

Promotion Readiness Self-Assessment – non-tenured

Promotion can be daunting. Congratulations on taking the first step by preparing your CV and promotion readiness self-assessment for departmental review. Your CV contains a lot of information, but the significance of your work is not always clear based on review of the CV alone. In your promotion packet, in addition to the CV, you will provide a personal statement, letters of support, as well as evaluations by external referees that know your field. All of this provides more color to your black and white CV and assists the SOM in making a promotion decision.

To evaluate you for promotion readiness, we (at the department level) are not asking for a full packet, but need your help to bring to life your CV. This self-assessment is intended to walk you through this process and to help you become familiar with the promotion criteria so that as you move along in your career, you can make choices that help you meet your promotion goals.

Give yourself time to complete this document. It will take 1-2 hours. Below is information from the SOM Promotions Guidelines. Review the promotions information along with your CV. You will be asked to provide an assessment of your level of accomplishment in each of three mission areas based on the benchmarks you have accomplished. This is an opportunity to expand upon and explain what is in your CV so that the committee can fully understand your work and its impact. You can submit only the final pages 12-14 with your evaluation.

http://med.emory.edu/administration/faculty_affairs_dev/documents/SOM_PT_Guidelines_2017.pdf

Equivalencies between levels of accomplishment

| National International | Institutional/Regional |
|------------------------|------------------------|
| Reputation | Leadership |
| Achievement | Reputation |
| Involvement | Achievement |
| - | Involvement |

Successful candidates must have significant accomplishments in all three mission areas. The balance among accomplishments may vary 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 A**. **Table A** for Associate Professor and **Table B** for Professor includes criteria in scholarship, teaching, and professional service to allow for different combinations of individual accomplishments. Scholarship benchmarks (**Table 1**), institutional/regional benchmarks in teaching and professional service (**Tables 2 and 4**), and national/ international benchmarks in teaching and professional service (**Tables 3 and 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 accomplishment 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, until their next promotion and throughout their careers.

Table A: Associate Professor, non-tenured

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

*Emerging reputation: Blend of items in achievement and reputation categories.
See above equivalencies to swap national/international levels for institutional/regional

Table B: Professor, non-tenured

| Area of Distinction | 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 | ≥ involvement | ≥ National/international reputation OR ≥ Institutional/regional leadership | ≥ Institutional/regional achievement |
| Professional Service | ≥ involvement | ≥ Institutional/regional achievement | ≥ National/international reputation OR ≥ Institutional/regional leadership |

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:

- scholarship **(Table 1)**
- teaching institutional/regional levels **(Table 2)** and national/international levels **(Table 3)**
- service institutional/regional levels **(Table 4)** and national/international levels **(Table 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.

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 a promise of continued and recognized creativity. Representative examples of benchmarks for scholarship can be found in **Table 1**.

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 |

*indicates mandatory benchmark

**Indicates a mandatory benchmark to achieve the indicated ranking in scholarship for tenure decisions

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 3**.

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 • 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 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 • 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. |
| 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) • Developing, authoring or editing educational materials that are vetted at a national level (e.g., on national/international professional websites), such as videos, manuals, blogs, and other teaching aids • Making regular educational appearances on national media outlets • Serving in leadership roles on national education committees • Earning a national teaching award • 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 |

Print Cer

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 4 and for national/international professional service in Table 5.

Table 4: 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 • 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 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 |

NAME:

Scholarship (refer to Tables 1):

Self-ranking:

Involvement__

Achievement__

Reputation__

Leadership__

Describe your self-ranking in Scholarship giving specific examples of how your activities, contributions, and achievements meet the achievement level in scholarship you selected above. List each benchmark (table 1) and the corresponding activities from your CV that support meeting that benchmark. Please expand on the significance of the work involved if not readily apparent from the line in your CV.

Teaching (refer to Tables 2 and 3):

Self-ranking:

- Institutional/Regional
Involvement__
Achievement__
Reputation__
Leadership__

- National/International
Involvement__
Achievement__
Reputation__
Leadership__

Describe your self-ranking in Teaching giving specific examples of how your activities, contributions, and achievements meet the benchmarks for the level of achievement you selected above. List each benchmark and the corresponding activities from your CV that support meeting that benchmark. Please expand on the significance of the work involved if not readily apparent from the line in your CV.

Professional Service (refer to Tables 4 and 5):

Service Self-ranking:

- Institutional/Regional
 - Involvement__
 - Achievement__
 - Reputation__
 - Leadership__
- National/International
 - Involvement__
 - Achievement__
 - Reputation__
 - Leadership__

Describe your Professional Service self-ranking giving specific examples of how your activities, contributions, and achievements meet the benchmarks for the level of achievement you selected. List each benchmark and the corresponding activities from your CV that support meeting that benchmark. Please expand on the significance of the work involved if not readily apparent from the line in your CV.