

**UNIVERSITY OF MIAMI
MILLER SCHOOL OF MEDICINE**

**Guidelines for Faculty Appointment, Promotion and
Tenure**

(Approved by the Medical School Council on 5/1/09)

INTRODUCTION

The Miller School of Medicine University of Miami (hereafter called the School) has three full-time faculty tracks:

- (1) the **TENURE-EARNING or TENURE** track. The Faculty Manual refers to the faculty in this track as the regular faculty;
- (2) the **CLINICAL EDUCATOR** track;
- (3) the **RESEARCH** track;

As explained in the Faculty Manual, within the Tenure-Earning, Clinical Educator or Research Tracks, three ranks are available:

- (1) **ASSISTANT PROFESSOR**
- (2) **ASSOCIATE PROFESSOR**
- (3) **PROFESSOR**

In the Clinical Educator Track, INITIAL appointments may also be made at the rank of Instructor.

For the progressive advancement of faculty within each track, evaluation of merit is undertaken at the Department, School and University level.

*A key is whether there has been significant and continuing **growth, productivity and excellence in the activities relevant to the candidate's track during the candidate's time at his/her present rank.***

To accomplish this evaluation, the candidate must provide updated curriculum vitae and suggest a minimum of five¹ external referees to the Department Chairperson. These referees should be neutral to the candidate and should not be former mentors, preceptors, colleagues or collaborators. Rather, they should be leaders in the candidate's field who can fairly and accurately evaluate the candidate's performance and academic recognition. Candidates may also indicate to the chair individuals who the candidate believes is inappropriate as an external referee. Reasons should be given for this belief the Chairperson may choose among the suggested and other referees and then solicit letters from a minimum of five referees.

Unless otherwise specified, these evaluators should hold a rank at least equal to which the candidate aspires, should never have been

¹UM Procedure Rev 2008

formally affiliated with the University, and should never have been explicitly responsible for the candidate's training.

Letters from former colleagues, mentors, sponsors, or former students may also be submitted to supplement the three external letters. The Chairperson must certify that **ALL** evaluation letters received are included in the candidate's file.

Documentation of teaching activities: particularly when teaching is a major portion of a candidate's application for promotion and/or tenure, deliberations may benefit from including an educator's portfolio with the candidate's CV. If submitted by a candidate, an educator's portfolio will be included with the candidate's CV as a means to assess teaching performance and other educational accomplishments as well as the candidate's commitment to teaching, and his/her efforts to improve teaching. A Guide to constructing a teaching portfolio is available at the UMSM educational development office or its website: <http://www.mededu.miami.edu/edo/>

The evaluation process requires the Chairperson to oversee a Department review and vote and then to provide the necessary documentation to the School's Appointment, Promotion and Tenure (APT) Committee. **This documentation must include:**

- a) evaluation of teaching*
- b) an independent evaluation of the candidate and recommendation;*
- c) the results and explanation of the departmental vote;*
- d) all evaluation letters;*
- e) copies of the letters soliciting reviews from the external referees;*
- f) an explanation of the relationship of the referees to the candidate;*
- g) an assessment of the stature and qualifications of each referee;*

New appointments at the rank of Associate Professor or Professor and/or new appointments with the award of tenure require review by the Appointment, Promotion and Tenure (apt) committee before approval of this rank or tenure by the University. Promotions to these ranks and/or the award of tenure also require APT Committee Review. Therefore, during evaluation of a candidate for appointment or promotion on any track above the Assistant Professor level, the APT Committee serves an important advisory role to the Senior Vice President for Medical Affairs and Dean. The following guidelines for appointment, promotion and the awarding of tenure were written and are practiced by the APT committee.

It should be emphasized that these guidelines provide only a basis for APT Committee evaluations. Final decisions result from the current experience and intentions of the faculty who comprise the APT committee as well as other considerations represented by the relevant administrators of the School and University. Also, each candidate's application is considered on an individual basis consistent with the Faculty Manual.

A. TENURE-EARNING (TENURE) TRACK:

Faculty members in this track should be those who demonstrate excellence in teaching and service and who strive to make **significant and original contributions to the body of knowledge in their medical specialties or scientific disciplines.**

²Faculty members appointed in this track after 2008 may be considered for, and be awarded tenure, at any time after their appointment; but they must be considered for tenure no later than their eighth year of service in this track. Assistant Professors must be considered for promotion in their sixth year of service. If the sixth year review for promotion to Associate Professor is unfavorable, the seventh year shall be considered a terminal appointment.

Early consideration has no prejudicial effect on reconsideration through the eighth year of the 'probationary period'.

Untenured faculty in the tenure-earning track may seek a one-year extension of their probationary period for child care or other reasons as specified in the Faculty Manual. (C5.5f)

Appointment to the tenure-earning track signifies that the candidate has demonstrated **excellence** through contributions to at least one of the three focus areas of academic achievement listed below, and **competence** in all assigned areas of responsibility including:

- a) teaching (pre- and/or postgraduate);
- b) research (basic and/or scientifically based clinical); and
- c) service (patient care, administration, committee duties).

In addition, other evidence of peer recognition may be presented.

A-1. TENURE TRACK:

1. Promotion from Assistant to Associate Professor or Appointment as Associate Professor and/or the Award of Tenure

Promotion or appointment at the Associate Professor level and/or the Award of Tenure generally requires a candidate to demonstrate national recognition in his/her field. In addition, there must be evidence of scholarship supported by publications or similar communications in at least one focus area.

A-1a. Teaching Activities (tenure track)

If teaching is a major portion of the candidate's application, evidence must be presented that the candidate has developed and/or conducted teaching programs of high quality. Three types of teaching may be distinguished;

² Faculty Manual C5.5g rev 2008

- a) classroom teaching that includes lectures, seminars, laboratories, discussion sections, workshops, etc;
- b) graduate-student teaching including personal training, workshops, seminars and other graduate-program duties (e.g. directing a journal club); and
- c) clinical teaching that involves lectures, demonstrations, individual or group teaching in a clinical setting, and postgraduate education.

Documentation of teaching activities must include:

- 1) a synopsis of teaching assignments including conferences, student teaching, laboratories, etc;
- 2) evidence of contributions to educational administration, curriculum planning and development, or analysis
- 3) department or other peer evaluation of teaching abilities. Examples of instructional materials such as handouts used in the candidate's teaching, authored textbooks, software, or audiovisual aides, are helpful and may be provided. A description of the application of new or improved teaching methods should be provided, if appropriate;
- 4) evaluations of teaching by medical and/or graduate students, house staff, and postdoctoral fellows, or evidence of teaching awards.

The chair must provide a summary of all teaching evaluations and include all comments written on individual evaluation forms which pertain to the candidate's teaching efforts. Individual evaluation forms must be available, if requested, but these may not be substituted for the summary statement.

A-1b. Research Activities (tenure track):

If research is a major component of the candidate's application, evidence must be presented that the candidate has had major involvement in a research program that is of high quality and significance, and is extramurally funded. **Documentation must include:**

- 1) a bibliography and statement that describes the research program, accomplishments to date, and future goals (maximum: 2 pages);
- 2) a record of independent funding as a principal investigator. This should be submitted as a chronology of research support listing its source, principal investigator, candidate's role, and annual and total direct costs;
- 3) three letters of evaluation of the research programs from recognized authorities in the candidate's field. These letters should assess the quality of the candidate's research. If other letters are provided attesting to the candidate's excellence in other activities (e.g. clinical service, teaching, committee service, etc) also comment on research productivity, they may provide the relevant documentation in the research category;

- 4) an evaluation of the quality of the journals in which the candidate has published, and the number of citations by others in the field;

A-1c. Service (tenure track):

(1) Clinical Activities:

If clinical activity is a major portion of the candidate's application, evidence must be presented describing the candidate's accomplishments in this and related activities, such as the number of clinics attended, type of patients seen, procedures performed inpatient responsibilities, and outreach activities including community service. Other areas of clinical activity may be considered. **Evidence of excellence in performing clinical responsibilities should include:**

- 1) evaluations of the candidate's clinical activities and performance by three recognized authorities in the candidate's field. Ideally, these letters should come from external evaluators, but at least one may come from a referee inside the University community. These evaluations should review whether the candidate has attained a national reputation and compare the candidate with other faculty of similar rank and experience. If it is impossible to obtain at least one outside letter, an explanation of the special-case status must be provided, and a letter from a colleague in another department within the School may suffice.
- 2) additional letters may be provided from colleagues whose primary appointment is in other University department, or from graduates of resident-physician training programs;
- 3) a scholarly approach to patient care as demonstrated by: a) knowledge and/or use of current concepts and techniques, or development of new programs; and b) national dissemination of this knowledge, as evidenced by the presentation of seminars or written materials [e.g. a continuing medical education (CME) syllabus] and a bibliography of publications. Copies of CME written materials and publications, which support a scholarly approach to patient care, should be included with the candidate's file;
- 4) documentation of clinical activities (e.g. yearly statistics describing referral numbers, clinics attended, procedures performed, number of private patients, etc).

(2) Committee Activities/Administrative Duties:

If professional service to the Department, School, hospital or University is an important aspect of the candidate's application, this **service should be documented as:**

- 1) major committee assignments with the candidate's role on the committee and time commitment;

- 2) administrative assignments or projects with end product, the candidate's role and time commitment;
- 3) professional administration and program development with end product, the candidate's role and time commitment. If supervision of a clinical or administrative unit is involved, this unit should be identified and its mission described together with the duties and responsibilities of the candidate and evidence of program growth that includes its regional and national reputation;
- 4) professional service to local, regional, state, or national associations or governmental units should be listed with the candidate's role and time commitment;
- 5) appointments or election to office in county, state or national medical and health-care societies and/or professional scientific societies;
- 6) for clinicians, service as an examiner for a specialty-certifying board.

At least three letters should be solicited from the beneficiaries of the services described above in order to document the significance of the candidate's contributions. In addition, evidence of the esteem in which the candidate is held by peers at local and national levels is helpful to the APT Committee. **Such evidence may include:**

- 1) positions of leadership or responsibly in organizations, agencies, and professional societies;
- 2) responsibilities as manuscript reviewer for scientific journals or appointments to editorial boards;
- 3) participation on study sections, consultant panels, and advisory boards or the equivalent, of the National Institutes of Health (NIH), National Science Foundation (NSF), Veterans Administration (VA), American Cancer Society, American Heart Association, etc;
- 4) visiting faculty appointments or invited lectureship presentations at other institutions.

2. Promotion from Associate Professor to Professor or Appointment as Professor with the award of tenure:

Promotion or appointment as Professor with Tenure at that rank requires that the candidate has **continued to grow in stature and has exhibited further excellence and continued productivity** in at least one of the teaching, research or service areas since initial appointment or promotion to Associate Professor. Professors must have attained widespread recognition in their major areas of success (teaching, research, service). The candidate's contribution to his/her field should include continued scholarly publications, and continued funding of peer-reviewed research.

Supporting evidence may include:

- 1) service as an invited speaker at national and international conferences;
- 2) service as visiting professor;
- 3) preparation of books, chapters, or reviews;
- 4) service on editorial boards;
- 5) service as officer of a national or international professional societies;
- 6) awards or honors;
- 7) appointments to government review and advisory panels and/or committees;
- 8) appointments to major committees of national and international professional societies;
- 9) other types of recognition.

B. CLINICAL EDUCATOR TRACK:

This track may be selected for full-time members of the faculty (physicians) whose primary professional activities are teaching and clinical service. However, a tangible contribution to academic scholarship is expected.

Physicians are often appointed initially to the CE track even though they may have a significant commitment to research. Faculty on CE track may subsequently transfer to the tenure-earning track, with appropriate agreements and evaluations. Faculty on the CE track is given academic titles with the word 'Clinical' inserted before the name of the discipline (e.g. Assistant Professor of Clinical Pediatrics).

Promotions in the CE track are based on evaluation of the candidate's contributions toward advancement of clinical knowledge through scholarly endeavors, including published clinical reviews, reports of innovative treatment, case reports, outcome studies and authorship of reports by major commissions or committees on health-care issues, etc.

Promotion in the CE track signifies that the candidate has made significant contributions in more than one area of academic life and a tangible contribution in the other. these areas include:

- 1) clinical and/or administrative service;
- 2) teaching; and
- 3) clinical research.

In general, promotion or appointment at the Associate Professor level requires a candidate to demonstrate recognition within his/her referral area (i.e. local, regional, state) whereas promotion or appointment to Professor requires a national reputation. Time-in-grade is a minor criterion for promotion in the CE track, and is not in itself a sufficient prerequisite.

B-1 CLINICAL EDUCATOR TRACK:

1. Promotion from Assistant to Associate Professor or Appointment as Associate Professor (CE Track)

B-1a. Clinical and Administrative Service (CE Track):

1) Clinical Activity:

If clinical activity is a major portion of the candidate's application, evidence must be presented describing the candidate's accomplishments in this and related activities, such as the number of clinics attended, type of patients seen, procedures performed inpatient responsibilities, and outreach activities including community service. Other areas of clinical activity may be considered. Evidence of excellence in performing clinical responsibilities should include:

- 1) evaluations of the candidate's clinical activities and performance by three recognized authorities in the candidate's field including at least one letter from outside the School. Ideally, these letters should review the candidate's regional reputation and compare the candidate with other faculty of similar rank and experience. If only one outside letter is provided, the writer must not have been responsible for any portion of the candidate's training. If it is not possible to obtain at least one outside letter, an explanation of the special-case status must be provided, and a letter from a colleague in another department within the School may suffice;
- 2) a scholarly approach to patient care as demonstrated by: a) knowledge and/or use of current concepts and techniques, or development of new diagnostic and/or treatment programs; and b) local and regional dissemination of this knowledge to students and/or patients, as evidenced by the presentation of seminars or written materials, CME programs, Department conferences, and a bibliography of publications. Copies of CME written materials and publications, which support a scholarly approach to patient care, should be included with the candidate's file;
- 3) documentation of clinical activities (e.g. yearly statistics describing referral numbers, clinics attended, procedures performed, number of private patients, etc).

2) Administrative Activity:

If present or past professional service to the Department, School, Hospital, University or community is an important aspect of the candidate's application, such service must be documented in one or more of the following areas:

- 1) major committee assignments with the candidate's role on the committee and time commitment;
- 2) administrative assignments or duties with end product, the candidate's role and time commitment;

- 3) professional administration and program development with end product, the candidate's role and time commitment. If supervising a clinical or administrative unit, this unit should be identified and its mission described together with the duties and responsibilities of the candidate and evidence of program growth including its regional and state reputation;
- 4) professional service to local, regional or governmental units should be listed with the candidate's role and time commitment;
- 5) appointment or election to office in city, county or state medical and health-care societies;
- 6) service as an examiner for a specialty certifying board.

Letters should be solicited from beneficiaries of the services described to document the significance of the candidate's contributions.

B-1b. Teaching Activities:

If teaching is a major portion of the candidate's application, evidence must be presented that the candidate has developed and/or conducted teaching programs of high quality. Two types of teaching may be distinguished; a) clinical teaching that involves lectures, demonstrations, individual and group teaching in a clinical setting, and postgraduate and continuing education; and b) classroom teaching that includes lectures, seminars, laboratories, discussion groups and workshops etc.

Documentation must include:

- 1) a synopsis of teaching assignments including conferences, student teaching, laboratories, etc;
- 2) Department and other peer evaluation of teaching abilities. Examples of instructional materials, such as handouts used in the candidate's teaching, are helpful and may be provided. A description of the application of new or improved teaching methods should be provided, if appropriate. In addition, copies of instructional textbooks, software, or audiovisual aides should be made available to the APT Committee;
- 3) evaluations of teaching by medical students, house staff, fellows and other health professionals. A summary of all teaching evaluations should be provided. Individual evaluations must be available, if requested, but these may not be used as a substitute for the summary statement.

B-1c. Clinical-Research Activities:

If clinical research is a major component of the candidate's application, evidence must be presented that the candidate has had major involvement in the research, and that the research is of high quality and significance. Even if research is not a major component, a tangible contribution to academic scholarship through research is expected. **Documentation must include:**

- 1) a statement from the candidate that describes the research efforts, accomplishments to date, and future goals (maximum: 2 pages);
- 2) three letters of evaluation of the research programs from recognized authorities in the candidate's field, with at least one letter from outside the School. Letters should assess the quality and productivity of the candidate's research. If letters provided as documentation of excellence in other activities (clinical or administrative service, teaching, etc) include comments on research, they may suffice in this category;
- 3) a bibliography including case reports and clinical reviews resulting from this research;
- 4) chronology of research support listing source, the principal investigator, candidate's role and annual and total direct costs.

2. Promotion from Associate to Professor or Appointment as Clinical Professor (CE track)

Promotion or appointment as Professor requires that the candidate has continued to grow in stature and has remained productive with respect to service, teaching and clinical research.

Documentation of further excellence since initial appointment or promotion must be provided. Promotion or appointment to Professor requires national recognition in the candidate's field and must include scholarly clinical publications. **Supporting evidence may include:**

- 1) service as a speaker at state, regional or national conferences;
- 2) promotion of relationships with Pan-American and/or other international professional medical societies;
- 3) service as a visiting professor;
- 4) preparation of books, chapters, or reviews;
- 5) service on editorial boards, or as officer of a national professional society;
- 6) awards or honors;
- 7) appointment to government-review panels or committees;
- 8) appointment to major committees of state or national professional societies;
- 9) other types of recognition;
- 10) documentation of funds raised by clinical service or clinical research;

B-2. EDUCATOR TRACK:

MILLER SCHOOL OF MEDICINE
EDUCATOR TRACK PROPOSAL

EDUCATOR TRACK:

Appointments to the Educator Track are permitted in all departments of the Miller School of Medicine. The numbers of faculty appointed in this track shall be limited to 20% of the tenured and tenure track faculty in the department in which they are appointed. The total number of faculty in this track shall not exceed 15% of the tenured and tenure track faculty of the School.

This track would represent a community of academic scholars with terminal degrees, physicians or non-physicians, who devote their major effort to educational activities including teaching, research in instructional methodology, and/or educational administration,. Members of the faculty may elect to be considered for promotion in the educator track in the School, following appointment at the rank of Assistant Professor or Associate Professor. They shall use the following titles: Assistant Professor, Educator Track, Associate Professor, Educator Track and Professor, Educator Track. Except as required by the University or granting agencies the modifier “Educator Track” need not be indicated. Scholarly contributions related to teaching are expected for advancement in this track.

Promotion in the educator track signifies that the candidate has performed outstanding teaching, performed creative instructional/research contributions, and has provided evidence of continued professional growth. In accord with the Faculty Manual (C9.7) the rank of Associate Professor “requires a record of substantial success in both teaching and scholarship” although “in unusual cases an outstanding record in one of these activities and an adequate record in the other may be considered sufficient”. “Appointment to the rank of Professor requires national recognition in the profession.”

1. Promotion to Associate Professor or Appointment as Associate Professor, Educator Track:

Evidence must be presented describing the candidate’s accomplishments in his/her area of clinical or teaching activity. Evidence of excellence in performing clinical or teaching duties shall include:

- 1) Five letters of evaluation of the candidate’s performance from individuals based either outside or within the School. At least two letters should be from outside the institution and represent an unbiased evaluation of the candidate. Letters should compare the candidate with other faculty of similar rank and experience. The Chairperson must specify the relationship of the evaluator to the candidate, provide the reviewers with a brief description of the stature and qualifications of the evaluators and a copy of the letter requesting the evaluations. The chair shall certify that all letters of evaluation received are included in the candidate’s file.
- 2) Evaluation Criteria for promotion

Candidates will be evaluated with respect to significant performance in the areas of administrative and creative work, and teaching activity. When major contributions are in one area, candidates should also have made a tangible contribution to the other. Because of the broad scope of the work of an educator, documentation shall be provided in the format of an Educator Portfolio. Portfolios are increasingly used as tools to assemble evidence to justify promotion. Examples of the Educator Portfolio may be found on the Educational Development Office of the UMMSM website.

a) Teaching:

Evidence of high quality teaching is an important criterion for promotion. Evidence shall be presented affirming the candidate's command of the subject(s), continuous growth in the candidate's field(s), and a capacity to stimulate student thinking and professionalism.

Such evidence could include, but not be limited to:

- letters from colleagues who are familiar with the candidate's teaching
- evidence of continued education completed
- evidence of scholarship in creation of courses and resources
- students mentored and/or supervised
- structured peer review of teaching
- student teaching evaluations
- awards or special recognitions

In addition to these principal criteria, faculty are expected to present evidence of continued professional competence and engagement. Evidence shall be presented attesting to the candidate's continued professional competence in the subject(s), and continued work within the professional area(s). This evidence could include, but not be limited to:

- quality of professional work
- participation in professional association conferences
- presentations to local, regional, or national audiences

b) Administrative and creative work:

- The faculty play an important role in the administration and shared governance of the University and in the formation of its policies. Recognition should be given to faculty who prove themselves to be able administrators and who participate effectively and imaginatively in administration and in the formulation of program policies. Such evidence could include, but not be limited to:
 - number and quality of new educational programs and/or courses created

- participation in medical education creative projects within and outside the institution
 - mentoring of students in medical education projects
 - mentoring of faculty engaged in medical education research
 - creation of faculty development and research tools
 - positions of leadership or responsibility in organizations and professional societies
 - appointment to major committees and/or advisory panels
 - service on editorial boards or as manuscript reviewer for education journals and conferences
 - evidence of scholarship in the arena of medical education and administration
 - letters from colleagues, who are familiar with the candidate's administrative responsibilities
 - evaluations from external professionals who have worked with the candidate
 - awards or special recognition
- c. Additional contributions to the mission of the School in the form of contributions to basic scientific and clinical research and general support of the clinical enterprise shall also be considered.

2. Promotion to Professor or Appointment as Professor on the educator track:

In addition to the documentation required for promotion or appointment as Associate Professor, Educator Track, evidence must be presented that the candidate has continued to grow in stature in his/her teaching-activity, has contributed creative work and administrative skills for the educational mission . Documentation of further excellence since the initial appointment or promotion must be provided.

Promotion to Professor requires national recognition in the area of medical education.

Supporting evidence may include:

- continued service as presenter at local, regional, or national meetings
- service as visiting professor
- continued evidence of scholarship in the arena of medical education and administration through preparation of books, chapters, medical education reviews
- service on editorial boards or as manuscript reviewer for education journals and conferences

- awards or special recognition
- appointment to major institutional or external committees and/or advisory panels
- documentation of funds raised by medical education grants

Faculty members in this track are those (physicians or non-physicians) with a terminal degree, who devote virtually all of their effort to teaching. Members of the faculty may elect to be considered for promotion in the educator track at the School, following appointment at the rank of Assistant Professor or Associate Professor.

Promotion in the educator track signifies that the candidate has performed outstanding service and/or teaching and has provided evidence of continued growth in the current position. In general, promotion or appointment at the Associate Professor level requires local recognition, whereas promotion or appointment to Professor requires a regional reputation.

1. Promotion to Associate Professor or Appointment as Associate Professor on the educator track:

Evidence must be presented describing the candidate's accomplishments in his/her area of clinical or teaching activity. Evidence of excellence in performing clinical or teaching duties should include:

1) three letters of evaluation of the candidate's performance from individuals based either outside or within the School. Letters should compare the candidate with other faculty of similar rank and experience. As noted above, the Chairperson must specify the relationship of the evaluator to the candidate, provide the APT committee with a brief description of the stature and qualifications of the evaluators and with a copy of the letter requesting the evaluations, and certify that all letters of evaluation received are included in the candidate's materials.

2. Promotion to Professor or Appointment as Professor in the educator track:

In addition to the documentation required for promotion or appointment to Educator Associate Professor, evidence must be presented that the candidate has continued to grow in stature in his/her teaching-activity area. Documentation of further excellence since the initial appointment or promotion must be provided.

C. RESEARCH TRACK:

Faculty members in this track should be those who devote virtually their entire effort to research.

1. Promotion from Research Assistant Professor to Research Associate Professor or Appointment as Research Associate Professor:

In general, promotion or appointment at the Research Associate Professor level requires demonstration of the national reputation of the candidate's research and a record of independent funding.

C-1a. Research Activities (Research Track):

Evidence must be presented that the candidate has had major involvement in an extramurally funded research program that is of high quality and significance. **Documentation must include:**

- 1) the candidate's description of the research program, accomplishments to date and future goals (maximum: 2 pages);
- 2) a record of independent funding as a Principal Investigator (PI) on a federal/national-level research grant. In some instances, this can be as a PI on a sub-project of a multi-investigator-initiated research program (e.g. Center Grant, Program Project);
- 3) three letters of evaluation of the candidate's research program from recognized authorities in the candidate's field from outside the School. Letters should assess the quality and productivity of the candidate's research;
- 4) a bibliography itemizing high-quality publications resulting from the candidate's research;
- 5) a detailed chronology of present and past research support describing the PI, role of the candidate and funding amounts.

C-1b. Committee Service/Administration: (Research Track)

Although committee and administrative service is not a major component of the duties in this faculty track, evidence of being a responsible citizen of the School is helpful such as through service on committees relevant to research endeavors (e.g. Institutional Animal Care and Use Committee).

C-1c. Teaching Contribution (Research Track):

Although teaching is not a major component of the duties in this faculty track, evidence of participation in the School's teaching mission, either at the graduate/medical-school student or postgraduate-fellow level should be noted.

C-1d. Peer Recognition (Research Track):

Additional information that would be of assistance to the Committee relates to evidence of the esteem in which the candidate is held by peers at regional and national levels. Such evidence may include:

- 1) positions of leadership or responsibility in organizations, agencies, and professional societies;
- 2) responsibilities as manuscript reviewer for scientific journals, or appointments to their editorial boards;
- 3) participation on NIH or NSF study sections, consultant panels, and advisory boards, or the equivalent;
- 4) visiting faculty and/or the presentation of invited lectures.

2. Promotion from Research Associate Professor to Research Professor or Appointment as Research Professor:

Promotion or appointment to Research Professor requires that the candidate has continued to grow in stature and has gained international recognition for his/her research. Documentation of further excellence since initial appointment or promotion must be provided. Grant support from federal programs must have been essentially continuous through the present appointment, and evidence of continued productivity through the publication of high-quality reports must be provided. **Other supporting evidence may include:**

- 1) service as a speaker at national and international conferences;
- 2) service as a visiting Research Professor at other institutions;
- 3) preparation of books, chapters, or reviews;
- 4) service on editorial boards;
- 5) service as an officer in national or international professional societies;
- 6) awards or honors;
- 7) appointment to governmental review and advisory panels and/or committees;
- 8) appointment to major committees of national and international professional societies;
- 9) other types of recognition;
- 10) evidence of continued independent funding.