

1 Appointment, Promotion, and Tenure Criteria  
2 University of Oklahoma College of Medicine  
3

4 **INTRODUCTION**  
5

6 It is the responsibility of the University of Oklahoma College of Medicine to create and maintain a  
7 high quality faculty that contributes to the missions of the University of Oklahoma Health  
8 Sciences Center, including education, research and scholarly achievement, patient care,  
9 professional service and public outreach. The criteria for appointment, promotion, and tenure of  
10 faculty in the College of Medicine contained in this document are consistent with University policy in  
11 Section 3 of the University of Oklahoma Health Sciences Center Faculty Handbook, June, 2008.  
12

13 Faculty members have responsibilities to their colleagues, deriving from common membership in a  
14 community of scholars. They shall respect and defend the free inquiry of their associates. In the  
15 exchange of criticism and ideas, they should show due respect for the opinions of others. They  
16 shall acknowledge their academic debts and strive to be objective in the professional judgment of  
17 their colleagues. It is especially important in a College of Medicine that faculty adhere to high  
18 standards of professionalism and accountability.  
19

20 Tenure decisions, non-renewal of tenure track and consecutive term appointments, salary  
21 adjustments, and promotions in rank shall be based on systematic evaluations of faculty  
22 performance in the areas specified by the department chair and will include teaching,  
23 research/scholarly achievement, and service as well as the needs of the department and the  
24 college. An assessment of the faculty member's overall contribution to the college and the mission  
25 of the University, as well as that person's adherence to the standards of faculty accountability as  
26 noted in Section 3.5 of the Faculty Handbook must be included in any faculty evaluations.  
27

28 Each department within the College of Medicine is expected to establish and publish criteria for  
29 appointment, promotion, and tenure related to that department and the disciplines represented in  
30 that department. The department documents may specify standards that are more specific than  
31 those of the University and College, but they must be consistent with the College of Medicine  
32 guidelines and the pertinent sections in the OUHSC Faculty Handbook.  
33

34 The criteria contained in this document do not address promotion for volunteer faculty. Volunteer  
35 faculty provide valuable service, without remuneration, in supplementing the educational missions of  
36 the institution and its programs. Criteria for promotion of volunteer faculty are accordingly less  
37 stringent and should be stipulated by each department in the document containing standards and  
38 procedures for promotion.  
39

40  
41 **CONTENTS**  
42

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1 **FACULTY APPOINTMENT TYPES**

2  
3 The University of Oklahoma Health Sciences Center has four faculty appointment types:

- 4
- 5 1. TENURED
- 6 2. TENURE TRACK
- 7 3. CONSECUTIVE TERM
- 8 4. LIMITED TERM
- 9

10 In recognition of the changing environment for medical schools and their faculties that began early  
 11 in the 21<sup>st</sup> century, including increased competitiveness for research grants and the extended length  
 12 of time required to establish a record of publications, the College of Medicine has designated a  
 13 subset of the Consecutive Term appointment type referred to as the Flex Period. The Flex Period  
 14 involves an initial Consecutive Term appointment with the option of switching to the Tenure Track  
 15 within three years. Thus, upon appointment of a faculty member to the College of Medicine, the  
 16 decision regarding tenure-earning eligibility may be deferred for up to three years. With the  
 17 approval of the department chair, Executive Dean, and Senior Vice President and Provost, up to  
 18 three years of academic service in a consecutive term appointment may be credited toward the pre-  
 19 tenure period. All personnel policies related to Consecutive Term appointments contained in the  
 20 Faculty Handbook will apply during the Flex Period.

21  
22 Within the Tenured, Tenure Track, Consecutive Term, and Limited Term appointment types, three  
 23 ranks are available:

- 24
- 25 1. ASSISTANT PROFESSOR
- 26 2. ASSOCIATE PROFESSOR
- 27 3. PROFESSOR
- 28

29 Limited Term appointments may be made initially at the rank of INSTRUCTOR or ASSOCIATE.  
 30 Limited Term appointments have modified titles.

31  
32 **FACULTY PATHWAYS**

33  
34 The traditional criteria for selection of faculty are focused on teaching and research; however for  
 35 medical education, clinical competence is essential for the majority of the faculty. It is becoming  
 36 increasingly difficult to meet the demands of education, research, and patient care in such a way  
 37 that a faculty member can excel consistently in all three areas. In order to carry out its societal  
 38 missions, the College must achieve a balanced faculty which incorporates individuals that can  
 39 achieve excellence in two areas, and in some cases individuals who devote themselves  
 40 predominantly to one area. To achieve this goal of a balanced faculty, the College has  
 41 developed an appointment, promotion, and tenure system which includes distinct faculty  
 42 pathways.

43  
44 The seven faculty pathways in the College of Medicine and their related faculty appointment types  
 45 are:

<u>Pathway</u>	<u>Faculty Appointment Types</u>
46 1. Basic Science Faculty	Tenured, Tenure Track, Consecutive Term, or Limited Term
47 2. Research Faculty	Limited Term
48 3. Clinician Scientist	Tenured, Tenure Track, Consecutive Term, or Limited Term
49 4. Clinician Educator	Tenured, Tenure Track, Consecutive Term, or Limited Term
50 5. Clinician	Limited Term

1           6. Faculty Educator           Tenured, Tenure Track, Consecutive Term, or Limited Term

2           7. Quality/Patient Safety       Tenured, Tenure Track, Consecutive Term, or Limited Term

3 **Basic Science Faculty** – these are faculty members who spend the majority of their time in  
4 extramurally funded research and also have a significant teaching responsibility.

5           Titles for Tenured, Tenure Track & Consecutive Term Appointments: Assistant Professor,  
6 Associate Professor, and Professor

7           Titles for Limited Term Appointments: Assistant Professor of Research, Associate  
8 Professor of Research, and Professor of Research

9  
10 **Research Faculty** – these are faculty members who spend nearly their entire time involved in  
11 research and who have minimal teaching responsibility.

12           Titles for Limited Term Appointments: Assistant Professor of Research, Associate  
13 Professor of Research, and Professor of Research

14  
15 **Clinician Scientist** – these are faculty members with clinical responsibilities who spend  
16 significant time in basic or clinical research and who have teaching responsibilities.

17           Titles for Tenured, Tenure Track & Consecutive Term Appointments: Assistant Professor,  
18 Associate Professor, and Professor

19           Titles for Limited Term Appointments: Clinical Assistant Professor, Clinical Associate  
20 Professor, and Clinical Professor

21  
22 **Clinician Educator** – these are faculty members who spend the majority of their time in clinical  
23 teaching and practice-related activities.

24           Titles for Tenured, Tenure Track & Consecutive Term Appointments: Assistant Professor,  
25 Associate Professor, and Professor

26           Titles for Limited Term Appointments: Clinical Assistant Professor, Clinical Associate  
27 Professor, and Clinical Professor

28  
29 **Clinician** – these are faculty members who spend their time exclusively in clinical practice or  
30 practice-related activities and have limited interaction with students, residents and fellows in an  
31 educational context.

32           Titles for Limited Term Appointments: Clinical Assistant Professor, Clinical Associate  
33 Professor, and Clinical Professor

34  
35 **Faculty Educator** – these are faculty members who spend nearly their entire time involved in the  
36 educational activities related to medical student, PA student, and other health professions student  
37 curricular activities.

38           Titles for Tenured, Tenure Track & Consecutive Term Appointments: Assistant Professor,  
39 Associate Professor, and Professor

40           Titles for Limited Term Appointments: Clinical Assistant Professor, Assistant Professor of  
41 Research, Clinical Associate Professor, Associate Professor of Research, Clinical  
42 Professor, and Professor of Research

43  
44 **Quality/Patient Safety** – these are faculty members with clinical responsibilities who spend  
45 significant time in quality improvement and patient safety initiatives.

46           Titles for Tenured, Tenure Track & Consecutive Term Appointments: Assistant Professor,  
47 Associate Professor, and Professor

48           Titles for Limited Term Appointments: Clinical Assistant Professor, Clinical Associate  
49 Professor, and Clinical Professor

1 **PRINCIPLES OF ACADEMIC RANK**

2  
3 The rank of **Instructor** presupposes the achievement of a terminal degree relevant to the discipline  
4 in question and minimal qualifications that merit appointment to the College of Medicine faculty.  
5 The rank of **Assistant Professor** should reflect demonstrated potential beyond minimal criteria; the  
6 rank of **Associate Professor** should rest on substantial, tangible achievements; and the rank of  
7 **Professor** should be based on major achievements that result in national recognition for the  
8 individual in his/her field.

9  
10 Time in an academic rank is not in itself sufficient evidence for promotion. However, less than usual  
11 time in rank is not in itself sufficient to deny promotion in the presence of exceptional performance  
12 and achievement. There will be faculty who, although valuable to the University and esteemed by  
13 their learners and colleagues, may not achieve promotion to professor.

14  
15 All areas will be evaluated when considering an individual for appointment or promotion. Some  
16 candidates by virtue of interest, education and assignment will show stronger performance in one  
17 area than others, and this must be considered when evaluating such individuals (see Section 3.6,  
18 OUHSC Faculty Handbook).

19  
20  
21 **DOCUMENTATION REQUIREMENTS**

22  
23 Documentation of teaching activities may include, but not be limited to the following:

- 24 1) Synopsis of teaching accomplishments that reflects the contribution, quality,  
25 innovation or impact of the candidate's teaching;
- 26 2) Summary documentation of teaching evaluations by medical students  
27 graduate students, residents, peers and learners in continuing education  
28 programs, including notation of teaching awards;
- 29 3) Description of teaching responsibilities, including materials or techniques that are  
30 unique and demonstrate innovative approaches or outstanding quality;
- 31 4) Evidence of contributions to educational administration, curriculum planning and  
32 development, or analysis.

33  
34  
35 Documentation of research and scholarly activities may include, but not be limited to the following:

- 36 1) Summary of research/scholarly accomplishments that reflects the level and quality of  
37 the candidate's research/scholarly achievement;
- 38 2) Recognition of achievement through invitations to chair or organize symposia, edit  
39 books or journals in the professional discipline, participation as a presenter in  
40 national/international symposia, conferences, and professional meetings;
- 41 3) A record of funding as principal investigator or multi-PI, and/or site-PI for clinical trials  
42 investigator. This may be submitted as a chronology of research support listing its  
43 source, PI, candidate's role and annual total direct costs;
- 44 4) Publications in peer-reviewed journals.
- 45 5) Description of educational products developed that are publicly available which have  
46 been adopted as best practices.
- 47 6) Letter from the Department Chair describing the candidate's role within a  
48 collaborative or team science activity. The letter must clarify the significance of the  
49 candidate's role and may include information solicited from the director(s) of  
50 projects, the Principal Investigator or senior author(s) of the resulting publication.

1 Documentation of clinical activities may include, but not be limited to the following:  
2

- 3 1) Record of the level and quality of professional and/or clinical service contributions;
- 4 2) Description of the acquisition, introduction, or development of new health care  
5 techniques, procedures or clinical approaches;
- 6 3) Summary of the development of community health-related outreach programs,  
7 improvements in clinical management, increased referrals, demonstrable  
8 improvement (quality, utilization, and access) in delivery of health care;
- 9 4) Publication of case studies, monographs, reviews, and book chapters.

10  
11 Documentation of service for committee activities/administrative duties may include, but not be  
12 limited to the following:

- 13  
14 1) Leadership positions in local, state, or national associations; service on advisory  
15 boards for granting agencies; outstanding College or University committee work;
- 16 2) Leadership as evidenced by serving as head of a division, department, or specific  
17 clinical service;
- 18 3) Professional administration and program development with delineation of mission  
19 and goals. If supervision of a clinical or administrative unit is involved, this unit  
20 should be identified and its mission described together with the duties and  
21 responsibilities of the candidate and evidence of program growth that includes its  
22 regional and national reputation.

## 23 24 **AWARD OF TENURE**

25  
26 Recommendation for the award of tenure in the College of Medicine shall take into consideration the  
27 following:

- 28  
29 1. The nature of appointment in the University.
- 30 2. The duration of appointment in the University.
- 31 3. The minimum pre-tenure period agreement at the time of  
32 appointment by the University to the Tenure Track.
- 33 4. The performance of the faculty member in teaching.
- 34 5. The performance of the faculty member in research/creative  
35 achievement.
- 36 6. The performance of the faculty member in service.
- 37 7. The demonstrated value of the faculty member to the missions of  
38 the Department, College and University.

39  
40 Appointment in the University: In order to be considered for recommendation for tenure, a faculty  
41 member generally will have served the University in a position with an unmodified faculty title for a  
42 minimum of six years, or the number of years agreed to at the time of initial appointment or  
43 appointment to the Tenure Track. A faculty member may be considered for tenure early (see  
44 OUHSC Faculty Handbook, Section 3.9.3. Pre-tenure Periods).

- 45  
46 A. Up to three years credit may be given toward satisfying the minimum pre-tenure  
47 period for prior academic experience at this or another educational institution for  
48 assistant professors and up to four years for associate professors and professors  
49 unless otherwise specified in writing.
- 50  
51 B. Tenure dating from the time of initial appointment may be recommended for persons  
52 being appointed at the academic rank of professor or associate professor.

1 C. There is for each faculty member appointed to a tenure track position a minimum  
2 pre-tenure period as defined above. There is the opportunity to request up to a  
3 three-year extension of the pre-tenure period.  
4

5 Performance of the Faculty Member:

6 A decision to grant tenure must reflect an assessment of high professional competence and  
7 academic performance measured against national standards in the discipline or professional area.  
8 The criteria for the recommendation of the award of tenure to a faculty member shall include  
9 evidence of substantial accomplishment in each of the three areas: 1) teaching, 2) research and  
10 creative/scholarly activity and 3) professional and University service and public outreach; and  
11 evidence of excellence in two areas.  
12

13 Teaching

14 If teaching is a major portion of the candidate's application, evidence must be presented that  
15 the candidate has developed and/or conducted teaching programs of high quality. Teaching  
16 activities include the following:

- 17 i. Classroom teaching that includes lectures, seminars, laboratories, small  
18 group sessions, workshops etc.
- 19 ii. Development of curricular materials, assessment tools and techniques.
- 20 iii. Clinical teaching that involves lectures, demonstrations, individual or group  
21 teaching in a clinical setting, and postgraduate education.
- 22 iv. Graduate-student teaching including mentoring and career guidance,  
23 workshops, seminars and other graduate-program duties (e.g. journal club).  
24

25 Teaching in this context includes teaching with undergraduate medical students, residents,  
26 graduate students, continuing education students, in programs sponsored or co-sponsored  
27 by the Office of Continuing Medical Education of the College of Medicine and  
28 students/learners of other colleges of the University of Oklahoma.  
29

30 Research and Creative/Scholarly Achievement

31 If research is a major portion of the candidate's application, evidence must be presented that  
32 the candidate has had major involvement in a research program that is of high quality and  
33 significance. These activities may include basic, translational and clinical research.  
34 Performance in research and creative achievement should be evaluated by considering the  
35 quality and quantity of the research/creative achievement effort as judged by those persons  
36 best suited to judge, whether faculty colleagues, the department chair, or researchers in the  
37 same or related fields from other institutions. The amount of competitively derived external  
38 research support and the number and quality of scholarly publications and patents awarded  
39 are considered as evidence of performance in this area.  
40

41 Faculty take a scholarly approach when they systematically design, implement, assess, and  
42 redesign an educational activity, drawing from the literature and "best practices" in the field.  
43 Faculty engage in educational scholarship by drawing upon resources and best practices in  
44 the field and by contributing resources to it.  
45

46 For the purposes of tenure consideration in the College of Medicine: "research" will be  
47 defined as investigative activity consisting of the discovery, integration and dissemination of  
48 new knowledge and scholarly works; "creative achievement" will be defined as significant,  
49 original or imaginative accomplishment including formulation, integration and dissemination  
50 of information.  
51

52 The College of Medicine recognizes the increasing role of collaborative or team science. In

1 these instances, individuals form collaborations in order to address a scientific challenge  
2 that leverages their collective expertise. These teams can be small or large, multidisciplinary  
3 or unidisciplinary and can involve scientists, educators, clinicians or community and policy  
4 makers. Work accomplished as a member of a team will be given consideration in the  
5 promotion and tenure review process.  
6  
7

### 8 Service

9 If service is a major portion of the candidate's application, evidence must be presented that  
10 the candidate has excelled in performing high quality clinical activities, committee  
11 participation or administrative duties. Performance with respect to the provision of service  
12 should be evaluated by considering opinions of faculty colleagues, colleagues in the field  
13 outside the University, and the department chair. Service in this context should be  
14 construed to include patient care and service on departmental, college and University  
15 committees and boards. Also to be considered is service to local, state and national or  
16 international groups or organizations when the individual is identified with the University,  
17 college or department.  
18

### 19 **TENURE PROCESS**

20 There shall be a thorough evaluation regarding the candidacy of each eligible faculty member at the  
21 various academic levels prescribed below:  
22

- 23 a. Tenured faculty of the department
- 24 b. Department Chair
- 25 c. College Promotion and Tenure Committee
- 26 d. Dean
- 27 e. Campus Tenure Committee
- 28 f. Provost
- 29 g. President  
30

31 It is the responsibility of the department chair to notify eligible faculty of the tenure process regarding  
32 timing of action and the materials necessary for tenure application as prescribed by their approved  
33 departmental tenure process and statement of criteria.  
34

35 It is the responsibility of the tenure candidate to assemble the information necessary for the  
36 application. The department chair assists the candidate in the determination of information to be  
37 included, solicits information and provides copies of the complete file to voting faculty prior to the  
38 departmental vote. It is also the responsibility of the department chair to cause the tenured  
39 members of the departmental faculty to gather in a timely fashion to discharge their responsibilities  
40 for recommendation.  
41

### 42 Document History

43 Working Draft developed by Executive Committee of the Faculty Board and the Executive Dean's Office and  
44 completed: April 2018

45 Working Draft circulated to all COM faculty for review and comment: April 26 – May 4, 2018

46 Revisions based on COM Faculty comments and legal counsel review: May 24, 2018

47 Approved, Executive Committee, COM Faculty Board: July 12, 2018

48 Approved, Faculty Board COM: July 24, 2018

49 Approved, Executive Dean, COM: July 24, 2018

50 Approved, Senior Vice President and Provost: \_\_\_\_\_

1 **CRITERIA FOR FACULTY PATHWAYS**

2  
3 Listed in the following pages for the faculty pathways delineated earlier in this document are the  
4 basic criteria for consideration for promotion, and where applicable for those also under  
5 consideration for tenure.

6  
7 Promotion should indicate that a faculty member is of comparable stature with others in the  
8 same rank and discipline at peer institutions.

9  
10 All candidates for tenure must have a record of substantial accomplishment in each of the three  
11 areas: 1) teaching, 2) research and creative/scholarly activity and 3) professional and University  
12 service and public outreach; and evidence of excellence in two areas.

13  
14 [The remainder of this page intentionally left blank.]  
15  
16



1 **Basic Science Faculty**  
2 **Associate Professor**

3 The following areas will be considered in determining whether the candidate meets the  
4 requirements for promotion and/or tenure. Consideration also will be given to the candidate's  
5 adherence to high standards of professionalism and accountability as stipulated in the  
6 Introduction section of this document.

7 **Teaching Performance:**

- 8 1. Demonstrates knowledge and competence in teaching as evidenced by learner and/or peer  
9 evaluations.  
10 2. Assumes responsibility for management of classroom and/or laboratory courses, provides  
11 leadership in course development and implementation as well as curriculum development,  
12 and develops innovative teaching materials and/or methods.  
13 3. Supervises learners with independent studies and special projects.  
14 4. Serves as an academic advisor and mentor to learners and junior staff (including faculty  
15 members and post-doctoral research fellows).

16 Tenure Track:

17 In addition, the individual will have demonstrated substantial contributions in medical, graduate,  
18 and/or professional education and a likelihood of continued productivity and creativity in  
19 education.

20 **Scholarly Performance:**

21 Non-Tenure Track

- 22 1.(a). Develops a scholarly focus, maintains regionally-recognized scientific and/or  
23 technical competence, and conducts funded scholarly investigation; makes continuing  
24 efforts to secure external funding for support of scholarly or other creative activity.  
25 1 (b). Demonstrated role in collaborative or team-based science activities resulting in extramural  
26 funding, publications or presentations.  
27 2. Makes presentations at research-oriented regional or national meetings on average at least  
28 every other year.  
29 3. Is the primary, senior, or corresponding author of scholarly publications or makes significant  
30 contributions on average at least once per year in a nationally recognized peer-reviewed  
31 journal or online publication (indexed by NLM [PubMed] or similarly recognized  
32 organization); edits book or authors book chapter or book.  
33 4. Reviews scholarly material (e.g. for peer-review of journals, grants, studies, scientific  
34 meeting abstracts).

35  
36 Tenure Track

- 37 1. Secures as principal investigator or co-principal investigator national external peer-reviewed  
38 funding (preferably Federal) for support of scholarly or other creative activity. This is  
39 required for achieving tenure in this pathway.  
40 2. Authors scholarly publications on average at least twice per year and is the primary, senior  
41 or corresponding author or makes significant contributions at least once per year in a  
42 nationally recognized peer-reviewed journal or online publication (indexed by NLM [PubMed]  
43 or similarly recognized organization).  
44 3. Edits a book or authors book chapters or book(s).  
45 4. Presents results of scholarly or other creative activity at national or regional meetings on  
46 average at least once per year.  
47 5. Maintains continued scientific/technical competence in his/her discipline, and is nationally  
48 recognized as an expert in his/her discipline.  
49 6. Participates significantly in accredited educational programs.  
50

- 1 7. Reviews scholarly material (e.g. peer-review of journals, grants, studies, scientific meeting
- 2 abstracts).
- 3 8. The number of patents awarded is also considered as evidence of performance in this area.

4 **Service Performance:**

- 5 1. Serves as a consultant and/or speaker in his/her area of expertise.
- 6 2. Actively contributes to the implementation of department/college goals, mission, policies
- 7 and procedures, and demonstrates active participation on committees within the
- 8 Department, College of Medicine, and/or the University.
- 9 3. Participates significantly in University and College of Medicine ceremonies and events.
- 10 4. Demonstrates active participation in appropriate professional organizations and attends
- 11 appropriate local, state, national and/or international meetings.

12  
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1 **Basic Science Faculty**  
2 **Professor**

3 The following areas will be considered in determining whether the candidate meets the  
4 requirements for promotion and/or tenure. Consideration also will be given to the candidate's  
5 adherence to high standards of professionalism and accountability as stipulated in the  
6 Introduction section of this document.

7 **Teaching Performance:**

- 8 1. Demonstrates superior knowledge and competence in teaching as evidenced by learner  
9 and/or peer evaluations.  
10 2. Assumes responsibility for development, implementation, and management of classroom  
11 and/or laboratory courses, provides leadership in curriculum development, and develops  
12 innovative teaching materials and/or methods.  
13 3. Supervises and mentors learners with independent studies and special projects.  
14 4. Serves as an academic advisor and mentor to students, graduate students and junior staff  
15 (including faculty members and post-doctoral research fellows).  
16 5. Serves as a mentor for other faculty.

17 Tenure Track:

18 In addition, the individual will have demonstrated substantial contributions and/or leadership in  
19 medical, graduate, and/or professional education and a likelihood of continued productivity and  
20 creativity in education.  
21

22 **Scholarly Performance:**

23 Non-Tenure Track

- 24 1(a). Demonstrates a scholarly focus, maintains nationally recognized scientific and/or technical  
25 competence, and secures and maintains as a primary investigator external funding to conduct  
26 scholarly investigation (basic, translational or clinical, including outcome study or case study).  
27 1(b). Demonstrated role in collaborative or team-based science activities resulting in extramural  
28 funding, publications or presentations  
29 2. Makes presentations at national meetings on average at least once per year.  
30 3. Is the primary, senior, or corresponding author of scholarly publications or makes significant  
31 contributions on average more than one per year in a nationally recognized peer-reviewed  
32 journal or online publication (indexed by NLM [PubMed] or similarly recognized organization);  
33 edits book or authors book chapter or book.  
34 4. Reviews scholarly material (e.g. for peer-review of journals, grants, studies, scientific meeting  
35 abstracts).  
36

37 Tenure Track

- 38 1. Secures and maintains as principal investigator national external peer-reviewed funding  
39 (preferably Federal) for support of scholarly or other creative activity. This is required for  
40 achieving tenure in this pathway.  
41 2. Authors scholarly publications on average several times every year and is the primary,  
42 senior or corresponding author or makes significant contributions at least twice per year in a  
43 nationally recognized peer-reviewed journal or online publication (indexed by NLM [PubMed]  
44 or similarly recognized organization).  
45 3. Edits book or authors book chapters or book.  
46 4. Presents results of scholarly or other creative activity at national or international  
47 meetings on average at least once every year.  
48 5. Maintains continued scientific/technical competence in his/her discipline, and is  
49 nationally and internationally recognized as an expert and leader in his/her discipline.  
50 6. Develops and participates significantly in accredited educational programs.

- 1 7. Reviews scholarly material (e.g. for peer-review of journals, grants, studies, scientific
- 2 meeting abstracts).
- 3 8. The number of patents awarded is also considered as evidence of performance in this area.

4 **Service Performance:**

- 5 1. Serves as a consultant and/or speaker in his/her area of expertise.
- 6 2. Demonstrates leadership in the implementation of department/college goals, mission,
- 7 policies and procedures, and demonstrates leadership on committees within the
- 8 Department, College of Medicine, and/or the University.
- 9 3. Participates significantly in University and/or College of Medicine ceremonies and events.
- 10 4. Demonstrates leadership in appropriate professional organizations and attends appropriate
- 11 local, state, national and/or international meetings.

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1 **Research Faculty**  
2 **Associate Professor**

3 The following areas will be considered in determining whether the candidate meets the  
4 requirements for promotion. Consideration also will be given to the candidate's adherence to  
5 high standards of professionalism and accountability as stipulated in the Introduction section of  
6 this document.

7 **Teaching Performance:**

- 8 1. Demonstrates knowledge and competence in teaching as evidenced by learner and/or peer  
9 evaluations.  
10 2. Serves as a mentor for learner academic activity.  
11 3. Serves as a mentor to junior staff (including faculty members and postdoctoral research  
12 fellows).

13 **Scholarly Performance:**

- 14 1(a). Develops a scholarly focus, maintains regionally-recognized scientific and/or technical  
15 competence, and conducts scholarly investigation (basic or clinical, including outcome  
16 study).  
17 1(b). Demonstrated role in collaborative or team-based science activities resulting in extramural  
18 funding, publications or presentations  
19 2. Makes presentations at research-oriented regional meetings on average once per year.  
20 3. Is the primary, senior, or corresponding author of scholarly publications or makes significant  
21 contributions on average at least once every other year in a major nationally recognized  
22 peer-reviewed journal or online publication (indexed by NLM [PubMed] or similarly  
23 recognized organization); edits book or authors book chapter or book.  
24 4. Reviews scholarly material (e.g. for peer-review of journals, grants, studies, scientific  
25 Meeting abstracts).  
26 .

27 **Service Performance:**

- 28 1. Demonstrates involvement in the implementation and support of department/college goals,  
29 mission, policies and procedures, and serves on University and/or College of Medicine  
30 committees.  
31 2. Participates significantly in College of Medicine ceremonies and events.  
32 3. Maintains membership in appropriate professional organizations and attends appropriate  
33 local, state, national and/or international meetings, and contributes to the leadership or  
34 organizational activities of appropriate professional societies.  
35  
36

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38  
39

1 **Research Faculty**  
2 **Professor**

3 The following areas will be considered in determining whether the candidate meets the  
4 requirements for promotion. Consideration also will be given to the candidate's adherence to  
5 high standards of professionalism and accountability as stipulated in the Introduction section of  
6 this document.

7 **Teaching Performance:**

- 8 1. Demonstrates superior knowledge and competence in teaching as evidenced by learner  
9 and/or peer evaluations.  
10 2. Serves as an academic advisor for learners and a mentor for learner academic activity.  
11 3. Serves as a mentor to other faculty members.

12 **Scholarly Performance:**

- 13 1(a). Demonstrates a scholarly focus, maintains nationally and internationally recognized  
14 scientific and/or technical competence, and conducts scholarly investigation as the  
15 primary investigator (basic or clinical, including outcome study) and serves as a  
16 collaborator with other investigators.  
17 1(b). Demonstrated role in collaborative or team-based science activities resulting in  
18 extramural funding, publications or presentations.  
19 2. Makes presentations at national and international meetings on average at least once per  
20 year.  
21 3. Is the primary, senior, or corresponding author of scholarly publications or makes significant  
22 contributions on average at least once every year in a major nationally recognized peer-  
23 reviewed journal or online publication (indexed by NLM [PubMed] or similarly recognized  
24 organization); edits book or authors book chapter or book.  
25 4. Reviews scholarly material (e.g. for peer-review of journals, grants, studies, scientific  
26 meeting abstracts).  
27

28 **Service Performance:**

- 29 1. Demonstrates leadership in the development, implementation and support of  
30 department/college goals, mission, policies and procedures, and serves in a leadership role  
31 on University and/or College of Medicine committees.  
32 2. Participates significantly in University and College of Medicine ceremonies and events.  
33 3. Maintains membership in appropriate professional organizations and attends appropriate  
34 local, state, national and/or international meetings, and contributes to the leadership or  
35 organizational structure of appropriate professional societies.  
36 4. Provides leadership in community service.  
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1 **Clinician Scientist**  
2 **Associate Professor**

3 The following areas will be considered in determining whether the candidate meets the  
4 requirements for promotion and/or tenure. Consideration also will be given to the candidate's  
5 adherence to high standards of professionalism and accountability as stipulated in the  
6 Introduction section of this document.

7 **Teaching Performance:**

- 8 1. Demonstrates knowledge and competence in teaching evidenced by learner and/or peer  
9 evaluations.  
10 2. Supports innovative and effective teaching methods, approaches and evaluations, and/or  
11 participates significantly in the implementation of course and curriculum development.  
12 3. Serves as a mentor for learner academic activity.  
13 4. Serves as a mentor to junior staff (including faculty members, postdoctoral research  
14 fellows, and clinical fellows).

15 Tenure Track:

16 In addition, the individual will have demonstrated substantial contributions in medical, graduate,  
17 and/or professional education and a likelihood of continued productivity and creativity in  
18 education.

19 **Scholarly Performance:**

20 Non-Tenure Track

- 21 1. Maintains appropriate specialty certification.  
22 2. Makes presentations at regional meetings on average at least once per year.  
23 3(a). Develops and maintains a scholarly focus and maintains regionally-recognized  
24 scientific and/or technical competence.  
25 3(b). Demonstrated role in collaborative or team-based science activities resulting in extramural  
26 funding, publications or presentations.  
27 4. Authors scholarly publications or makes significant contributions including but not limited  
28 to peer-reviewed articles, books, book chapters, and case studies on average at least every  
29 other year.  
30 5. Develops and/or teaches in a continuing education program on average at least once per  
31 year.  
32

33 Tenure Track

- 34 1. Maintains appropriate specialty certification.  
35 2. Secures external funding for support of scholarly or other creative activity. This is required  
36 for achieving tenure in this pathway. The amount of competitively derived external research  
37 support and the number and quality of scholarly publications and patents awarded are  
38 considered as evidence of performance in this area.  
39 3. Makes presentations at regional meetings on average at least once per year.  
40 4. Develops and maintains a scholarly focus and maintains regionally-recognized  
41 scientific and/or technical competence.  
42 5. Develops and/or teaches in a continuing education program on average at least once per  
43 year.  
44 6. Is a primary, senior, or corresponding author of scholarly publications or makes significant  
45 contributions on average at least once per year in a major nationally recognized peer-  
46 reviewed journal or online publication (indexed by NLM [PubMed] or similarly recognized  
47 organization); edits book or authors book chapter or book.  
48 7. Reviews scholarly material (e.g. for peer-review of journals, grants, studies, scientific  
49 meeting abstracts).  
50

1 **Service Performance:**

- 2 1. Clinical service: excels in clinical care and service to patients; collaborates with other health  
3 providers to facilitate optimal patient care; serves important roles in development and  
4 implementation of clinical programs; receives regional recognition for clinical expertise;  
5 mentors junior faculty, residents/fellows, and students in clinical service activities.  
6 2. Demonstrates involvement in the implementation and support of department/college goals,  
7 mission, policies and procedures, and serves on University and/or College of Medicine  
8 committees.  
9 3. Participates significantly in College of Medicine ceremonies and events.  
10 4. Maintains membership in appropriate professional organizations, attends appropriate  
11 local, state, national and/or international meetings, and contributes to the leadership or  
12 organizational activities of appropriate professional societies.

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1 **Clinician Scientist**  
2 **Professor**

3 The following areas will be considered in determining whether the candidate meets the  
4 requirements for promotion and/or tenure. Consideration also will be given to the candidate's  
5 adherence to high standards of professionalism and accountability as stipulated in the  
6 Introduction section of this document.  
7

8 **Teaching Performance:**

- 9 1. Demonstrates superior knowledge and competence in teaching, as evidenced by learner or  
10 peer evaluations.  
11 2. Develops innovative, effective teaching methods, approaches and evaluations, and  
12 provides leadership and assumes assigned responsibility for curriculum implementation.  
13 3. Serves as a mentor for learner academic activity.  
14 4. Serves as a mentor to junior staff (including faculty members, postdoctoral research fellows,  
15 and clinical fellows).

16 Tenure Track:

17 In addition, the individual will have demonstrated substantial contributions and/or leadership in  
18 medical, graduate, and/or professional education and a likelihood of continued productivity and  
19 creativity in education.

20 **Scholarly Performance:**

21 Non-Tenure Track

- 22 1. Maintains appropriate specialty certification.  
23 2. Makes presentations at national or international professional meetings on average at least  
24 once per year.  
25 3(a). Demonstrates a scholarly focus with nationally or internationally-recognized scientific  
26 and/or technical competence and assumes leadership roles at the national or international  
27 level.  
28 3(b). Demonstrated role in collaborative or team-based science activities resulting in extramural  
29 funding, publications or presentations.  
30 4. Authors scholarly publications or makes significant contributions including peer-reviewed  
31 articles, books, book chapters, and case studies on average at least once per year.  
32 5. Develops and/or teaches in a continuing education program on average at least once per  
33 year.  
34  
35

36 Tenure Track

- 37 1. Maintains appropriate specialty certification.  
38 2. Secures external funding (preferably Federal) for support of scholarly or other activity. This is  
39 required for achieving tenure in this pathway. The amount of competitively derived external  
40 research support and the number and quality of scholarly publications and patents awarded are  
41 considered as evidence of performance in this area.  
42 3. Makes presentations at national or international professional meetings on average at least  
43 once per year.  
44 4. Demonstrates a scholarly focus with nationally and internationally-recognized scientific  
45 and/or technical competence and assumes leadership roles at a national and international  
46 level.  
47 5. Develops and/or teaches in a continuing education program on average at least once per  
48 year.  
49 6. Authors scholarly publications on average at least twice per year and is primary, senior or  
50 corresponding author once per year in a major nationally recognized peer-reviewed journal  
51 or online publication or makes significant contributions (indexed by NLM [PubMed] or  
52 similarly recognized organization); edits book or authors book chapter or book.

1 7. Reviews scholarly material (e.g. for peer-review of journals, grants, studies, scientific  
2 meeting abstracts).

3 **Service Performance:**

- 4 1. Clinical service: excels in clinical care and service to patients; collaborates with other health  
5 providers to facilitate optimal patient care; in addition, may serve in a leadership role in  
6 development and implementation of clinical programs; receives national and/or international  
7 recognition for clinical expertise; mentors faculty, residents/fellows, and students in clinical  
8 service activities.
- 9 2. Demonstrates leadership in the development, implementation and support of  
10 department/college goals, mission, policies and procedures, and serves in a leadership role  
11 on University and/or College of Medicine committees.
- 12 3. Participates significantly in University and College of Medicine ceremonies and events.
- 13 4. Maintains membership in appropriate professional organizations, attends appropriate  
14 local, state, national and/or international meetings, and contributes to the leadership or  
15 organizational structure of appropriate professional societies.
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1 **Clinician Educator**  
2 **Associate Professor**

3 The following areas will be considered in determining whether the candidate meets the  
4 requirements for promotion and/or tenure. Consideration also will be given to the candidate's  
5 adherence to high standards of professionalism and accountability as stipulated in the  
6 Introduction section of this document.

7 **Teaching Performance:**

- 8 1. Demonstrates knowledge and competence in teaching evidenced by learner or peer  
9 evaluations.  
10 2. Supports innovative and effective teaching methods, approaches and evaluations,  
11 and participates significantly in the implementation of course and curriculum  
12 development.  
13 3. Serves as a mentor for students, residents and fellows.  
14 4. Develops and/or teaches in a continuing education program on average at least once  
15 every year.

16 Tenure Track:

17 In addition, the individual will have demonstrated substantial contributions to and/or leadership in  
18 medical, graduate, and/or professional education and a likelihood of continued productivity and  
19 creativity in education.  
20

21 **Scholarly Performance:**

22 Non-Tenure Track

- 23 1. Maintains appropriate specialty certification.  
24 2. Makes presentations at local and regional meetings on average at least once every other  
25 year.  
26 3(a). Documents public presentation and peer review of products or programs, both internal  
27 and external to the institution.  
28 3(b). Demonstrated role in collaborative or team-based science activities resulting in extramural  
29 funding, publications or presentations.  
30 4. Authors scholarly publications or makes significant contributions including articles, books,  
31 and book chapters on average at least once per year.  
32

33 Tenure Track

- 34 1. Maintains appropriate specialty certification.  
35 2. Makes presentations at local and regional meetings on average at least once every other  
36 year.  
37 3. Develops and maintains a scholarly focus and maintains regionally-recognized scientific  
38 and/or technical competence.  
39 4. Participates significantly in scholarly investigation (basic, translational or clinical including  
40 outcome study or medical education study).  
41 5. Is a primary, senior, or corresponding author on scholarly publications or makes significant  
42 contributions; and/or edits book or authors book chapter or book on average at least once  
43 per year.  
44 6. Implements innovations in practice or education that are assimilated by others within the  
45 institution or by other institutions or programs.  
46 7. Secures funding for educational or clinical program innovation or research through peer-  
47 reviewed process.

48 **Service Performance:**

- 49 1. Clinical service: excels in clinical care and service to patients; devotes major portion of time  
50 to clinical service activities; collaborates with other health providers to facilitate optimal

- 1 patient care; serves important roles in development and implementation of clinical care  
2 programs; receives regional recognition for clinical expertise; mentors junior faculty,  
3 residents/fellows, and students in clinical service activities.
- 4 2. Demonstrates involvement in the implementation and support of department/college goals,  
5 mission, policies and procedures, and serves on University and/or College of Medicine  
6 committees.
- 7 3. Participates significantly in College of Medicine ceremonies and events.
- 8 4. Maintains membership in appropriate professional organizations, attends appropriate  
9 local, state, national and/or international meetings, and contributes to the leadership or  
10 organizational activities of appropriate professional societies.

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1 **Clinician Educator**  
2 **Professor**

3 The following areas will be considered in determining whether the candidate meets the  
4 requirements for promotion and/or tenure. Consideration also will be given to the candidate's  
5 adherence to high standards of professionalism and accountability as stipulated in the  
6 Introduction section of this document.

7 **Teaching Performance:**

- 8 1. Demonstrates superior knowledge and competence in teaching, as evidenced by learner or  
9 peer evaluations.  
10 2. Develops innovative, effective teaching methods, approaches and evaluations, and  
11 provides leadership and assumes assigned responsibility for curriculum implementation.  
12 3. Serves as a mentor for students, residents and fellows.  
13 4. Serves as a mentor to other faculty members.  
14 5. Develops and/or teaches in a continuing education program on average at least once per  
15 year.

16 Tenure Track:

17 In addition, the individual will have demonstrated substantial contributions and/or leadership in  
18 medical, graduate, and/or professional education and a likelihood of continued productivity and  
19 creativity in education.

20 **Scholarly Performance:**

21 Non-Tenure Track

- 22 1. Maintains appropriate specialty certification.  
23 2. Contributes to professional meetings, including presentations, workshops and planning  
24 committees.  
25 3(a). Demonstrates a scholarly focus with nationally or internationally-recognized scientific  
26 and/or technical competence and assumes leadership roles at national or international  
27 levels.  
28 3(b). Demonstrated role in collaborative or team-based science activities resulting in  
29 extramural funding, publications or presentations.  
30 4. Is a primary, senior, or corresponding author of scholarly publications or makes significant  
31 contributions on average at least once per year; edits book or authors book chapter or book.  
32 5. Makes invited presentations both internal and external to the institution.

33  
34 Tenure Track

- 35 1. Maintains appropriate specialty certification.  
36 2. Makes presentations at national or international professional meetings on average at least  
37 once per year.  
38 3. Demonstrates a scholarly focus with nationally or internationally-recognized scientific  
39 and/or technical competence and assumes leadership roles at national or international  
40 level.  
41 4. Leads scholarly investigation (basic, translational or clinical, including outcome study or  
42 medical education study).  
43 5. Is a primary, senior, or corresponding author on scholarly peer-reviewed publication **or**  
44 makes significant contributions at least once per year in a major nationally recognized peer-  
45 reviewed journal or online publication (indexed by NLM [PubMed] or similarly recognized  
46 organization); edits book or authors book chapter or book.  
47 6. Implements significant innovations in practice or education that are assimilated by other  
48 institutions or programs.  
49

- 1 7. Secures funding (preferably Federal) for educational or clinical program innovation or  
2 research through peer-reviewed process.
- 3 8. Recognized as a subject matter expert whose guidance and opinions are sought by other  
4 institutions or programs.
- 5 9. Receives awards and recognitions related to educational scholarship or innovations in  
6 clinical programs.

7 **Service Performance:**

- 8 1. Clinical service: excels in clinical care and service to patients; devotes major portion of time  
9 to clinical service activities; collaborates with other health providers to facilitate optimal  
10 patient care; serves in a leadership role in development and implementation of clinical care  
11 programs; receives national and/or international recognition for clinical expertise; mentors  
12 faculty, residents/fellows, and students in clinical service activities.
  - 13 2. Demonstrates leadership in the development, implementation and support of department and  
14 college goals, mission, policies and procedures, and serves in a leadership role on University  
15 and/or College of Medicine committees.
  - 16 3. Participates significantly in University and College of Medicine ceremonies and events.
  - 17 4. Maintains membership in appropriate professional organizations, attends appropriate  
18 local, state, national and/or international meetings, and contributes to the leadership or  
19 organizational structure of appropriate professional societies.
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1 **Clinician**  
2 **Associate Professor**

3 The following areas will be considered in determining whether the candidate meets the  
4 requirements for promotion. Consideration also will be given to the candidate's adherence to  
5 high standards of professionalism and accountability as stipulated in the Introduction section of  
6 this document.

7  
8 **Service Performance:**

- 9 1. Clinical service: excels in clinical care and service to patients; collaborates with other  
10 healthcare providers to facilitate optimal patient care; serves important roles in development  
11 and implementation of clinical programs; receives local or regional recognition for clinical  
12 expertise; mentors junior faculty, residents/fellows, and students in clinical service activities.  
13 2. Participates significantly in quality improvement initiatives and serves in clinical management  
14 roles.  
15 3. Demonstrates involvement in the implementation and support of department and college  
16 goals, mission, policies and procedures and serves on University and/or College of Medicine  
17 committees.  
18 4. Participates significantly in College of Medicine ceremonies and events.  
19 5. Maintains memberships in appropriate professional organizations, attends appropriate local,  
20 state, national and/or international meetings and contributes to the leadership or  
21 organizational activities of appropriate professional societies.  
22 6. Demonstrates service to community organizations that enhances the health and welfare of  
23 citizens in our region.  
24 7. Maintains appropriate specialty certification.

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1 **Clinician**  
2 **Professor**

3 The following areas will be considered in determining whether the candidate meets the  
4 requirements for promotion. Consideration also will be given to the candidate's adherence to  
5 high standards of professionalism and accountability as stipulated in the Introduction section of  
6 this document.

7 **Scholarly Performance:**

- 8 1. Maintains appropriate specialty certification.  
9 2. Makes presentations at national or international professional meetings.  
10 3(a). Demonstrates a scholarly focus with nationally or internationally-recognized scientific  
11 and/or technical competence and assumes leadership roles at national or international  
12 levels.  
13 3(b). Demonstrated role in collaborative or team-based science activities resulting in  
14 extramural funding, publications or presentations.  
15 4. Authors scholarly publications or makes significant contributions including, but not limited to  
16 articles, case studies, books, book  
17 chapters, abstracts, and editorial reviews.  
18 5. Teaches in a continuing education program on average at least once every other year.  
19

20 **Service Performance:**

- 21 1. Clinical service: excels in clinical care and service to patients; collaborates with other  
22 healthcare providers to facilitate optimal patient care; serves important roles in development  
23 and implementation of clinical programs; receives regional recognition for clinical expertise;  
24 mentors junior faculty, residents/fellows, and students in clinical service activities.  
25 2. Develops or participates significantly in quality improvement initiatives and serves in a  
26 leadership role within the clinical management.  
27 3. Demonstrates leadership in the implementation and support of department and college goals,  
28 mission, policies and procedures and serves on University and/or College of Medicine  
29 committees.  
30 4. Participates significantly in College of Medicine ceremonies and events.  
31 5. Maintains memberships in appropriate professional organizations, attends appropriate local,  
32 state, national and/or international meetings and contributes to the leadership or  
33 organizational activities of appropriate professional societies.  
34 6. Demonstrates service to and leadership in community organizations that enhance the health  
35 and welfare of citizens in our region.  
36 7. Maintains appropriate specialty certification.  
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1 **Faculty Educator**  
2 **Associate Professor**

3 The following areas will be considered in determining whether the candidate meets the  
4 requirements for promotion and/or tenure. Consideration also will be given to the candidate's  
5 adherence to high standards of professionalism and accountability as stipulated in the  
6 Introduction section of this document.

7 **Teaching Performance:**

- 8 1. Demonstrates knowledge and competence in teaching as evidenced by learner and/or peer  
9 evaluations, and/or learner outcomes.  
10 2. Assumes responsibility for management of classroom and/or laboratory courses, provides  
11 leadership in course development and implementation as well as curriculum development.  
12 3. Supports innovative and effective teaching methods, approaches and evaluations, and  
13 participates significantly in the implementation of course and curriculum development.  
14 4. Supervises learners with independent studies and special projects.  
15 5. Serves as an academic advisor and mentor to students, residents, fellows and junior staff  
16 (including faculty members and post-doctoral research fellows).

17  
18 Tenure Track:

19 In addition, the individual will have demonstrated leadership in medical, graduate, and/or  
20 professional education through the appointment to academic administrative roles at the  
21 Department or College level and through significant contributions to the curriculum development  
22 and management and with a likelihood of continued productivity and creativity in education.

23 **Scholarly Performance:**

24 Non-Tenure Track

- 25 1(a). Develops a scholarly focus, maintains regionally recognized scientific and/or  
26 technical competence, and conducts funded scholarly investigation; makes continuing  
27 efforts to secure external funding for support of scholarly or other creative activity.  
28 1(b). Demonstrated role in collaborative or team-based science activities resulting in extramural  
29 funding, publications or presentations.  
30 2. Makes presentations at education-oriented regional meetings on average at least once per  
31 year.  
32 3. Is the primary, senior, or corresponding author of scholarly publications or makes significant  
33 contributions on average at least once per year in a major nationally recognized peer-  
34 reviewed journal or online publication (indexed by NLM [PubMed] or similarly recognized  
35 organization); edits book or authors book chapter or book.  
36 4. Reviews for scholarly material (peer-reviewed journal, grants, studies, meeting abstracts).

37  
38 Tenure Track

- 39 1. Secures as principal investigator national external peer-reviewed funding (preferably  
40 Federal) for support of scholarly or other creative activity. This might include education or  
41 social sciences-based research. This is required for achieving tenure in this pathway.  
42 2. Authors scholarly publications on average at least twice per year and is the primary, senior  
43 or corresponding author or makes significant contributions at least once per year in a major  
44 nationally-recognized peer-reviewed journal or online publication (indexed by NLM  
45 [PubMed] or similarly recognized organization).  
46 3. Edits a book or authors book chapters or book(s).  
47 4. Presents results of scholarly or other creative activity at national or regional meetings on  
48 average at least once per year.  
49  
50 5. Maintains continued scientific/technical competence in his/her discipline through

- 1 continuing professional development, and is nationally-recognized as an expert in his/her
- 2 discipline.
- 3 6. Participates significantly in accredited educational programs as a reviewer for accrediting
- 4 agencies.
- 5 7. Reviews for scholarly material (peer-reviewed journals, grants, studies, scientific meeting
- 6 abstracts).

7 **Service Performance:**

- 8 1. Serves as a consultant and/or speaker in his/her area of expertise.
- 9 2. Actively contributes to the implementation of department/college goals, mission, policies
- 10 and procedures, and demonstrates active participation on committees within the
- 11 Department, College of Medicine, and/or the University.
- 12 3. Participates significantly in University and College of Medicine ceremonies and events.
- 13 4. Demonstrates active participation in appropriate professional organizations and attends
- 14 appropriate local, state, national and/or international meetings.
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1 **Faculty Educator**  
2 **Professor**

3 The following areas will be considered in determining whether the candidate meets the  
4 requirements for promotion and/or tenure. Consideration also will be given to the candidate's  
5 adherence to high standards of professionalism and accountability as stipulated in the  
6 Introduction section of this document.

7 **Teaching Performance:**

- 8 1. Demonstrates superior knowledge and competence in teaching as evidenced by learner  
9 and/or peer evaluations, and/or learner outcomes.  
10 2. Assumes responsibility for development, implementation, and management of  
11 classroom and/or laboratory courses, provides leadership in curriculum development,  
12 and develops innovative teaching materials.  
13 3. Supports innovative and effective teaching methods, approaches and evaluations, and  
14 participates significantly in the implementation of course and curriculum development.  
15 4. Develops and/or teaches in continuing education programs.  
16 5. Supervises and mentors learners with independent studies and special projects.  
17 6. Serves as an academic advisor and mentor to students, graduate students, residents,  
18 fellows and junior staff (including faculty members and post-doctoral research fellows).  
19 7. Serves as a mentor for other faculty.  
20

21 Tenure Track:

- 22 1. In addition, the individual will have demonstrated leadership in medical, graduate, and/or  
23 professional education through appointment to academic administrative roles at the College  
24 or University level and through significant contributions to curriculum development and  
25 management and with a likelihood of continued productivity and creativity in education.  
26 2. Demonstrates successful direction of graduate student research activities.  
27

28 **Scholarly Performance:**

29 Non-Tenure Track

- 30 1(a). Develops a scholarly focus, maintains regionally or nationally-recognized scientific and/or  
31 technical competence, and conducts funded scholarly investigation; makes continuing efforts  
32 to secure external funding for support of scholarly or other creative activities.  
33 1(b). Demonstrated role in collaborative or team-based science activities resulting in extramural  
34 funding, publications or presentations.  
35 2. Makes presentations at education-oriented regional meetings on average once per year.  
36 3. Is the primary, senior, or corresponding author of scholarly publications or makes significant  
37 contributions on average at least once every other year in a major nationally recognized  
38 peer-reviewed journal or online publication (indexed by NLM [PubMed] or similarly  
39 recognized organization); edits book or authors book chapter or book.  
40 4. Reviews for scholarly material at the national or international level (peer-reviewed journals,  
41 grants, studies, scientific meeting abstracts).  
42  
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45 Tenure Track

- 46 1. Secures and maintains as principal investigator national external peer-reviewed funding  
47 (preferably Federal) for support of scholarly or other creative activity; this might include  
48 education or social sciences-based research. This is required for achieving tenure in this  
49 pathway.

- 1 2. Authors scholarly publications on average several times every year and is the primary,  
2 senior or corresponding author or makes significant contributions at least twice per year  
3 in a major nationally-recognized peer-reviewed journal or online publication (indexed by  
4 NLM [PubMed] or similarly recognized organization).
- 5 3. Edits book or authors book chapters or book.
- 6 4. Presents results of scholarly or other creative activity at national or international  
7 meetings on average at least once every year.
- 8 5. Maintains continued scientific/technical competence in his/her discipline through  
9 continuing professional development, and is nationally and internationally -  
10 recognized as an expert and leader in his/her discipline.
- 11 6. Develops and participates significantly in accredited educational programs as a  
12 reviewer for accrediting agencies.
- 13 7. Reviews for scholarly material at the national or international level (peer-reviewed  
14 journals, grants, studies, scientific meeting abstracts).

15 **Service Performance:**

- 16 1. Serves as a consultant and/or speaker in his/her area of expertise either nationally or  
17 internationally.
- 18 2. Demonstrates leadership in the implementation of department/college goals, mission,  
19 policies and procedures, and demonstrates leadership on committees within the  
20 Department, College of Medicine, and/or the University.
- 21 3. Participates significantly in University and/or College of Medicine ceremonies and events.
- 22 4. Demonstrates leadership in appropriate professional organizations and attends appropriate  
23 local, state, national and/or international meetings.

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1 **Quality/Patient Safety Track**  
2 **Associate Professor**  
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4 The following areas will be considered in determining whether the candidate meets the  
5 requirements for promotion and/or tenure. Consideration also will be given to the candidate's  
6 adherence to high standards of professionalism and accountability as stipulated in the  
7 Introduction section of this document.  
8

9 **Teaching Performance:**

10 Non-Tenure Track

- 11 1. Demonstrates knowledge and competence in teaching evidenced by learner or  
12 peer evaluations.
- 13 2. Supports the incorporation of quality improvement and patient safety concepts into  
14 course and curriculum development.
- 15 3. Serves as a mentor for students, residents and fellows for quality improvement and patient  
16 safety projects.
- 17 4. Develops and/or teaches in a continuing education program on average at least once  
18 every year.

19  
20 Tenure Track:

21 In addition, the individual will have demonstrated leadership in teaching quality improvement  
22 and patient safety initiatives and a likelihood of continued productivity and creativity in quality  
23 and patient safety education.  
24

25 **Scholarly Performance:**

26 Non-Tenure Track

- 27 1. Maintains appropriate specialty certification and achieves formal training in health  
28 care process improvement (e.g. Lean and/or Six Sigma).
- 29 2. Makes presentations at local and regional meetings on average at least once every  
30 other year.
- 31 3(a). Documents public presentation and peer review of products or programs, both internal  
32 and external to the institution.
- 33 3(b). Demonstrated role in collaborative or team-based science activities resulting in extramural  
34 funding, publications or presentations.
- 35 4. Authors scholarly publications or makes significant contributions including articles, books,  
36 and book chapters on average at least once every other year.

37  
38 Tenure Track

- 39 1. Maintains appropriate specialty certification and achieves formal training in health  
40 care process improvement (e.g. Lean and/or Six Sigma).
- 41 2. Makes presentations at local and regional meetings on average at least once every  
42 other year.
- 43 3. Develops and maintains a scholarly focus and maintains regionally recognized  
44 scientific and/or technical competence related to quality improvement and patient  
45 safety.
- 46 4. Is a primary, senior, or corresponding author on scholarly publications or makes significant  
47 contributions; and/or edits book or authors book chapter or book on average at least once  
48 per year.
- 49 4. Implements innovations in quality of care and patient safety that are assimilated by  
50 others within the institution or by other institutions or programs.
- 51 5. Secures funding for quality outcome reporting and patient safety innovation or  
52 research through peer-reviewed process.

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**Service Performance:**

1. Healthcare quality service: Excels in quality assessment and outcome reporting initiatives; serves important roles in development and implementation of QI and patient safety programs; participates in accreditation efforts related to quality reporting and patient safety; receives regional recognition for expertise; mentors junior faculty, residents/fellows, and students in QI and patient safety activities.
2. Demonstrates involvement in the implementation and support of department/college goals, mission, policies and procedures, and serves on University and/or College of Medicine committees.
3. Participates significantly in College of Medicine ceremonies and events.
4. Maintains membership in appropriate professional organizations, attends appropriate local, state, national and/or international meetings, and contributes to the leadership or organizational activities of appropriate professional societies.

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1 **Quality/Patient Safety Track**  
2 **Professor**  
3

4 The following areas will be considered in determining whether the candidate meets the  
5 requirements for promotion and/or tenure. Consideration also will be given to the candidate's  
6 adherence to high standards of professionalism and accountability as stipulated in the  
7 Introduction section of this document.  
8

9 **Teaching Performance:**

- 10 1. Demonstrates superior knowledge and competence in teaching, especially evidenced-  
11 based healthcare quality measures/initiatives, as demonstrated by learner or peer  
12 evaluations.  
13 2. Serves as a leader in the incorporation of quality improvement and patient safety  
14 concepts into course and curriculum development.  
15 3. Serves as a mentor for students, residents and fellows in developing healthcare quality  
16 and patient safety initiatives.  
17 4. Serves as a mentor to other faculty members in developing healthcare quality and  
18 patient safety initiatives.  
19 5. Develops and/or teaches in a continuing education program on average at least once per  
20 year.

21 Tenure Track:

22 In addition, the individual will have demonstrated leadership in teaching quality improvement  
23 and patient safety initiatives and a likelihood of continued productivity and creativity in quality  
24 and patient safety education.  
25

26 **Scholarly Performance:**

27 Non-Tenure Track

- 28 1. Maintains appropriate specialty certification and achieves formal training in health care  
29 process improvement (e.g. Lean and/or Six Sigma).  
30 2. Contributes to professional meetings, including presentations, workshops and  
31 planning committees.  
32 3(a). Demonstrates a scholarly focus with nationally or internationally recognized  
33 competence in healthcare quality and assumes leadership roles at national or international  
34 levels.  
35 3(b). Demonstrated role in collaborative or team-based science activities resulting in  
36 extramural funding, publications or presentations.  
37 4. Is a primary, senior, or corresponding author of scholarly publications or makes  
38 significant contributions on average at least once per year; edits book or authors book  
39 chapter or book.  
40 5. Makes invited presentations both internal and external to the institution.  
41

42 Tenure Track

- 43 1. Maintains appropriate specialty certification and achieves formal training in health care  
44 process improvement (e.g. Lean and/or Six Sigma).  
45 2. Makes presentations at national or international professional meetings on average at  
46 least once per year.  
47 3. Demonstrates a scholarly focus with nationally or internationally recognized scientific and/or  
48 technical competence and assumes leadership roles at national or international level.  
49 4. Leads scholarly investigation in healthcare quality or patient safety.  
50 5. Is a primary, senior, or corresponding author on scholarly peer-reviewed publication or  
51 makes significant contributions at least once per year in a major nationally recognized  
52 peer-reviewed journal or online publication (indexed by NLM [PubMed] or similarly  
53 recognized organization); edits book or authors book chapter or book.

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6. Implements significant innovations in healthcare quality that are assimilated by other institutions or programs.
7. Secures funding (preferably Federal) for educational or clinical program innovation or research through peer-reviewed process.
8. Recognized as a subject matter expert whose guidance and opinions are sought by other institutions or programs.
9. Receives awards and recognitions related to healthcare quality scholarship or innovations in patient safety programs.

**Service Performance:**

1. Healthcare quality service: Devotes a major portion of time to healthcare quality service activities. Serves in a leadership role in achieving institutional certification for healthcare quality and patient safety programs; receives national and/or international recognition for expertise; mentors faculty, residents/fellows, and students in quality measures and patient safety activities.
2. Demonstrates leadership in the development, implementation and support of department and college goals, mission, policies and procedures, and serves in a leadership role on University and/or College of Medicine committees.
3. Participates significantly in University and College of Medicine ceremonies and events.
4. Maintains membership in appropriate professional organizations, attends appropriate local, state, national and/or international meetings, and contributes to the leadership or organizational structure of appropriate professional societies.

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