

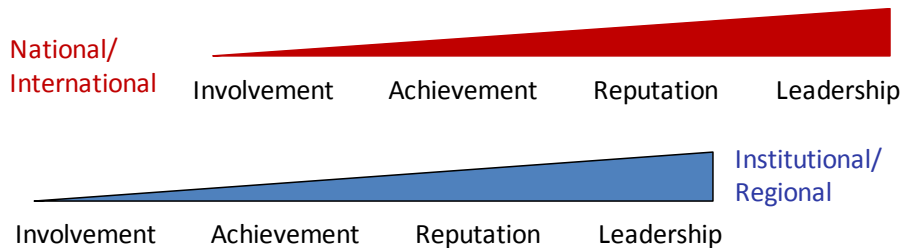


QUICK GUIDE TO SOM PROMOTIONS BASED ON THE 2017 GUIDELINES

Professor, Non-tenured

Candidates for the rank of Professor without tenure must hold a doctoral degree and have significant accomplishments in all three mission areas. Faculty candidates for Professor will have achieved a national/international reputation in their field or hold significant institutional/regional leadership roles in teaching or professional service. The balance among accomplishments may vary considerably from one candidate to another. At the time of appointment or promotion, the candidate, together with the Department Chair, must identify the area of distinction (scholarship, teaching, or professional service) that best matches his/her accomplishments.

Levels of accomplishment and their relative weight are summarized in the figure below. (Note: Because scholarship by nature is public, scholarship benchmarks are not divided into national/international or institutional/regional):



Area of Distinction: Scholarship

Candidates whose focus is scholarship must meet the criteria set forth in **Table A**. To determine if these criteria have been achieved, they should then compare their accomplishments with the appropriate benchmarks from Tables 1-5 in the promotions guidelines (**excerpted below as tables B-F**). Candidates will be evaluated on quantity, quality, and impact of their accomplishments. It is not necessary to achieve every benchmark in a given category, but a sustained pattern of accomplishments, including multiple items at the applicable or greater benchmark level, is expected. **Please refer to Tables 1-5 in the official guidelines for accomplishments not listed here, or for the equivalent benchmarks at the institutional/regional or national/international levels.**

Table A: Criteria for Professor, Non-tenured for Those Focused on Scholarship

Area of Distinction	Mission Area		
	Scholarship	Teaching	Service
Scholarship A (with teaching emphasis)	≥ National/international reputation	≥ National/international achievement	≥ Institutional/regional achievement
Scholarship B (with service emphasis)	≥ National/international reputation	≥ Institutional/regional achievement	≥ National/international reputation

Table B: Examples of Reputation and Leadership Scholarship Benchmarks for Promotion

Scholarship Benchmarks	
National/International Reputation	<ul style="list-style-type: none"> • Sustained record of federal, foundation or industry funding with some as principal investigator, project leader, program director and/or core leader, some currently active** • Continuous publication record with some first/last authorship on publications in leading refereed journals** • Mission-critical investigator roles on multiple funded team science projects • Invited research presentations at national meetings • Invited authorship on important review articles, chapters, and books • Invited editorials or commentaries in leading journals • Invited scientific lectures at outside institutions • Multiple site-PI roles on grants or contracts • Authorship of licensed patents
National/International Leadership	<ul style="list-style-type: none"> • Continuous publication record with some publications in highest impact journals** • Sustained record of federal, foundation, or industry funding as principal investigator, project leader, and/or program director ** • Paradigm-shifting research contributions as assessed by peers • Study chair or PI roles on large multi-investigator grants, contracts or clinical trials • Numerous invited lectures, possibly including keynote presentations, at national or international meetings based on original research • Named lectureships, or multiple lecture invitations, at outside institutions • National/international research recognition awards

**Indicates a mandatory benchmark to achieve the indicated ranking in scholarship for tenure decisions.

Table C: Examples of National/International Achievement and Reputation Teaching Benchmarks for Promotion (Scholarship A)

National/International Teaching Benchmarks	
Achievement	<ul style="list-style-type: none"> • Developing educational materials that are used on a national level such as videos, manuals, blogs, and other teaching aids • Serving in a non-PI leadership role on educational grants to the University • Teaching occasionally at a national course • Serving as editor of an education-related manual • Providing educational appearances for national media outlets
Reputation	<ul style="list-style-type: none"> • Garnering a continuous record of peer-reviewed publications in the field of education with some as primary author • Organizing educational workshops at national venues • Being an invited author of chapters in major textbooks • Providing invited education-based presentations at peer institutions nationally • Serving as a consultant, peer reviewer or site visitor for development/assessment of clinical and scientific training programs • Participating as lecturing faculty in CME workshops with a national audience • Having sustained membership on national curriculum committees or initiatives

Table D: Examples of Institutional/Regional Achievement and Reputation Professional Service Benchmarks for Promotion (Scholarship A)

Institutional/Regional Professional Service Benchmarks	
Achievement	<ul style="list-style-type: none"> • Serving in a substantial Division role (i.e., Section Chief) • Serving as Assistant or Associate Director of large, accredited training or graduate programs • Serving as Director of small accredited training or graduate programs • Leading quality improvement teams • Developing a clinical program that attracts patients from the state or region • Serving as Director of a core facility/service center • Serving on the organizing committee of a regional meeting • Participating as a committee member for state/regional society • Serving as a member of major University or School committees • Receiving a Division/Department service award • Chairing a Divisional, Departmental, or Hospital committee • Providing clinical service that exceeds the norm for peers in quantity and quality
Reputation	<ul style="list-style-type: none"> • Serving as Director of a large, accredited training or graduate program • Receiving major institutional service awards • Serving as Department Vice Chair or Division Chief • Chairing major University, School or Health System committees • Holding titled leadership position within the School, University or healthcare partner (e.g., Chief Quality Officer, Chief Medical Officer, Hospital Service Chief) • Leading a core program/service center that has a regional impact • Earning service awards from state or regional professional societies or medical organizations • Serving as committee chair or elected officer for state or regional organizations • Serving as chair of the program organizing committee for local or regional CME meetings • Serving in advisory roles for local or regional governmental agencies

Table E: Examples of Institutional/Regional Achievement and Reputation Teaching Benchmarks for Promotion (Scholarship B)

Institutional/Regional Teaching Benchmarks	
Achievement	<ul style="list-style-type: none"> • Receiving a Division or Department teaching award • Regularly participating in teaching at least one course • Serving as Assistant/Associate Director of accredited training or graduate programs • Leading regular small group teaching sessions • Delivering invited educational lectures in regional CME courses or grand rounds • Advising (mentoring) some PhD students and postdoctoral fellows and other trainees • Mentoring visiting scholars or clinicians
Reputation	<ul style="list-style-type: none"> • Developing and leading a School or University course or teaching in multiple courses • Serving as Director of accredited training or graduate medical programs • Serving as Director of a School educational program • Serving as Graduate Program Director/Director of Graduate Studies

	<ul style="list-style-type: none"> • Serving as Medical Student Society Advisor or Leader • Serving on the School’s Executive Curriculum Committee • Serving as Director of an accredited Allied Health training program • Sustained track record of advising/mentoring PhD students, residents, fellows and other trainees • Developing or directing regional courses or CME programs • Earning a School, University, or regional teaching award or multiple departmental awards
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Table F: Examples of National/International Reputation and Leadership Professional Service Benchmarks for Promotion (Scholarship B)

National/International Professional Service Benchmarks	
Reputation	<ul style="list-style-type: none"> • Holding membership on editorial boards for leading journals • Leading a major committee of a professional society or serving as a member of multiple national committees • Leading advisory boards to governments or foundations • Serving as a standing member of a study section or an NIH council; ad hoc service on international grant review panels • Implementing national/international clinical or research programs • Being recognized as a thought leader in the field • Serving as a member of a program committee for a major conference • Serving as section leader of major collaborative network
Leadership	<ul style="list-style-type: none"> • Holding a key editorial role for leading journals • Holding a leadership position in professional societies (e.g., Board of Directors, Officer, President, Councilor, etc.) • Serving as Chair of a study section or member of an NIH council • Demonstrating clinical innovation (e.g., game-changing healthcare, creating a nationally/internationally emulated program, etc.) • Holding a leadership role in nationally funded collaborative network • Serving as program committee Chair for national meetings or as lead conference organizer • Receiving honors and awards for national service

Area of Distinction: Teaching

Candidates whose focus is teaching must meet the criteria set forth in **Table G**. To determine if these criteria have been achieved, they should then compare their accomplishments with the appropriate benchmarks from Tables 1-5 in the promotions guidelines (**excerpted below as tables H-K**). Candidates will be evaluated on quantity, quality, and impact of their accomplishments. It is not necessary to achieve every benchmark in a given category, but a sustained pattern of accomplishments, including multiple items at the applicable or greater benchmark, is expected. **Please refer to Tables 1-5 in the official guidelines for accomplishments not listed here, or for the equivalent benchmarks at the institutional/regional or national/international levels.**

Table G: Criteria for Professor, Non-tenured for Those Focused on Teaching

Area of Distinction	Mission Area		
	Scholarship	Teaching	Service
Teaching	≥ Substantial involvement*	≥ National/international reputation OR ≥ Institutional/regional leadership	≥ Institutional/regional achievement

*Substantial involvement: Blend of items in involvement and achievement categories.

Table H: Examples of Institutional/Regional Leadership Teaching Benchmarks for Promotion

Institutional/Regional Teaching Benchmarks	
Leadership	<ul style="list-style-type: none"> • Serving as Assistant, Associate or Executive Associate Dean for Education • Leading a School-wide accreditation effort

Table I: Examples of National/International Reputation and Leadership Teaching Benchmarks for Promotion

National/international Teaching Benchmarks	
Reputation	<ul style="list-style-type: none"> • Garnering a continuous record of peer-reviewed publications in the field of education with some as primary author • Organizing educational workshops at national venues • Being an invited author of chapters in major textbooks • Providing invited education-based presentations at peer institutions nationally • Serving as a consultant, peer reviewer or site visitor for development/assessment of clinical and scientific training programs • Participating as lecturing faculty in CME workshops with a national audience • Having sustained membership on national curriculum committees or initiatives
Leadership	<ul style="list-style-type: none"> • Serving as PI on elite national education grants (e.g., T32) • Garnering a continuous record of peer-reviewed publications in the field of education with some as first or senior author • Chairing major national educational committees, initiatives, or curricula development efforts • Leading national educational initiatives or curricula • Serving as editor of widely used textbooks or other prominent teaching aids • Earning prestigious teaching or mentoring awards from national societies if limited number of awardees • Giving multiple invited keynote presentations at national meetings whose primary purpose is education

Table J: Examples of Involvement and Achievement Scholarly Benchmarks for Promotion

Scholarship Benchmarks	
Involvement	<ul style="list-style-type: none"> • Occasional publications in rank primarily as middle author • Occasional co-investigator roles on grants or contracts • Scholarly presentations at regional venues • Contributions to textbooks • Authorship on educational materials • Authorship of case reports • Creator or editor of local or regional newsletters, blogs or other media disseminating clinical, educational, or scholarly information • Authorship on abstracts presented at professional meetings • Investigator role(s) on local or institutional pilot or seed grants
Achievement	<ul style="list-style-type: none"> • Multiple sub-investigator or co-investigator roles on grants or contracts • PI role on extramural grant(s) • Continuous publication record in medium-impact journals, some as first/last author • Authorship of peer-reviewed review articles in medium-impact journals • Presenting or senior authorship on oral abstract presentations at national meetings • Multiple scholarly recognition awards (e.g., travel awards, abstract awards, etc.) from professional societies • Authorship of issued patents • Substantial evidence of long-term innovative/transformational intellectual contributions to success of the team

Table K: Examples of Institutional/Regional Achievement and Reputation Professional Service Benchmarks for Promotion

Institutional/Regional Professional Service Benchmarks	
Achievement	<ul style="list-style-type: none"> • Serving in a substantial Division role (i.e., Section Chief) • Serving as Assistant or Associate Director of large, accredited training or graduate programs • Serving as Director of small accredited training or graduate programs • Leading quality improvement teams • Developing a clinical program that attracts patients from the state or region • Serving as Director of a core facility/service center • Serving on the organizing committee of a regional meeting • Participating as a committee member for state/regional society • Serving as a member of major University or School committees • Receiving a Division/Department service award • Chairing a Divisional, Departmental, or Hospital committee • Providing clinical service that exceeds the norm for peers in quantity and quality
Reputation	<ul style="list-style-type: none"> • Serving as Director of a large, accredited training or graduate program • Receiving major institutional service awards • Serving as Department Vice Chair or Division Chief • Chairing major University, School or Health System committees

	<ul style="list-style-type: none"> • Holding titled leadership position within the School, University or healthcare partner (e.g., Chief Quality Officer, Chief Medical Officer, Hospital Service Chief) • Leading a core program/service center that has a regional impact • Earning service awards from state or regional professional societies or medical organizations • Serving as committee chair or elected officer for state or regional organizations • Serving as chair of the program organizing committee for local or regional CME meetings • Serving in advisory roles for local or regional governmental agencies
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Area of Distinction: Service

Candidates whose focus is professional service must meet the criteria set forth in **Table L**. To determine if these criteria have been achieved, they should then compare their accomplishments with the appropriate benchmarks from Tables 1-5 in the promotions guidelines (**excerpted below as tables M-P**). Candidates will be evaluated on quantity, quality, and impact of their accomplishments. It is not necessary to achieve every benchmark in a given category, but a sustained pattern of accomplishments, including multiple items at the applicable or greater benchmark, is expected. **Please refer to Tables 1-5 in the official guidelines for accomplishments not listed here, or for the equivalent benchmarks at the institutional/regional or national/international levels.**

Table L: Criteria for Professor, Non-tenured for Those Focused on Professional Service

Area of Distinction	Mission Area		
	Scholarship	Teaching	Service
Professional Service	≥ Substantial involvement*	≥ Institutional/regional achievement	≥ National/international reputation OR ≥ Institutional/regional leadership

*Substantial involvement: Blend of items in involvement and achievement categories.

Table M: Examples of Institutional/Regional Leadership Professional Service Benchmarks for Promotion

Professional Service Benchmarks	
Leadership	<ul style="list-style-type: none"> • Serving as Department Chair, Executive Associate Dean, Dean, President, Executive Vice President for Health Affairs, or the equivalent • Serving as president of a major regional chapter of a national organization

Table N: Examples of National/International Reputation and Leadership Professional Service Benchmarks for Promotion

Professional Service Benchmarks	
Reputation	<ul style="list-style-type: none"> • Holding membership on editorial boards for leading journals • Leading a major committee of a professional society or serving as a member of multiple national committees

	<ul style="list-style-type: none"> • Leading advisory boards to governments or foundations • Serving as a standing member of a study section or an NIH council; ad hoc service on international grant review panels • Implementing national/international clinical or research programs • Being recognized as a thought leader in the field • Serving as a member of a program committee for a major conference • Serving as section leader of major collaborative network
Leadership	<ul style="list-style-type: none"> • Holding a key editorial role for leading journals • Holding a leadership position in professional societies (e.g., Board of Directors, Officer, President, Councilor, etc.) • Serving as Chair of a study section or member of an NIH council • Demonstrating clinical innovation (e.g., game-changing healthcare, creating a nationally/internationally emulated program, etc.) • Holding a leadership role in nationally funded collaborative network • Serving as program committee Chair for national meetings or as lead conference organizer • Receiving honors and awards for national service

Table O: Examples of Involvement and Achievement Scholarly Benchmarks for Promotion

Scholarship Benchmarks	
Involvement	<ul style="list-style-type: none"> • Occasional publications in rank primarily as middle author • Occasional co-investigator roles on grants or contracts • Scholarly presentations at regional venues • Contributions to textbooks • Authorship on educational materials • Authorship of case reports • Creator or editor of local or regional newsletters, blogs or other media disseminating clinical, educational, or scholarly information • Authorship on abstracts presented at professional meetings • Investigator role(s) on local or institutional pilot or seed grants
Achievement	<ul style="list-style-type: none"> • Multiple sub-investigator or co-investigator roles on grants or contracts • PI role on extramural grant(s) • Continuous publication record in medium-impact journals, some as first/last author • Authorship of peer-reviewed review articles in medium-impact journals • Presenting or senior authorship on oral abstract presentations at national meetings • Multiple scholarly recognition awards (e.g., travel awards, abstract awards, etc.) from professional societies • Authorship of issued patents • Substantial evidence of long-term innovative/transformational intellectual contributions to success of the team

Table P: Examples of Institutional/Regional Achievement and Reputation Teaching Benchmarks for Promotion

Institutional/Regional Teaching Benchmarks	
Achievement	<ul style="list-style-type: none"> • Receiving a Division or Department teaching award • Regularly participating in teaching at least one course • Serving as Assistant/Associate Director of accredited training or graduate programs • Leading regular small group teaching sessions • Delivering invited educational lectures in regional CME courses or grand rounds • Advising (mentoring) some PhD students and postdoctoral fellows and other trainees • Mentoring visiting scholars or clinicians
Reputation	<ul style="list-style-type: none"> • Developing and leading a School or University course or teaching in multiple courses • Serving as Director of accredited training or graduate medical programs • Serving as Director of a School educational program • Serving as Graduate Program Director/Director of Graduate Studies • Serving as Medical Student Society Advisor or Leader • Serving on the School’s Executive Curriculum Committee • Serving as Director of an accredited Allied Health training program • Sustained track record of advising/mentoring PhD students, residents, fellows and other trainees • Developing or directing regional courses or CME programs • Earning a School, University, or regional teaching award or multiple departmental awards

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