

EM FACULTY PROMOTIONS RESOURCES

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GUIDELINES FOR APPOINTMENT, PROMOTION and TENURE

Emory School of Medicine

2017

GUIDELINES FOR APPOINTMENT, PROMOTION, AND TENURE EMORY UNIVERSITY SCHOOL OF MEDICINE

I. IMPLEMENTATION

These *Guidelines for Appointment, Promotion, and Tenure (Guidelines)* are fully effective September 1, 2017, and apply to all faculty appointments, promotions, and grant of tenure in the School of Medicine (School).¹ Departments may adopt these *Guidelines* and so inform the Dean or Departments may propose additional qualifying terms to these *Guidelines*, provided that they comply and do not conflict with Emory University (University) policy, subject to approval by the Dean.

II. GENERAL POLICY STATEMENTS

All recommendations for faculty appointment and promotion by the School, or grant of tenure by the University, are based on qualifications without regard to race, color, religion, sex, sexual orientation, age, ethnic or national origin, disability, or veteran status, except where sex or religion are bona fide occupational requirements, or where a specific disability constitutes a bona fide occupational disqualification.

All policies, procedures, and actions regarding faculty appointment, promotion, grant of tenure, or termination conform to the *University Bylaws (Bylaws)* and the *Statement of Principles Governing Faculty Relationships (Statement)*. Individuals appointed to the faculty of the School are subject to all Departmental, School, and University policies, guidelines, and procedures as they exist at the time of appointment or are changed during the period of the faculty appointment, as well as to any applicable governmental laws and regulations.

III. GOALS AND PRINCIPLES

These *Guidelines* are based on the principle that the full spectrum of faculty activities that contribute to the academic mission is valued and deserves recognition. The goal is to provide a framework that allows flexibility in assessing and rewarding the unique achievements and contributions of each faculty member. Fundamentally, all faculty are expected to strive for and achieve excellence and innovation in their major area of academic focus, whether it be scholarship, teaching or professional service, and to make substantial contributions to the other missions. Candidates for promotion are expected to develop outstanding institutional, regional, and national reputations, to become leaders in their fields, and to maintain the high standards that are a hallmark of our faculty.

Appointment as a faculty member in the School of Medicine involves bidirectional obligations between the institution and the faculty member as outlined below.

Obligations of the School to the faculty member:

1. Protect the right of each faculty member to academic freedom; that is, the right to pursue knowledge and to write and speak freely as responsible scholars without institutionally imposed, arbitrary restrictions.
2. Judge a faculty member as a researcher, educator, clinician, and/or program builder, based solely on legitimate intellectual and professional criteria and without regard to race, color, religion, sex, sexual orientation, age, ethnic or national origin, disability, or veteran status, or any factor prohibited under University policy or applicable law.
3. Provide an intellectual environment, appropriate workspace, and opportunity for scholarly achievement.

¹ Please see section VII.G.4 for details on promotion actions during the transition period.

4. Provide opportunity for academic advancement and to consider appointments and promotions to faculty positions/ranks on the basis of established criteria and procedures.
5. Provide compensation appropriate to rank, responsibilities, and accomplishments for the services of its faculty.

Obligations of the faculty member to the School:

1. Carry out assigned academic duties.
2. Teach, conduct research, and/or care for patients with professional competence, intellectual honesty, and high ethical and professional standards in accordance with applicable policies.
3. Develop and continuously improve one's professional abilities.
4. Continuously achieve academic productivity consistent with the expectations of one's academic rank.
5. Practice responsible financial stewardship.
6. Participate in advisory or committee assignments necessary for the development of academic programs, in advising students, and in the governance of the School.
7. Devote one's professional energies to activities that further the goals and mission of the School and to share in the more general responsibilities of faculty to the University, the local community, and society at large.

IV. LIMITED AND CONTINUOUS APPOINTMENTS AND FACULTY RANKS

Limited (non-continuous, non-tenured) appointments are granted for a period of time specified in writing to the appointee (usually one year for full-time faculty) and shall be renewed annually unless written notice of non-renewal is provided to the faculty member in accordance with the *Statement* or unless the letter of appointment to the School faculty specifies a terminal employment period of one year or less. Continuous (tenured) appointments may not be terminated, except as described in the *Statement*.

The following ranks are available for appointment or promotion of full-time or part-time faculty. Expected levels of academic accomplishment increase with each rank.

1. **Associate and Senior Associate** (limited, non-continuous appointments)
2. **Instructor** (limited, non-continuous appointment)
3. **Assistant Professor** (limited, non-continuous appointment)
4. **Associate Professor** (limited or, for faculty who have been granted tenure, continuous)
5. **Professor** (limited or, for faculty who have been granted tenure, continuous)

V. CRITERIA FOR APPOINTMENT AND PROMOTION

A. Overview

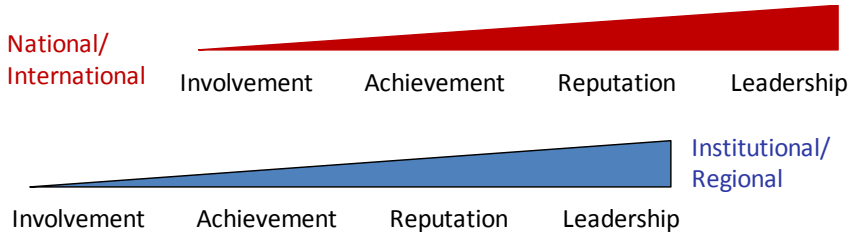
Candidates for appointment or promotion to the School faculty are expected to show academic excellence and to participate in all three missions: scholarship, teaching, and professional service. All faculty members must have received their terminal professional degree,² and those who provide clinical services must obtain and maintain medical staff privileges and managed care credentialing to perform clinical duties at the healthcare facilities in which they are assigned to practice. In accordance with University policy, non-tenured faculty at junior ranks in the School who wish to attain a continuous appointment must do so within an 11-year period. [See Section VII.B.] At the initial appointment, a faculty member shall be placed on the tenure path, if

² Terminal degree is defined as the nationally accepted terminal degree in the candidate's field at the time the degree was awarded.

applicable, or declare an area of distinction (scholarship, teaching or service) that best represents his/her intended academic career path. This declaration is non-binding, retains tenure eligibility, and may be changed at the time of promotion.

B. General requirements for scholarship, teaching, and professional service

The level of accomplishment in each mission area shall be judged as involvement, achievement, reputation or leadership. Benchmarks have been established at each rank for scholarship (**Table 1**) and for teaching and professional service at the institutional/regional levels (**Tables 2-3**) and the national/international levels (**Tables 4-5**). The level of accomplishment attained in each mission area shall be judged as the highest level at which a



candidate demonstrates a sustained pattern of activity. Levels of accomplishment and their relative weights are summarized in the figure. Criteria can be met by a blend of national/international and institutional/regional accomplishments in equivalent categories.

1. Scholarship. All candidates for appointment or promotion to Associate Professor or Professor shall have demonstrated some accomplishment in scholarly endeavors. Scholarship is defined as the development and dissemination of new knowledge or of new insights into existing knowledge. Scholarly activity also may consist of innovative conceptualizations or novel solutions to health problems that have received national recognition; or of research on, and application of, new concepts in biomedical education. Regardless of its form, the candidate’s scholarship must provide promise of continued and recognized creativity. Representative examples of benchmarks for scholarship can be found in **Table 1**.

2. Teaching. Candidates who are proposed for appointment or promotion based primarily on their teaching accomplishments shall have demonstrated skill in and dedication to high quality teaching and a capacity and a desire to maintain teaching effectiveness throughout their careers. A candidate’s contributions in teaching may include instruction of undergraduate, graduate, and/or post-graduate trainees; sharing knowledge with patients, families, and/or the community; delivering educational presentations to their peers at professional meetings and/or continuing medical education courses; directing one-on-one teaching in the laboratory and/or at the bedside; and mentoring. The quality of a candidate's teaching shall be demonstrated in a teaching portfolio that describes and documents in detail the educational activities of the faculty member. Representative examples of benchmarks for institutional/regional teaching can be found in **Table 2** and for national/international teaching in **Table 4**.

3. Professional Service. Candidates who are proposed for appointment or promotion based primarily on their accomplishments in professional service shall have demonstrated contributions to high quality patient care as well as citizenship in the School/University and their professional communities. Evidence of professional skill, medical knowledge, humanistic concern for patients and families, collegiality and the innovative application of techniques and knowledge is required. Citizenship to the professional community involves committee work, conference organization, and peer review, among other activities. The quality of a candidate's service shall be demonstrated in a service portfolio that describes and documents in detail the professional service contributions of the faculty member. Representative examples of benchmarks for institutional/regional professional service can be found in **Table 3** and for national/international professional service in **Table 5**.

Table 1: Representative Examples of Scholarship Benchmarks for Promotion. Candidates will be evaluated on quantity, quality, and impact of their accomplishments. They should have demonstrated a sustained pattern of scholarly activities in rank that should include multiple items at the applicable or greater benchmark:

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
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 2: Representative Examples of Institutional/Regional Teaching Benchmarks for Promotion. Candidates will be evaluated on quantity, quality, and impact of their accomplishments. They should have demonstrated a sustained pattern of teaching activities in rank that should include multiple items at the applicable or greater benchmark:

Institutional/Regional Teaching Benchmarks	
Involvement	<ul style="list-style-type: none"> • Teaching/mentoring residents or students in the context of patient care • Delivering occasional lectures for a course • Participating in regular small group teaching sessions • Serving as a member of thesis committees • Providing patient group or community education • Sharing new scholarly approaches with community or referring physicians
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
Leadership	<ul style="list-style-type: none"> • Serving as Assistant, Associate or Executive Associate Dean for Education • Leading a School-wide accreditation effort

Table 3: Representative Examples of Institutional/Regional Professional Service Benchmarks for Promotion.

Candidates will be evaluated on quantity, quality, and impact of their accomplishments. They should have demonstrated a sustained pattern of service activities in rank that should include multiple items at the applicable or greater benchmark:

Institutional/Regional Professional Service Benchmarks	
Involvement	<ul style="list-style-type: none"> • Participating in Divisional or Departmental service activities • Participating in a hospital committee • Advising community or patient advocacy groups • Organizing recurring Departmental meetings (e.g., grand rounds, M&M) • Participating in quality improvement activities • Providing high-quality patient care
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
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 4: Representative Examples of National/International Teaching Benchmarks for Promotion. Candidates will be evaluated on quantity, quality, and impact of their accomplishments. They should have demonstrated a sustained pattern of teaching activities in rank that should include multiple items at the applicable or greater benchmark:

National/International Teaching Benchmarks	
Involvement	<ul style="list-style-type: none"> • Contributing to a major textbook • Coauthoring education-related publications • Contributing to educational materials that are used on a national level such as videos, manuals, blogs, and other teaching aids
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
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 5: Representative Examples of National/International Professional Service Benchmarks for Promotion.

Candidates will be evaluated on quantity, quality, and impact of their accomplishments. They should have demonstrated a sustained pattern of service activities in rank that should include multiple items at the applicable or greater benchmark:

National/International Professional Service Benchmarks	
Involvement	<ul style="list-style-type: none"> • 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
Achievement	<ul style="list-style-type: none"> • Serving as an ad hoc reviewer for leading journals • Serving as a member of a major committee of a professional society • Holding membership on advisory boards to governments or foundations • Serving as an abstract reviewer for conferences • Serving as an ad hoc reviewer for a study section • Serving as a session chair/organizer for a major conference • Serving as a protocol leader of a major collaborative network
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

C. Requirements for appointment as Associate or appointment and promotion to Senior Associate

Appointment to the rank of Associate or Senior Associate may be used for candidates who are completing advanced residency training, including chief residents or non-ACGME fellows who provide clinical care at the level of a faculty member. These ranks also may be used for those recently completing postdoctoral training.

D. Requirements for appointment and promotion to Instructor

Appointment and promotion to the rank of Instructor may be used for a candidate who has completed residency training or postdoctoral training, is initiating his/her academic career after completion of professional/ academic training, and has the potential to make substantial contributions in scholarship, service, or teaching.

E. Requirements for appointment and promotion to Assistant Professor

Appointments and promotions to the rank of Assistant Professor may be used for individuals who have completed residency or post-doctoral training and demonstrate experience in research, teaching, and/or high-quality professional service. Candidates should exhibit the potential to satisfy the requirements for promotion to Associate Professor as outlined below.

F. Requirements for appointments and promotions to Associate Professor with or without tenure

1. Associate Professor, non-tenured. Candidates for the rank of Associate Professor without tenure must have significant accomplishments in all three mission areas. 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 and meets the minimum criteria described below in **Table 6**. **Table 6** includes one set of criteria in scholarship and two sets of criteria each for teaching (A and B) and professional service (A and B) to allow for different combinations of individual accomplishments. Scholarship benchmarks (**Table 1**), institutional/regional benchmarks in teaching and professional service (**Tables 2-3**), and national/international benchmarks in teaching and professional service (**Tables 4-5**) should be used to judge qualification for appointment and promotion. It is not necessary that a candidate achieve every benchmark in a given category, but a sustained pattern of accomplishments consistent with these benchmarks is expected. Faculty are expected to maintain excellence in each mission area at least at the level required for appointment or promotion as Associate Professor until their next promotion or throughout their careers.

Table 6: Associate Professor, non-tenured

Area of Distinction	Mission Area		
	Scholarship	Teaching	Service
Scholarship	≥ Emerging national/international reputation*	≥ Regional, institutional, national or international Involvement	≥ National/international involvement
Teaching A	≥ Involvement	≥ Institutional/regional reputation	≥ Institutional/regional achievement
Teaching B	≥ Achievement	≥ Institutional/regional reputation	≥ Institutional/regional involvement
Professional Service A	≥ Involvement	≥ Institutional/regional achievement	≥ Institutional/regional reputation
Professional Service B	≥ Achievement	≥ Institutional/regional involvement	≥ Institutional/regional reputation

*Emerging reputation: Blend of items in achievement and reputation categories.

2. Associate Professor with tenure. Candidates for promotion to Associate Professor with tenure, or for the grant of tenure at the Associate Professor level, shall hold a doctoral degree and must demonstrate at least an established national/international reputation in the scholarship area of distinction. Candidates must also attain the benchmarks for either at least national/international achievement in teaching and at least institutional/regional achievement in professional service (**Table 7, Scholarship A**) or at least institutional/regional achievement in teaching and at least national/international achievement in service (**Table 7, Scholarship B**). Tenure decisions must be made by the end of the 11th year on faculty, and must take effect by September 1st of the 12th year. If a tenure decision is unfavorable, candidates may be reconsidered in subsequent years provided they still fall within the 11-year tenure clock.

In terms of scholarship, the candidate must have a sustained record of extramural funding with some as principal investigator, as well as a continuous publication record that includes first or senior authorship on publications in leading refereed journals. Candidates may also fulfill mission-critical investigator roles on multiple funded team science projects. They should have given invited research presentations at national venues and should have authored important review articles, chapters and books. Other evidence of scholarship may include licensed patents. Scholarship benchmarks are provided in **Table 1**, and teaching and professional service benchmarks can be found in **Tables 2-5**. Candidates who are granted tenure are expected to maintain tenurable standards of performance throughout their careers.

Table 7: Associate Professor, tenured

Area of Distinction	Mission Area		
	Scholarship	Teaching	Service
Scholarship A	≥ National/international reputation	≥ National/international achievement	≥ Institutional/regional achievement
Scholarship B	≥ National/international reputation	≥ Institutional/regional achievement	≥ National/international achievement

G. Requirements for appointments and promotions to Professor with or without tenure

1. Professor, non-tenured. Substantial accomplishments in all three mission areas are expected of all candidates for full Professor. Faculty candidates for Professor will have achieved a national/international reputation in their field or hold significant institutional/regional leadership roles in education or professional service. At the time of appointment or promotion, the candidate, together with the Department Chair, must identify the area of distinction that best matches his/her accomplishments (scholarship, teaching or professional service). This area may be different from the area of distinction chosen at the time of promotion to Associate Professor. To be eligible for appointment or promotion, the minimum criteria described below in **Table 8** must be met. **Table 8** includes two sets of criteria in scholarship (A and B) and one set of criteria each for teaching and professional service to allow for different combinations of individual accomplishments. Scholarship benchmarks (**Table 1**), institutional/ regional benchmarks for teaching and service (**Tables 2-3**), and national/international benchmarks for teaching and service (**Tables 4-5**) should be used to judge qualification for appointment and promotion. It is not necessary that a candidate achieve every benchmark in a given category, but a sustained pattern of accomplishments consistent with these benchmarks is expected. Faculty are expected to maintain excellence in each mission area throughout their careers.

Table 8: Professor, non-tenured

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

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

2. Professor with tenure. This rank is the most distinguished in the University, and as such, substantial accomplishments at the national/international level are expected of all candidates. Promotion to Professor with tenure requires a doctoral degree and accomplishments in all three mission areas, including achieving a national/international leadership role in scholarship, education or professional service. In all cases, a faculty candidate for Professor will be among the most distinctive and recognized voices in his/her discipline. While tenure decisions usually will occur at the level of Associate Professor, if the criteria in **Table 9** are met, promotion to Professor can be coupled with a grant of tenure. Grant of tenure must be made and take effect by the end of the 11th year on faculty. **Table 9** includes two sets of criteria in scholarship (A and B) and one set of criteria each for teaching and professional service to allow for different combinations of individual accomplishments. At the time of appointment or promotion, the candidate, together with his/her Department Chair, must identify the area of distinction that best matches his/her accomplishments (scholarship, teaching, or professional service). This area may be different from the area of distinction chosen at the time of promotion to Associate Professor. Scholarship benchmarks (**Table 1**), Institutional/regional benchmarks for service and teaching (**Tables 2-3**) and national/international benchmarks for service and teaching (**Tables 4-5**) should be used to judge qualification for appointment and promotion. It is not necessary that a candidate achieve every benchmark in a given category, but a sustained pattern of accomplishments consistent with these benchmarks is expected. Faculty are expected to maintain tenurable standards of performance in each mission area throughout their careers.

Table 9: Professor with tenure

Area of Distinction	Mission Area		
	Scholarship	Teaching	Service
Scholarship A	≥ National/international leadership	≥ Institutional/regional reputation	≥ National/international reputation
Scholarship B	≥ National/international leadership	≥ National/international reputation	≥ Institutional/regional achievement
Teaching	≥ National/international reputation	≥ National/international leadership	≥ Institutional/regional reputation
Professional Service	≥ National/international reputation	≥ Institutional/regional reputation	≥ National/international leadership

H. Joint and secondary appointments

Joint (shared compensation or other financial support) and secondary (without compensation in the second Department) faculty appointments in the School are limited and require the approval of the Department Chairs and the Dean. Their conditions should be stated in writing at the time of their initiation. Such appointments require that the faculty member makes an appreciable contribution to the secondary Department. Initial joint and secondary appointments may be made at the same rank as, or at one faculty rank lower, than that held in the primary Department, at the discretion of the Chairs of the two Departments. At the request of the Chairs, advancement to the next rank may occur at the time of promotion in the primary Department.

I. Joint and secondary faculty appointments in the School of faculty at other institutions

Faculty who hold primary appointments at other medical schools or universities usually are not eligible for joint or secondary faculty appointments in the School of Medicine. Exceptions may be made only if the arrangement is beneficial to the School, and if the faculty member's activities do not interfere with his or her obligations to the School or home institution or breach the policies of the University, the School, or the home institution. Such exceptions shall require approval by the Department Chair, the Dean, and the home institution. Contractual agreements between Emory and the other institution will be required. Such contractual agreements must include specific terms for any faculty who wish to submit research proposals, be listed as compensated investigators on research grants, or provide compensated medical services at Emory.

J. Special titles in the School

Additional appointments to the faculty ranks with or without compensation and with special titles are authorized under the *Statement*. They are made to satisfy special needs and/or conditions. Such appointments are limited and are governed by the written conditions of each individual appointment. Examples are acting and visiting appointments. These appointments are reviewed in the same manner as those for regular faculty appointments to the rank of Assistant Professor.

K. Emeritus appointments

A retired member of the faculty who has reached age 55, has served as a member of the Emory faculty for at least ten continuous years, and whose total age plus years of continuous service is at least 75, shall be eligible for the Emeritus title at the rank held upon retirement. Emeritus status is not automatic, but rather must be requested by the Chair and the Dean and approved by the Provost, the Executive Vice President for Academic Affairs and the President, who shall inform the Board of Trustees of the appointment. [*Statement*]

VI. ALLIED HEALTH APPOINTMENTS AND PROMOTIONS

Allied Health faculty will be subject to the same guidelines as other faculty in the School. They must hold the nationally accepted terminal degree in their field at the time the degree was awarded. To advance through the academic ranks, they must meet or exceed the criteria described in **Tables 6 and 8**. Candidates who do not hold a doctoral degree are not eligible for tenure or promotion to Professor.

VII. PROCEDURES FOR APPOINTMENT, PROMOTION AND TERMINATION

Overview of procedure: Recommendations for appointment and promotion, arrived at using principles established by the Office of Equity and Inclusion, these *Guidelines*, and Departmental policy, are initiated by the Department Chair. Appointments and promotions to Associate Professor and Professor are submitted to the Faculty Committee on Appointments and Promotions (FCAP) and, if favorably reviewed, to the Council of Chairs, both of which are advisory to the Dean, before a final decision by the Dean. Tenure actions are then forwarded to the Executive Vice

President for Health Affairs for approval before submission to the University Provost and the Board of Trustees for action. These procedures are in accordance with the University policy stated in the *Bylaws* and in the *Statement*.

A. Minimum time in one rank before promotion to the next rank

The minimum time in rank may be served at Emory or previous institutions before appointment or promotion to the next rank. The minimum time in rank ordinarily is less than the usual time in rank. Under rare and unusual circumstances, the Chair may request promotion sooner than the minimum time in rank. The recommendation from the Chair to the Dean must explicitly justify in writing why such exception is warranted. The minimum time in rank before the next promotion could take effect is stated below.

1. Associate, Senior Associate, or Instructor—one year
2. Assistant Professor—five years
3. Associate Professor—four years

B. Maximum time in rank before promotion to the next rank

1. General rules. Faculty who are being considered for tenure must achieve the criteria for tenure within 11 years. The tenure clock begins at the start of the first full academic year after appointment as Assistant Professor or two years after appointment as Instructor.³ New faculty appointed without tenure at the Associate Professor level have five years to attain tenure, if applicable. Faculty appointed as Professor without tenure have three years to attain tenure, if commensurate with their career trajectory. No maximum times in rank exist for faculty not eligible for tenure, but faculty are entitled to review and promotion in accordance with the *School of Medicine Faculty Development Policy* and the criteria and restrictions herein.

2. Extension of the tenure clock. The decision to grant tenure must be made before the end of the 11th year of employment in a full-time, regular academic position. Since notice should be given for changing or terminating an academic appointment by May 31 of the final year of appointment, the tenure review must be initiated not later than the 10th academic year. In order to protect the faculty member who has demonstrated excellent potential for reaching tenure, but who has encountered unusual circumstances, the following situations, subject to University policy, may qualify for an extension of the tenure clock:

- a. If a faculty member who has not yet been reviewed for tenure becomes a parent by birth or adoption, a one-year extension of the tenure clock will be granted automatically per birth event. The faculty member should notify his/her Department Chair and Dean in writing of this change in status at the earliest possible date.
- b. Other special circumstances that may justify an extension of the tenure clock include responsibility for managing the illness or disability of a family member, serious illness of the faculty member, personal or family tragedy, catastrophic change in the research environment (e.g., equipment, research data, animal or patient resources) that significantly delays or terminates specific research activity, or the unforeseen imposition of additional Departmental or University duties that significantly detracts from the academic time available to the faculty member.

To obtain an extension of the tenure clock for unusual circumstances, the faculty member must make a written request to the Department Chair showing that his or her ability to demonstrate readiness for the grant of tenure has been substantially impaired. Faculty are expected to submit the petition for an extension of the tenure clock at the time of the unusual circumstance rather than in year ten when the tenure review is due.

³ For example, if the employment date is November 1, the first full year of service begins on the following September 1.

The petition must be approved by the Department Chair, Dean, Executive Vice President for Health Affairs and the Provost. In the event of a denial, the faculty member may appeal to the responsible official at the next level of approval. The Provost, in consultation with the President, shall grant or deny the petition.

3. Exceptions. When an inadvertent administrative error in the Department or Dean's Office allows the tenure clock to expire before the candidate is able to compile a promotion packet, upon discovery of the error, the Chair must immediately initiate the usual procedure for review of the faculty member's credentials for the grant of tenure; or, with the consent of the faculty member, allow the tenure clock to lapse. If initiating a review, the Department Chair shall then submit to the Dean a written report explaining the reason for the overdue submission; the Department's recommendation, favorable or unfavorable; reasons for the recommendation; and the usual complete supporting materials. If the Dean agrees that the circumstances merit exceptional consideration, a favorable recommendation from the Chair will be considered as described in section VII.E. Recommendation of the faculty action to the Provost and President of the University for special consideration shall be at the discretion of the dean. If an unfavorable recommendation is made by the Department, the FCAP, the Council of Chairs, or the Dean, the faculty member shall have the rights of appeal described herein.

In rare and unusual circumstances, the Dean may consider proposing a grant of tenure for a Professor who has exceeded the tenure clock and through a change in career focus has achieved the performance metrics of a tenured Professor. The Dean will consult with the Provost before moving such a case forward.

C. Terms and renewal of limited appointments

In accordance with the *Statement*, the terms of limited appointments shall be stated in writing, and the details of limited appointments that are contingent upon specified grants and contracts should be described. Written notice as prescribed in the *Statement* is required for non-renewal of limited appointments. In the School, renewal of limited appointments shall occur on a yearly basis, in accordance with the *Statement*, unless written notice of non-renewal of the appointment is provided by the Department Chair to the faculty member. Limited appointments in the School are for one year, unless a shorter period is specified in the recruitment and appointment letter.

D. Departmental procedures for appointment/promotion

1. Chair's review. The credentials of all faculty shall be reviewed by the Chair of the Department in accordance with these *Guidelines* and the *School of Medicine Faculty Development Policy*. Written notice of non-renewal shall conform to the requirements of the *Statement*. Action leading to nomination of an individual for appointment or promotion will be initiated by the Chair of the primary Department in accordance with these *Guidelines* and established Department guidelines.

2. Departmental committee review. The individual under consideration shall be provided sufficient notice to allow preparation of appropriate supporting documentation, all of which shall be considered by the Department appointments and promotions committee when preparing its recommendation to the Department Chair. The committee recommendation, including the vote totals, will be included in the Chair's letter. All reviews shall conform with University policies on equity and inclusion and utilize best practices with respect to the composition of the committee.

3. Evaluations. Evaluations are required for all senior promotion actions (Associate Professor and Professor). For the faculty ranks of Associate, Senior Associate, Instructor and Assistant Professor, no evaluations other than the Chair's letter are required, but they may be included.

In consultation with the Department Chair, the candidate will develop a list of potential internal and external

evaluators, a brief description of the credentials of each that explain the selection of that evaluator; the evaluator’s perceived standing in the field with regard to scholarship, teaching, and/or professional service; and the evaluator’s relationship to the candidate, if any. A candidate may not solicit or contact potential evaluators once promotion materials have been submitted to his/her department, as this would disqualify evaluators from participating in the review process. Using a standard letter and Evaluator Profile Form approved by the Provost, the Dean’s Office shall solicit, track, and collect all internal and external evaluations for cases involving grant of tenure. For other actions, the Department shall solicit, track, and collect all evaluations. All evaluations received by the Dean’s Office will be provided to the Chair and will be considered in the reviews of the candidate’s credentials. For reporting purposes and for consideration in the review process, if appropriate, the Dean’s Office or the Department shall record the reasons, to the extent known, that any invited evaluators fail to respond.

At least four evaluations for non-tenured Associate Professor appointments and promotions and at least six evaluations for all non-tenured Professor actions appointments and promotions must be received from faculty members/faculty equivalent who hold the rank to which the candidate aspires, or higher. External evaluators of the candidate’s research should be top-ranking, acknowledged scholars in the candidate’s field. For non-tenured appointments, three (for Associate Professor) or four (for Professor) of these evaluations must be from arm’s length external evaluators who have not collaborated with the individual within the last five years, have not published with the individual in the last five years except as part of a large working group, and do not have any other close present or past relationship, including as mentor/mentee, supervisor/supervisee, or close colleague (**Table 10**). The other evaluations may be from external collaborators who are familiar with the candidate’s contributions to the field (non-arm’s length) or from internal evaluators who are not in the same primary or joint department as the candidate. Internal evaluations may be from faculty in the candidate’s secondary department, provided that the candidate and evaluator do not have a close working relationship. For tenure decisions, all evaluations must meet the criteria set forth by the Provost’s Office. In all cases, an evaluator must complete the School of Medicine Candidate Evaluation Form or provide a letter summarizing his/her opinion. In addition, (s)he must complete an Evaluator Profile Form documenting his/her relationship with the candidate and identifying any conflicts of interest that may exist.

Table 10: Evaluations

Proposed rank	Required evaluations			
	External/internal		Research team lead	Chair joint/secondary department
Associate Professor, non-tenured	Required: 4		Optional	If applicable
	≥ 3 arm’s length external	1 arm’s length or non-arms’ length external or internal		
Associate Professor, tenured	Follow university guidelines		Optional	If applicable
Professor, non-tenured	Required: 6		Optional	If applicable
	≥ 4 arm’s length external	2 arm’s length or non-arms’ length external or internal		
Professor, tenured	Follow university guidelines		N/A	If applicable

Inclusion of one optional letter from the candidate's research team leader, if applicable, may be submitted. For all faculty who hold joint or secondary appointments in the School or a University unit outside the School, a letter of support for the candidate from the Dean, Department Chair or Director of the unit in which the candidate holds the joint or secondary appointment must be included.

4. Departmental packet to Dean. The materials provided to the Dean shall include those required by the University's Tenure and Promotion Advisory Committee (TPAC) and the Provost (**Appendix A**). Briefly, they will include the Department Chair's letter; the candidate's teaching portfolio, service portfolio, curriculum vitae, one-page curriculum vitae (tenure candidates only), and personal statement, all in the School format; copies of up to five representative publications; internal and external evaluations, as well as a list of evaluators ; and the aforementioned letter of support from the Dean, Department Chair or Director of the unit in which the candidate holds a joint or secondary appointment.

E. Procedures for extra-departmental review

1. Appointments and promotions to limited introductory ranks. The record of the candidate nominated for appointment or promotion to any of the limited introductory ranks is ordinarily reviewed and acted upon by the Dean without further consultation. The Department Chair should provide a letter explaining the request and a copy of the candidate's curriculum vitae. Appointments and promotions so accomplished are reported to the Council of Chairs monthly.

2. Appointments and promotions to Associate Professor and Professor. Proposals for appointments or promotions to the rank of Associate Professor or Professor are forwarded by the Dean to the FCAP. The FCAP composition is described in the *Bylaws of the Emory University School of Medicine Faculty Committee on Appointments and Promotions*. Candidates recommended for appointment to these ranks must submit their dossier (as described in Section VII.D.4) to allow time for the various levels of review to occur within six months of their start date. During the review process, candidates shall hold the titles of Acting Associate Professor or Acting Professor. Failure to comply with this timeline may result in reversion to the title of Assistant Professor until such time as the action is reviewed and approved.

a. The FCAP's initial review of a proposal for appointment or promotion. Proposed actions are reviewed by the FCAP in a similar manner as for limited and continuous faculty appointments using the criteria appropriate to each, including any additional Department-specific criteria. The Committee will assess whether the documentation submitted by the candidate and the Chair adequately supports appointment or promotion based on the area of distinction chosen by the candidate, the criteria set forth in **Tables 6-9**, and the benchmarks in **Tables 1-5**. The Committee may request in writing, through the Dean's Office, additional information from the Department Chair.

The FCAP shall discuss and vote on each candidate separately. Members of the Committee will be provided with the complete packet for each faculty action. The Committee Chair will assign a primary and secondary reviewer who do not have a personal conflict of interest or hold a primary appointment in the same Department, and who hold an academic rank equal to or higher than of the expected rank of the candidate. Reviewers will rigorously evaluate the candidate's scholarship, teaching, and professional service in accordance with the criteria described herein. Evaluations shall be used to judge a candidate's local, regional, national and/or international reputation, and impact. The primary reviewer will present his/her evaluation to the Committee, and the secondary reviewer will provide additional comments as necessary. The entire Committee will then discuss the merits of the candidate's application.

- b. The FCAP vote on proposed actions.** A quorum of more than half of the Committee, including the Chair, is required for each discussion and vote on a faculty action. The Committee shall vote upon tenure and promotion recommendations separately. Any Committee member with a conflict of interest shall leave the room during the consideration and shall not vote. Members absent from the discussion may not vote and must be recorded as absent. The Committee's recommendation to support or deny the proposed promotion or appointment shall be based upon a simple majority vote. The vote of each of the members present shall be recorded; however, the deliberations of the Committee are confidential except as reported in aggregate to the Dean and the Council of Chairs.
- c. Committee report to the Dean.** For each faculty action, the Committee Chair will provide to the Dean a written report that reflects the Committee's deliberations and recommendation, including the criteria proposed by the Chair, the strengths and weaknesses of the candidate based on the criteria described herein, a summary of the opinions of the external evaluators, and the Committee vote. When the Committee vote is not unanimous, the minority opinion will be detailed in the report.
- d. Action by the Dean and the Council of Chairs.** The recommendation of the FCAP is advisory to the Council of Chairs and the Dean. If the FCAP recommendation is for a non-tenure appointment or promotion, and is favorable by at least a two-thirds majority vote, the Council of Chairs then reviews the promotion materials and the FCAP's decision and makes final recommendation via a consent agenda for the Dean's approval, depending upon the needs of the School and the University and upon fiscal considerations. If a favorable recommendation is supported by a vote greater than one-half but less than two-thirds of the FCAP, then the Council of Chairs will review and discuss the action at a regular meeting.

If the favorable recommendation involves grant of tenure, then the action will be assigned to two Department Chairs for in-depth review at the Council of Chairs meeting. The Chair of the FCAP will present to the Council of Chairs a summary of the FCAP's recommendation and will answer questions. The two Chairs who have performed the review will present their conclusions, and the Chair of the candidate's Department will be asked for comment. The Council of Chairs will then discuss and vote on the action after the Department Chair has recused himself/herself.

Unfavorable FCAP recommendations with which the Dean concurs are remanded to the Department Chair with a description of the Chair's options. The Department Chair may confer with the candidate when considering whether to accept the FCAP decision or to appeal, but the FCAP report itself must remain confidential because it contains information about the evaluators' opinions. If the Department Chair disagrees with the outcome of the FCAP deliberation, (s)he may appeal the action to the Council of Chairs as described above for tenure cases. If the Department Chair opposes the promotion, but the candidate believes the action should go forward and the case meets the criteria outlined below for appeals, (s)he may appeal to the Dean. At his/her discretion, the Dean may appoint two members from the Council of Chairs to present the candidate to the Council of Chairs for review.

When the Dean does not concur with the FCAP, (s)he may seek further advice from the Council of Chairs.

- e. Action by the Provost.** All tenure actions approved by the FCAP, the Council of Chairs and the Dean shall be forwarded to the Provost's Office for review and approval, along with a letter from the Dean outlining the School's promotion procedures, the candidate's contributions to his/her field, and the outcome of the School's deliberations. Refer to the Faculty Handbook for University procedures.
- f. Appeals.**

- i. **Appeal of Chair's decision or decision of Departmental committee.** If the Department Chair declines to initiate the process that may lead to a recommendation for promotion, or if the Department's recommendation is unfavorable, the candidate or other faculty members acting on his/her behalf may submit a written appeal to the Dean. The Dean has the discretion to accept or decline to accept the appeal. If the appeal is accepted, the Dean may make a decision on the appeal, may submit the case to the FCAP as specified herein, or may seek advice from the Council of Chairs.
 - ii. **Appeal of recommendation of the FCAP.** A candidate or Department Chair may appeal in writing to the Dean an unfavorable FCAP recommendation. The basis for such an appeal shall be either that (a) the FCAP failed to adhere to and equitably apply the *Guidelines*; or (b) that there has been a violation of academic freedom. The Dean has the discretion to accept or decline to accept the appeal. If the appeal is accepted, the Dean may make a decision on the appeal or may seek advice from the Council of Chairs. The Council of Chairs will consider only substantive information in any decision that may reverse the recommendation of the FCAP.
 - iii. **Appeal of decision of Dean.** A candidate may appeal to the Executive Vice President for Health Affairs an unfavorable decision by the Dean. The Executive Vice President of Health Affairs, in coordination with the Provost, will determine the procedure by which such appeals are reviewed.
 - iv. **Appeal of decision allegedly based on discrimination.** Any faculty member may appeal an unfavorable decision believed to be based upon prohibited discrimination through the procedure prescribed by the Emory University Office of Equity and Inclusion.
- F. Terminations.** The decision whether to terminate a faculty member denied tenure will reside with the Department Chair and the Dean, who will consider the potential for the faculty member to continue to contribute to the missions of the University and the financial impact of such a decision. Termination procedures and decisions concerning termination for cause will conform to the *Statement*.
- G. Special cases**
1. **Procedure for review of long-term Associate Professor with tenure.** *[Adapted from and subject to policy established by the University Board of Trustees.]* Occasionally, tenured members of the faculty take on roles or an emphasis in their work that does not meet the standard criteria for promotion with the result that they remain in the rank of Associate Professor for many years. The careers of such individuals may not receive the wider professional recognition of the more typical scholarly career but nonetheless reflect outstanding and important contributions to the University. Such persons could be eligible for consideration for the rank of Professor with tenure. At their discretion, Department Chairs or the Dean may review and nominate for promotion such individuals who have been in rank 12 years or longer. The nomination must be supported by evidence of extraordinary contributions to, and outstanding performance in, teaching or service, and as appropriate, scholarship. The nomination for appointment to Professor with tenure will be processed and reviewed in the usual manner for such appointment.
 2. **Procedure for reappointment of faculty returning to the University after an absence.** If a non-tenured faculty member voluntarily leaves the University and then wishes to return within two years, the Chair may request reappointment at the same rank without full review by the FCAP and the Council of Chairs. In such cases, the Chair shall submit a reappointment request and the candidate's updated curriculum vitae to the Dean. The Dean may accept the recommendation or request review by the FCAP and the Council of Chairs. This policy does not apply to faculty members with tenure. Faculty members with tenured appointments or those who have been gone from the University for more than two years, will undergo review of their

appointment following the regular procedures described herein.

3. One-time procedures for actions proposed during transition to these guidelines (grandfather clause).

The phase-in of this new version of the *Guidelines* will begin on September 1, 2017 and will occur as follows:

- Promotion proposals for those whose faculty appointment at the University began after September 1, 2015 shall automatically be considered under these new *Guidelines*.
- Those who were appointed faculty in the School on or before September 1, 2015 shall have until September 1, 2020 to be considered for promotion under the previous 2011 *Guidelines* if they so choose.
- If a faculty member is proposed for promotion under the 2011 *Guidelines* and fails to be promoted, all further promotion proposals shall be considered under the 2017 *Guidelines*.
- After September 1, 2017, once a change in rank has occurred, further actions will only be considered under the 2017 *Guidelines*.
- Faculty who have been denied tenure under the 2011 *Guidelines* shall be reconsidered for tenure only under the 2017 *Guidelines* if they are within the 11-year tenure clock.

VIII. ADJUNCT FACULTY APPOINTMENTS AND PROMOTIONS

A. Adjunct faculty appointments

All adjunct faculty appointments in the School of Medicine are limited, and their conditions should be stated in writing at the time of their initiation. These appointments automatically terminate two years after the date of appointment unless renewed in writing by the Department Chair. All faculty who hold adjunct faculty appointments in the School are subject to, and shall comply with, the policies and procedures of the Department, School, and University, and further to any local, state, and federal laws and regulations that are applicable to their activities at Emory.

Adjunct faculty serve in a volunteer capacity without financial compensation. Appointments to the ranks of Adjunct Instructor through Adjunct Professor are reserved for individuals generally from outside Emory who have completed their graduate degrees and who contribute actively to the clinical, educational and/or research missions of the School. The initial adjunct appointment shall be at the rank of Instructor unless accomplishments are commensurate with a higher rank. Ranks of Assistant Professor, Associate Professor and Professor require ongoing University mission-specific contributions in teaching, service, and/or scholarship at a level commensurate with those of regular faculty. Adjunct faculty may hold a secondary adjunct faculty appointment, if appropriate.

Adjunct faculty who also hold faculty appointments at other academic institutions must have the approval of their home institutions as well as the Emory Department Chair and Dean to hold an appointment in the School of Medicine, participate in research or clinical activities, submit research grants, or be listed as investigators on research grants at Emory. Research and clinical activities may require special arrangements such as contracts and other agreements.

B. Requirements for appointment and promotion to senior adjunct faculty

1. Adjunct Associate Professor. Adjunct Associate Professors shall exhibit high levels of skill as clinicians, teachers, and/or researchers. They shall contribute actively to the clinical, educational, and/or research programs of the School at a level commensurate with that expected of regular faculty at this rank.

2. Adjunct Professor. Adjunct Professors shall have achieved undisputed recognition as outstanding

clinicians, teachers and/or researchers. They shall contribute actively to the clinical, educational and/or research programs of the School at a level commensurate with that expected of regular faculty at this rank.

C. Procedures for adjunct faculty appointments and promotions

Nominations for appointments and promotions in the adjunct faculty ranks are recommended, processed, and reviewed in the same manner as those for regular faculty appointments to the rank of Assistant Professor. In addition to approvals from the Department Chair and Dean, special contractual agreements may be required for adjunct faculty candidates who hold faculty appointments at other institutions. The Dean's Office will assist Department Chairs in obtaining such agreements.

IX. RECORDS

These *Guidelines* and any additional Departmental requirements for appointment, promotion, tenure, and termination must be kept on file in the Dean's Office, posted on the School of Medicine website and made available to the faculty. Complete records of the formal Departmental review process for each candidate, including all pertinent data and the written reports of recommendations, must be kept on file in the Department of the candidate for a period of not less than three years, regardless of whether a recommendation for appointment or promotion was made. A complete record of the appointment and promotion history of each faculty member shall be kept on file in the Dean's Office for at least seven years following the individual's resignation, termination, or retirement date.

These *Guidelines* were approved by the Faculty, Council of Chairs, and The Board of Trustees effective 5/3/2017.

Revisions approved by the Council of Chairs 6/18/2018.

APPENDIX A
APPOINTMENT AND PROMOTION MATERIALS

A. Contents of the appointment or promotion packet

1. Chair's letter

The Chair shall submit to the Dean of the School of Medicine a written letter of recommendation summarizing the formal independent departmental promotion review proceedings and recommending the basis for promotion. The Chair's letter, with evaluators' names and comments redacted, shall be available to the individual under consideration, if requested. The Chair's letter will include:

- (a) A clear statement of the area of distinction chosen by the candidate and the institutional/regional or national/international levels of accomplishment in scholarship, teaching and professional service;
- (b) For a new appointment, a description of the position the candidate will assume;
- (c) A description in lay terms of the candidate's accomplishments in scholarship, teaching, and service, as well as an assessment of the candidate's qualifications in each area for appointment or promotion, including the candidate's standing within the field compared to other distinguished experts in the field;
- (c) An assessment of the current and future impact of the candidate's scholarship, teaching, and service;
- (d) A description of how the candidate's appointment, promotion, and/or tenure will advance the purposes of the Department, School, and University;
- (f) A statement of the data or documents that were reviewed by the Department appointments and promotions committee and the Chair;
- (g) A summary of the opinions of the evaluators, including quotations from their evaluations;
- (h) The vote of the Department appointments and promotions committee (without names).
- (i) A statement that the Office of Equity and Inclusion guidelines were followed.

2. For tenure candidates only, a one-page summary of the curriculum vitae, using the template provided by the School.

3. A copy of the candidate's full curriculum vitae in the standard School curriculum vitae format.

4. The candidate's Teaching Portfolio, prepared by the candidate, using the template provided by the School.

5. The candidate's Service Portfolio, prepared by the candidate, using the template provided by the School.

6. Copies of up to five representative publications selected by the candidate that were provided to the evaluators.

7. A personal statement prepared by the candidate in language that a nonspecialist can understand describing what the candidate plans to do in the next few years in scholarship, teaching, and service and also reviewing prior achievements in these areas. The statement should be no more than five pages long.

8. Copies of all external evaluations, whether favorable or unfavorable, as well as internal evaluations, if applicable.

9. A list of all external and internal evaluators, including their contact information; a brief description of the credentials of each that explain the selection of that evaluator; each evaluator's perceived standing in the field of scholarship, teaching, and/or service; and each evaluator's relationship to the candidate, if any (e.g., doctoral advisor, co-author, former student, research collaborator, residency director, fellowship advisor).

10. CV addendum, including new appointments, newly accepted publications, new grant awards, etc., that have been achieved during the Departmental review process.

B. Contents of the teaching portfolio

1. A statement of the candidate's teaching philosophy.

2. A description of the institutional teaching activities in which the candidate has been engaged, including quantity (hours or numbers). Teaching activities include leadership positions held, courses directed, lecture duties, small group teaching, one-on-one sessions, bedside teaching, invited educational presentations, CME course organization and presentations, supervisory teaching (exam preparation, thesis committees, trainees supervised, mentoring activities), and educational committee memberships.

3. A description of the regional teaching activities in which the candidate engaged, including quantity. Teaching activities include educational presentations, workshops given, CME course organization, supervisory teaching, and education committee memberships.

4. A description of the national teaching activities in which the candidate engaged, including quantity. Teaching activities include educational presentations, workshops given, CME course organization, supervisory teaching, and education committee memberships.

5. A list of teaching materials prepared or edited by the candidate.

6. A list of teaching or education-related awards.

7. A list of public service activities oriented towards education; e.g., patient education materials or participation in community education forums.

8. A list of courses and self-instructional activities taken to improve teaching skills.

9. Supporting materials that include letters from former trainees or peers who have observed the candidate's teaching, formal evaluations from courses taught, and examples of teaching materials prepared by the candidate, if any.

C. Contents of the service portfolio

1. Current administrative appointments, including a brief description of the candidate's roles and accomplishments.

2. Clinical service contributions, including patient care, quality improvement efforts, program development, and outreach.

3. A list of society memberships, including offices held.

4. A list of committee memberships, including offices held.

5. A list of peer review activities, including reviews of grants, manuscripts and conference abstracts.

6. A list of editorships and editorial boards and a description of his/her role.
7. A description of the candidate's role in the organization of national or international conferences.
8. Consultantships/advisory boards held by the candidate.
9. A list of service-related honors and awards, if any.
10. A description of community outreach activities.
11. Optional supporting documentation, such as letters from colleagues who can attest to service contributions.

Please read the following directions before beginning your document.

- You must follow the order of the **SOM CV template** – no exceptions. If you have a section that is not applicable to you, you may omit it and renumber accordingly.
- Be sure to include ALL information requested in the brackets [] of the SOM CV template.
- Number all lists.
- List all items chronologically from **oldest to newest**, and be consistent throughout CV.
- For dates, list full years. If you are still participating in an organization, etc., please indicate as such with “present.”
 - Examples:
 - 2002
 - 2004 – 2006
 - 2005 – present
- Make sure you include the dollar amounts in the grant support section, along with your role, dates, title, type of award, and agency.
- Do NOT include your license numbers.
- Bold your name in each of your abstract presentations and in each entry of your bibliography.
- Use complete page numbers in your bibliography (e.g., 136-139).
- Include your name, date, and page number on each page in the footer.
- Research focus must be **50 words or fewer**. You may not omit this section.
- List current title and position of all mentees.
- Ensure all information that is replicated in your Service and Teaching Portfolios matches the information in your CV.

See template below.

**EMORY UNIVERSITY SCHOOL OF MEDICINE
STANDARD CURRICULUM VITAE**

[The following order is required. Please omit non-applicable sections and instructions.]

Revised: *[month/day/year]*

1. Name:
[Include full name, degrees, and fellowships (e.g., FAAN) as you wish them to appear on your appointment/promotion confirmation letter.]
2. Office Address:
[Include room and box number, if applicable.]
Telephone:
3. E-mail Address:
4. Current Titles and Affiliations:
 - a. Academic Appointments:
 - i. Primary Appointments: *(SOM title, e.g., Assistant Professor of Medicine. Please include month and year if you are credentialed through Emory Healthcare.)*
[Title, institution, date of appointment]
 - ii. Joint and Secondary Appointments: *(Academic title in departments for which you have a secondary appointment (no salary) or joint appointment (with salary) (e.g., Assistant Professor of Dermatology)*
[Title, institution, date of appointment]
 - b. Clinical Appointments: *(e.g., Division Director, Laboratory Director)*
[Title, institution, date of appointment]
 - c. Other Administrative Appointments: *(e.g., Graduate Program Director)*
[Title, institution, date of appointment]
5. Previous Academic and Professional Appointments: *(Academic appointments at Emory or other academic institutions or positions held in the private sector. Please include month and year if you are credentialed through Emory Healthcare.)*
[Title, institution, year(s)]
6. Previous Administrative and/or Clinical Appointments: *(As in section 5, above.)*
[Title, institution, year(s)]
7. Licensures/Boards:
[Include state and date issued]
8. Specialty Boards:
[Include state and date issued]
9. Education:
[In chronological order; years, degree, institution]
10. Postgraduate Training:
[In chronological order; years, institution, location, supervisor]

11. Continuing Professional Development Activities: *(Activities beyond post-graduate training (e.g. Woodruff Leadership Academy, Physician Executive Program, AAMC development programs))*
[Name of activity, year(s)]
12. Military or Government Service:
[Branch/agency, years]
13. Committee Memberships: *(Memberships on committees at national/international, regional, or institutional levels. Service on committees for the same organization at both the national and regional levels may occur [e.g., Society of General Internal Medicine and Southern Society of General Internal Medicine]; this should be listed in each section. Institutional committees may be at the divisional, departmental, school, or institutional level. This section does NOT include memberships in societies. [See #19.]*
 - a. National and International:
[Office held if any, committee, year(s)]
 - b. Regional:
[Office held if any, committee, year(s)]
 - c. Institutional:
[Office held if any, committee, year(s)]
14. Peer Review Activities:
 - a. Grants: *(National/international grant review committees include NIH, national society review committees, and international granting agencies. An example of an institutional review committee is the University Research Committee.)*
 - i. National and International:
[Committee name, related organization, year(s)]
 - ii. Regional:
[Committee name, related organization, year(s)]
 - iii. Institutional:
[Committee name, related organization, year(s)]
 - b. Manuscripts: *(List names of journals for which you are an ad hoc reviewer. Do not list individual manuscripts.)*
 - c. Conference Abstracts: *(These entries are tied to specific conferences and are usually national conferences.)*
 - i. National and International:
[Include conference name, location, date]
 - ii. Regional:
[Include conference name, location, date]
15. Consultantships/Advisory Boards: *(e.g. expert witness, executive board, or pharmaceutical consultant)*
[Title, company or agency, year(s)]

16. Editorships and Editorial Boards: *(Do not list journals for which you are an ad hoc reviewer [see #15b] or predatory journals.)*
[Your title, journal name, year(s)]
17. Honors and Awards: *(e.g., from university, national, regional, or local professional society, or charitable organizations. Do not include grant awards or awards for which you were nominated but not selected.)*
[Name, year(s)]
18. Society Memberships: *(National/regional/local organizations. These include only memberships, not committee work.)*
[Society, office held if any, year(s)]
19. Organization of Conferences: *(Session/conference organizer or sessions for which the faculty member served as chair.)*
 - a. National and International:
 - i. Administrative Positions:
[Role, title, conference, year(s)]
 - ii. Sessions as Chair:
[Title, conference, year(s)]
 - b. Regional:
 - i. Administrative Positions:
[Role, title, conference, year(s)]
 - ii. Sessions as Chair:
[Title, conference, year(s)]
 - c. Institutional:
 - i. Administrative Positions:
[Role, title, conference, year(s)]
 - ii. Sessions as Chair:
[Title, conference, year(s)]
20. Clinical Service Contributions: *(Create bullet point list or a short paragraph detailing significant accomplishments. Examples include “expanded patient volume of clinic from X to Y” or “created policy for XYZ procedure.” You may elaborate on these activities more fully in the Service Portfolio.)*
[Significant accomplishments]
21. Community Outreach: *(e.g. local charities, community clinics, religious or service organizations, and media appearances)*
 - a. General:
[Activity, year(s)]
 - b. Media Appearances:
[Activity, year(s)]

22. Formal Teaching:
[Activity, year(s), contact hours]
- a. Medical Student Teaching: *(SOM classes or roles; e.g., M2 Clinical Methods, Society Advisor)*
 - b. Graduate Programs: *(Include teaching of PhD and master's students, residents, and fellows, divided according to type of program. Entries may include Journal Clubs, Ambulatory Block Noon Conferences, graduate courses organized, lectures to PhD students, etc.)*
 - i. Residency Programs:
 - ii. Fellowship Programs:
 - iii. Master's and PhD Programs:
 - c. Other Categories: *(e.g., physician assistant, physical therapist, etc.)*
23. Supervisory Teaching: *(List mentees whom you have supervised in a meaningful way, not just a month- long rotation through your clinic)*
- a. PhD Students Directly Supervised: *(List only those students for whom you are the primary advisor.)*
[Name, years, current position]
 - b. Postdoctoral Fellows Directly Supervised:
[Name, years, current position]
 - c. Residency Program:
[Name, years, current position]
 - d. Thesis Committees: *(List only thesis committees on which you were not the primary advisor.)*
[Name, program, institution, year]
 - e. Other: *(e.g., tutorials, summer research, supervision of visiting scientists, etc.)*
[Name, program, institution, year]
24. Lectureships, Seminar Invitations, and Visiting Professorships: *(This category includes talks given at your institution [e.g., grand rounds], as well as lectures at other academic venues.)*
- a. National and International:
[Title of lecture, location, and date]
 - b. Regional:
[Title of lecture, location, and date]
 - c. Institutional:
[Title of lecture, location, and date]
25. Invitations to National/International, Regional, and Institutional Conferences: *This category includes invited presentations at meetings of your society or at institution-wide conferences. Do not include oral or poster presentations of selected abstracts. (See #27.)*

- a. National and International:
[Title of lecture, conference title, location, and date]
- b. Regional:
[Title of lecture, conference title, location, and date]
- c. Institutional:
[Title of lecture, conference title, location, and date]

26. Abstract Presentations at National/International, Regional, and Institutional Conferences:
List both oral and poster presentations. Indicate oral vs. poster in parentheses. Use an asterisk to indicate the primary presenter.

- a. National and International:
[Authors, title of lecture, conference title, location, and date]
- b. Regional:
[Authors, title of lecture, conference title, location, and date]
- c. Institutional:
[Authors, title of lecture, conference title, location, and date]

27. Research Focus:
[One paragraph; 50 words or fewer]

28. Patents:
[Name, number, title, date (if issued)]

- a. Issued:
- b. Pending:

29. Grant Support:
[Investigator status (PI, Co-PI), source, title, award type, direct costs, year(s)]

- a. Active Support: *(Include above information for grants that are currently active.)*
 - i. Federally Funded: *(Includes NIH, CDC, and VA.)*
 - ii. Private Foundation Funded: *(Includes, for example, American Heart Association, Crohn's and Colitis Foundation.)*
 - iii. Contracts: *(Includes industry funding. In some clinical trials, if there is no strict budget, indicate funding per patient or amount of salary support.)*
 - iv. Other:
- b. Previous Support:
[All types]

30. Bibliography:
[Bold name. Number in chronological order with earliest first. Authors, title, journal, year, volume, complete page numbers]

- a. Published and Accepted Research Articles (clinical, basic science, other) in Refereed

Journals: (*Published articles, "ePub ahead of print," and "accepted." Update upon publication.*)

- b. Manuscripts Submitted: (*Original research articles submitted for publication or currently in revision.*)
- c. Review Articles:
- d. Symposium Contributions: (*Papers published in the proceedings from a conference.*)
- e. Book Chapters:
- f. Books Edited and Written:
- g. Book Reviews: (*Review of books by another author.*)
- h. Manuals, Videos, Computer Programs, and Other Teaching Aids:
- i. Published Abstracts:
- j. Other Publications:

31. Contributions Not Otherwise Noted:

*Please note this sample is not a comprehensive document and is only to be used as a guide.
Non-applicable sections have been removed and the document renumbered accordingly.*

**EMORY UNIVERSITY SCHOOL OF MEDICINE
STANDARD CURRICULUM VITAE**

Revised: 9/18/2019

1. **Name:** John Doe, MD, PhD
2. **Office Address:** Atlanta VA Medical Center
1670 Clairmont Road
Decatur, GA 30033

Telephone: 404.555.1234
Fax: 404.555.5678
3. **E-mail Address:** jdoe2017@emory.edu
4. **Current Titles and Affiliations:**
 - a. Academic Appointments:
 - i. Primary Appointments:
Associate Professor of Medicine, Division of General Medicine and Geriatrics,
Emory University School of Medicine, 2010 – present
 - ii. Secondary Appointments:
Associate Professor of Pathology and Laboratory Medicine, Emory University
School of Medicine, 2012 – present
 - b. Clinical Appointments:
Chief, Section of Geriatrics, Atlanta VA Medical Center, 2011- Present
 - c. Other Administrative Appointments:
Director, Internal Medicine Clerkship, Emory University, 2006 – 2009
Co- Director, Geriatric Fellowship Training Program, Emory University, 2008 - present
5. **Previous Academic and Professional Appointments:**

Instructor of Medicine, Division of General Medicine and Geriatrics, University of North
Carolina, 2001 – 2005

Assistant Professor of Medicine, Division of General Medicine and Geriatrics, Emory
University School of Medicine, 2005 - 2010
6. **Previous Administrative and/or Clinical Appointments:**

Associate Chief, Section of Geriatrics, Atlanta VA Medical Center, 2009 - 2011

*Please note this sample is not a comprehensive document and is only to be used as a guide.
Non-applicable sections have been removed and the document renumbered accordingly.*

7. Licensures/Boards:

North Carolina, Issued 2002
Georgia, Issued 2006

8. Specialty Boards:

American Board of Internal Medicine, 2003

9. Education:

BS, University of Michigan, 1987 – 1991
MD, University of North Carolina, Chapel Hill, 1991 - 1995

10. Postgraduate Training:

- 11.** Internship and Residency in Internal Medicine, Emory University Affiliated Hospitals, Atlanta, GA
Supervisor: J. Willis Hurst, MD
1995 – 1999

Chief Medical Resident, Emory University Hospital, Atlanta, GA. Supervisor: Bob Smith, MD.
1999 - 2000

Clinical Fellowship, Geriatric Medicine, University of North Carolina, Chapel Hill, NC.
Supervisor: Jane Smith, MD., 2000-2001

12. Continuing Professional Development Activities:

School of Medicine Junior Faculty Development Course, 2006

EM-ProLEAD, 2012

Masters of Science in Clinical Research, 2015

13. Committee Memberships:

a. National and International:

- i. Member, National American College of Physicians, Educational Activities Committee, 2010 - present
- ii. Member, Centers for Disease Control and Prevention, Severe Acute Respiratory Syndrome (SARS) Clinical Working Group, 2011 - present
- iii. Member, American Geriatrics Society Education Committee, 2012 – present
- iv. Member, Academic Taskforce, Society of General Internal Medicine, 2012 - present

Please note this sample is not a comprehensive document and is only to be used as a guide. Non-applicable sections have been removed and the document renumbered accordingly.

b. Regional:

- i. Member, Georgia Chapter American College of Physicians, Educational Activities Committee, 2008 – present
- ii. Member, Southern Group on Educational Affairs, American Association of Medicine Colleges, 2010 - 2015
- iii. Member, Steering Committee, Southeast Center of Excellence in Geriatric Medicine, 2014 - present

c. Institutional:

- i. Member, Ethics Committee, University of North Carolina, Chapel Hill, NC. 2002 – 2004
- ii. Member, Residency Advisory Committee, Emory University Department of Medicine, 2006 - 2008
- iii. Member, Emory University School of Medicine Education Day Planning Committee, 2007 - present
- iv. Chair, Department of Medicine Mentoring Subcommittee, 2007- 2009
- v. Member, Information Technology Council, Atlanta VA Medical Center, 2008-2010
- vi. Member, Pharmacy and Therapeutic Committee, AVAMC, 2008 - present
- vii. Member, School of Medicine Faculty Development Advisory Committee, 2015 - present

14. Peer Review Activities:

a. Grants:

- i. National and International:
National American College of Physicians, 2013
- ii. Regional:
American College of Physicians, Georgia Chapter, 2012 - present

b. Manuscripts:

- i. *JAMA*, 2008 – 2012
- ii. *American Journal of Geriatric Medicine*, 2011 – present
- iii. *Geriatric Medicine in America*, 2012 - present

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c. Conference Abstracts:

- i. National and International:
American Geriatrics Society, Annual Scientific Meeting, Abstract Reviewer, 2013 – present
- ii. Regional:
Georgia Chapter, American Geriatrics Society, Annual Scientific Meeting, Abstract Reviewer, 2010 - present

15. Editorships and Editorial Boards:

Editorial Board, *Journal of Geriatric Research*, 2014 - present

16. Honors and Awards:

Community Service Award, American College of Physicians, Georgia Chapter, 2012

Emory Department of Medicine Academy of Medical Educators “Teach 12” Award, 2015

Emory Department of Medicine Golden Apple Award, AVAMC, 2016

17. Society Memberships:

- i. Society of Geriatric Medicine, 2001 – present
- ii. Fellow, American College of Physicians, 2004
- iii. American Medical Association, 2005 – 2015
- iv. Society of Geriatric Pathology, 2010 – present

18. Organization of Conferences:

a. National and International:

i. Administrative Positions:

Chair, American Society for Geriatric Medicine, Organizing Committee, Annual society meeting, 2010 - 2012

Member, Organizing Committee, Annual Meeting of the Society of Geriatric Pathology, 2016 – present

Chair, 18th Annual Comprehensive Board Review in Medicine, 2016

Please note this sample is not a comprehensive document and is only to be used as a guide. Non-applicable sections have been removed and the document renumbered accordingly.

b. Regional:

i. Administrative Positions:

Course Co-Director, Planning Committee, Georgia Chapter American Geriatrics Society, Annual Meeting, 2013 – 2015

Course Director, Planning Committee, Georgia Chapter American Geriatrics Society, Annual Meeting, 2015 - present

c. Institutional:

i. Administrative Positions:

Member, Planning Committee, Department of Medicine Fellow's Teaching Competition, 2013 - present

ii. Sessions as Chair:

Co-Chair, Department of Medicine Fellows Teaching Competition, 2016

19. Clinical Service Contributions:

a. Medical Ward Attending, Atlanta VA Medical Center, 75% of the year, 2009 - present

b. Reorganized and assumed chief of service for geriatric section at Atlanta VA Medical Center, 2009 – present

c. Established a new laboratory, Atlanta VA Medical Center, 2011

d. Clinical note template development, Atlanta VA Medical Center, 2015

20. Community Outreach:

a. General:

Emory University School of Medicine Community Service Day, 2010 - present
Atlanta Community Food Bank Hunger Walk, 2013 – present

Atlanta Area Meals on Wheels Volunteer, 2015

Periodic Health Fairs, Screening, and Health Promotion, Health Counsel Antioch Baptist Church, Atlanta, GA, 2015 – present

b. Media Appearances:

WSBTV News – “Common Cold vs The Flu,” January 2008

NPR Radio - “Common Cold vs The Flu,” February 2008

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Non-applicable sections have been removed and the document renumbered accordingly.*

21. Formal Teaching:

a. Medical Student Teaching:

Observed Structured Clinical Examinations for all third-year medical students rotating on the Internal Medicine Clerkship, Emory, 2005 – 2011

Monthly Journal Club, third-year medical students, Emory School of Medicine, 2006 – 2010, 12 hours/year

Atlanta VA Noon Lectures, third-year medical students, 2009 – present, 2 hours/year

Weekly Core Clinical Topics Conference, third-year medical students, Emory School of Medicine, 2012 – present, 1 hour/week

b. Graduate Programs:

i. Residency Programs:

Monthly Journal Club, Internal Medicine Residents, Atlanta VA Medical Center, 2009 – 2013, 12 hours/year

Intern Procedure Training Day, Internal Medicine Residents, 2011 – present, 8 hours/year

Morning Report, Residents and Interns, 2011 – present, 1 hour/ week

ii. Fellowship Programs:

Lecturer, Geriatric Fellowship Core Lecture Series, Emory University, 2009 – present, 3 hours/year

iii. Master's and PhD Programs:

Lecturer, Geriatric Pathology, 2009 – 2010, 1 hour/year

c. Other Categories:

Preceptor, Physician Assistant Student Physical Diagnosis, 2009 – 2012, 2 hours/week

22. Supervisory Teaching:

a. PhD Students Directly Supervised:

- iv. John Smith, MD, PhD, 2009 – 2011
Assistant Professor, Vanderbilt University

b. Postdoctoral Fellows Directly Supervised:

- i. Katie Thomas, 2005 – 2008
Assistant Professor, Emory University

Please note this sample is not a comprehensive document and is only to be used as a guide. Non-applicable sections have been removed and the document renumbered accordingly.

- ii. Adam Green, MD, 2006 – 2009
Assistant Professor, Duke University
- c. Residency Program:
 - i. Medicine Ward Attending, Internal Medicine Residency Program, Atlanta VA Medical Center, 2009 – present
- d. Thesis Committees:
 - i. Carlo Diaz, Yale University, 2009
 - ii. Jack Doe, Yale University, 2010
 - iii. Sandra Smith, Biomedical Engineering, Emory-Georgia Tech Joint Program, 2010

23. Lectureships, Seminar Invitations, and Visiting Professorships:

- a. National and International:
 - i. Ochsner Clinic, Visiting Professor, Pulmonary Grand Rounds, “The Importance of Glycemic Control in the Intensive Care Unit,” November 29, 2010, New Orleans, LA
 - ii. Houston Critical Care Club, Guest Speaker, “Effects of Sleep Deprivation and the 80-hour Work Week,” March 5, 2013, Houston, TX
- b. Regional:
 - i. Gwinnett Medical Center Inpatient Medical Group CME Conference, “Update in Geriatric Medicine,” April 2009, Lawrenceville, GA
- c. Institutional:
 - i. Grand Rounds Department of Gynecology and Obstetrics, Emory University School of Medicine, “Teaching in the Hospital: Strategies for Success,” 2008
 - ii. Grand Rounds, Emory Department of Medicine, “Update in Geriatric Medicine,” annually, 2009 – present
 - iii. VA Medical Center Grand Rounds, “Geriatric Medicine”, annually 2009 – present

24. Invitations to National/International, Regional, and Institutional Conferences:

- a. National and International:
 - i. American Geriatric Society Conference, “Diabetic patients with septic shock have a decreased incidence of the acute respiratory distress syndrome (ARDS)” San Francisco, CA, 2010

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b. Regional:

- i. 10th Annual Southern Geriatrics Conference, "Update in Geriatric Medicine," Atlanta, Oct 2009
- ii. Annual Southern Geriatrics Conference, "Geriatric Pathology Updates," Atlanta, GA, 2009

c. Institutional:

- i. Cardiology Morbidity and Mortality Conference, "Cardiac Amyloidosis," Emory University Hospital, 2008

25. Abstract Presentations at National/International, Regional, and Institutional Conferences:

a. Regional:

- i. Smith G, **Doe J.*** Recognition of Stroke in Sickle Cell Disease. Don't Blame the Pain Meds. 11th Annual Southern Hospital Medicine Meeting, Atlanta, GA, 2011 (oral presentation)
- ii. Jones A, Sung K, **Doe J.*** Sacral Tuberculosis: An Uncommon Location of a Common Disease. 13th Annual Southern Hospital Medicine Meeting, Atlanta, GA, 2013 (poster presentation)

26. Research Focus:

Research has focused predominantly in 2 areas: medical education and health services of underserved populations. For the last 12 years, I focused on health literacy. I helped create an instrument now widely used to measure patients' ability to read and understand healthcare information.

27. Patents:

- a. Issued:
Artificial Viral Envelopes, U.S., Patent #3,279,124, 2006

28. Grant Support:

a. Active Support:

- i. Federally Funded:

P., American Diabetes Association, *Effect of hepatic insulin gene therapy on fuel substrate oxidation, food intake, and body weight*, Innovative Award, \$72,488, 2010 – present

Please note this sample is not a comprehensive document and is only to be used as a guide.
Non-applicable sections have been removed and the document renumbered accordingly.

ii. Contracts:

PI, Company XYZ Research Grant, *Albuterol and tissue remodeling*, \$30,000, 2012 – present

Previous Support:

- iii. P.I., Department of Veterans Affairs, *A model of insulin gene therapy for IDDM*, Merit Review, \$203,000, 2005 – 2010

29. Bibliography:

a. Published and Accepted Research Articles (clinical, basic science, other) in Refereed Journals:

- i. **Doe J.**, Smith MK, Jones TH: Effects of calcium and verapamil on vesicourethral smooth muscle in rabbits. *Urology*, 2005; 22: 284-290.
ii. **Williams P, Thomas JM, Doe J.**, Control of vascular tone by the endothelium: new insights. *J Crit Illness*, 2008; 8(3):355-370.

b. Manuscripts Submitted:

- i. **Doe J**, Factors affecting transgene expression in human bronchial epithelial cells lipofected with plasmids containing Epstein-Barr Sequences. Submitted, *Exp Lung Research*.

c. Review Articles:

- i. **Doe J.** Sarampión: Conceptos actuales sobre un padecimiento antiguo. *Gaceta Med Mex*, 2012;126(2): 121.

d. Symposium Contributions:

- i. **Doe J.** "Putting a Face on the Problem: The Patient's View. Executive Summary, Health Care Communication: A Key to Quality. ACP Foundation and the IOM; National Academy of Sciences. 2010.

e. Book Chapters:

- i. **Doe J.** Pleural Disease. *The Internal Medicine Casebook* 2006, Volume 1. Schrier, R.W. ed. Little, Brown and Company Publishers. Pages 213-219.

f. Books Edited and Written:

- i. Medical Management of the Surgical Patient 4th Edition Smith/Jones/**Doe**, Cambridge University Press 2010

g. Manuals, Videos, Computer Programs, and Other Teaching Aids:

- i. Gastroenterology Fellowship Training Manual, Emory University School of Medicine, Division of Digestive Diseases, 2004 – present

*Please note this sample is not a comprehensive document and is only to be used as a guide.
Non-applicable sections have been removed and the document renumbered accordingly.*

h. Published Abstracts:

- i. Patel H, **Doe J**, Roberts K. Diversity of mitral valve structure in patients with hypertrophic cardiomyopathy: evidence for a primary mitral valve abnormality, *Circ* 1990; 82 (suppl III): III-293.

Please read the following directions before beginning your document.

- Use this document as an opportunity to expand on major teaching roles to elaborate on the importance of your activities. The School of Medicine (SOM) expects you to elaborate in your Teaching Portfolio, particularly with regard to unique/exceptional educational roles. Expound on any positions that are of particular note so the review committees will understand the importance of those positions.
- Some sections required in the Teaching Portfolio are the same as in your CV, so you may copy those over to ensure the information is the same from one document to another. The SOM will compare any similar information in all documents to ensure it matches. Be sure that information in the teaching portfolio DOES NOT overlap with information in the service portfolio.
- Everything should be listed in chronological order consistently throughout document (oldest to newest).
- Please list all information that is requested in the SOM format.
- Number all lists.
- If you have a section that is not applicable, you may omit it and renumber accordingly.
- Teaching activity information needs to include year, frequency, and audience.
- Include your name, date, and page number on each page in the footer.
- Supporting documentation:
 - Adequate documentation (letters, evaluations, etc.) is extremely important and required to support your teaching documentation. You may solicit letters of support from **past** trainees. ***(Up to 6 letters may be included in supporting documentation.)***
 - All letters of support should be on letterhead and signed – either electronic signature or hand signature.
 - You may include examples of curricula, lectures, etc. as well.
 - Please include a representative sample of evaluations as well.
- **The total portfolio (including all supporting documents) is limited to 50 pages.**

See template below.

Teaching Portfolio

Name, Degree

Table of Contents (optional)

1. **Teaching Statement (optional)** *(Describe your teaching philosophy, overall teaching impact, and future direction.)*
2. **Institutional Teaching Activities**
 - a. Leadership Positions Held *(e.g., Associate Program Director, Director of Graduate Studies)*
[Position, institution, year(s)]
 - b. Course Direction and Organization
[Activity, audience, institution, quantity (hours or numbers), year(s)]
 - c. Lecture Duties
[Activity, audience, institution, quantity (hours or numbers), year(s)]
 - d. Small Group and Multi-Disciplinary Teaching
[Activity, audience, institution, quantity (hours or numbers), year(s)]
 - e. One-on-One Sessions
[Activity, audience, institution, quantity (hours or numbers), year(s)]
 - f. Bedside Teaching
[Activity, audience, institution, quantity (hours or numbers), year(s)]
 - g. Educational Presentations
[Title, institution/organization, year(s)]
 - h. CME Course Organization for Emory Faculty
[Title, institution/conference, year(s)]
 - i. Supervisory Teaching and Mentoring
 - i. Exam Preparation and Grading
[Activity, audience, institution, quantity (hours or numbers), year(s)]
 - ii. Thesis or Dissertation Committees
[Advisee, institution, year(s)]
 - iii. Master's, Doctoral, and Postdoctoral Trainees Supervised
[Name, year(s) supervised, current employment status. If they are in academia, list their current rank.]
 - iv. Supervision of Research Projects/Editorial Assistance with Student/Trainee Papers
[Advisee, activity, quantity (hours or numbers), year(s)]
 - v. Other Mentoring Activities
[Advisee, activity, quantity (hours or numbers), year(s)]

Name

Date

1

- j. Education Committee Memberships
[Office held if any, committee, year(s)]

3. Regional Teaching Activities

- a. Educational Presentations *(Indicate CME presentations in parentheses and use an asterisk to indicate invited talks.)*
[Title, institution/organization, location, date]
- b. Workshops Given
[Title, institution/organization, date]
- c. CME Course Organization
[Title, institution/organization, date]
- d. Supervisory Teaching
[Advisee, activity, quantity (hours or numbers), year(s) - If they are in academia, list their current rank.]
- e. Education Committee Memberships
[Office held if any, committee, year(s)]
- f. Other
[Activity, institution/organization, date]

4. National Teaching Activities

- a. Educational Presentations *(Indicate CME presentations in parentheses and use an asterisk to indicate invited talks.)*
[Title, institution/organization, location, date]
- b. Workshops Given
[Title, institution/organization, date]
- c. CME Course Organization
[Title, institution/organization, date]
- d. Supervisory Teaching
[Advisee, activity, quantity (hours or numbers), year(s) - If they are in academia, list their current rank.]
- e. Education Committee Memberships
[Office held if any, committee, year(s)]
- f. Board Exams
[Activity, audience, institution, quantity (hours or numbers), year(s)]
- g. Other
[Activity, institution/organization, date]

5. Prepared or Edited Teaching Materials *(List of significant teaching materials prepared or edited by the candidate. Examples: Laboratory manuals, book chapters, textbooks, educational blogs, eLearning programs or apps, syllabi. Excerpts may be included at the end of your Teaching Portfolio.)*

6. Teaching/Education Awards

[Title, institution/organization, year(s)]

7. Public Service/Activities Oriented to Education *(e.g., patient education materials or presentations; organization of or participation in health education programs for the public; participation in mini Medical School)*

[Activity, year(s)]

8. Courses and Self-instructional Activities Taken to Improve Teaching Skills

[Course/activity, year(s)]

9. Supporting Materials [attached to the end of the Teaching Portfolio]

- a. Letters of Support *(From peers or **former** trainees who have observed your teaching and who can specifically evaluate your teaching. No more than 6 letters are allowed.)*
- b. Assessment of Teaching *(Formal teaching assessments and course evaluations and a description of how the assessment was conducted; i.e., the criteria, the method of assessment, the identity of the evaluators. Can be from institutional, regional, or national teaching activities.)*
- c. Optional Sample Teaching Materials *(e.g., Laboratory manuals, chapters, eLearning materials, syllabi)*

Please note this sample is not a comprehensive document and is only to be used as a guide. Non-applicable sections have been removed and the document renumbered accordingly.

Teaching Portfolio

John Doe, MD, PhD

1. Institutional Teaching Activities

- a. Leadership Positions Held
 - i. Director, Internal Medicine Clerkship, Emory University, 2006 – 2009
 - ii. Co- Director, Geriatric Fellowship Training Program, Emory University, 2008 – present
- b. Lecture Duties
 - i. Atlanta VA Noon Lectures, third-year medical students, Emory University, 2009 – present, 2 hours/year
 - ii. Lecturer, Geriatric Fellowship Core Lecture Series, Emory University School of Medicine, 2009 – present, 3 hours/year
 - iii. Lecturer, Geriatric Pathology, Emory University School of Medicine, 2009 – 2010, 1 hour/year
 - iv. Weekly Core Clinical Topics Conference, third-year medical students, Emory University School of Medicine, 2012 – present, 1 hour/week
- c. Small Group and Multi-Disciplinary Teaching
 - i. Monthly Journal Club, third-year medical students, Emory University School of Medicine, 2006 – 2010, 12 hours/year
 - ii. Monthly Journal Club, Internal Medicine Residents, Atlanta Veterans' Affairs Medical Center (VAMC), 2009 – 2013, 12 hours/year
 - iii. Intern Procedure Training Day, Internal Medicine Residents, Emory University School of Medicine, 2011 – present, 8 hours/year
 - iv. Morning Report, Residents and Interns, Emory University School of Medicine, 2011 – present, 1 hour/week
- d. One-on-One Sessions
 - i. Preceptor, Physician Assistant Student Physical Diagnosis, 2009 – 2012, 2 hours/week
- e. Bedside Teaching
 - i. Medicine Ward Attending, Internal Medicine Residency Program, Atlanta VAMC, 2009 – present
- f. Invited Institutional Presentations

Please note this sample is not a comprehensive document and is only to be used as a guide. Non-applicable sections have been removed and the document renumbered accordingly.

- i. "Teaching in the Hospital: Strategies for Success," Grand Rounds, Department of Gynecology and Obstetrics, Emory University School of Medicine, 2008
 - ii. "Cardiac Amyloidosis," Cardiology Morbidity and Mortality Conference, Emory University Hospital, 2008
 - iii. "Update in Geriatric Medicine," Grand Rounds, Emory Department of Medicine, annually, 2009 – present
 - iv. "Geriatric Medicine," Grand Rounds, Atlanta VAMC, annually 2009 – present
- g. Supervisory Teaching and Mentoring
- i. Exam Preparation and Grading

Observed structured clinical examinations for all third-year medical students rotating on the Internal Medicine Clerkship, Emory University, 2005 – 2011
 - ii. Thesis or Dissertation Committees
 1. Carlo Diaz, Yale University, 2009
 2. Jack Doe, Yale University, 2010
 3. Sandra Smith, Biomedical Engineering, Emory-Georgia Tech Joint Program, 2010
 - iii. Masters, Doctoral, and Postdoctoral Trainees Supervised
 1. Katie Thomas, MD, 2005 – 2008
Assistant Professor, Emory University
 2. Adam Green, MD, 2006 – 2009
Assistant Professor, Duke University
 3. John Smith, MD, PhD, 2009 – 2011
Assistant Professor, Vanderbilt University
- h. Education Committee Memberships
- i. Member, Residency Advisory Committee, Emory University Department of Medicine, 2006 – 2008
 - ii. Member, Emory University School of Medicine Education Day planning committee, 2007 – present

2. Regional Teaching Activities

- a. Educational Presentations

Please note this sample is not a comprehensive document and is only to be used as a guide. Non-applicable sections have been removed and the document renumbered accordingly.

- i. "Update in Geriatric Medicine," Gwinnett Medical Center Inpatient Medical Group CME Conference, Lawrenceville, GA, 2009*, (CME)
 - ii. "Update in Geriatric Medicine," 10th Annual Southern Geriatrics Conference, Atlanta, GA, 2009*
 - iii. "Geriatric Pathology Updates," Annual Southern Geriatrics Conference, Atlanta, GA, 2009*, (CME)
- b. Education Committee Memberships
- i. Member, Georgia Chapter American College of Physicians, Educational Activities Committee, 2008 – present
 - ii. Member, Southern Group on Educational Affairs, American Association of Medicine Colleges, 2010 – 2015

3. National Teaching Activities

- a. Educational Presentations
- i. "Diabetic patients with septic shock have a decreased incidence of the acute respiratory distress syndrome (ARDS)," American Geriatric Society Conference, San Francisco, CA; 2010*
 - ii. "The Importance of Glycemic Control in the Intensive Care Unit," Ochsner Clinic, Visiting Professor, Pulmonary Grand Rounds, New Orleans, LA, 2010* (CME)
 - iii. "Effects of Sleep Deprivation and the 80-hour Work Week," Houston Critical Care Club, Guest Speaker, Houston, TX, 2013*
- b. Education Committee Memberships
- i. Member, National American College of Physicians, Educational Activities Committee, 2010 – present
 - ii. Member, American Geriatrics Society Education Committee, 2012 – present
 - iii. Member, Academic Taskforce, Society of General Internal Medicine, 2012 – present

4. Teaching/Education Awards

Emory Department of Medicine Academy of Medical Educators "Teach 12" Award, 2015

Emory Department of Medicine Golden Apple Award, Atlanta VAMC, 2016

5. Public Service/Activities Oriented to Education

Periodic Health Fairs, Screening, and Health Promotion, Health Counsel Antioch Baptist Church, Atlanta, GA, 2015 – present

Please note this sample is not a comprehensive document and is only to be used as a guide. Non-applicable sections have been removed and the document renumbered accordingly.

6. Courses and Self-instructional Activities Taken to Improve Teaching Skills

School of Medicine Junior Faculty Development Course, 2006

EM-ProLEAD, 2012

7. Supporting Materials

- a. Letters of Support
See attached
- b. Assessment of Teaching
See attached
- c. Sample Teaching Materials
See attached

Please read the following directions before beginning your document.

- Use this document as an opportunity to expand on major service roles to elaborate on the importance of your activities. The School of Medicine (SOM) expects you to elaborate in your Service Portfolio, particularly with regard to unique/exceptional roles as well on any unique service areas.
- Some sections required in the Service Portfolio are the same as in your CV (e.g., Society Memberships, Organization of Conferences, Editorships and Editorial Boards), so you may copy those over to ensure the information is the same from one document to another. The SOM will compare any similar information in all documents to ensure it matches. Be sure that information in the Service Portfolio DOES NOT overlap with information in the Teaching Portfolio.
- Everything should be listed in chronological order consistently throughout document (oldest to newest).
- Please list all information that is requested in the SOM format.
- Number all lists.
- If you have a section that is not applicable to you, you may omit it and renumber accordingly.
- Include your name, date, and page number on each page in the footer.
- Supporting documentation:
 - Letters of support are not expected. If included, they should be on letterhead and signed – either electronic signature or hand signature.
- **The total portfolio (including supporting documents) is limited to 10 pages.**

See template below.

Service Portfolio

Name, Degree

1. **Current Administrative/Clinical Appointments** *(You may add in recently held positions that are particularly noteworthy as well under a “Previously Held” category.)*
[Title, location, brief description of your role]
2. **Clinical Service Contributions** *(e.g., patient care responsibilities, new programs created, impact for department/school)*
3. **Society Memberships**
[Society, office held if any, year(s)]
4. **Committee Memberships**
 - a. National and International:
[Office held if any, committee, year(s)]
 - b. Regional:
[Office held if any, committee, year(s)]
 - c. Institutional:
[Office held if any, committee, year(s)]
5. **Peer Review Activities**
 - a. Grants: *National/international grant review committees include NIH, national society review committees, and international granting agencies. An example of institutional review committees is the University Research Committee.*
 - i. National and International:
[Committee name, related organization, year(s)]
 - ii. Regional:
[Committee name, related organization, year(s)]
 - iii. Institutional:
[Committee name, related organization, year(s)]
 - b. Manuscripts: *(List names of journals for which you are an ad hoc reviewer. Do not list individual manuscripts.)*
 - c. Conference Abstracts: *(These entries are tied to specific conferences and are usually national conferences.)*
 - i. National and International:
[Include conference name, location, date]
 - ii. Regional:
[Include conference name, location, date]
 - iii. Institutional:
[Include conference name, location, date]

6. **Editorships and Editorial Boards** (*Do not list journals for which you are an ad hoc reviewer or predatory journals*)
[Title, journal name, year(s)]
7. **Organization of Conferences** (*Session/conference that you organized or sessions for which you served as chair.*)
 - a. National and International
 - i. Administrative Positions:
[Role, title, conference, year(s)]
 - ii. Sessions as Chair:
[Session title, conference, year(s)]
 - b. Regional
 - i. Administrative Positions:
[Role, title, conference, year(s)]
 - ii. Sessions as Chair:
[Session title, conference, year(s)]
 - c. Institutional
 - i. Administrative Positions:
[Role, title, conference, year(s)]
 - ii. Sessions as Chair:
[Session title, conference, year(s)]
8. **Consultantships/Advisory Boards** (*e.g. expert witness, executive board or pharmaceutical consultant*)
[Title, company or agency, year(s)]
9. **Service Related Honors and Awards** (*e.g., from university, national, regional, or local professional society or charitable organizations. Do not include grant awards or awards for which you were nominated but not selected.*)
[Name, year(s). Short explanation of award will be helpful to reviewers.]
10. **Community Outreach** (*e.g., local charities, community clinics, religious or service organizations, and media appearances*)
 - a. General
[Activity, year(s)]
 - b. Media Appearances
[Activity, year(s)]
11. **Optional Supporting Documentation** (*e.g., letters from colleagues who can attest to service contributions*)

Service Portfolio

John Doe, MD, PhD

1. Current Administrative/Clinical Appointments

- a. Chief, Section of Geriatrics, Atlanta VA Medical Center, 2011 - present
In this role, I oversee the geriatric section at the Atlanta VA Medical Center. I oversee 50 staff members, 25 learners as well as 8 full time faculty members.

2. Clinical Service Contributions

- a. Medical Ward Attending, Atlanta VA Medical Center, 75% of the year, 2009 - present
- b. Reorganized and assumed chief of service for geriatric section at Atlanta VAMC, 2009 - present
- c. Established a new laboratory, Atlanta VA Medical Center, 2011
- d. Clinical note template development, Atlanta VAMC, 2015

3. Society Memberships

- a. Society of Geriatric Medicine, 2001 – present
- b. Fellow, American College of Physicians, 2004
- c. American Medical Association, 2005 – 2015
- d. Society of Geriatric Pathology, 2010 - present

4. Committee Memberships

- a. National and International
 - i. Centers for Disease Control and Prevention: Severe Acute Respiratory Syndrome (SARS) Clinical Working Group, 2011 - present
 - ii. Member, Academic Taskforce, Society of General Internal Medicine, 2012 – present
- b. Regional
 - i. Member, Steering Committee, Southeast Center of Excellence in Geriatric Medicine, 2014 – present
- c. Institutional
 - i. Member, Ethics Committee, University of North Carolina, 2002 – 2004
 - ii. Chair, Department of Medicine Mentoring Subcommittee, 2007- 2009
 - iii. Member, Information Technology Council, Atlanta VA Medical Center 2008-2010

- iv. Member, Pharmacy and Therapeutic Committee, Atlanta VA Medical Center, 2008 - present
- v. Member, School of Medicine Faculty Development Advisory Committee, 2015 - present

5. Peer Review Activities

a. Grants

i. National and International

- 1. National American College of Physicians, 2013

ii. Regional

- 1. American College of Physicians, Georgia Chapter, 2012 - present

b. Manuscripts

- i. *JAMA*, 2008 – 2012

- ii. *American Journal of Geriatric Medicine*, 2011 – present

- iii. *Geriatric Medicine in America*, 2012 - present

c. Conference Abstracts

i. National and International

- 1. American Geriatrics Society, Annual Scientific Meeting, Abstract Reviewer, 2013 – present

ii. Regional

- 1. Georgia Chapter, American Geriatrics Society, Annual Scientific Meeting, Abstract Reviewer, 2010 - present

6. Editorships and Editorial Boards

Editorial Board, *Journal of Geriatric Research*, 2014 - present

7. Organization of Conferences

a. National and International

i. Administrative Positions:

Chair, American Society for Geriatric Medicine, Organizing Committee, Annual Society Meeting, 2010 - 2012

Member, Organizing Committee, Annual Meeting of the Society of Geriatric Pathology,

*Please note this sample is not a comprehensive document and is only to be used as a guide.
Non-applicable sections have been removed and the document renumbered accordingly.*

2016 – present

- ii. Sessions as Chair:
Chair, 18th Annual Comprehensive Board Review in Medicine, 2016

b. Regional

Administrative Positions:

Course Co-Director, Planning Committee, Georgia Chapter American Geriatrics Society,
Annual Meeting, 2013 – 2015

Course Director, Planning Committee, Georgia Chapter American Geriatrics Society,
Annual Meeting, 2015 - present

c. Institutional

- i. Administrative Positions:

Member, Planning Committee, Department of Medicine Fellow's Teaching Competition,
2013 - present

- ii. Sessions as Chair:

Co-Chair, Department of Medicine Fellow's Teaching Competition, 2016

8. Service Related Honors and Awards

Community Service Award, American College of Physicians, Georgia Chapter, 2012
Awarded in recognition of my outstanding work in the community.

9. Community Outreach

a. General

Emory University School of Medicine Community Service Day, 2010 - present

Atlanta Community Food Bank Hunger Walk, 2013 – present

Atlanta Area Meals on Wheels Volunteer, 2015

Periodic Health Fairs, Screening, and Health Promotion, Health Counsel Antioch Baptist
Church, Atlanta, GA, 2015 – present

b. Media Appearances

WSBTV News – “Common Cold vs The Flu”, January 2008

NPR Radio – “Common Cold vs The Flu”, February 2008

Personal Statement

Should be at least two pages and no more than five pages with 11 point font and 1 inch margins.

Convey to people who do not know you your background, expertise, passion and plans for the future.

Discuss what you have done, what you are currently doing and what you plan to do in the next five years. Describing future plans is extremely important.

Address each of the tripartite mission areas (research, education, and clinical care)

Write in the first person (I plan, I am, I will...).

Be passionate in your writing.

Emory University School of Medicine
Checklist for Appointment/Promotion to Senior Ranks
Under 2017 Guidelines for Appointment, Promotion and Tenure
(Associate Professor or Professor, Non-Tenure)

Promotion packets are due by the designated deadline. Appointment packets are due within four months of the candidate's start date. Each component of the packet should be submitted electronically in PDF format to Box (<https://emory.account.box.com/login>). The packet documents will be reviewed and returned for revision. Once finalized, the candidate's original packet should be replaced by the final packet on Box. The following components of the final packet should be submitted:

1. Chair's letter to include the following (A template may be found on Box (<https://emory.account.box.com/login>):
 - a. Effective date of promotion (e.g., September 1, 20xx) (Effective date of appointment should be candidate's start date.)
 - b. A statement of documents reviewed by the departmental appointments and promotions committee
 - c. The vote of the departmental committee
 - d. A statement that University guidelines for equity and inclusion were followed
 - e. Level of achievement in **scholarship** with discussion of these accomplishments
 - f. Level of achievement in **teaching** with discussion of these accomplishments and method of evaluation
 - g. Level of achievement in **service** with discussion of these accomplishments
 - h. Impact of the candidate's accomplishments on the School and University
 - i. For appointments only, a description of the position and a brief summary of the qualifications of the cohort with whom the candidate has been evaluated
2. If applicable, one letter, solicited by the Chair, from any University unit outside the SOM in which the faculty member holds as additional appointment, such as Yerkes, Rollins School of Public Health, etc.
3. If applicable, one letter, solicited by the Chair, from any SOM department in which the candidate holds a secondary or joint appointment. The letter should support the appointment/promotion and request simultaneous appointment/promotion within that department. Alternative, the secondary/joint department Chair may cosign the primary department Chair's letter.
4. For the scholarship area of distinction, one letter, solicited by the Chair, from the candidate's team leader (optional)
5. Candidate's Materials – Full instructions and Word templates for these documents may be found on the SOM website at http://med.emory.edu/administration/faculty_affairs_dev/templates.html. Documents should be named in the following naming scheme: lastname_firstname_departmentabbreviation_document (e.g., Smith_Sara_Peds_CV).
 - a. Full CV in standard SOM format (PDF and Word)
 - b. If applicable, a CV addendum listing accomplishments since the original CV was sent to evaluators (e.g., new publications, grants; PDF)
 - c. Teaching Portfolio, prepared by the candidate, in standard SOM format (single PDF; 50 pages max)
 - d. Service Portfolio, prepared by the candidate, in standard SOM format (single PDF; 10 pages max)
 - e. Personal Statement, prepared by the candidate, in standard SOM format (PDF; 2-5 pages)
 - f. Copies of 5 representative publications selected by the candidate to be provided to evaluators (single PDF)
6. Evaluator packet in SOM format – Full instructions and Word templates for the evaluation request process may be found on Box (<https://emory.account.box.com/login>). Note, evaluators must be at or above the rank of the proposed appointment/promotion.
 - a. For appointment/promotion to the rank of Associate Professor, at least 4 evaluations must be part of the record. At least 3 of these must be from external arm's length evaluators. Others may be internal or external non-arm's length.
 - b. For appointment/promotion to the rank of Professor, at least 6 unconflicted evaluations must be part of the record. At least 4 of these must be from external arm's length evaluators. Others may be internal or external non-arm's length.

**SOM Chairs, FCAP members, and colleagues within the candidate's primary or joint department may not serve as internal evaluators.*

Emory University School of Medicine
Checklist for Appointment/Promotion to Senior Ranks with Tenure
and Grant of Tenure at Rank of Associate Professor or Professor
Under 2017 Guidelines for Appointment, Promotion and Tenure

Items 1 and 2 of the packet should be submitted to Box (<https://emory.account.box.com/login>) by the September deadline. (Promotion packets are due in September; appointment packets are accepted year-round.) These documents will be reviewed and returned for revision. Once finalized, the candidate's original packet should be replaced by the final packet on Box for evaluator review. The Dean's Office will send the evaluation requests for all actions with tenure.

1. Candidate's Materials – Full instructions and Word templates for these documents may be found on the SOM website at http://med.emory.edu/administration/faculty_affairs_dev/templates.html. Documents should be named in the following naming scheme: lastname_firstname_departmentabbreviation_document (e.g., Smith_Sara_Peds_CV). They should be in PDF format, except the CV, which should be in PDF and Word.
 - a. One-page CV in standard SOM format
 - b. Full CV in standard SOM format
 - c. Teaching Portfolio, prepared by the candidate, in standard SOM format (50 pages max)
 - d. Service Portfolio, prepared by the candidate, in standard SOM format (10 pages max)
 - e. Personal Statement, prepared by the candidate, in standard SOM format (2-5 pages)
 - f. Copies of 5 representative publications selected by the candidate to be provided to evaluators (combined)
2. Evaluator Materials
 - a. A list of all proposed external* and internal** evaluators in standard SOM format (Word). Full instructions and Word templates for the evaluation request process may be found on the SOM website at http://med.emory.edu/administration/faculty_affairs_dev/templates.html. Note, evaluators must be at or above the rank of the proposed appointment/promotion.
 - b. When received, evaluations will be forwarded to the department to be included in the final packet. (See below.)

The following components of the final packet should be submitted electronically to Box by the December deadline.

3. Chair's letter to include the following:
 - a. Effective date of promotion (e.g., September 1, 20xx). No date should be requested for appointment.
 - b. A statement of documents reviewed by the departmental appointments and promotions committee
 - c. The vote of the departmental committee
 - d. A statement that University guidelines for equity and inclusion were followed
 - e. Level of achievement in **scholarship** with discussion of these accomplishments
 - f. Level of achievement in **teaching** with discussion of these accomplishments and method of evaluation
 - g. Level of achievement in **service** with discussion of these accomplishments
 - h. Impact of the candidate's accomplishments on the School and University
 - i. For appointments only, a description of the position and a brief summary of the qualifications of the cohort with whom the candidate has been evaluated
4. If applicable, a CV addendum listing accomplishments since the original CV submission (e.g., new publications, grants).
5. If applicable, one letter, solicited by the Chair, from any University unit outside the SOM in which the faculty member holds as additional appointment, such as Yerkes, Rollins School of Public Health, etc.
6. If applicable, one letter, solicited by the Chair, from any SOM department in which the candidate holds a secondary or joint appointment. The letter should support the promotion and request simultaneous promotion within that department.
7. If applicable, one letter, solicited by the Chair, from the candidate's team leader (optional)
8. Evaluator packet in SOM format:
 - a. For appointment or promotion to the rank of Associate Professor (with tenure or tenure track), at least 8 unconflicted evaluations must be part of the record. At least 6 of these must be from sources outside the University. Evaluations from internal evaluators are recommended but not required.
 - b. For appointment or promotion to the rank of Professor with tenure, at least 8 unconflicted evaluations must be part of the record. At least 6 of these must be from sources outside the University, and at least 2 must be from internal evaluators.

*Letters of evaluation should come from peers who are generally acknowledged experts in their fields and who do not have a close relationship to the candidate.

**SOM Chairs and colleagues within the candidate's primary or secondary/joint department may not serve as internal evaluators.

Deadlines for Submission to Dean's Office
Proposals for Senior Promotions for Review in 2019-2020
Under 2017 Guidelines

Approved promotions will be effective 9-1-2020.

Friday, January 25, 2019

Tenure: Proposals for faculty to be reviewed for:

- 1) Promotion to full Professor with tenure**
- 2) Grant of tenure in rank (full Professor)**

Proposals are to include the materials to be provided to the evaluators (CV [one-page and full], Teaching Portfolio, Service Portfolio, Personal Statement, and publications) along with the list of proposed evaluators for review and selection by the Dean's Office. The Dean's Office will solicit the evaluator letters. As the letters are collected by the Dean's Office, they will be forwarded to the Department for preparation of the final submission with the Chair's letter prior to review by SOM and University Committees.

Friday, May 24, 2019

Tenure: Final packets proposing promotion to full Professor with tenure or grant of tenure in rank (full Professor)

Monday, June 10, 2019

Tenure: Proposals for faculty to be reviewed for:

- 1) Promotion to Associate Professor with tenure**
- 2) Grant of tenure in rank (Associate Professor)**

Proposals are to include the materials to be provided to the evaluators (CV [one-page and full], Teaching Portfolio, Service Portfolio, Personal Statement, and publications) along with the list of proposed evaluators for review and selection by the Dean's Office. The Dean's Office will solicit the evaluator letters. As the letters are collected by the Dean's Office, they will be forwarded to the Department for preparation of the final submission with the Chair's letter prior to review by SOM and University Committees.

Monday, October 14, 2019

Tenure: Final packets proposing promotion to Associate Professor with tenure or grant of tenure in rank (Associate Professor)

Monday, December 2, 2019

Non-tenure: Proposals for promotion based on scholarship

Monday, February 17, 2020

Non-tenure: Proposals for promotion based on teaching or service

Deadlines for Submission to Dean's Office Proposals for Senior Promotions for Review in 2020-2021

Approved promotions will be effective 9-1-2021.

- Monday, February 24, 2020** **Tenure: Proposals for faculty to be reviewed for:**
1) **Promotion to full Professor with tenure**
2) **Grant of tenure in rank (full Professor)**
- Proposals are to include the materials to be provided to the evaluators (CV [one-page and full], Teaching Portfolio, Service Portfolio, Personal Statement, and publications) along with the list of proposed evaluators for review and selection by the Dean's Office. The Dean's Office will solicit the evaluator letters. As the letters are collected by the Dean's Office, they will be forwarded to the Department for preparation of the final submission with the Chair's letter prior to review by SOM and University Committees.
- Friday, May 22, 2020** **Tenure: Final packets proposing promotion to full Professor with tenure or grant of tenure in rank (full Professor)**
- Monday, June 1, 2020** **Tenure: Proposals for faculty to be reviewed for:**
1) **Promotion to Associate Professor with tenure**
2) **Grant of tenure in rank (Associate Professor)**
- Proposals are to include the materials to be provided to the evaluators (CV [one-page and full], Teaching Portfolio, Service Portfolio, Personal Statement, and publications) along with the list of proposed evaluators for review and selection by the Dean's Office. The Dean's Office will solicit the evaluator letters. As the letters are collected by the Dean's Office, they will be forwarded to the Department for preparation of the final submission with the Chair's letter prior to review by SOM and University Committees.
- Monday, October 5, 2020** **Tenure: Final packets proposing promotion to Associate Professor with tenure or grant of tenure in rank (Associate Professor)**
- Monday, October 19, 2020** **Non-tenure: Proposals for promotion to Associate Professor, non-tenured, based on teaching or service**
- Monday, December 7, 2020** **Non-tenure: Proposals for promotion to Associate Professor or full Professor, non-tenured, based on scholarship**
- Monday, February 1, 2021** **Non-tenure: Proposals for promotion to full Professor, non-tenured, based on teaching or service**

Packet Classes
**For Faculty Being Proposed for Promotion
in the 2020-2021 Promotion Cycle**

Approved promotions will be effective 9-1-2021.

To register, please email Jennifer Fairchild-Pierce at jfairch@emory.edu.

Tenure, Full Professor	Tuesday, November 19, 2019 5:00-6:00pm Location TBD
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Tenure, Associate Professor	Monday, March 16, 2020 8:00am-9:00am Location TBD
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Non-Tenure, teaching and service focus	Wednesday, April 29, 2020 8:00am-9:00am Location TBD
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Non-Tenure, teaching and service focus	Monday, June 8, 2020 5:00-6:00pm Location TBD
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Non-Tenure, scholarship focus	Monday, July 20, 2020 8:00am-9:00am Location TBD
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Non-Tenure, teaching and service focus	Tuesday, October 20, 2020 8:00am-9:00am Location TBD
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