

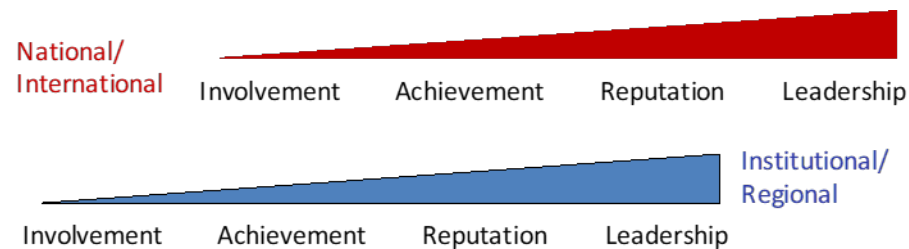


QUICK GUIDE TO SOM PROMOTIONS BASED ON THE 2017 GUIDELINES

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.)



TEACHING A or B—ASSOCIATE PROFESSOR, non-tenured

Candidates whose focus is teaching may choose either the Teaching A or Teaching B pathway to promotion in **Table A**. They should then compare their accomplishments with the appropriate benchmarks in the promotions guidelines (**excerpted below, with institutional/regional and national/international benchmarks integrated as tables B-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, Teaching A or B.

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

Table B. TEACHING A OR B: Faculty must achieve a pattern of activities in one or both of these two teaching categories for both Teaching Distinctions A or B.

TEACHING	BENCHMARKS
Institutional/regional reputation	• Developing and leading a School or University course or teaching 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 & 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
	• 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
	• <i>Other notable and/or similar activities</i>
National/international achievement	• Serving in a non-PI leadership role on educational grants to the University
	• Making occasional educational appearances on national media outlets
	• Teaching occasionally at a national workshop/course or delivering occasional educational lectures
	• Serving on national education committees
	• Serving as a mentor as part of a formal national/international mentoring program
	• Providing substantial educational content as an individual via digital media, such as podcasts, webinars, etc.
	• <i>Other notable and/or similar activities</i>

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

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

Table E. TEACHING B: In addition to Teaching benchmarks above, faculty must also show a pattern of scholarly activity consistent with the criteria show 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/trans-formative intellectual contributions to success of the team
	• Authorship of issued patents
	• <i>Other notable and/or similar activities</i>

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

SERVICE	BENCHMARKS
Institutional/regional involvement	• 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)
	• Advising community or patient advocacy groups
	• <i>Other notable and/or similar activities</i>

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