to the department.
- Organizing/participating as faculty for student initiated organizations such as, precepting in student operated clinics for underserved populations.
- Evidence of Scholarship

Minimum Criteria for Promotion of Clinical Sciences Faculty to Professor:

The following criteria must be met:

- At least five (5) years in rank at the Frank H. Netter MD School of Medicine;
- Have served as a preceptor or mentor to medical students each academic year (*Note: Significant service to the School of Medicine in an exemplary manner may substitute for being a preceptor or mentor*);
- Have received student evaluations of teaching or mentoring that demonstrate effective and competent instruction;
- Service as Head/Chair of a clinical unit, division or department, or major leadership role at his/ her institution (e.g., Chief Medical Officer), or the School of Medicine (e.g., Chair of Committee);
- Evidence of the provision of competent patient care if applicable;
- Local and regional recognition as evidenced by patient referrals.
- Recognition in their clinical discipline through service in national organizations, or through receipt of awards or recognition from such organizations.
- Consistently exhibits behavior that meets the highest standards in the medical community.
- Performance of all duties in a fair and ethical manner
- Civility, collegiality and integrity during interactions with colleagues
- Respect for colleagues and students
- Absence of behavior that harasses, intimidates, bullies, threatens or harms others
- Absence of behavior that discriminates on the basis of age, race, national origin, religion, disability, sex/gender, or gender orientation

Additional criteria that may be met:

- Public service (e.g., guest lecturers/presentations, judging science fairs, etc.) or service in one or more professional societies.
- Promotion of the discipline through direct participation in, and invitation of outside speakers to the department.
- Organizing/participating as faculty for student initiated organizations such as, precepting in student operated clinics for underserved populations.
- Develop new and innovative patient care programs.
- Evidence of scholarship.

Process of Evaluation for Promotion:

The primary missions of the School of Medicine are teaching, scholarship, service (including administrative work, hereafter called service), clinical proficiency (if appropriate), and professionalism. In every promotion decision, all relevant areas must be considered. The category in which the candidate devotes the majority of his/her effort within the School of Medicine will serve as the primary basis for promotion. Competency must also be demonstrated in the other areas noted above, as appropriate.

Each candidate will be judged in terms of his or her assignments. Assignments are made by the department chair and are tailored to address what is expected in terms of teaching, scholarship, service, and clinical activity (if appropriate) during the period for which the assignment is made (usually one year). If the assignments have stressed one area of endeavor more strongly, then this area will receive greater attention in the candidate's evaluation for promotion. Candidates with distinctive assignments (which differ from assignments typically given to others) will require an evaluation that respects this distinctiveness and explicitly enables the candidate the opportunity to be promoted.

Assignments may be amended upon mutual agreement of the faculty member and the department chair. A faculty member may request an amendment to devote greater time to one sector than was originally assigned. For example, if a unique opportunity arises that was not anticipated at the time the assignment was written, the faculty member may request release from some other area to allow ample time to pursue this opportunity.

Proficiency in all areas is desirable, but it is recognized that equal proficiency in each area is exceptional. In all cases, in order to be eligible for consideration for promotion a sustained and high level of contribution to the School of Medicine should be demonstrated in the candidate's primary assignment area (teaching, service, scholarship or clinical activity).

Clinical Science Faculty, in most instances, serve the SOM by the provision of high quality clinical care and by teaching and precepting medical students. For these individuals, high quality teaching for a significant proportion of time, in addition to excellent clinical activity and professional behavior may be sufficient for promotion. In every instance, however, the record of teaching, scholarly activity, service, professionalism, and clinical proficiency (if appropriate) shall be thoroughly documented. The evaluation of a candidate's record should be thorough enough to document excellence in past performance as well as point to a strong likelihood of continued high levels of achievement.

Evaluation Criteria

1. Evaluation of Teaching

Faculty seeking promotion must have a demonstrable record of effective instruction in the classroom and competency in guiding independent student learning.

Minimum criteria for promotion to Associate Professor:

- The candidate is expected to demonstrate effective and competent instruction as documented by self-evaluation, peer evaluation, student teaching evaluations, and other evaluation instruments, as appropriate. Teaching effectiveness includes, but is not limited to demonstrated positive learning outcomes.
- The candidate is expected to show that curriculum development, course preparation, and content reflect current developments in the field.
- If the candidate has overseen student independent studies or scholarship activities (e.g., student area of concentration), he or she is expected to present a record of such involvement that attests to competence.
- For clinical science faculty substantial teaching is expected.

Minimum criteria for promotion to Professor:

- The candidate is expected to be able to demonstrate excellence in teaching, as demonstrated by peer review and student evaluations.
- The candidate is expected to have achieved competence in curriculum design and development of innovative teaching approaches.
- The candidate should demonstrate evidence of regional or national involvement in medical education-related organizations, or regional or national recognition of educational accomplishments.
For clinical science faculty substantial teaching is expected.

2. Evaluation of Scholarly Activity

Minimum criteria for promotion to Associate Professor: Scholarship is an essential faculty activity, and a candidate must show productivity in this area. Publications (e.g., research papers, textbooks, review articles, or similar venues.) are strong evidence of scholarly accomplishment. Scholarship is not evaluated on the basis of philosophical orientation, nor on the specific topic examined (provided the topic is relevant to biomedical science or education). There is no standard requiring a minimum number of scholarly items be completed before a candidate may be considered for promotion. Rather, the entire body of scholarly work of each candidate is examined. The following classes of materials typically weigh heavily in the evaluation of a candidate:

- Publication of research that results in books, reviews, or articles in refereed journals;
- Publication or editing of academic textbooks;
- Application for and attraction of funding to help support personal research and/or training of departmental students;
- Involvement as a mentor or committee member in the research training of students;
- Supervision of student scholarly projects;
- Presentation of papers at local, national, and international forums that represent the results of scholarly activity;
- Development of innovative curricular and/or teaching materials;
- Creation and maintenance of forums for dissemination of scholarly work, including World Wide Web sites, newsletters, and other communication venues.

The candidate is responsible for assessing the quality of the outlets for his/her scholarship, and for seeking publication in the most appropriate and high-impact venues for their peer-reviewed manuscripts, reviews and textbooks. Extramural funding should be sought from the most appropriate granting agencies. It is recognized that outstanding scholarship may be published in a variety of journals that are most suitable to a specific area of scholarly activity. This need not diminish the value of the scholarly work. The individuals evaluating a candidate should look at the quality of the scholarship, independent of the outlet.

The importance of a piece of scholarship may, in part, be judged by how often it has been cited by others in the field. Candidates are urged to consult citation indexes to support claims of importance of a piece of scholarship.

Minimum criteria for promotion to Professor: The scholarship of each candidate is examined as an entire body of work, which is judged on its merits. The following categories of performance are typically judged heavily in the evaluation of a candidate for Professor:

- Maintaining personal and/or student scholarship programs and disseminating the findings of these programs;
- Applying for and attracting funding to support personal scholarship and/or training of students;
- Receiving recognition for the quality and impact of scholarly activity at national and international levels, including invited presentations;
- Publishing scholarly studies and insightful reviews, occasionally as an invited participant;
- Directing student scholarly projects.

3. Evaluation of Service

Description and evaluation of the candidate's service are required. The candidate must provide a list and details of service activities and a self-evaluation of contributions in each service activity. Suggested means of demonstrating service include letters, memoranda, or other written communications from committee chairs; letters of thanks, or related documentation.

Minimum criteria for promotion to Associate Professor: The School of Medicine recognizes service as a normal and essential requirement of University life. Faculty members may be given service as part of their annual assignment, in which case they are evaluated in terms of their performance of assigned service. Faculty members are not evaluated on categories of service for which no assignment was made. A faculty member may request that the service assignment be amended.

As with other categories, there is not a standard that a minimum number of service items must be accomplished before a candidate may be considered for promotion. Rather, the service of each candidate is examined as an entire body of work.

Normal categories of service include the following:

- Participation on departmental, School of Medicine or University committees or similar duties that are part of the annual assignments;
- Public and professional service (e.g., guest lecturers/presentations, judging science fairs, etc.) or service in professional societies;
- Promotion of the discipline through direct participation in, and invitation of outside speakers to the department;
- Review of books/manuscripts for professional journals and publishing houses, and grant proposals for funding agencies.
- Organizing/participating as a faculty liaison for student initiated organizations such as precepting in student operated clinics for underserved populations.

Minimum criteria for promotion to Professor: The service of each candidate is examined as an entire body of work. The following are examples of service accomplishments expected of Professors.

- Participation on departmental or University committees or similar duties that are part of the annual assignments;
- Public service (e.g., guest lecturers/presentations, judging science fairs, etc.) or service in one or more professional societies;
- Promotion of the discipline through direct participation in, and invitation of outside speakers to the department;
- Organizing/participating as a faculty liaison for student initiated organizations such as precepting in student operated clinics for underserved populations.

4. Evaluation of Clinical Activity (if applicable)

Continued clinical excellence is required for those faculty members who are engaged in the practice of medicine. Suggested means of corroborating continued excellence include a department chair, division chief or clinical service chief written attestation.

Minimum criteria for promotion to Associate Professor: The following are examples of clinical activity accomplishments expected of Associate Professors.

- Evidence of the provision of competent patient care.
- Local and regional recognition as evidenced by patient referrals.
- (Note: Service as Head/Chair of a clinical unit, division or department can also be used as evidence of clinical activity accomplishment but this is not required for promotion to this rank.)

Minimum criteria for promotion to Professor: The following are examples of clinical activity accomplishments expected of Professors.

- Evidence of provision of excellent patient care.
- Serve in a major leadership role at his or her institution (e.g., Chief Medical Officer)
- Develop new and innovative patient care programs.
- Recognition in their clinical discipline through service in national organizations, or through receipt of awards or recognition from such organizations.

5. Evaluation of Professionalism

Behavior consistent with the highest standards in the medical and scientific community are expected and required for promotion to senior rank. Suggested means of corroborating continued excellence include a department chair, division chief or clinical service chief written attestation.

Minimum criteria for promotion to Associate Professor or Professor: No distinction is made between Associate Professor and Professor related to professionalism. Examples of professionalism are as follows:

- Performance of all duties in a fair and ethical manner
- Civility, collegiality and integrity during interactions with colleagues
- Respect for colleagues and students
- Absence of behavior that harasses, intimidates, bullies, threatens or harms others
- Absence of behavior that discriminates on the basis of age, race, national origin, religion, disability, sex/gender, or gender orientation
- Contribution, commitment and leadership in efficient and collaborative:
 - student engagement
 - committee work
 - curriculum development
 - faculty support

Timeline of the promotions process

The candidate must undergo a [5 year departmental review](#) in the September preceding application for promotion. If the candidate is approved. The chair will submit a completed documentation packet for the candidate to the Dean's Office by Dec. 1st. The Senior Appointments and Promotions Committee will submit recommendations to the Dean for or against promotion no later than June 1st. The Dean reviews the committee's recommendation and submits his/her recommendation to the Executive Vice President and Provost for final approval. Promotions become effective July 1st.

Candidate Promotion Documentation Packet

Required Contents:

The promotion packet shall consist of a PDF file containing the following information:

- A letter from the department chair summarizing the accomplishments of the candidate, and reasons why promotion is being requested. The letter should explicitly state the assigned area(s) of activity that should be reviewed for promotion (i.e., teaching, scholarship, service, and clinical activity (if applicable)). This should conform to the faculty member's assignments that have been agreed with the chair.
- A letter from the candidate (executive summary) that assesses and reflects upon his or her accomplishments, and describes future plans and activities.
- A curriculum vitae in the format specified by the Senior Appointments and Promotions Committee (see template on this website)
- Table summaries of teaching, service and scholarship activity in format specified by the Senior Appointments and Promotions Committee (see templates on promotions website)
- Copies of published and other works (e.g., articles, reviews, chapters, textbooks, curricular and teaching materials, etc.).
- A minimum of five letters from referees (provided by candidate; minimum two external).
- Copies of all relevant teaching evaluations.

CURRICULUM VITAE TEMPLATE

CURRICULUM VITAE

Date

NAME: Last, First,

DEGREE(s)

PRESENT POSITIONS AND ADDRESSES:

Current Position/Rank at Netter School of Medicine
Department/Specialty

Office Mailing Address:

Work Phone:

Mobile:

Fax:

Email address:

MILITARY SERVICE: Rank, Branch, dates of service, Discharge type

EDUCATION (in chronological order)

Degree/ Institution (use a separate line for each degree)

Internship (if applicable)

Residency (if applicable)

Fellowship (if applicable)

Post- doctoral training (if applicable)

BOARD CERTIFICATION(S): (if applicable, certification number and date)

LICENSURE: (if applicable. Explain any vacated or relinquished licenses within the past 10 years on a separate page)

APPOINTMENTS/EMPLOYMENT/PROFESSIONAL EXPERIENCE

Academic appointments

Hospital appointments within the past 10 years (Explain terminated, withdrawn or revoked privileges on a separate page)

Other positions/employment

Other information relevant to previous positions

HONORS AND AWARDS:

MEMBERSHIP IN PROFESSIONAL SOCIETIES:

ADVISORY BOARDS AND OFFICES HELD IN PROFESSIONAL ORGANIZATIONS

ADMINISTRATIVE OR LEADERSHIP ACTIVITIES

Activities at Frank H Netter MD School of Medicine and its affiliated institutions

Activities outside of Frank H Netter MD School of Medicine and its affiliated institutions

CURRICULUM DEVELOPMENT AND COURSES DIRECTED

Activities at Frank H Netter MD School of Medicine

Activities outside of Frank H Netter MD School of Medicine

MEDICAL SCHOOL AND OTHER TEACHING ACTIVITY

Activities at Frank H Netter MD School of Medicine

Activities outside of Frank H Netter MD School of Medicine

CLINICAL WORK (if appropriate)

RESEARCH

Area(s) of research

Grants and contract awards

Current- source project number title, role, dates, direct costs

Pending- source project number title, role, dates, projected direct costs

Past- source project number title, role, dates, direct costs

Clinical Trials

Source of funding, Project, role, dates

Patents and technology transfer

STUDY SECTION SERVICE

EDITORIAL BOARDS AND REVIEW ACTIVITY

Editorial Board Membership

Manuscript Review

Grant Review

PROFESSIONAL MEETINGS ORGANIZED

Meeting Title, Organization, location, date

PROFESSIONAL MEETING SESSIONS CHAIRED/DISCUSSION LEADER

Role, Session title, organization, date

STUDENTS/ADVISEES/TRAINEES

Trainee(s)

Supervisory Committees

SERVICE

Activities at Frank H Netter MD School of Medicine and its affiliated institutions

Activities outside of Frank H Netter MD School of Medicine and its affiliated institutions


PUBLICATIONS (authors, title, journal, volume, year)

Peer-reviewed

Non-peer reviewed

PUBLICATIONS (continued)

Invited contributions



Chapters
Abstracts

PRESENTATIONS

International and National
Regional

EDUCATIONAL MATERIALS/MEDIA RESOURCES

OTHER CREATIVE PRODUCTS

Curriculum Vitae Examples are available on request from the Dean's office.

Candidate Statement (Executive Summary)

An important component of the promotion documentation packet is the candidate's executive summary of her/his accomplishments, activities, and contributions to the School of Medicine in the domains of teaching, clinical duties (if relevant), scholarship, and service. This summary should be an overview and distillation of the salient features of the candidate's performance presented in other sections of the document packet (e.g. curriculum vitae and summary worksheets). The summary should be no more than 2 pages in length.

Candidate Statement (Executive Summary) Template

Name: Last, First, Degree(s) and Inclusive Dates of performance (by year)

Background information: (duration/date of employment, rank, summary of assigned areas of activity, major responsibilities, etc.)

Rank of promotion sought

Summary of accomplishments:

Teaching

Curriculum development (if applicable)

Scholarly Activity

Service

Clinical Contributions (if relevant)

Description of Faculty Development

Accomplishments in teaching and education

Future Plans for development and scholarship

WORKSHEETS

SUMMARY TEMPLATE

Summary

Name and Contact Information

| | |
|-----------------------------|--|
| Name | |
| Degree | |
| Current Academic Rank | |
| Title/Educational Role | |
| Institution | |
| Dept/Division | |
| Chair and/or Division Chief | |
| Mailing Address | |
| Phone Number | |
| Email | |

Summaries Included in Portfolio (choose all that apply)

| | |
|--------------------------|--|
| Teaching | Direct Teaching |
| | Innovative Curriculum Design and/or Assessment |
| | Direct advising/mentoring |
| Service | Administration and Leadership |
| | Service |
| Scholarship | Education Research and Scholarship |
| | Biomedical Science Research and Scholarship |
| Clinical Activity | Clinical Activity |

Required Information (modify table as needed to complete)

| | |
|---|----------------|
| Table of Contents | Page Number(s) |
| Worksheets | |
| Supporting Materials for each Worksheet | |

TEACHING SUMMARY WORKSHEET TEMPLATE

A. Teaching Activities

Describe in detail, up to 5 of your most significant teaching activities by completing this worksheet for each teaching activity.

| | |
|--|---|
| Title of teaching activity | Your title and a brief description of the activity including the teaching setting (medical school, hospital, clinic, etc.) and department where the teaching occurs |
| Your teaching role | Your specific teaching role and the type of teaching (lecture, small group facilitator, 1 on 1 teaching, etc.) |
| Level of learner | Training level of learners you teach: Medical student, graduate student, resident, fellow, faculty |
| Contact with Learners (Quantity) | Total number of hours/year of direct teaching activity (an example of a direct teaching activity contact time would be 1 hour for a one hour lecture, i.e., do not include preparation time or time for clinical care. Average # learners per teaching session, and number of learners/year |
| Years Teaching | Years teaching this activity (ex. 2007-2009) |
| Methods | Describe the teaching methods you use to achieve these goals (lecture, problems/cases, web-based modules, etc.) |
| Evidence of Quality | Quantifiable comparative data on your teaching effectiveness (see grid below) Qualitative evaluation of your teaching (e.g. Comments from learners or colleagues) A brief letter describing your teaching effectiveness from anyone who has directly observed you teaching. |
| Evidence of Recognition of Teaching Quality | If you have been invited to teach this topic outside of your department, indicate places and dates List any teaching awards If you have been asked to evaluate or mentor others to improve their teaching skills, please explain List any student outcomes that indicate the efficacy of your teaching |

CURRICULUM DESIGN AND ASSESSMENT WORKSHEET TEMPLATE

Describe in detail up to 3 of your most significant curricula that you have developed. Complete this worksheet for each curriculum you describe. A curriculum is a longitudinal activity or set of topics (must be more than 1 or 2 sessions).

| | |
|---|--|
| Brief description of curriculum | Your title and a brief description of your curriculum including the number of sessions and the setting (course, clerkship, rotation, faculty development, etc.) |
| Your role in development | Your specific role in the development of the curriculum including with whom you developed. |
| Intended Audience | Training level of learners: Medical student, graduate student, intern, resident, fellow, faculty |
| Number of Learners Taught (Quantity) | Indicate : 1. Length of the curriculum (ex. Weekly Case-based conference, 2 hours/week). Do not include preparation time for this activity. 2. Total number of hours per year 3. average # learners per teaching session (ex. 10 students/session) |
| Dates | Indicate the number of years this curriculum has been taught (ex. 2007-2009) |
| Goals and Objectives | Describe your teaching goals and specific learning objectives |
| Preparation | <ol style="list-style-type: none"> 1. Describe your needs assessment: Why is this curriculum necessary? What are the gaps in the curriculum? Is there learner feedback to support the needed changes? 2. Describe evidence you used to design the curriculum (ex. Literature review, national guidelines, meetings, etc.) |
| Design | Describe the teaching methods, learning experiences (lectures, e-learning, bedside, etc.), and materials you chose based upon the goals |
| Evaluation | Describe the methods you used to evaluate the effectiveness of your curriculum |
| Evidence of Quality of curriculum or assessment method | <p>This may include the following:</p> <ol style="list-style-type: none"> 1. Learner ratings 2. Improvements you have made based upon evaluation data 3. Evidence of improvement over time (comparison of evaluations or outcomes before and after the teaching of your curriculum) 4. Outcomes: Exam score improvement, NBME scores, observation of learner performance, data from student surveys (e.g. AAMC graduation questionnaire) You may include data/graphs below |

ADMINISTRATION AND LEADERSHIP WORKSHEET

Describe in detail up to 3 of your most significant projects/initiatives that you have spearheaded in your leadership role.
(Copy and paste this table as needed).

| | |
|---|---|
| Brief description of project/committee | Name of committee/project/initiative and organization |
| Leadership role and number of years in this role | Describe your specific leadership role and contributions List the number of years you have been in this leadership role (specify years). |
| Actions Taken | Describe the actions you took (or supervised) |
| Outcomes/Impact | Describe the outcomes you achieved and the impact your changes made |

SCHOLARSHIP SUMMARY WORKSHEET TEMPLATE

Scholarship is broadly defined as the generation of information over time that is disseminated and contributes to the knowledge in the field. This can include any type of scientific, clinical and educational knowledge including curriculum design and assessment methods.

Products of Educational Scholarship

Any materials that you have developed related to your teaching activity (slide sets, clinical cases, faculty guide, web materials, etc.) can be included as scholarship if these were shared with the educational community.

SCHOLARSHIP WORKSHEETS

Describe in detail up to three of your most significant scientific, clinical or educational research or other scholarly projects by completing this worksheet for each project.

| | |
|-------------------------------------|---|
| Brief description of project | Describe the title of project, including your title, role and a timeline for the project (when it was initiated and completed) Indicate any collaborators |
| Aims | List the specific aims or goals of the project |
| Progress and Significance | Summarize the findings or current progress of the project and its potential impact (1-2 paragraphs) |
| Funding | Source, Title, years |

SERVICE WORKSHEET

Please summarize up to 3 of your most significant service projects/initiatives (Copy and paste this table as needed).

| | |
|---|--|
| Name of organization and committee | Your title and a brief description of your educational project/initiative |
| Your role | |
| Dates | |
| Activity | |

CLINICAL ACTIVITY SUMMARY WORKSHEET TEMPLATE

Clinical activity is defined as contributions to teaching and mentorship in the clinical setting.

Clinical Activity Summary (Last 5 years)

| Date | Hours per Week | Weeks per year | Setting (inpatient, outpatient, OR, etc.) | % of time with trainees |
|-------------|-----------------------|-----------------------|--|--------------------------------|
| (Year nnnn) | | | | |
| (Year nnnn) | | | | |
| (Year nnnn) | | | | |
| (Year nnnn) | | | | |
| (Year nnnn) | | | | |

Please include here any additional evidence of Clinical Excellence and Innovation:

Submission of Candidate Promotion Documentation Packet

The elements of the completed [documentation packet](#) should be stored together as a single PDF file and submitted by the department chair to the Dean of the Medical School by Dec 1. The Dean will transmit the information to the chair of the Senior Appointments and Promotions Committee. The chair of the SAPC will then confirm receipt of the appropriate materials to the departmental chair and indicate a general timeframe for review of the candidate. The review process must be completed no later than June 1st of the academic year in which the promotion is being considered.

Appeals

A negative decision by the Dean on appointment or promotion may be appealed through the School of Medicine's grievance and appeals process, see Faculty Grievances and Appeals, Netter School of Medicine Bylaws.