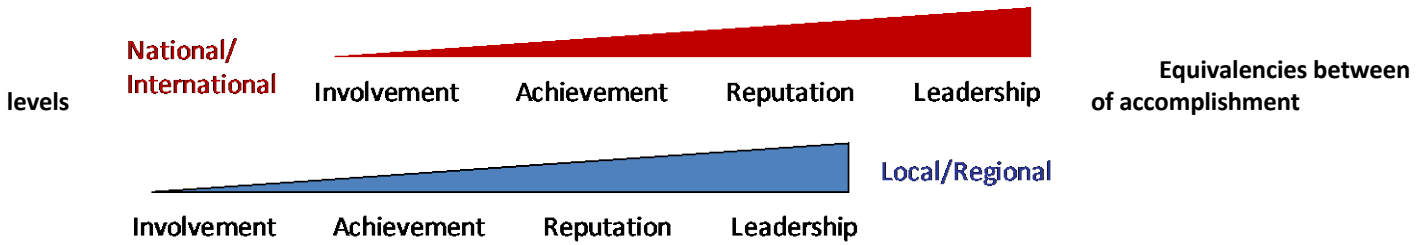


Promotion Readiness Self-Assessment – Tenured

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

Levels of accomplishment and their relative weight are summarized in the figure below:



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

The level of accomplishment required for tenure at the Associate Professor and Professor level are shown in table 7 and 8.

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

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

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 based on specific benchmarks.

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

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

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:

Teaching Benchmarks	
Involvement	<ul style="list-style-type: none"> • Teaching/mentoring residents or students in the context of patient care • Delivering occasional lectures for a course • Participating in regular small group teaching sessions • Serving as a member of thesis committees • Providing patient group or community education • Sharing new scholarly approaches with community or referring physicians
Achievement	<ul style="list-style-type: none"> • Receiving a Division or Department teaching award • Regularly participating in teaching at least one course • Serving as Assistant/Associate Director of accredited training or graduate programs • Serving as Medical Student Society Advisor • Leading regular small group teaching sessions • Delivering invited educational lectures in regional CME courses or grand rounds • Advising (mentoring) PhD students and postdoctoral fellows and other trainees • Mentoring visiting scholars or clinicians • Serving as Director of an educational program within the SOM
Reputation	<ul style="list-style-type: none"> • Developing and leading a School or University course or teaching in multiple courses • Serving as Director of accredited training or graduate medical programs • Serving as Graduate Program Director/Director of Graduate Studies • Serving as Medical Student Society Leader • Serving on the SOM Executive Curriculum Committee • Serving as Director of an accredited Allied Health training program • Developing or directing regional courses or CME programs • Earning a School, University, or regional teaching award or multiple departmental awards
Leadership	<ul style="list-style-type: none"> • Serving as Assistant, Associate or Executive Associate Dean for Education • Leading School-wide accreditation effort

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 3 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:

Professional Service Benchmarks	
Involvement	<ul style="list-style-type: none"> • Participating in Divisional or Departmental service activities • Participating in a hospital committee • Advising community or patient advocacy groups • Organizing recurring Departmental meetings (e.g., grand rounds, M&M) • Participating in quality improvement activities • Providing high-quality patient care
Achievement	<ul style="list-style-type: none"> • Serving in a substantial Division role (i.e., Section Chief) • Serving as Assistant or Associate Director of large, accredited training or graduate programs • Serving as Director of small accredited training or graduate programs • Leading quality improvement teams • Developing a clinical program that attracts patients from the state or region • 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 • Serving as a member of major University or School committees • Receiving a Division/Department service award • Chairing a Divisional, Departmental, or Hospital committee • Providing clinical service that exceeds the norm for peers in quantity and quality
Reputation	<ul style="list-style-type: none"> • Serving as Director of a large, accredited training or graduate program • Receiving major institutional service awards • Serving as Department Vice Chair or Division Chief • Chairing major University, School or Health System committees • Holding titled leadership position within the School, University or healthcare partner (e.g., Chief Quality Officer, Chief Medical Officer, Hospital Service Chief) • Leading a core program/service center that has a regional impact • Earning service awards from state or regional professional societies or medical organizations • 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
Leadership	<ul style="list-style-type: none"> • Serving as Department Chair, Executive Associate Dean, Dean, President, Executive Vice President for Health Affairs, or the equivalent • Serving as president of a major regional chapter of a national organization

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:

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

NAME:

Based upon the benchmarks identified in table 1 (above) describe, giving specific examples of how your activities, contributions, and achievements meet the level of Scholarship needed for promotion. **Use as much space as needed.**

Scholarship (refer to Table 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 benchmark in scholarship you selected above. List each benchmark and the corresponding activities from your CV that support meeting that benchmark.

1. Benchmark #1
 - a. Evidence that supports meeting the benchmark
2. Benchmark #2
 - a. Evidence that supports meeting the benchmark

Based upon the benchmarks identified in tables 2 and 3 describe, giving specific examples of how your activities, contributions, and achievements meet the level of Teaching needed for promotion. **Use as much space as needed for.**

Teaching (refer to Tables 2 and 3):

Teaching 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 you selected above. List each benchmark and the corresponding activities from your CV that support meeting that benchmark.

Based upon the Service benchmarks identified in tables 4 and 5 describe, giving specific examples of how your activities, contributions, and achievements meet the level of Service needed for promotion (Table 1). **Use as much space as needed.**

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 you selected. List each benchmark and the corresponding activities from your CV that support meeting that benchmark.