Faculty will be evaluated for academic appointment or promotion with regard to the intensity, achievements, and level of participation in activities in any one or a combination of the three categories of endeavors—scholarship, teaching and service—described below. The metrics used to identify appropriate rank follow in the next section. The criteria used to evaluate a faculty member’s achievements and participation will be derived from their Curriculum Vitae, Faculty Portfolio (for senior rank), letters of reference (intramural and extramural), and Chair’s letter.

Scholarship, for the purpose of advancement, shall be defined as the total body of work of a faculty member that has focused upon advancing knowledge, clinical skills, biomedical science, quality improvement and other academic activities as evidenced by the activities listed below. A faculty member must continue to have an active scholarly agenda demonstrating strong promise of yielding answers to fundamental questions in his or her discipline. Peer-esteem is a valuable measure of scholarly ability; early career scholars must have achieved a level of accomplishment that demonstrates substantial promise, whereas established scholars must be widely recognized as being among the leaders in their disciplines nationally and internationally. It may be characterized by the following activities:

1. Investigation, research and study of basic, biomedical, clinical, quality, epidemiological, pedagogical and health systems-based sciences as a major focus or endeavor (principal investigator, investigator-initiated; co-investigator, participant)
2. Scholarly mentoring activities, such as research, grant or manuscript review, advisement in study design, or general research advisement
3. Grant support as characterized by:
   a. Extramural support such as federal agencies and departments (NIH, CMS, FDA, etc.), foundations, industry
   b. Intramural grant support
   c. Competitive peer-reviewed applications
   d. Role and percentage effort
   e. Level of support
   f. Importance of subject and scope
   g. Renewal of funding following initial round
4. Grant review committees and study sections (federal [NIH, etc.], foundations, institutional)
5. Leadership role in research studies including principal investigator, executive/steering committee, subcommittee chair, etc.
6. Regional, national, or international activity or recognition by extramural organizations such as academic institutions, professional societies, biomedical organizations. Examples include:
   a. Awards and recognitions
b. Visiting professorships  
c. Committee participation  
d. Invited lectures and presentations  

7. Publication(s) related to primary focus (e.g. biomedical science, education, etc.) including peer-reviewed articles, monographs, book chapters and contributions to academic texts, reviews, invited editorials, and books, etc., in journals, publications, or internet-based materials (e.g. MEDED Portal etc.). Considerations include:  
a. Order of authorship  
b. Journal impact factor  
c. Pub Med – index listing  

8. Author or co-author of authoritative published statements (e.g. society guidelines, consensus statements)  

9. Editorial leadership for academic textbooks or peer-reviewed journals (editor, associate editor, editorial board)  

10. Participation in board certification test writing, preparation or society review materials by national organizations (e.g. ABIM, ABEM, etc.)  

11. Participation in Institutional Review Board (IRB) Committees locally or regionally  

12. Development of innovative scientific, clinical, health service, epidemiologic programs  

13. Development of computer programs, surveys or evaluation instruments.  

**Teaching** activities include actions to enhance the learning and performance of others, which in this context includes peers, trainees, students, inter-professional learners and the public. It may be characterized by the following activities:  

1. Curricula, course syllabi (including educational objectives), web-based scientific and clinical teaching materials, cases or new instructional techniques developed and/or implemented for a course, clinical rotation (grant support and publication of these educational materials would fall under scholarly criteria)  

2. Courses, case conferences (including written cases), professional education programs, web-based activities, videos, patient education materials, other educational materials, workshops, etc. authored, developed, participated, or implemented (content, type of learner, teaching method, frequency, contact hours, site)  

3. Teaching/learning assessment tool development and implementation (content, type of learner, teaching method, etc.)  

4. Course leader, co-leader, site leader, educator, mentor, lecturer, preceptor, teacher, facilitator, laboratory teacher, trainer (details needed of content, type of learner, teaching method, frequency, contact hours, site)  

5. Administrative leadership or responsibility for educational programs or course development for peers (CME), trainees (including residents, fellows, postdocs, etc.), students, interdisciplinary health care providers (nursing, etc.)  

6. Teaching awards and recognitions, evaluations by learners and peers  

7. Leadership or participation in biomedical education committees nationally, regionally, locally (medical school, hospital, clinic, community, etc.) (details needed of focus, role, hours of participation)
8. Mentoring of learners (may overlap with scholarly activity criteria) (list learners advised and/or mentored, projects worked, approximate time commitment - number of hours spent with each learner) with evidence of mentoring or precepting of learners (examples of written feedback, outcomes of mentoring, etc.)

9. Primary responsibility or participation in development of materials of educational value.

**Service** to the SOM entails the investment of time and effort appropriate to faculty expertise, knowledge, and professional judgment to perform tasks that are necessary for the function of the SOM to fulfill its mission and vision. All faculty members are expected to perform service according to their faculty rank in SOM activities, clinical and research settings, in the community and in regional, national and international professional organizations. The level of participation or involvement is similarly defined below for the categories of “service to the University, SOM or HMH”; “service to the profession”; and “service to the community”, and increases by rank either by the products of these activities, time commitment and/or level of leadership.

In evaluating “service,” all such activities should be evaluated as a “body of work,” and be viewed in the context of the contribution level and impact in the particular area of activity.

1. **Service to the University, SOM or HMH;** may include but is not limited to:
   - a. Leadership and participation in committees and task forces at the SOM, University, HMH network, hospital, department, clinic, or program related to the SOM mission
   - b. Chair, Vice Chair, Division and/or Section Director of an Academic or Clinical Department or Division at the SOM, HMH or SHU
   - c. Mentoring SOM, HMH or SHU faculty, staff, students or interdisciplinary faculty
   - d. Participation in program accreditations and outcomes (such as completion of applications, site visits)
   - e. Provision of training for SOM, HMH and SHU and other interdisciplinary faculty and trainees
   - f. Service to students, residents, fellows and/or peers (e.g., serving as faculty moderator of a student activity or club, advising or mentoring individual learners or groups of learners)
   - g. Collaboration and/or mentoring of faculty, trainees and staff in the SOM, HMH or SHU, extramurally, and/or within the larger community of medicine and society across disciplines

2. **Service to the profession;** may include, but is not limited to:
   - a. Membership and offices held in local, national and international professional organizations
   - b. Consultant, advisory, or editorial service in an academic professional capacity to advance the academic mission of the SOM or medicine, in general. *(This is usually defined by engagement in activities sponsored by academic journals, professional societies, academic and clinical organizations and committees, rather than with commercial entities)*
c. Review of books/manuscripts for professional journals and publishing houses, and grant proposals for funding agencies

d. Development or summary of research, policy, or position papers for the general public or targeted audiences

e. Service through clinical care, as demonstrated by an ongoing commitment to clinical excellence and peer recognition as an outstanding clinician

3. **Service to the community**; related to healthcare outreach may include but is not limited to:
   a. Provision of care to uninsured or underinsured members of the community
   b. Involvement and leadership in health-care related community groups
   c. Public and professional service to the community such as guest presentation, judge or mentor in science fairs, judge or mentor in student presentations, etc.
   d. Participation as a faculty liaison for student-initiated organizations related to the community (e.g. clinics in underserved populations)
   e. Invitations to speak or participate in panel discussions to lay audiences
   f. Membership on advisory boards or civic committees
   g. Participation in community, political or charitable organizations
   h. Involvement for advancement of medical, research, or academic priorities in legislative bodies
   i. Awards recognizing contributions to patient and community service and or public health.
   j. Engagement with elected officials on health care matters as SOM or HMH representative and service on governmental boards
   k. Engagement with secular and religious organizations on health care matters as SOM or HMH representative
   l. Other engagement with non-governmental, governmental and/or religious organizations

**Criteria Guidelines for Appointment or Promotion by Rank**

The following are guidelines for both the faculty and the School of Medicine leadership and committees to use in evaluating faculty candidates for appointment or promotion.

**Appointment to Instructor** (three-year appointment)
Appointment requires a master's degree or its equivalent in an appropriate field at the SOM or a HMH clinical facility, and evidence of potential for effective teaching either as attested by recommendations or by documented success in teaching.

**Appointment or Promotion to Assistant Professor** (six-year appointment)
For an appointment, candidates should demonstrate a breadth of accomplishments in one or more of the criteria categories of scholarship, teaching and service. Often, the majority of activities are focused in one category with some activities in the remaining two. In rare exceptions, substantial accomplishments in less than three categories will suffice.
Requirements include:
1. Curriculum vitae (using SOM format) indicating achievements in scholarship, teaching and/or service.
2. Three extramural letters (and three intramural letters for reappointment) from midlevel or senior individuals in the candidate’s discipline that address the quality of the applicant’s contributions and provide evidence of ability and initial demonstrated activity in scholarship, teaching, and/or service. Only one letter may be from a previous collaborator or mentor.
3. Eligibility for board certification in a primary specialty or subspecialty, as applicable, for initial appointment, and attainment and maintenance of board certification in a primary specialty or subspecialty, as applicable, for reappointment.

Guidelines include:
Scholarship: evidence of scholarship (including research) or potential to conduct scholarship (including research) may include:
1. One or more original publications in peer-reviewed journals
2. Invited publications such as book chapters, editorials, review articles or monographs
3. Presentations - oral or posters - at national symposia or conferences
4. Participation as an investigator in clinical trials, basic science, educational or clinical research projects

Teaching: evidence of teaching effectiveness or potential to teach effectively, such as:
1. Authorship of enduring teaching materials (teaching cases, curricula, syllabi or course/clerkship design
2. Very positive learner evaluations at HMH or SOM facilities as compared with the general faculty
3. Formal mentorship of staff, students or residents, with significant level of responsibility

Service: evidence of meaningful service to institution, profession, and community, such as:
1. Membership in hospital, departmental, SOM departmental, SOM, or university committees
2. Membership in medical specialty organization, professional society or advocacy group
3. Participation in inter-professional and trans-institutional activities
4. Community service, e.g. guest presentations, judging or mentoring science fairs or student presentations
5. Engagement with other non-governmental, governmental and/or religious organizations in biomedical or health care related areas.

Appointment or Promotion to Associate Professor (six-year appointment)
Application to senior rank as an Associate Professor assumes a more extensive contribution to the academic mission than that of an Assistant Professor, not simply duration of service, and usually requires activity beyond the institution, at a regional or national level.
Requirements include:
1. Applicants for Associate Professor usually either hold this rank at the SOM or at another US-accredited (or perhaps internationally-recognized) institution for at least 5 years.
2. Initial and maintenance of board certification in a primary specialty or subspecialty, as applicable
3. Curriculum Vitae (SOM format) detailing activities and criteria
4. Faculty Portfolio (SOM format) describing the main focus of academic activities and providing samples.
5. Three extramural and three intramural letters of recommendation from midlevel or senior individuals in the candidate’s discipline that address the quality of the applicant’s contributions and provide evidence of peer recognition for service, teaching and/or scholarly excellence, as applicable, at a regional and/or national level. Only one letter may be from a previous collaborator or mentor.
6. There is a 4 year minimum duration of service at any given rank before a Faculty Member may apply for promotion at the SOM. This service may be at the SOM or at any US. Of LCME accredited medical school before appointment at the SOM.
7. Candidates should demonstrate a breadth of accomplishments in the three following categories, but with rare exceptions, substantial accomplishments in less than three categories will suffice. These metrics are guidelines, and not all will be required to be met.

Guidelines include:
Scholarship
1. Five or more original publications, preferably in high impact factor peer-reviewed journals. First or senior authorships will receive additional recognition. At least three of which were written/published since the last promotion, including the H-index factor.
2. Invited publications such as book chapters, editorials, monographs or review articles. First or senior authorship carries more weight.
3. Journal reviewing activities
4. National or regional recognition for investigational, research or teaching activities
5. Evidence of active role in national professional and other related organizations
6. Grant support – ongoing, significant, ranking federal or foundations, and other, with significant percentage of time and activity, principal or independent investigator role or leadership in multisite studies

Teaching
1. Sustained and substantial contributions to departmental or SOM educational activities, such as curricular design, significant course content or learning process design, evaluation methodologies
2. Formal mentorship of SOM or other faculty, staff, students, trainees or residents (time, activity, process, outcomes)
3. Significant dedication to teaching in laboratory, classroom, community, clinic and hospital settings (teaching hours) with very positive learner evaluations at HMH or SOM facilities as compared with other senior faculty
4. Recognition for teaching activities (awards, recognition intramurally and extramurally)
5. Leadership administrative roles in educational programs and committees (time and/or role)

**Service**
1. Vice Chair/Chair, Division, and/or Section Director of an Academic Department at SOM, SHU or HMH
2. Leadership in a medical specialty or professional organization or advocacy group
3. Membership in and documented contributions to scientific or professional activities, e.g. study sections, review panels, or professional or advocacy society committees
4. Editorial board member, associate editor
5. Official role in board examination process, e.g. test question author, examiner
6. Substantial participation in or leadership of extramural symposia or conferences
7. Documented leadership in community or voluntary health organizations
8. Documented leadership in inter-professional and trans-institutional activities

**Appointment or Promotion to Professor** (six-year appointment)
This rank assumes a more extensive contribution to the academic mission than that of Associate Professor, not simply duration of service, usually indicating national or international recognition for academic contributions.

**Requirements include:**
1. Applicant usually has held the rank of Associate Professor for at least five years.
2. Initial and maintenance of board certification in a primary specialty or subspecialty, as applicable
3. Curriculum Vitae (SOM format) detailing activities and criteria
4. Faculty Portfolio (SOM format) describing the main focus of academic activities and providing samples.
5. Three extramural and three intramural letters of evaluation from senior individuals in the candidate’s discipline who address the quality of the applicant’s contributions and provide evidence of peer recognition for clinical, teaching and scholarly excellence, as applicable, at a national and/or international level. Only one letter may be from a previous collaborator or mentor.
6. Candidates should demonstrate a breadth of accomplishments in the three following categories; in rare exceptions substantial accomplishments in less than three categories will suffice.

**Guidelines include:**
**Scholarship**
1. Fifteen or more total original publications in high impact factor peer-reviewed journals, at least six of which are as first or senior author, and at least five of which have been written/published since the last promotion, as a guideline.
2. Invited publications such as book chapters, editorials, monographs, textbook editor, or review articles. First or senior authorships will receive additional recognition.
3. Leadership in scientific or professional activities such as study sections, review panels, editorial boards, or professional or advocacy society committees
4. Ongoing significant extramural grant or contract support and leadership in clinical trials, basic science, clinical or educational research projects
5. Leadership of extramural symposia or conferences

**Teaching**
1. Sustained and substantial contributions to departmental or SOM educational activities, such as curricular design, significant course content or learning process design, evaluation methodologies, and clerkship, residency or fellowship directorships
2. Formal mentorship of SOM or other faculty, staff, students, trainees or residents (time, activity, process, outcomes)
3. Significant dedication to teaching in laboratory, classroom, community, clinic and hospital settings (teaching hours) with learner evaluations at HMH or SOM facilities which are highly rated as compared to other senior faculty
4. Recognition for teaching activities (awards, recognition intramurally and extramurally)
5. Leadership administrative roles in educational programs and committees (time and/or role)

**Service**
1. Professional or advocacy society, governmental or scientific honors or awards for service, leadership or research
2. Documented leadership in departmental, SOM, or university committee
3. Journal editorial role or editor-in-chief
4. Documented leadership as faculty liaison for student-initiated organizations related to the health and welfare of the community or professional organizations.