

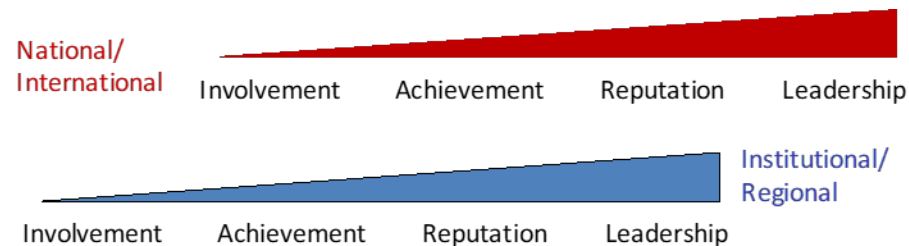


QUICK GUIDE TO SOM PROMOTIONS BASED ON THE 2017 GUIDELINES

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):



TEACHING—PROFESSOR, non-tenured

Candidates whose focus is teaching 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 in the promotions guidelines (**excerpted below, with institutional/regional and national/international benchmarks integrated as tables B-D**). 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.

Table A. Criteria for promotion to Professor, non-tenured, 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 B. Teaching: Faculty must achieve a pattern of activities in either or both of these teaching categories.

TEACHING	BENCHMARKS
National/international reputation	• Being an invited author of chapters in major textbooks
	• Garnering a continuous record of peer-reviewed publications in the field of education with some as primary author
	• Providing invited education-based presentations at peer institutions nationally (e.g., grand rounds)
	• Developing, authoring or editing educational materials that are vetted at a national level (e.g., on national/international professional websites), such as videos, manuals, blogs, and other teaching aids
	• Making regular educational appearances on national media outlets
	• Serving in leadership roles on national education committees
	• Earning a national teaching award
	• Participating as lecturing faculty in CME workshops with a national audience or frequently presenting invited educational lectures
	• Organizing educational courses/workshops at national venues
	• Serving as a consultant, peer reviewer, or site visitor for development/assessment of clinical and scientific training programs
	• Having sustained membership on national curriculum committees or initiatives
	• <i>Other notable and/or similar activities</i>
Institutional/regional leadership*	• Serving as Assistant, Associate, or Executive Associate Dean for Education
	• Leading a School-wide accreditation effort
	• Teaching occasionally at a national workshop/course or delivering occasional educational lectures
	• Serving on national education committees
	• Serving as a mentor as part of a formal national/international mentoring program
	• Providing substantial educational content as an individual via digital media, such as podcasts, webinars, etc.
	• <i>Other notable and/or similar activities</i>

* The candidate should be recognized nationally for their institutional leadership role.

Table C. Scholarship: In addition to Teaching benchmarks above, faculty must also achieve a blend of activities in these two categories:

SCHOLARSHIP	BENCHMARKS
Involvement	• Occasional publications in rank primarily as middle author (required)
	• Occasional co-investigator roles on grants or contracts
	• Investigator role(s) on local or institutional pilot or seed grants or team science projects
	• Scholarly presentations at regional venues

	• Authorship on abstracts presented at professional meetings
	• Authorship on educational materials
	• Authorship on case reports
	• Contributions to textbooks
	• Creator or editor of local or regional newsletters, blogs, or other media disseminating clinical, educational, or scholarly information
	• <i>Other notable or similar activities</i>
Achievement	• Continuous publication record in mid-quartile journals, some as first/last author
	• Multiple sub-investigator or co-investigator roles on grants or contracts, including team science projects
	• PI role on extramural grant(s), including site-PI or project PI
	• Authorship of peer-reviewed review articles in mid-quartile 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
	• Substantial evidence of long-term innovative/transformational intellectual contributions to success of the team
	• Authorship on issued patents
	• <i>Other notable or similar activities</i>

Table D. Service: In addition to Teaching and Scholarship criteria above, faculty must achieve a pattern of activities in one or both of these two service categories below:

SERVICE	BENCHMARKS
Institutional/regional achievement	• Providing clinical service that exceeds the norm for peers in quantity and quality
	• Leading quality improvement teams
	• Developing a clinical program that attracts patients from the state or region
	• Chairing a Divisional, Departmental, or Hospital committee or serving on multiple committees
	• Serving as a member of major University or School committees
	• Receiving a Division/Department service award
	• Serving in a substantial Division role (i.e., Section Chief)
	• Serving in a leadership role of small accredited training or graduate programs
	• Serving in a supportive leadership role of large accredited training or graduate programs (e.g., APDs, Site Director, etc.)
	• 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
	• <i>Other notable and/or similar activities</i>
National/international involvement	• Holding senior membership in professional society (e.g., as fellow of the society)
	• Serving as session chair or moderator at a major society conference
	• Serving as an ad hoc reviewer for medium-impact journals
	• Serving as a member of a major collaborative network

• *Other notable and/or similar activities*

*Thanks to Danielle Jones, Professor of Medicine, for inspiring this version of the Quick Guide.