

Emory University School of Medicine
Department of Pediatrics
CCPR Guide Table of Contents*

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FACULTY INSTRUCTIONS:

The 2025 [Career Conference and Performance Review \(CCPR\) system](#) is open and is available for completion.

- [Career Conference and Performance Reviews | Emory School of Medicine](#) – use your Emory log in credentials to access the system, scroll to the bottom of the webpage to link to training resources
- This is an annual and important opportunity to let your division director know about your accomplishments and to jointly set goals for the coming year.
- The CCPR is one of the metrics monitored by LCME and is required annually for all faculty in the School of Medicine.
- Training materials for faculty and evaluators are available on [SharePoint](#).
 - Please notify ccprsupport@emory.edu immediately of any issues you encounter.
- Please reference the attached “CCPR Guide –Emory Department of Pediatrics” for details

Who is required to complete the 2025 CCPR:

- ALL FACULTY hired *prior to 9/1/2024*
 - If you are Pediatric Institute faculty but your “academic home” is another department (e.g. Radiology, ENT, Anesthesiology, etc.) please consult with your SOM Department Chair, as deadlines may differ.
- If you are a Senior Associate/trainee OR started as faculty after 9/1/2024 – you are NOT required to complete the 2025 CCPR
 - Please alert Denise denise.jacobson@emory.edu if your CCPR status noted in “due for review” is incorrect

When must FACULTY complete PART I of the CCPR?

- **Log in NOW to select your evaluator & upload your up to date CV**
 - **Update and/or populate your Emory FIRST profile and accept publications**
<https://profiles.emory.edu>
- **Complete Part I between NOW and April 28, 2025**
 - Check with your Division Chief – larger divisions may want faculty to complete Part I sooner
- As soon as you have completed Part I, schedule meeting with your Division Director (or divisional evaluator/supervisor)
 - This meeting should take place upon your completion of Part I but prior to June 30, 2025

DIVISION CHIEF/EVALUATOR INSTRUCTIONS:

The 2025 [Career Conference and Performance Review \(CCPR\) system](#) is open and is available for completion.

- [Career Conference and Performance Reviews | Emory School of Medicine](#) – use your Emory log in credentials to access the system, scroll to the bottom of the webpage to link to training resources
- This is an annual and important opportunity discuss faculty members' accomplishments and to jointly set goals for the coming year.
- The CCPR is one of the metrics monitored by LCME and is required annually for all faculty in the School of Medicine.
- Training materials for faculty and evaluators are available on [SharePoint](#).
 - Please notify ccprsupport@emory.edu immediately of any issues you encounter.
- Please reference the attached "CCPR Guide – Emory Department of Pediatrics" for details

When must DIVISION DIRECTORS/EVALUATORS complete PART II of the CCPR?

- Meet with faculty *as they complete* Part I (faculty should complete no later than April 28, 2025 – OR earlier based upon your Division's size and needs
 - You will receive notification from the system once faculty have submitted Part I
 - Part II for ALL your faculty must be completed no later than June 30, 2025
 - For clinical faculty, include a summary of clinical performance, opportunities, or concerns with your narrative summary
 - Refer to the Children's Provider Competencies included in the CCPR Guide

Who is required to complete the 2025 CCPR:

- ANY of your Division's FACULTY hired *prior to 9/1/2024*
 - If you are Pediatric Institute faculty/Division Chief but your "academic home" is another department (e.g. Radiology, ENT, Anesthesiology, etc.) please consult with your Emory SOM Department Chair, as deadlines may differ.
- Senior Associates/trainees or faculty hired after 9/1/2024 are NOT required to complete the 2025 CCPR
 - Please alert Denise denise.jacobson@emory.edu if you see any faculty whose "due for review" status is not correct. She will need to know hire date and/or status as trainee.

Best Practices for Successful Career Conferences **For Evaluators**

Prior to Career Conference Report Meeting:

- Gather teaching evaluations from residency and fellowship programs so that you can provide feedback to your faculty.
- Obtain clinical performance metrics that reflect the faculty member's clinical contributions.
- Review part 1 of the career conference report so that you are familiar with the successes and challenges the faculty faced this year. Faculty really appreciate being recognized for their contributions and the fact that you took time to prepare.
- Review previous year's Career Conference Reports to determine if there are any open action items or performance concerns that were not addressed.
- If the possibility of promotion is imminent for a faculty member, review promotion guidelines (see "quick guides" included in this CCPR Guide) and CV before discussing promotion possibilities.

During the meeting:

- Review last year's goals, and if they were not met, discuss to identify the barriers and whether the goals were realistic.
- Try to present both strengths and weaknesses for all three missions (education, scholarship, service). Frame the weaknesses in the context of what was done well and remind faculty that we all have opportunities for development.
 - If you have faculty that provides clinical care, please provide a summary of their clinical performance in the CCPR "Summary of Faculty Review" section.
 - Please refer to the Children's Provider Competencies in this guide
 - For independent research intensive/research focus faculty, lags in grant proposals and awards should be discussed and goals set for the next year to regain 65% extramural funding coverage as appropriate.
 - Talk with the faculty member about potential/appropriate recognition and development opportunities found in this guide.
- Create *specific* goals or milestones to address weak areas and to ensure continued success. Ask for faculty member input on how to improve his/her performance.
- Find out what the faculty member's expectations are in terms of career progression. Develop a plan for meeting those expectations or help create more realistic ones. Refer the faculty member to the promotion guidelines.
- Ask if the faculty member has/wants a mentor, and if necessary, point them to mentoring resources in the school or department and help them find a mentor.
- Ask the faculty member if there are any other items he/she would like to discuss that were not listed in the Career Conference Report. This is a good opportunity to address work-life balance issues.

After the meeting:

- Prepare a short summary right away while the information is fresh in your mind.
- Include a note about achievements so that the department can recognize the faculty member's contribution.
- Upload or paste your summary to Part II so that the faculty member sees it soon after your meeting.
- Follow up on any issues *prior to* the next scheduled career conference report—12 months is too long to wait for successful intervention. If appropriate, let the faculty mentor know how he/she can help.

Rating Scale

Performance Category	Estimated Proportion of Faculty Pool	Category Description
Exemplary	5%	Used sparingly for truly outstanding performance throughout the entire review/rating period.
Accomplished	15%	Demonstrated strong performance, above “commendable,” but not yet at the exemplary or leading performance level.
Commendable	65%	Solid, effective performance of a good contributor and valued faculty member.
Needs Development	10-15%	Adequate performance in most areas but needs development in one or more significant aspects.
Far Below Expectations	0-5%	Inadequate performance overall.

Children's Provider Competencies

DELIVER CLINICAL EXCELLENCE

- Use appropriate medical information and scientific evidence to deliver the highest quality, safest patient care
- Recognize the limits of your knowledge/expertise and know when to obtain appropriate consultation
- Educate and counsel patients and families to help them make informed decisions about care
- Use errors as an opportunity to learn and improve patient care practices/processes
- Hold yourself accountable to the highest standards of patient care delivery

ENGAGE IN SYSTEMS-BASED PRACTICE

- Partner with healthcare providers across the system to improve and optimize patient care delivery
- Consider the broader impact of your professional practices and involve others in decisions that affect them
- Help patients and families navigate system complexities
- Use resources efficiently and effectively to ensure high-quality, cost-effective care
- Demonstrate appreciation for the culture and the way health care is provided at Children's

GROW AND DEVELOP

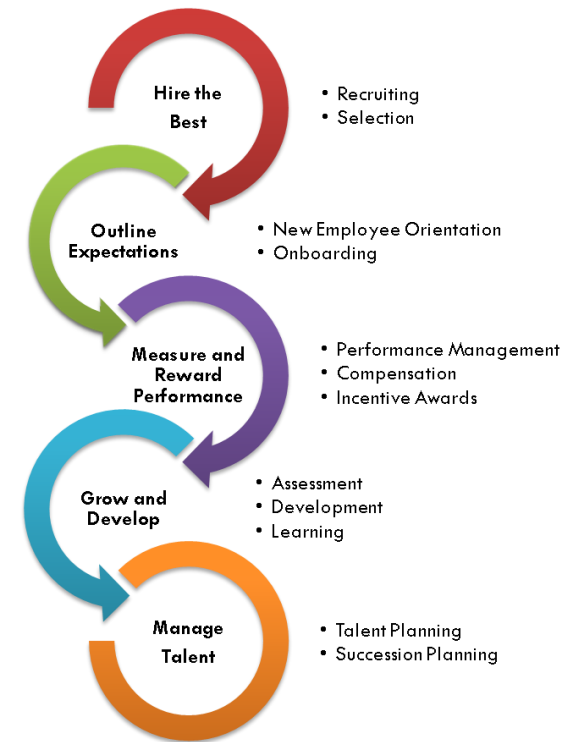
- Engage in ongoing learning to ensure the highest-quality medical and professional knowledge, skills, and abilities
- Find ways to integrate new learning into your practice
- Seek feedback from a variety of sources and act on it
- Leverage your strengths to teach, mentor, and develop other members of the health care team
- Recognize personal limitations and find ways to develop in those areas

BE PROFESSIONAL

- Interact with patients and families and other members of the healthcare team in a respectful, considerate way
- Remain calm and effective regardless of the situation
- Seek common ground and mutually beneficial solutions to problems
- Recognize the impact of your behavior on others and adjust appropriately
- Serve as a role model for others on the healthcare team through your actions and attitude

Provider competencies outline the behaviors required for success as individual contributor physicians, psychologists and advanced practice providers.

They provide the foundation for everything we do to recruit, develop and retain the talent that makes Children's Healthcare of Atlanta a best place to work.



Development/Recognition opportunities for CCPR discussion

National

- Society for Pediatric Research (SPR) Membership nomination-eligible [Membership – Society for Pediatric Research](#)
- American Pediatric Society (APS) Membership nomination-eligible [Membership – American Pediatric Society](#)
- National/regional award opportunities/potential eligibility
- National/regional Committee opportunities/interest

Institutional

Leadership/educational programs:

- Junior Faculty Development Course [Junior Faculty Development Course | Emory School of Medicine](#)
- EM-ProLEAD [EM-ProLEAD | Emory School of Medicine](#)
- Woodruff Leadership Academy [Woodruff Leadership Academy Home](#)
- Women's Leadership Development Program [Women's Leadership Development Program | Emory School of Medicine](#)
- Underrepresented in Medicine (URiM) Faculty Development Program [Under-Represented in Medicine \(URiM\) Faculty Development Program | Emory School of Medicine](#)
- Woodruff Health Educators Academy Fellowship in Educational Scholarship [WHEA Fellowship in Educational Scholarship | Emory University | Atlanta GA](#)
- Woodruff Health Educators Academy Teaching Fellowship [WHEA Teaching Fellowship | Emory University | Atlanta GA](#)
- WHEA Fellowship in Interprofessional Leadership [WHEA Fellowship in Interprofessional Leadership and Professional Development | Emory University | Atlanta GA](#)

Promotion eligibility and anticipated effective year (candidates are identified by division director and start process ~ 2 years before effective date of promo) Pediatric [Appointments and Promotions | Emory School of Medicine](#)

Clinical Distinction eligibility/desire to nominate:

- Senior Physician/Psychologist
- Distinguished Physician/Psychologist
- Eminent Physician/Psychologist

SOM based awards:

- Dean's Teaching Award [Dean's Teaching Award | Emory School of Medicine](#)
- Doctor's Day [2024 National Doctors' Day | Emory School of Medicine](#)
- Distinguished Service Award [Distinguished Service Award | Emory School of Medicine](#)
- Excellence in Diversity and Inclusion [Excellence in Diversity, Equity & Inclusion Award | Emory School of Medicine](#)
- Hidden Gem [School of Medicine Hidden Gems | Emory School of Medicine](#)
- Innovation for Impact [Innovation for Impact Award | Emory School of Medicine](#)
- SOM Mentoring [Mentoring Award | Emory School of Medicine](#)

Some Pediatric based awards:

- Junior Faculty Researcher
- Best Scientific Publication
 - Basic Science
 - Clinical/Translational
 - Quality Improvement
- Career Development Mentor
- Teaching Mentor
- Research Mentor
- Master Clinician
- Humanitarian Award
- Career Teaching
- Teacher of the Year – general pediatrics
- Teacher of the Year – subspecialty pediatrics
- Innovations in Teaching Program Development
- Innovations in Clinical Program Development

Pediatric [awards | Emory School of Medicine](#)



Emory University Department of Pediatrics/Pediatric Institute/Children's Faculty/Physician Development Offerings

In addition to the offerings from the School of Medicine's Office of Faculty Academic Affairs and Professional Development, the Department of Pediatrics and Pediatrics Institute offers several focused opportunities for professional development.

[Department of Pediatrics | Emory School of Medicine](#)

[Pediatrics Faculty Development](#)

[Pediatric Enrichment Series](#) - This monthly lecture series started in 2021 and focuses on a variety of pediatric development topics. It is designed to reach a broad spectrum of faculty, staff, and fellows from all disciplines. Join this space for cross-disciplinary, broad-based knowledge sharing that targets faculty and staff from bench to bedside to ultimately enhance care delivery.

[Pediatric Faculty-to-Faculty Peer Mentor Matching Program](#) - This program provides new faculty with opportunities to network around key areas of career development. It matches new Department of Pediatric faculty (e.g., faculty within their first year of being hired) with more senior faculty on the basis of their prioritized mentorship goals. Areas of mentorship the program aims to cover are research, clinical/patient care, teaching, promotion/career development, writing/publishing, work-life balance, and leadership/management.

Faculty Committees – The Department of Pediatrics has several committees for faculty to join where they are passionate to assist in implementing these programs. The committees include mentoring, teaching, appointments and promotions, clinical distinctions, diversity and inclusion, and awards and recognition.

Implicit Bias Training – Members of Pediatrics Diversity, Equity, and Inclusion Committee are available to offer educational sessions to faculty, staff, division leaders, etc. Contact Michelle Wallace for info wallacem@kidsheart.com

[Pediatric K-Club](#) – *(with support from Children's Healthcare of Atlanta and our co-sponsors the Emory Department of Medicine, the Georgia Clinical & Translational Science Alliance (Georgia CTSA), and CFAR)* The objective of this program is to provide an educational forum to assist fellows and faculty with developing successful career development award applications.

FEED Conference - The Department of Medicine and Department of Pediatrics Offices of Faculty Development co-host the Faculty Education, Enrichment, and Development (FEED) Conference each year. This annual conference aims to provide career advancement support for clinician educators, clinical researchers, and basic scientists. The conference is typically a half-day and offers sessions on a variety of topics.

Pediatric Mentoring/Networking Event – This annual event provides the opportunity for all affiliated with Pediatrics to network and share professional and intellectual interests, form new or strengthen existing collegial connections, and participate in networking/mentoring discussions in a wide variety of areas that will be of interest to many.

[Annual Faculty and Staff Awards Ceremony](#) – Each year, we celebrate the outstanding work of our Pediatrics faculty and staff in an awards ceremony. The winners are nominated by their colleagues and selected by committee members. Our faculty and staff's significant contributions to the department make such a huge impact and we want to take the time to appreciate all they do.

Fellows' Teaching Symposium - This annual 9-part course for 2nd year fellows in the Department of Pediatrics covers a wide range of essential skills for the Clinician-Educator. Topics range from Precepting and Small Group Learning to Simulation Education to Lecture Hall settings and Digital Adjuncts to teaching. Key learning theory concepts are weaved throughout the course which culminates in presentations by the participants.

Teaching Competition - This annual event started in 2002 uses a friendly competition between divisions to highlight creative and effective teaching strategies. The event is both entertaining and informative with memorable presentations and reflections from the judges.

Introduction to Promotion Document Preparation – For potential promotion candidates identified by their Division Director. These sessions, offered each fall, provide an overview of the Department’s process and timeline, as well as detailed review of each document (CV, Service and Teaching Portfolios, and Personal Statement) required for submission to the DOP Appointments and Promotions Committee for “pre-review”.

DOP Appointments and Promotions Committee Pre-Review – Candidates identified as potential promotion candidates submit initial documents (CV, Service and Teaching Portfolios, and Personal Statement), which are reviewed by the committee. Candidates and their Division Directors receive detailed feedback on their documents, as well as recommendations regarding moving forward and/or suggestions to strengthen for future promotion.

You Matter Peer Support Program - The You Matter Peer Supporter Program trains providers to offer emotional support to colleagues after a negative outcome, patient misadventure, missed diagnoses, traumatic patient/family encounter, medical litigation, overly stressful clinical situation, or any other distressing event. To sign up for a You Matter training, please click [here](#). Program Contact Info: youmatter@choa.org

Physician Journal Club - Receive a monthly publication related to physician well-being and burnout and join our Chief Physician Wellness Officer virtually once a month to discuss. To sign up for the Physician Journal Club, please click [here](#). Program Contact Info: physicianwellness@choa.org

Mental Health First Aid Training - Mental Health First Aid is an eight-hour training providing you with skills to reach out and provide initial support to someone who may be struggling with a substance use problem or experiencing a crisis. [Register](#) for a Mental Health First Aid Training session. Program Contact Info: strong4life@choa.org

Schwartz Rounds - Join monthly multidisciplinary forums to discuss social and emotional issues that arise from patient care. [Sign up](#) if you are interested in attending or participating as a panelist. Program Contact Info: strong4life@choa.org

Leadership & Professional Development Course Catalog – Physicians are welcome to attend any of the live, instructor led courses described in the catalog. The courses range between two and four hours in length and the majority are held in person, with some virtual opportunities, at The Support Center. All course descriptions and learning objectives can be viewed at the link above. Register for classes in Workday. Program Contact Info: learning@choa.org

LinkedIn Learning – LinkedIn Learning is available via desktop or mobile device. With LinkedIn Learning, you have the opportunity to learn business, creative, technology and leadership skills. Short videos or full courses are available anytime/anywhere. Additional information: [Careforce page here](#) Program Contact Info: learning@choa.org

People First Leadership Series – Monthly offerings facilitated by a Children’s leader focusing on leadership topics (i.e., Compassionate Accountability, ADAPTive Leadership, etc). All sessions are one hour or less and can be attended virtually, in person or viewed after the event as a recording for on-demand needs. Previous People First Leadership Series events can be found on [Careforce Connection](#). Program Contact Info: learning@choa.org

The School of Medicine offers a number of opportunities for professional development for faculty members. You're encouraged to visit and bookmark the [SOM Professional Development](#) website as well as the [Professional Development calendar of events](#).

General Professional Development & Leadership Programs at Emory:

EM-ProLEAD: Open to all members of Emory SOM, the focus of EM-ProLEAD is to enrich leadership skills, enhance business knowledge, and develop strong partnerships across Emory.

Junior Faculty Development Course: This long running course designed for junior faculty presents information necessary for success in an academic medical center using a variety of formats including didactic presentations, group and individual exercises, and case-based problem solving.

New Clinical Leaders: Open to physicians and Advance Practice Providers in their first clinical leadership position at Emory, this course is designed to equip participants to lead peers in the clinical environment.

Orientation: Orientation for new faculty is held twice annually. This is a chance for new hires to meet leaders in the SOM, learn about teaching, research, service, and patient care opportunities and receive useful reference information.

Professional Development Lecture Series: The lecture series is presented monthly from September to April and covers topics aimed at assisting faculty in their career development. Topics range from general leadership and professional development to teaching, research, and diversity, equity, and inclusion.

Transition to First Faculty Position: New faculty members are encouraged to participate in this annual half day workshop designed to assist in the transition from trainee to faculty member.

Women's Leadership Development Program: A 5-month course launch in fall 2023 specially designed for mid-career women faculty who demonstrate strong potential for assuming executive leadership positions in academic medicine.

Woodruff Leadership Academy (WLA): WLA is a leadership program for professionals and managers within the Robert W. Woodruff Health Sciences Center. This program develops managerial and technical expertise, as well as interpersonal, communications, and presentation skills necessary to meet the challenges of a rapidly changing health care landscape.

Education, Clinical & Quality Improvement Programs & Initiatives:

Interprofessional Team Skills for Quality Improvement: This multi-part curriculum introduces QI terminology and methods, teaches skills required to implement and carry out an independent QI project through a mentored project and increases confidence in teaching QI. The project team assembled by participants must include non-physician and trainee members.

Faculty Development Program for Clinical Educators: This course is brought to you by two Stanford trained facilitators, Reena Hemrajani and Richard Pittman. The Stanford Faculty Development Clinical Teaching program is a validated, internationally recognized method of training for medical teachers to enhance their skills to be more effective in any medical educational setting.

Leadership in Healthcare Improvement: This 2-day course is conducted by the Emory Quality Academy and provides an introduction to the context, terminology and methodologies of QI, the relation of the Emory Care Transformation Model to patient safety and the EHC approach to population health management. It complements the content of the above Inter-professional Development in QI.

Learning to be Better Teachers: This full-day workshop includes didactic sessions, keynote speakers and multiple workshops focused on all aspects of teaching. Now in its 27th year, the course has had over 1,300 faculty attendees.

Practical Methods in Healthcare Improvement: This intensive QI course is conducted by the Emory Quality Academy. Participants attend 12 full-day class sessions while carrying out a mentored QI project. Class sessions cover the Lean approach to QI, leadership, change management, and teamwork training. Graduates of the course will demonstrate the ability to conceive and conduct independent QI work and serve as a resource to others.

Woodruff Health Educators Academy: WHEA strives to bring together educators across the health sciences at Emory to promote and support the practice and scholarship of teaching and learning.

Point-of-Care Ultrasound (POCUS) Course: This half-day course focuses on image acquisition and interpretation of POCUS modalities applicable to a wide range of medical specialties and provides a comprehensive foundation of core POCUS knowledge so you can begin applying it to patient care.

School of Medicine Research Support:

Clinical Research Bootcamp: This full-day workshop is designed to provide faculty with a comprehensive overview of the major components involved in clinical research. There are now three bootcamp levels, 101, 201 and 301, each digging deeper into clinical research. Topics include study and survey design, IRB, database management, statistics, and resources at Emory.

Clinical Research Mentoring Program: This four-month clinical research mentoring program will provide resources, information and tools to develop clinical research projects. Participants will have the opportunity to be paired with experienced faculty as mentors, with the specific goal of working through some of the hurdles to getting started on clinical research projects.

Researcher Survival Skills Workshop Series: Launched in fall 2019, this series is designed to provide researchers with the skills they need to succeed in academic medicine. Features traditional skills like manuscript and grant writing, as well as a lab/research team management, navigating research administration, and other topics not covered in professional school.

Speed Networking: Basic and clinical researchers from across Emory SOM are given the opportunity to make a 3-4 minute presentation to potential collaborators from both clinical and basic science backgrounds.

Emory Innovation Certificate Program: Launched in 2023, this course is designed to develop and enrich entrepreneurial skills and business knowledge for faculty and staff interested in learning how to bring technologies to market.

School of Medicine Promotion Support:

Promotion Workshops: This workshop series is held annually and is geared towards learning how to structure your CV and how to create compelling teaching and service portfolios. The series is capped off with a Mock Faculty Committee on Appointment and Promotions (FCAP) session.

Promotion Readiness Sessions: These sessions pair participants with former members of the FCAP for a 20-minute one-on-one meeting to provide individualized advice on progress towards promotion.

SOM Packet Classes: Packet Classes are invitation-only sessions for those who are currently going up for promotion. Specific information on the entire promotion dossier and timelines for the promotion process are provided during the class.

Diversity, Equity & Inclusion:

Affinity Groups & Celebrations: Sponsored faculty and staff affinity groups enhance the SOM work experience through networking, resource, professional development and support, and community engagement. Focused affinity months are celebrated to promote sharing, awareness, and learning.

Anti-Racism Resource Guide: Developed to help address the need for our collective education, engagement, and growth.

Implicit Bias Training: Training sessions explore best practices for recruiting and the latest research on the impact of implicit associations on decision making.

Underrepresented in Medicine Prof. Development Course: A five-month career development program for URiM faculty. This longitudinal program provides resources, information and tools important for academic success. The course features didactic sessions from diverse speakers, experiential components, along with peer mentoring and networking

Annual Conferences:

Emory Quality Conference: This conference, hosted by the Woodruff Health Sciences Center, is now in its 15th year. The conference combines poster presentations with keynote speeches. The posters highlight clinical and education quality projects taking place across our health sciences programs and our hospital and clinic partners.

Health Services Research Day: Now in its tenth year, the Health Services Research Day is an opportunity to share the breadth of quality, effectiveness, and value-based research activities at Emory, and network with colleagues. All members of the Woodruff Health Sciences Center are invited to participate.

Other Activities:

Awards and Recognitions: We know celebrating faculty accomplishments enriches the faculty experience and have partner closely with the SOM Recognitions Committee to develop and support meaningful opportunities to honor our faculty. The annual Celebration of Faculty Eminence ceremony recognizes faculty members throughout the SOM for senior promotions, clinical distinctions, teaching, research, and outstanding clinical service as well as awards and accomplishments on the regional and national levels. Appreciation days are also held throughout the year.

Career Conferences and Performance Reviews: Our faculty are the most important resource in the SOM. Maintaining and developing each faculty member's professional engagement throughout his or her career is a high priority for the school. Annual career conferences with department chairs are facilitated by an online system managed by our office.

Clinical Distinctions: The Clinical Distinctions (CD) designation program, designed to recognize faculty who have devoted a majority of their time and careers to providing excellence in clinical care, is managed by our office. While the CD is not intended to compete with or replace the standard academic promotions mechanism for faculty advancement, it emphasizes the critical contributions of clinically focused faculty in the SOM.

Citizenship Opportunities: Our office oversees the annual School of Medicine and University Senate elections and appointments each spring.

Video Library: Many of our lectures are recorded and available online in a searchable database. Sort, filter and search by series, topic or keyword.

Well-Being: In partnership with the University Faculty Staff Assistance Program (FSAP), Wellness Working Group, and EmWell, we strive to support our faculty through multiple initiatives including well-being check-ins for new faculty and tips for building a compassionate email culture.

Note: Many of the above programs are held on a cyclical basis. Please visit the linked website for additional information.



EMORY UNIVERSITY

Career Conference and Performance Review

Home Instructions **Faculty Member Self-Review** Reports Proxy Support

Brennae Bussey

Home / Evaluations My CCPR Evaluation 024 (A-12860)

2

A-12860 - CCPR Evaluation for 2024

Print

Saved **Part 1** Part 2 Part 3 Part 4 Closed Complete Not Applicable

Part 1

Faculty Information

3

Name: Brennae Bussey

Rank/Title: Business Analyst II

Department: 733000-Medicine: Admin

Division: -

Fiscal Year: 2024

Evaluator:

4

Select Evaluator

CCPR Proxy Information

If a proxy is available from your department, you may assign them to upload your CV and complete the Awards and Notable Achievements sections. Please skip if a proxy is not available.

Proxy's Name:

5

Select Proxy

Upload Curriculum Vitae (CV)

Choose File No file chosen

Awards and Notable Achievements

Awards/Achievements

Describe any awards and notable achievements:

Characters remaining: 32768

Goals, Action Plan, Items for Discussion

CCPR Faculty Instructions

Accessing Your Evaluation

1. Log into CCPR at <https://ccpr.app.emory.edu>
2. In the menu bar, click **Faculty Member Self-Review** > **My CCPR Evaluation** to access your evaluation

Part 1: to be completed by the Faculty Member

3. The Faculty member should verify the information in the **Faculty Information** section is correct.
 - a. Note: If changes need to be made, please contact your Departmental HR Manager, as this data is managed by HR in PeopleSoft.

ADD AN EVALUATOR:

**If an Evaluator is already chosen, their name displays to the right of "Evaluator:". Please skip this step.*

4. Click **Select Evaluator**
 - a. In the Select Evaluator window, search by first name and/or last name by typing your Evaluator's name into the respective fields
 - Tip: Partial names can be entered in the First/Last Name search fields to return results
 - b. Click **Search**
 - c. In the list that displays, select your Evaluator by clicking on the **Select Evaluator** button in their name's row
 - d. Click **Confirm**

ASSIGN A PROXY (OPTIONAL):

**A Proxy is someone available from your department who you may assign to upload your CV and complete the Awards and Notable Achievements sections. Please skip this step if a proxy is not available.*

5. Click **Select Proxy**
 - a. In the Select Proxy window, search by first name and/or last name by typing your Proxy's name into the respective fields
 - b. Click **Search**
 - c. In the list that displays, select your Proxy by clicking on the **Select Proxy** button in their name's row
 - d. Click **Confirm**

Proxy's Name:

Select Proxy

Upload Curriculum Vitae (CV)

Choose File No file chosen

/CCPR_Doc_Library/Test/CV/733000-Medicine-Admin/-/2024/Bussey_Brennae_2024.doc

Awards and Notable Achievements

Awards/Achievements

8 Describe any awards and notable achievements:

Characters remaining: 32768

Goals, Action Plan, Items for Discussion

Last Year's Goals and Successes

9

Characters remaining: 32765

Success in Achieving Goals*

10

Characters remaining: 32768

Next Year's Goals*

11 (used by faculty member)

Characters remaining: 32768

Next Year's Action Plan

12

Characters remaining: 32768

Items for discussion: Other topics you would like to discuss

13

Characters remaining: 32768

14 Save Part 1

Submit Part 1

14

15

Part 2 17

Part 1 (continued): to be completed by the Faculty Member

UPLOAD YOUR CV:

6. Click **Choose File** to select a file from your computer
 - a. Note: The file needs to be a .doc, .docx, or .pdf file for a successful upload
7. The file automatically renames itself to the **lastname_firstname_currentyear** format, then displays as a link so the file can be downloaded in the future

AWARDS AND NOTABLE ACHIEVEMENTS (OPTIONAL):

8. Use the designated text box to document any awards and notable achievements that occurred during your evaluation timeframe

GOALS, ACTION PLAN, ITEMS OF DISCUSSION

9. Last Year's Goals and Successes
 - a. If an evaluation was completed last year, this field will be prepopulated and cannot be edited in this evaluation.
10. Success in Achieving Goals
 - a. This field is required to submit Part 1
11. Next Year's Goals
 - a. Use this field to document your goals for the upcoming year
 - b. Information entered in this field will populate the Last Year's Goals and Successes field on next year's evaluation
12. Next Year's Action Plan
 - a. This field can still be edited after Part 1 is submitted in case you need to consult with your Evaluator
13. Items for discussion: Other topics you would like to discuss
 - a. This field is optional and is used to document any items you want to address with your chair or evaluator
14. To save your evaluation as is and be able to edit again later, click **Save Part 1**.
15. When your evaluation is complete and you're ready to send it to your evaluator, click **Submit Part 1**.
 - a. Note: Once you submit, no further changes can be made in Part 1, except for the Next Year's Action Plan field.
16. Your evaluator is notified via email that your review is ready for them to complete Part 2.

Part 2: to be completed by the Evaluator

17. This section of the evaluation will be completed by the Evaluator designated in Part 1.
18. Once the Evaluator submits their portion, the Faculty member will receive an email notifying them that Part 2 is complete.

Faculty Rating 19

Date of Conference

01/01/2024

	Below Expectations	Needs Development	Commendable	Accomplished	Exemplary	NA
Scholarship 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Teaching 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Internal Service 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
External Service 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Citizenship 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Overall Performance Assessment 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Summary of Faculty Review

Type/Paste

CCPR Narrative summary test data

Characters remaining: 32736

Part 3 20

Faculty Comments (Optional):

CCPR Comments test data

Characters remaining: 32745

Faculty's Signature & Submit 21

Part 4 22

Chair Comments (Optional):

Characters remaining: 32768

Print 23

Part 3: to be completed by the Faculty Member (optional)

- After logging in and navigating to your evaluation, scroll to **Part 2** on the page to see what information was entered by the Evaluator.
- Navigate to **Part 3** to enter comments in the **Faculty Comments (Optional)** text field.
- Click **Faculty's Signature & Submit** to send your evaluation to your Department Chair
 - If you do not make comments in Part 3 within 2 weeks of the Part 2's completion, the evaluation will automatically move to Part 4.

Part 4: to be completed by the Chair (optional)

- Any comments your Chair has can be entered in this section of your evaluation.
 - You can print a copy of your evaluation for your records by clicking **Print**, located at the bottom of the evaluation page.
- [Accessing Previous Years' Reviews](#)
- Click the arrow in the dropdown above the status bar. Then select the review you'd like to see based on the year displayed in the dropdown menu's list.

Home Instructions Faculty Member Self-Review Reports Proxy Support

Home / Evaluations / CCPR Evaluation for 2024 (A-12860)

Print

A-12860 - CCPR Evaluation for 2024 24

Saved Part 1

A-12860 - CCPR Evaluation for 2024 Not Applicable

A-12819 - CCPR Evaluation for 2023

A-05316 - CCPR Evaluation for 2022

Part 1



EMORY UNIVERSITY

Career Conference and Performance Review

Home Instructions Faculty Member Self-Review Reports Proxy Support

Home / Reports / My Faculty Evaluations

My Faculty Evaluations

Evaluations from previous years can be found in the table below.

1. Remove the default year from the filter of the Fiscal Year column and enter a search year or criteria.
2. In the row of a Faculty Member, click View/Evaluate in the last column. When the evaluation displays, click the dropdown below the menu bar and choose the evaluation you want to view (e.g., A-XXXX - CCPR Evaluation for YYYY).

Fiscal Year	Status	Last Name	First Name	Title	Department	Division	Submitted Part 1	Submitted Part 2	Submitted Part 3	
Enter Fiscal Year	Enter Status	Enter Last Name	Enter First Name	Enter Title	Enter Department	Enter Division	Enter Submitted Part 1	Enter Submitted Part 2	Enter Submitted Part 3	
2024	Part 2	Longs	Yvonne	Project Manager II (LITS)	Medicine	Medicine: Cardiology	2024-01-30	2024-01-30		View
2023	Saved	Reid	Ralph	Attending Physician	Medicine	Medicine: Cardiology				View
2023	Saved	McDonald	William	Professor	Psychiatry and Behavioral Sciences	Psych: Geriatric	2023-06-15			View
2023	Saved	Sedlack	Tom	Dir. Application Dev & Integra	Pediatrics	Peds: Administration				View
2023	Part 1	Longs	Yvonne	Project Manager II (LITS)	Medicine	Medicine: Cardiology	2023-07-21			3 Evaluate
2023	Part 4									
2023	Saved									
2023	Saved									
2023	Saved									
2023	Part 3									



EMORY UNIVERSITY

Career Conference and Performance Review

Home Instructions Faculty Member Self-Review Reports Proxy Support

Home / Evaluations / CCPR Evaluation for 2024 (A-12853)

A-12853 - CCPR Evaluation for 2024

Saved Part 1 Part 2 Part 3 Part 4 Closed Complete Not Applicable

CCPR Evaluator Instructions

Part 2: to be completed by the Evaluator

1. As an Evaluator, you will receive an email when the Faculty Member you're evaluating has submitted Part 1 of their review in CCPR. To access CCPR, click the link in the evaluation email or click the link below:
 - a. <https://ccpr.app.emory.edu>
2. In the Reports section of the menu bar, click My Faculty Evaluations
 - a. Tip: My Faculty Evaluations can also be accessed by clicking the hyperlink in the list of Reports on the Home page
3. On the My Faculty Evaluations List, click Evaluate in the row of the Faculty Member you want to evaluate
4. In the Status Bar, click Part 2 to be brought to that section of the page
 - a. Note: Next Year's Action Plan in Part 1 is open for edits until Part 2 is finalized

Part 2

Faculty Rating

Date of Conference

02/16/2024

5



	Below Expectations	Needs Development	Commendable	Accomplished	Exemplary	NA
Scholarship 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Teaching 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internal Service 1	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
External Service 1	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Citizenship 1	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall Performance Assessment 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Summary of Faculty Review

Choose to Upload Narrative Summary File or Type/Paste Narrative Text

Type/Paste Text

Document Upload

8

Summary of Faculty Review

Fac Upload Narrative Summary

Choose File bussey_brennae_2023.doc

Successfully uploaded file

/CCPR_Doc_Library/Test/NarrativeSummaries/-/-/Summary_Bussey_Brennae_2023.doc

Part 2: to be completed by the Evaluator (cont.)

- In **Part 2**, click the **calendar icon** located in the **Date of Conference** field to choose the date of the conference this evaluation applies to
 - Tip: Change the month/year shown on the calendar by clicking the triangle to the right of the date month and year shown
- Using the **rating scale** in your evaluation notification email, select the Faculty Member's ratings for this review period
 - Tip: Hover over the name of each category in the chart to see its description
- The **Summary of Faculty Review** section is used to document the Faculty Member's Narrative Summary using the **Document Upload** function or by typing text into the field.
 - Note: If you need to change your summary selection, you can refresh your browser to select the other option. This will remove anything you may have entered in the other summary selection.
- If **Document Upload** is selected:
 - Click Choose File to select a file from your computer
 - Note: The file needs to be a .doc, .docx, or .pdf file for a successful upload
 - The file automatically renames itself to the summary_lastname_firstname_currentyear format, then displays as a link so the file can be downloaded in the future
- If **Enter/Paste Text** is selected:
 - Enter text by typing into the field or by pasting text you've copied
- To return to this evaluation to make additional changes, click **Save Part 2**
- To finalize Part 2 of the evaluation to move it to Part 3, click **Evaluator's Signature & Submit**



EMORY UNIVERSITY

Career Conference and Performance Review

[Home](#) [Instructions](#) [Faculty Member Self-Review](#) [Reports](#) [Proxy](#) [Support](#)

Brennae Bussey

[Home](#)

[Part 2 Proxy](#)

Welcome Brennae Bussey!

Title: Business Analyst II
Department: Medicine
Division: Medicine: Admin

Faculty Member Self-Review

[My CCPR Evaluation](#)

Reports

[My Faculty Evaluations](#)

[Assessment Report](#)

[Status Report](#)

[Assign Evaluator\(s\)](#)

[Due for Review](#)

Proxy

My Proxy: Yvonne Longs

[Assign Proxy](#)

[Part 2 Proxy](#)

Part 2 Proxy

[Export CSV/Excel](#)

List of evaluations where you can Proxy as an evaluator. Click the "Evaluate" button to complete Part 2 as proxied evaluator.

Fiscal Year	First Name	Last Name	Title	Department	Division	Evaluator	Submitted Part 1	Evaluation Date	Status	Proxy as Evaluator
2024	Enter First	Enter Last N	Enter Title...	Enter Department	Enter Division	Enter Evaluator	Enter Submit	Enter Evalua	Enter Statu	
2024	Antonio	Laracunte	Consultant (Faculty)	Medicine	Medicine: Admin	Yvonne Longs	2024-02-01		Part 1	Evaluate
2024	Brennae	Bussey	Business Analyst II	Medicine	Medicine: Admin	Yvonne Longs		2024-01-01	Part 3	View

Showing rows 1 to 2 of 2

[Home](#) / [Evaluations](#) / CCPR Evaluation for 2024 (A-12856)

[Print](#)

A-12856 - CCPR Evaluation for 2024

[Saved](#) [Part 1](#) [Part 2](#) [Part 3](#) [Part 4](#) [Closed Complete](#) [Not Applicable](#)

CCPR Part 2 Proxy Instructions

Part 2: to be completed by the Evaluator Proxy

As an Evaluator Proxy, log into CCPR using the link below to complete Part 2:

<https://ccpr.app.emory.edu>

- There are two ways to access evaluations from the Home page:
 - Click Part 2 Proxy in the Proxy section
 - Click Proxy in the menu bar and click Part 2 Proxy
- When the Part 2 Proxy report displays, click Evaluate in the row of the Faculty Member you're completing a review for
 - Note: the Evaluate button only displays when an evaluation is in the Part 2 stage
- You can also click View to see evaluations that are not currently in Part 2
- When the evaluation displays, you can click Part 2 in the status bar or simply scroll to the Part 2 section of the page.

Part 2

Faculty Rating

Date of Conference

02/16/2024

5

	Below Expectations	Needs Development	Commendable	Accomplished	Exemplary	NA
Scholarship 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Teaching 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internal Service 1	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
External Service 1	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Citizenship 1	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall Performance Assessment 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Summary of Faculty Review

Choose to Upload Narrative Summary File or Type/Paste Narrative Text

Type/Paste Text

Document Upload

Summary of Faculty Review

Upload Narrative Summary

Choose File bussey_brennae_2023.doc

Successfully uploaded file

/CCPR_Doc_Library/Test/NarrativeSummaries/-/Summary_Bussey_Brennae_2023.doc

10

Save Part 2

Evaluator's Signature & Submit

11

Part 2: to be completed by the Evaluator Proxy (cont.)

- In **Part 2**, click the **calendar icon** located in the **Date of Conference** field to choose the date of the conference this evaluation applies to
 - Tip: Change the month/year shown on the calendar by clicking the triangle to the right of the date month and year shown
- Using the **rating scale** in your evaluation notification email, select the Faculty Member's ratings for this review period
 - Tip: Hover over the name of each category in the chart to see its description
- The **Summary of Faculty Review** section is used to document the Faculty Member's Narrative Summary using the **Document Upload** function or by typing text into the field.
 - Note: If you need to change your summary selection, you can refresh your browser to select the other option. This will remove anything you may have entered in the other summary selection.
- If **Document Upload** is selected:
 - Click Choose File to select a file from your computer
 - Note: The file needs to be a .doc, .docx, or .pdf file for a successful upload
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- If **Enter/Paste Text** is selected:
 - Enter text by typing into the field or by pasting text you've copied
- To return to this evaluation to make additional changes, click **Save Part 2**
- To finalize Part 2 of the evaluation to move it to Part 3, click **Evaluator's Signature & Submit**

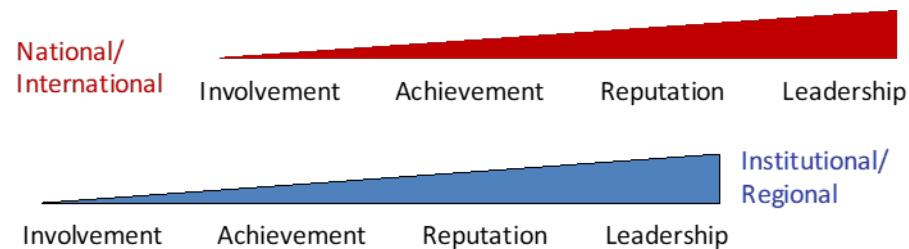


QUICK GUIDE TO SOM PROMOTIONS BASED ON THE 2017 GUIDELINES

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
	• <i>Other notable and/or similar activities</i>
National/international involvement	• 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.

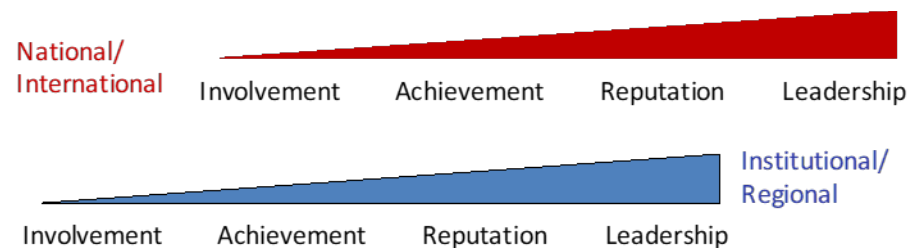


QUICK GUIDE TO SOM PROMOTIONS BASED ON THE 2017 GUIDELINES

Professor, Non-tenured

Candidates for the rank of Professor without tenure must hold a doctoral degree and have significant accomplishments in all three mission areas. Faculty candidates for Professor will have achieved a national/international reputation in their field or hold significant institutional/regional leadership roles in teaching or professional service. The balance among accomplishments may vary considerably 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.

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—PROFESSOR, non-tenured

Candidates whose focus is professional service must meet the criteria set forth in **Table A**. To determine if these criteria have been achieved, 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 Professor, non-tenured, Professional Service.

Area of Distinction	Mission Area		
	Scholarship	Teaching	Service
Professional Service	≥ Substantial involvement*	≥ Institutional/regional achievement	≥ National/international reputation OR Institutional/regional leadership

*Substantial involvement: Blend of items in involvement and achievement categories.

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

SERVICE	BENCHMARKS
Institutional/regional leadership	• 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
National/international reputation	• 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
	• <i>Other notable and/or similar activities</i>

Table C. Scholarship: 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

Revised April 17, 2024

	<ul style="list-style-type: none"> • <i>Other notable and/or similar activities</i>
SCHOLARSHIP	BENCHMARKS
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 of issued patents • <i>Other notable and/or similar activities</i>

Table D. Teaching: 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	<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 • <i>Other notable and/or similar activities</i>
National/international 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 • <i>Other notable and/or similar activities</i>

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

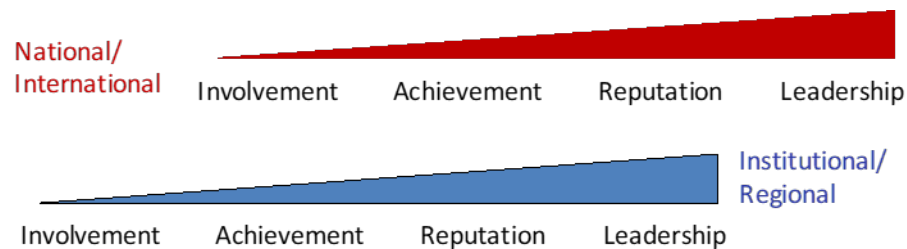


QUICK GUIDE TO SOM PROMOTIONS BASED ON THE 2017 GUIDELINES

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.)



SCHOLARSHIP - ASSOCIATE PROFESSOR, non-tenured

Candidates whose focus is scholarship must meet the criteria set forth in **Table A**. To determine if these criteria have been achieved, 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, Scholarship.

Area of Distinction	Mission Area		
	Scholarship	Teaching	Service
Scholarship	≥ Emerging national/ international reputation*	≥ Institutional/regional or national/international involvement	≥ National/international involvement

*blend of activities in achievement and reputation

Table B. Scholarship: Faculty must achieve a blend of activities in these two categories:

SCHOLARSHIP	BENCHMARKS	
	Achievement	National/international reputation
SCHOLARSHIP	<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 <i>Other notable or similar activities</i> 	
		<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 <i>Other notable or similar activities</i>

**Indicates a mandatory benchmark to achieve the indicated ranking in scholarship for tenure decisions. If the majority of funding is from industry, additional federal or foundation funding as PI or substantial evidence of national reputation and leadership is expected.

Teaching: In addition to the Scholarship benchmarks above, faculty must also achieve a pattern of activities in either or both of these categories:

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>
National/international involvement	• Contributing to a major textbook
	• Co-authoring 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>

Service: In addition to the Scholarship and Teaching benchmarks above, faculty must achieve a pattern of activities in either or both of these service categories:

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

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

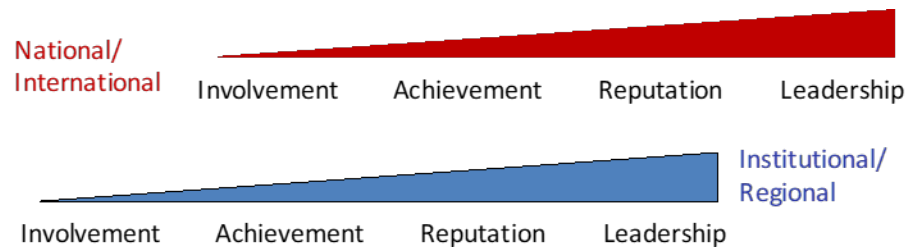


QUICK GUIDE TO SOM PROMOTIONS BASED ON THE 2017 GUIDELINES

Professor, Non-tenured

Candidates for the rank of Professor without tenure must hold a doctoral degree and have significant accomplishments in all three mission areas. Faculty candidates for Professor will have achieved a national/international reputation in their field or hold significant institutional/regional leadership roles in teaching or professional service. The balance among accomplishments may vary considerably 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.

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):



SCHOLARSHIP - PROFESSOR, non-tenured

Candidates whose focus is scholarship must meet the criteria set forth in **Table A**. To determine if these criteria have been achieved, 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 Professor, non-tenured, Scholarship.

Area of Distinction	Mission Area		
	Scholarship	Teaching	Service
Scholarship A (with teaching emphasis)	≥ National/international reputation	≥ National/international achievement	≥ Institutional/regional achievement
Scholarship B (with service emphasis)	≥ National/international reputation	≥ Institutional/regional achievement	≥ National/international reputation

Table B. Scholarship: Faculty must achieve a blend of activities in these two categories:

SCHOLARSHIP	BENCHMARKS
National/International Reputation	• 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
	• <i>Other notable or similar activities</i>
National/International Leadership	• 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 overall 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
	• <i>Other notable or similar activities</i>

**Indicates a mandatory benchmark to achieve the indicated ranking in scholarship for tenure decisions. If the majority of funding is from industry, additional federal or foundation funding as PI or substantial evidence of national reputation and leadership is expected.

Scholarship A

Table C: Teaching: In addition to the Scholarship benchmarks above, faculty must also achieve a pattern of activities in either or both of these categories:

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

Table D: Service: In addition to the Scholarship and Teaching benchmarks above, faculty must achieve a pattern of activities in either or both of these service categories:

SERVICE	BENCHMARKS
Institutional/regional Achievement	• 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
	• <i>Other notable and/or similar activities</i>
National/international Involvement	• 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
	• <i>Other notable and/or similar activities</i>

Scholarship B

Table E. Teaching: In addition to the Scholarship benchmarks above, faculty must achieve a pattern of activities in either or both of these 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
	• <i>Other notable and/or similar activities</i>
National/international Involvement	• 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 F. Service: In addition to the Scholarship and Teaching benchmarks above, faculty must achieve a pattern of activities in either or both of these service categories:

SERVICE	BENCHMARKS
National/international Reputation	• 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
	• <i>Other notable and/or similar activities</i>
Institutional/regional Leadership	• 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
	• <i>Other notable and/or similar activities</i>

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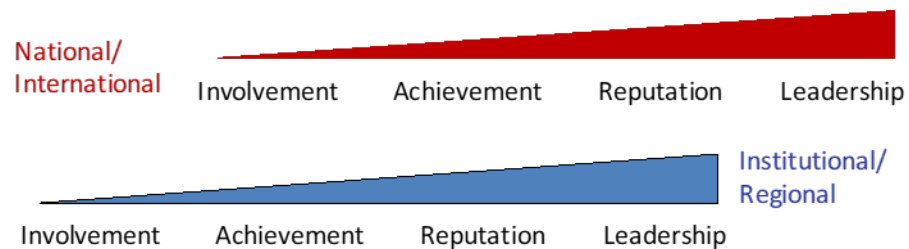
QUICK GUIDE TO SOM PROMOTIONS BASED ON THE 2017 GUIDELINES

Associate Professor with Tenure

Candidates for the rank of Associate Professor with tenure, or for the grant of tenure at the Associate Professor level, must hold a doctoral degree and demonstrate an established national/international reputation in scholarship. They must also have significant accomplishments in the other mission areas. The balance among accomplishments may vary considerably from one candidate to another, but for grant of tenure as an Associate Professor, the primary area of distinction must be scholarship.

A tenure decision must be made and take effect by the end of the 11th year on the tenure clock. If a tenure decision is made earlier and is unfavorable, a candidate may be reconsidered in subsequent years provided they still fall within the 11-year tenure clock.

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.)



Candidates for the rank of Associate Professor with tenure, or for the grant of tenure at the Associate Professor level, must meet the criteria set forth in **Table A**. To determine if these criteria have been achieved, 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 level, is expected.

Table A. Criteria for promotion to Associate Professor with tenure.

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 B. Scholarship: Faculty must have a pattern of activities in the following category:

SCHOLARSHIP	BENCHMARKS
National/international reputation	• 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
	• <i>Other notable or similar activities</i>

**Indicates a mandatory benchmark to achieve the indicated ranking in scholarship for tenure decisions. If the majority of funding is from industry, additional federal or foundation funding as PI or substantial evidence of national reputation and leadership is expected.

Scholarship A

Table C. Teaching: In addition to the Scholarship benchmarks above, faculty must achieve a pattern of activities in either or both of these teaching categories.

TEACHING	BENCHMARKS
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

Institutional/regional reputation	• 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>
	• 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>

Table D. Service: In addition to the Scholarship and Teaching benchmarks above, faculty must achieve a pattern of activities in either or both of the following service categories:

SERVICE	BENCHMARKS
Institutional/regional achievement	• 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

	<ul style="list-style-type: none"> • <i>Other notable and/or similar activities</i>
National/international involvement	<ul style="list-style-type: none"> • Holding senior membership in a professional society (e.g., as fellow of the society)
	<ul style="list-style-type: none"> • Serving as a session chair or moderator at a major society conference
	<ul style="list-style-type: none"> • Serving as an ad hoc reviewer for mid-quartile journals
	<ul style="list-style-type: none"> • Serving as a member of a major collaborative network
	<ul style="list-style-type: none"> • <i>Other notable and/or similar activities</i>

Scholarship B

Table E. Teaching: In addition to the Scholarship benchmarks above, faculty must achieve a pattern of activities in either or both of these teaching categories:

TEACHING	BENCHMARKS
Institutional/regional achievement	<ul style="list-style-type: none"> • Regularly participating in teaching at least one course or lecturing in multiple settings
	<ul style="list-style-type: none"> • Leading regular small group teaching sessions
	<ul style="list-style-type: none"> • Receiving a Division or Department teaching award
	<ul style="list-style-type: none"> • Advising (mentoring) some PhD students and postdoctoral fellows and other trainees
	<ul style="list-style-type: none"> • Serving as primary mentor for master of science in clinical research, master of public health or similar programs
	<ul style="list-style-type: none"> • Mentoring visiting scholars or clinicians
	<ul style="list-style-type: none"> • Serving on Division or Department education/curriculum committees or task forces
	<ul style="list-style-type: none"> • Serving in a supportive leadership role of large, accredited training or graduate programs (e.g., Assistant Program Director, Site Director, etc.)
	<ul style="list-style-type: none"> • Delivering invited educational lectures in regional CME courses or grand rounds
	<ul style="list-style-type: none"> • <i>Other notable and/or similar activities</i>
National/international involvement	<ul style="list-style-type: none"> • Contributing to a major textbook
	<ul style="list-style-type: none"> • Co-authoring education-related publications
	<ul style="list-style-type: none"> • Contributing to educational materials that are used on a national level, such as videos, manuals, blogs, and other teaching aids
	<ul style="list-style-type: none"> • <i>Other notable and/or similar activities</i>

Table F. Service: In addition to the Scholarship and Teaching benchmarks above, faculty must achieve a pattern of activities in either or both of these service categories:

SERVICE	BENCHMARKS
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>
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>

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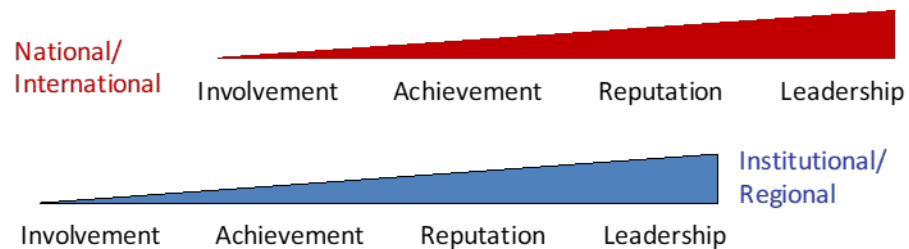
QUICK GUIDE TO SOM PROMOTIONS BASED ON THE 2017 GUIDELINES

Professor with Tenure

Candidates for the rank of Professor with tenure, or for the grant of tenure at the Professor level, must hold a doctoral degree and demonstrate an established national/international reputation in scholarship. They must also have significant accomplishments in the other mission areas. The balance among accomplishments may vary considerably from one candidate to another, but for grant of tenure as an Professor, the primary area of distinction must be scholarship.

A tenure decision must be made and take effect by the end of the 11th year on the tenure clock. If a tenure decision is made earlier and is unfavorable, a candidate may be reconsidered in subsequent years provided they still fall within the 11-year tenure clock.

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.)



Candidates for the rank of Professor with tenure, or for the grant of tenure at the Professor level, must meet the criteria set forth in **Table A**. To determine if these criteria have been achieved, 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 level, is expected.

Table A. Criteria for promotion to 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

Table B. Scholarship: Faculty must have a pattern of activities in the following category:

SCHOLARSHIP	BENCHMARKS
National/international leadership	• 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 overall 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
	• <i>Other notable or similar activities</i>

*Indicates mandatory benchmark

**Indicates a mandatory benchmark to achieve the indicated ranking in scholarship for tenure decisions. If the majority of funding is from industry, additional federal or foundation funding as PI or substantial evidence of national reputation and leadership is expected.

Scholarship A

Table C. Teaching: In addition to the Scholarship benchmarks above, faculty must achieve a pattern of activities in either or both of these teaching categories.

TEACHING	BENCHMARKS
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

Institutional/regional reputation	<ul style="list-style-type: none"> • Providing substantial educational content as an individual via digital media, such as podcasts, webinars, etc. • <i>Other notable and/or similar activities</i>

Table D. Service: In addition to the Scholarship and Teaching benchmarks above, faculty must achieve a pattern of activities in either or both of the following service categories:

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

Scholarship B

Table E. Teaching: In addition to the Scholarship benchmarks above, faculty must achieve a pattern of activities in either or both of these teaching categories:

TEACHING	BENCHMARKS
National/international reputation	• 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
	• <i>Other notable and/or similar activities</i>
Institutional/regional leadership	• Serving as Assistant, Associate, or Executive Associate Dean for Education
	• Leading a School-wide accreditation effort
	• <i>Other notable and/or similar activities</i>

Table F. Service: In addition to the Scholarship and Teaching benchmarks above, faculty must achieve a pattern of activities in either or both of these service categories:

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

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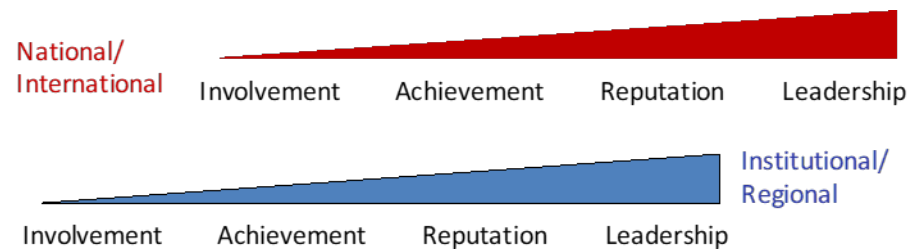


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Associate Professor, Non-tenured

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.

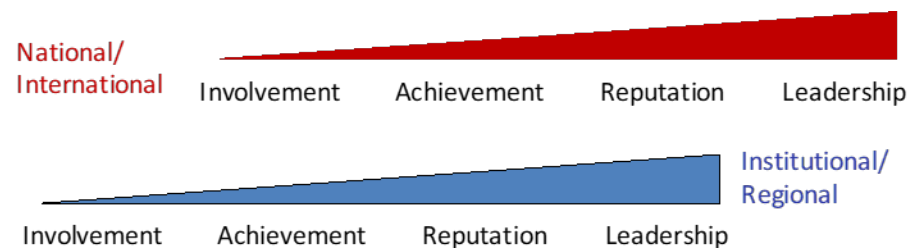


QUICK GUIDE TO SOM PROMOTIONS BASED ON THE 2017 GUIDELINES

Professor, Non-tenured

Candidates for the rank of Professor without tenure must hold a doctoral degree and have significant accomplishments in all three mission areas. Faculty candidates for Professor will have achieved a national/international reputation in their field or hold significant institutional/regional leadership roles in teaching or professional service. The balance among accomplishments may vary considerably 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.

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—PROFESSOR, non-tenured

Candidates whose focus is teaching must meet the criteria set forth in **Table A**. To determine if these criteria have been achieved, 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-D**). 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 Professor, non-tenured, Teaching.

Area of Distinction	Mission Area		
	Scholarship	Teaching	Service
Teaching	≥ Substantial* involvement	≥ National/international reputation OR ≥ Institutional/regional leadership	≥ Institutional/regional achievement

*Substantial involvement: Blend of items in involvement and achievement categories.

Table B. Teaching: Faculty must achieve a pattern of activities in either or both of these teaching categories.

TEACHING	BENCHMARKS
National/international reputation	• 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
	• <i>Other notable and/or similar activities</i>
Institutional/regional leadership*	• Serving as Assistant, Associate, or Executive Associate Dean for Education
	• Leading a School-wide accreditation effort
	• 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>

* The candidate should be recognized nationally for their institutional leadership role.

Table C. Scholarship: In addition to Teaching benchmarks above, faculty must also achieve a blend of activities in these two categories:

SCHOLARSHIP Involvement	BENCHMARKS
	• 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

	<ul style="list-style-type: none"> • 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 • <i>Other notable or similar activities</i>
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 • <i>Other notable or similar activities</i>

Table D. Service: 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	<ul style="list-style-type: none"> • 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	<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

• *Other notable and/or similar activities*

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



Clinical Distinction Guidelines Emory University School of Medicine

Introduction

The purpose of the Clinical Distinctions (CD) designation is to provide a mechanism to recognize the faculty who have devoted a majority of their time and career to providing excellence in clinical care. While the CD is not intended to compete with, or replace the standard academic promotions mechanism for faculty advancement, it emphasizes the importance of clinically focused faculty in the School of Medicine (SOM). Regular faculty and Emory Specialty Associate providers who have a minimum 0.5 FTE and devote at least half their time to clinical efforts (patient care and clinical administration) are eligible for these distinctions. Adjunct faculty will only be considered for these distinctions in rare and unusual circumstances at the request of the Chair. For faculty with less clinical effort, the Chair may request an exception. The primary criterion for advancement to higher levels of clinical distinction is excellence in clinical services, including direct patient care and clinical administration, which must be evident at each level of advancement. In addition, participation in major institutional committees that are critical to the mission of Emory SOM and Woodruff Health Sciences Center, outstanding service in a clinical administrative role (such as Service Chief), and innovation in clinical care or processes will be considered. As faculty advance through the levels of clinical distinctions, they are expected to maintain clinical excellence and demonstrate increasing service and leadership in clinical administration and policy making at clinical sites within Emory University and their broader professional communities. Faculty at each level of distinction must maintain professional standards; failure to do so may result in re-evaluation of the awarded title.

Clinical Distinctions

1. Physician (or appropriate professional designation, e.g., Psychologist)

Physician or equivalent designation is the entry-level rank for all clinicians holding a terminal degree in their specialty and joining the clinical practices at Emory or its affiliates (including, but not limited to Childrens Healthcare of Atlanta, the Department of Veterans Affairs, and Grady Health System). Candidates must be board certified as required in their field in order to meet the credentialing criteria necessary for their site and scope of practice.

2. Senior Physician (or appropriate designation for the profession, if not a physician)

Qualifications: Appointment to *Senior Physician* or equivalent designation requires continued board certification (if required in the field), a demonstrated commitment to excellence in clinical care and a trajectory of expanding the breadth and volume of clinical practice during time in rank, to include:

- a. **Quality of Care and Patient Satisfaction** – Track record of excellence in the provision of clinical services and the delivery of expert, compassionate care is required. Supporting examples might include case mix adjusted quality indicators, patient volume and satisfaction scores, site-specific performance measures, work RVUs, readmission, timeliness of documentation, turnaround times, risk-adjusted mortality, peer review monitoring; in general, exceeding system-wide quality metrics. Other evidence might include an outstanding clinical reputation as perceived by institutional peers, ancillary staff and the community as demonstrated in the form of patient referrals, catchment area for the clinical service provided, and letters of support from professionals outside the department.
- b. **Innovation** – Candidates should be current on new techniques and methods of thinking and incorporate them into the practice of medicine as appropriate in order to enhance the quality of care they provide to their patients. They may also bring a new service to Emory or develop new programs or technical

procedures that positively impact patient care. They may show evidence of process improvements to practice areas such as patient wait times or appointment efficiency.

- c. **Citizenship** – Candidates are expected to maintain required certifications and participate in annual performance reviews. They should attend divisional and/or departmental grand rounds and/or other teaching conferences to stay current on advances in medicine. They are expected to participate in committees of the Department, SOM, Woodruff Health Sciences or affiliated institutions as well as those of their external professional or community organizations. Candidates who teach should maintain a level of excellence in teaching and mentoring as judged by trainee evaluations and optionally by letters of support from past trainees. Preparation and delivery of patient education materials on disease management and the maintenance of good health will also be considered. Positive feedback from non-physicians will also be accepted as evidence of citizenship.
- d. **Administration** – Candidates may be recognized for their administrative contributions to care delivery. They may demonstrate a positive impact on their clinical practice, including areas such as financial viability, LEAN (EmPower) practices, scope of services, quality of care, program expansion, accessibility, patient satisfaction, and other areas.

Minimum Time in Service: Qualified faculty may be proposed for distinction as Senior Physician or equivalent designation after four years of clinical service at Emory or another academic institution as of September 1st of the calendar year in which the distinction would take effect. This distinction may be considered prior to four years in service in rare and exceptional circumstances.

3. Distinguished Physician (or appropriate designation for the profession, if not a physician)

Qualifications: Appointment to *Distinguished Physician* or equivalent designation requires continued board certification (if relevant in the discipline) and demonstration of outstanding clinical care and leadership in clinical mission critical areas. Candidates should be acknowledged for their expertise as a physician and/or clinical administrator at Emory and potentially regionally as well. Candidates should actively participate in and/or lead Department as well as SOM or Woodruff Health Sciences committees. In addition to the criteria for Senior Physicians, Distinguished Physicians are expected to have outstanding patient satisfaction surveys and demonstrate achievement in the following:

- a. **Quality of Care and Patient Satisfaction**– Evidence of the provision of outstanding clinical care and acknowledgement of clinical reputation is essential. Reputation among SOM or Woodruff Health Sciences colleagues and beyond may be demonstrated by invited clinical care presentations, patient care honors, referrals and consultation requests for challenging cases, and growing referral base and catchment area. Evidence of regional reputation for outstanding clinical care as perceived by regional providers, ancillary staff and the community includes patient referrals and/or recognition of analytical and diagnostic skills.
- b. **Innovation** – Candidates are expected to integrate new approaches in their field into clinical practice. Innovation may be exhibited through newly developed models of care that have been successfully implemented or have the potential for successful implementation. Additional evidence of innovation may include patient care process advancements.
- c. **Citizenship**– Candidates are expected to expand their participation/leadership in clinical mission-critical activities of the Department, SOM, Woodruff Health Sciences or affiliated institutions, e.g., high level committees or working groups. Participation and leadership in external professional organizations as well as clinical lectureship invitations will be recognized as important contributions. Candidates who teach are expected to demonstrate high quality in teaching and mentoring of learners, health care professionals or colleagues, as assessed by trainee evaluations and optionally by letters of support from past trainees. Teaching awards are evidence of outstanding contributions in this area. Community-oriented educational activities will also be recognized.

- d. **Administration** – Candidates may be recognized for their expanded administrative contributions to care delivery. Wide-ranging success in developing innovative changes at the section level that positively impact quality of care, scope of services, patient satisfaction and accessibility as well as other related areas will be acknowledged.

Minimum Time in Service: Qualified faculty may be proposed for distinction as Distinguished Physician or equivalent designation after eight years of clinical service at Emory or another academic institution as of September 1st of the calendar year in which the distinction would take effect. This distinction may be considered prior to eight years in rank in rare and exceptional circumstances.

4. Eminent Physician (or appropriate designation for the profession, if not a physician)

Qualifications: Designation as *Eminent Physician* (or equivalent designation) requires continued board certification (if relevant in the discipline) and will be limited to proven clinical leaders with records of exemplary and exceptional performance in their clinical roles. In addition to the criteria for Distinguished Physicians, candidates will be recognized at least at the regional level for contributions to their department or clinical unit and delivery of clinical care. Such recognition may include regional or national committees or selection to advisory boards based on clinical expertise. Consideration will also be given to long-serving candidates with an extensive exemplary local reputation. This rank will be reserved for approximately the top 10% of care providers in the SOM.

- a. **Quality of Care and Patient Satisfaction** – Candidates will be widely regarded as exemplary eminent clinicians who provide top-tier clinical care. They should be acknowledged and sought after as clinical experts in their respective specialties at least at the regional to national level. Inclusion of other physicians or their family members as patients, referrals from other departmental physicians, or special acknowledgment by trainees of a candidate's clinical skills are indicative of the high regard which colleagues have for a Eminent Physician. Innovative patient care delivery models, either individually or at a practice level will be recognized. Candidates should be identified as a resource for providing outstanding patient care and setting standards of care practice in their areas of expertise at a national level.

Candidates will be expected to elicit an exemplary level of patient satisfaction as measured by indicators including, but not limited to, patient satisfaction surveys, patient referrals, peer consultations and consistently excellent clinical outcomes.

- b. **Innovation** – Candidates will demonstrate leadership in practice optimization, incorporating the latest standards and procedures into the provision of exemplary clinical services. Candidates may be acknowledged for fostering the development of innovative care delivery models, new techniques or devices that lead to improved and/or novel care delivery.
- c. **Citizenship** – Candidates are expected to lead mission critical areas in the organization and to serve in significant roles on committees in the Department, SOM, Woodruff Health Sciences Center, affiliated institutions and beyond. It is expected that candidates actively participate in professional societies and serve on committees, boards and/or in elected leadership positions in those societies. Demonstration of impact to the organization or profession of this committee activity will be recognized. Candidates with a successful record of educating and mentoring colleagues and trainees will be recognized. A record of teaching as well as teaching awards can be cited as evidence of excellence in this area. Participation in seminars and educational programs at regional, national, and international levels can demonstrate broad recognition of one's role as a clinician and teacher. Providing patient education through lectures at community centers or in other settings is expected. Educational services willingly volunteered at community venues and other similar settings will be considered.
- d. **Administration** – Candidates may be evaluated on the basis of their significant administrative contributions at the highest levels of the organization. Wide-ranging success in developing and

implementing innovative changes for multiple sites that have a positive impact on quality of care, scope of services, accessibility, patient satisfaction, financial and program viability and other areas will be considered.

Minimum Time in Service: Qualified faculty may be proposed for distinction as Eminent Physician (or equivalent designation) after 12 years of service at Emory or another academic institution. This distinction may be considered prior to 12 years in rare and exceptional circumstances.

Process and Required Documents

Clinical distinctions are granted once annually to take effect September 1. For new faculty, nominations will be considered during the spring following their year of hire, provided that they meet the criteria described herein. The candidate, with the support of his/her service chief, division director and chair, as applicable, will prepare a dossier of supporting documents outlined below. These documents will be submitted to the Departmental Committee on Clinical Distinctions that oversees the provider's clinical work for review and vote to approve. All approved actions will then be submitted to the SOM Committee on Clinical Distinctions (SOM CCD) for approval.

The SOM CCD will prepare a short confidential summary describing the outcome of committee deliberations for each candidate, which will be provided to the Chair of the Department. In the case of unanimous approval or a split vote to move forward with at least 2/3rd majority, the action will subsequently be placed on the consent agenda of the SOM Council of Chairs (COC). If the vote for approval is less than a 2/3rd majority, the full dossier will be presented to the SOM COC for discussion and vote. In the case of a denial, the faculty member may request that the Chair appeal the decision to the COC. Members of the COC will be given access to all candidate materials as well as the report of the SOM CCD, and a vote to uphold or overturn the CCD decision will be taken. The Dean must ultimately approve all actions.

The SOM CCD shall consist of nine members at the rank of Distinguished Physician or higher, and shall include representatives from clinic-based and hospital-based specialties, as well as representatives from multiple clinical departments and sites. Department Chairs will be excluded. At least one member must be from Emory Specialty Associates after the initial three year ramp-up period. The CCD Chair will be appointed by the Dean of the SOM and will serve for two years with an option for a third. Committee members will be chosen after a public call for interest in serving by the Associate Dean for Faculty Affairs and Professional Development to represent SOM departments as well as clinical sites. The Associate Dean for Faculty Affairs and Professional Development will serve as an ex officio member of the committee. Terms will be for three years, and the committee is expected to meet monthly to evaluate candidate materials. Documents will be due to the Office of Faculty Academic Advancement, Leadership and Inclusion between January and March, on a rolling timetable, and distinctions will be conferred with an effective date of the following September 1. Committee members will also be expected to provide advice/information on clinical distinctions in periodic venues chosen by the committee Chair.

Ramp up period and special considerations

The initial review committee shall be composed of experienced physicians from clinic-based and hospital-based specialties and diverse clinical sites jointly appointed by the Dean and the Executive Associate Dean for Faculty and Clinical Affairs. Because the review committees will only be able to handle approximately 175-200 actions per year, for the first 3 years, each department may submit nominations of up to 5% of their faculty each year and only regular faculty will be considered. Subsequently, there will be no limit on the number of nominations submitted per year and Emory Specialty Associate providers will become eligible. Because a very similar program has been in place in the Department of Medicine for three years, faculty who have already received distinctions will be grandfathered in to the SOM program after the SOM CCD reviews an attestation by the Department of Medicine Division Director/Chair that the faculty member continues to meet the requirements for the distinction he/she holds. A similar option to retrospectively apply for a distinction will be available to

faculty members who have advanced in their careers but met the requirement for 0.5 clinical FTE based on past service, provided they presently meet the criteria for a given distinction.

Required Documents

1. CV (SOM format)
2. Clinical Service Statement, prepared by the candidate, addressing the four categories of achievement as applicable (Quality of Care and Patient Satisfaction, Innovation, Citizenship, Administration)—Appendix A.
3. Letter cosigned by the Chair, Division Director, and Service Chief, as applicable, supporting the distinction. Supporting metrics must be included (examples include section- or site-specific performance measures, case mix adjusted quality indicators, a full year of patient satisfaction scores compared to the site- or section mean (if available), service awards).
4. Letters of support
 - a. Senior: 1 internal (from Emory) or external (from non-Emory entity) letter
 - b. Distinguished: 1 external and 1 internal letter
 - c. Eminent: 2 external letters, 1 internal letter

Optional Supporting Documents

1. Up to 2 letters of support from staff
2. Patient comments

Departments may use these distinctions as a consideration in their career conference evaluations and compensation policies. Upon retirement, with the approval of the Chair, faculty may keep their title with emeritus status (e.g., Distinguished Physician Emeritus).

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