

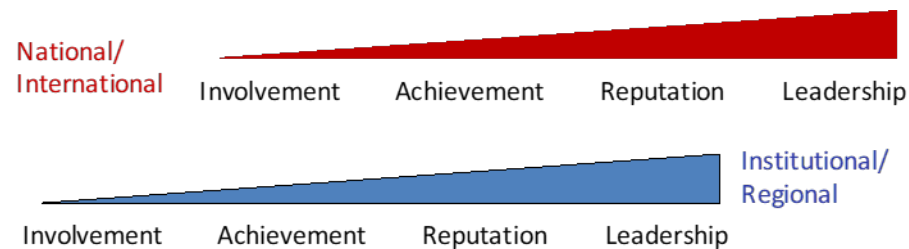


QUICK GUIDE TO SOM PROMOTIONS BASED ON THE 2017 GUIDELINES

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 their Department Chair, must identify the area of distinction (scholarship, teaching, or professional service) that best matches their accomplishments.

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



PROFESSIONAL SERVICE A or B—ASSOCIATE PROFESSOR, non-tenured

Candidates whose focus is professional service may choose either the Professional Service A or Professional Service B pathway to promotion in **Table A**. They should then compare their accomplishments with the appropriate benchmarks from the promotions guidelines (**excerpted below, with institutional/regional and national/international benchmarks integrated as tables B-F**). Candidates will be evaluated on quantity, quality, and impact of their accomplishments. It is not necessary to achieve every benchmark in a given category, but a sustained pattern of accomplishments, including multiple items at the applicable or greater benchmark, is expected.

Table A. Criteria for promotion to Associate Professor, non-tenured, Professional Service A or B.

Area of Distinction	Mission Area		
	Scholarship	Teaching	Service
Professional Service A	≥ Involvement	≥ Institutional/regional achievement	≥ Institutional/regional reputation
Professional Service B	≥ Achievement	≥ Institutional/regional involvement	≥ Institutional/regional reputation

Table B. PROFESSIONAL SERVICE A OR B: Faculty must achieve a pattern of activities in one or both of these two service categories for both Professional Service A or B:

SERVICE	BENCHMARKS
Institutional/regional reputation	• 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 titled leadership position within the School, University or healthcare partner (e.g., Chief Quality Officer, CMO, Hospital Service Chief)
	• 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
	• 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
	• <i>Other notable and/or similar activities</i>
National/international achievement	• 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
	• <i>Other notable and/or similar activities</i>

Table C. PROFESSIONAL SERVICE A: In addition to the Service benchmarks above, faculty must also show a pattern of scholarly activity consistent with the criteria shown below:

SCHOLARSHIP	BENCHMARKS
Involvement	• Occasional publications in rank primarily as middle author (required)
	• Occasional co-investigator roles on grants or contracts

	• Investigator role(s) on local or institutional pilot or seed grants or team science projects
	• Scholarly presentations at regional venues
	• Authorship on abstracts presented at professional meetings
	• Authorship on educational materials
	• Authorship of case reports
	• Contributions to textbooks
	• Creator or editor of local or regional newsletters, blogs or other media disseminating clinical, educational, or scholarly information
	• <i>Other notable and/or similar activities</i>

Table D. PROFESSIONAL SERVICE A: In addition to the Service and Scholarship benchmarks above, faculty must achieve a pattern of activities in one or both of these two teaching categories:

TEACHING	BENCHMARKS
Institutional/regional achievement	• 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
National/international involvement	• <i>Other notable and/or similar activities</i>
	• 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
	• <i>Other notable and/or similar activities</i>

Table E. PROFESSIONAL SERVICE B: In addition to the Service benchmarks above, faculty must also show a pattern of scholarly activity consistent with the criteria shown below:

SCHOLARSHIP	BENCHMARKS
Achievement	• Continuous publication record in mid-quartile journals, some as first/last author
	• Multiple sub-investigator or co-investigator roles on grants or contracts, including team science projects
	• PI role on extramural grant(s), including site-PI or project PI

	• Authorship of peer-reviewed review articles in mid-quartile journals
	• Presenting or senior authorship on oral abstract presentations at national meetings
	• Multiple scholarly recognition awards (e.g., travel awards, abstract awards, etc.) from professional societies
	• Substantial evidence of long-term innovative/transformational intellectual contributions to success of the team
	• Authorship of issued patents
	• <i>Other notable and/or similar activities</i>

Table F. PROFESSIONAL SERVICE B: In addition to the Service and Scholarship benchmarks above, faculty must achieve a pattern of activities as shown below: (if activities exceed this, consider Prof Service A):

TEACHING	BENCHMARKS
Institutional/regional involvement	• 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 a 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
	• <i>Other notable and/or similar activities</i>

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