

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

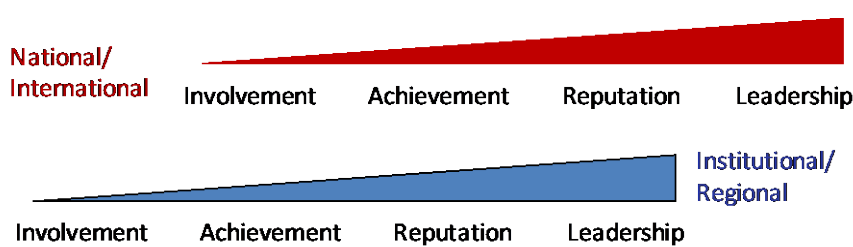
V. CRITERIA FOR APPOINTMENT AND PROMOTION

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,¹ 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 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 below. 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**.

¹ Terminal degree is defined as the nationally accepted terminal degree in the candidate's field at the time the degree was awarded.

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 ● Investigator role(s) on local or institutional pilot or seed grants or team science projects ● Scholarly presentations at regional venues ● Authorship on abstracts presented at professional meetings ● Authorship on educational materials ● Authorship on case reports ● Contributions to textbooks ● Creator or editor of local or regional newsletters, blogs, or other media disseminating clinical, educational, or scholarly information
Achievement	<ul style="list-style-type: none"> ● Continuous publication record in mid-quartile journals, some as first/last author ● Multiple sub-investigator or co-investigator roles on grants or contracts, including team science projects ● PI role on extramural grant(s), including site-PI or project PI ● Authorship of peer-reviewed review articles in mid-quartile journals ● Presenting or senior authorship on oral abstract presentations at national meetings ● Multiple scholarly recognition awards (e.g., travel awards, abstract awards, etc.) from professional societies ● Substantial evidence of long-term innovative/transformational intellectual contributions to success of the team ● Authorship on issued patents
National/ International Reputation	<ul style="list-style-type: none"> ● Continuous publication record with some first/last authorship on publications in leading refereed journals** ● Sustained record of federal, foundation, or industry funding with some as principal investigator, project leader, program director, and/or core leader, some currently active** ● Multiple site-PI roles on grants or contracts ● Mission-critical investigator roles on multiple funded team science projects ● Invited authorship on important review articles, chapters, and books ● Invited editorials or commentaries in leading journals ● Invited research presentations at national meetings ● Invited scientific lectures at outside institutions ● 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 ** • 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 • Paradigm-shifting research contributions as assessed by peers • National/international research recognition awards
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*indicates mandatory benchmark

**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 or research • Delivering occasional lectures for a course • Participating in regular small group teaching sessions • Earning consistently favorable teaching evaluations • Serving as primary mentor for Discovery or similar programs • Serving as a member of thesis committees • Sharing new scholarly approaches with community or referring physicians • Providing patient group or community education
Achievement	<ul style="list-style-type: none"> • Regularly participating in teaching at least one course or lecturing in multiple settings • Leading regular small group teaching sessions • Receiving a Division or Department teaching award • Advising (mentoring) some PhD students and postdoctoral fellows and other trainees • Serving as primary mentor for master of science in clinical research, master of public health or similar programs • Mentoring visiting scholars or clinicians • Serving on Division or Department education/curriculum committees or task forces • Serving in a supportive leadership role of large, accredited training or graduate programs (e.g., Assistant Program Director, Site Director, etc.) • Delivering invited educational lectures in regional CME courses or grand rounds
Reputation	<ul style="list-style-type: none"> • Developing and leading a School or University course or teaching regularly in multiple courses • Serving as Medical Student Society Advisor or Leader • Earning a School, University, or regional teaching award or multiple departmental awards • Having a sustained track record of advising/mentoring PhD students, residents, fellows, and other trainees • Serving on multiple School or regional education committees • Leading a major Division or Department education/curriculum committee or task force • Developing an innovative teaching methodology or training program

	<ul style="list-style-type: none"> • Serving in a leadership role of accredited Allied Health, training, or graduate medical programs • Serving as Graduate Program Director/Director of Graduate Studies • Developing or directing regional courses or CME programs
Leadership*	<ul style="list-style-type: none"> • Serving as Assistant, Associate, or Executive Associate Dean for Education • Leading a School-wide accreditation effort

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

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"> • Providing high-quality patient care • Participating in quality improvement activities • Participating in Divisional or Departmental service activities • Participating in a hospital committee • Organizing recurring Departmental meetings (e.g., grand rounds, M&M conferences) • Advising community or patient advocacy groups
Achievement	<ul style="list-style-type: none"> • Providing clinical service above and beyond peers in quantity and quality • Leading quality improvement teams • Developing a clinical program that attracts patients from the state or region • Chairing a Divisional, Departmental, or Hospital committee or serving on multiple committees • Serving as a member of major University or School committees • Receiving a Division/Department service award • Serving in a substantial Division role (e.g., Section Chief, etc.) • Serving in a leadership role of small accredited training or graduate programs • Serving in a supportive leadership role of large accredited training or graduate programs (e.g., Assistant Program Director, Site Director, etc.) • Serving as Director of a core facility/service center • Serving on the organizing committee of a regional meeting • Participating as a committee member for a state/regional society
Reputation	<ul style="list-style-type: none"> • Leading a core program/service center that has a regional impact • Chairing major University, School, or health system committees or serving on multiple institution-wide committees • Receiving major institutional service awards • Serving in a leadership role of accredited Allied Health, training, or graduate medical programs • Serving in a Departmental leadership role (e.g., Department Vice Chair, Division Chief, Section Chief, etc.) • Holding a titled leadership position within the School, University, or healthcare partner (e.g., Chief Quality Officer, Chief Medical Officer, Hospital Service Chief, etc.) • Leading/developing a center that involves multiple departments, schools, or other components of the institution • Serving as committee chair or elected officer for state or regional organizations

	<ul style="list-style-type: none"> • Serving as chair of the program organizing committee for local or regional CME meetings • Serving in advisory roles for local or regional governmental agencies • Earning service awards from state or regional professional societies or medical organizations
Leadership*	<ul style="list-style-type: none"> • Serving as Department Chair, Executive Associate Dean, Dean, Executive Vice President for Health Affairs, President, or the equivalent • Serving as president of a major regional chapter of a national organization

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

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"> • Serving in a non-PI leadership role on educational grants to the University • Providing educational appearances for national media outlets • Developing educational materials that are used on a national level, such as videos, manuals, blogs, and other teaching aids • Teaching occasionally at a national workshop/course or delivering occasional educational lectures • Serving as editor of an education-related manual • Serving on national education committees
Reputation	<ul style="list-style-type: none"> • Being an invited author of chapters in major textbooks • Garnering a continuous record of peer-reviewed publications in the field of education with some as primary author • Providing invited education-based presentations at peer institutions nationally (e.g., grand rounds) • Participating as lecturing faculty in CME workshops with a national audience or frequently presenting invited educational lectures • Organizing educational courses/workshops at national venues • Serving as a consultant, peer reviewer, or site visitor for development/assessment of clinical and scientific training programs • Having sustained membership on national curriculum committees or initiatives
Leadership	<ul style="list-style-type: none"> • Serving as PI on elite national education grants (e.g., T32) • Serving as editor of widely used textbooks or other prominent teaching aids • Garnering a continuous record of peer-reviewed publications in the field of education with some as first or senior author • Giving multiple invited keynote presentations at national meetings whose primary purpose is education • Earning prestigious teaching or mentoring awards from national societies if limited number of awardees • Leading national educational initiatives or curricula • Chairing major national educational committees, initiatives, or curricula development, implementation, or evaluation efforts

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 a professional society (e.g., as fellow of the society) • Serving as a session chair or moderator at a major society conference • Serving as an ad hoc reviewer for mid-quartile journals • Serving as a member of a major collaborative network
Achievement	<ul style="list-style-type: none"> • Serving as a member of a major committee of a professional society • Holding membership on advisory boards to governments or foundations • Serving as an ad hoc reviewer for leading journals • Serving as an abstract reviewer for national/international conferences • Serving as an ad hoc reviewer for a study section • Serving as a protocol leader of a major collaborative network
Reputation	<ul style="list-style-type: none"> • Leading a major committee of a professional society or serving as a member of multiple national committees • Leading advisory boards to governments or foundations • Holding membership on editorial boards for leading journals • Serving as a standing member of a study section or an NIH council • Serving ad hoc on multiple 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 leadership position in professional societies (e.g., Board of Directors, Officer, President, Councilor, etc.) • Holding a key editorial role for leading journals • 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.) • Serving as program committee chair for national meetings or as lead conference organizer • Receiving honors and awards for national service • Holding a leadership role in nationally funded collaborative network

E. 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 their 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 their 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 their 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 their Department Chair, must identify the area of distinction that best matches their 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