

# Tulane University School of Medicine Criteria for Appointment and Promotion (Non-Tenure Series)

*"There are no  
shortcuts to any  
place worth  
going."*

*-Beverly Sills*

## I. OVERVIEW

Faculty members on the tracks that are eligible for academic promotion are regular, full-time faculty, and all are highly valued by the School of Medicine (SOM) for their unique and needed skills and contributions.

In 2013, the University Senate approved an 'education' track option for regular appointments and promotions of full time SOM faculty in the non-tenure series. In addition, the designations of the track (e.g., research, clinical, education) before or after a given rank are intended solely for internal department files, university personnel actions, medical school faculty listings, and official University rosters. The modifier "clinical" will continue to be used as a prefix for part-time clinical faculty. The modifier "adjunct" will continue to be used as a prefix for part-time non-clinical faculty. In November 2014, General Medical Faculty approved the criteria for appointment and promotion in the non-tenure series.

All full-time non-tenure series faculty in the SOM will have a research, education, or clinical "track" designation by which they will be evaluated for appointment and promotion. The criteria by which each track is defined, the levels of performance for Instructor, Assistant, Associate, and Full Professor are provided here, and the criteria for appointment and promotion in each track are shown in the following sections.



## II. Criteria for Instructor and Assistant Professor Appointments or Promotions on the Research, Clinical, or Education Tracks

### A. Requirements for appointment to Instructor

1. Appointment to the rank of Instructor on the research, clinical, or education track may be used for a candidate who
  - i. Has received his/her professional degree at the doctoral level and
  - ii. Has completed basic residency training or post-doctoral training and
  - iii. Is initiating his/her academic career after completion of professional/academic training.
2. The candidate should exhibit potential in at least one of the following areas:
  - i. Knowledge of the appropriate scientific methods, analyses, and evaluation of results of a biomedical research problem;
  - ii. Ability to provide quality patient care with a humanistic concern for the patient in his/her chosen specialty; or
  - iii. Capability in designing, organizing, and presenting basic science or clinical material in the educational milieu.
3. Appointments as instructor are usually for a minimum of one year.

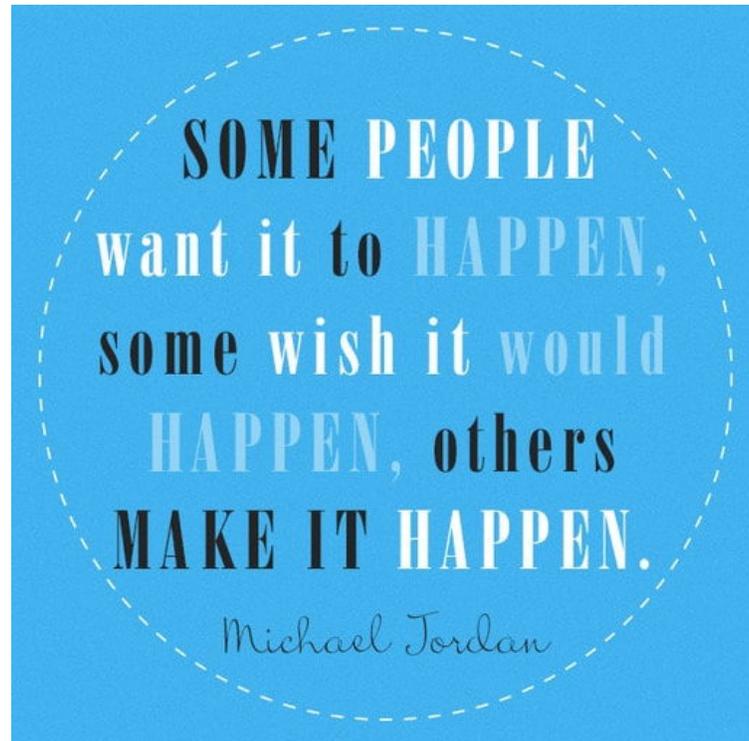
### B. Requirements for appointment and promotion to Assistant Professor

Appointments and promotions to the rank of Assistant Professor on the research, clinical, or education track may be appropriate for individuals with some experience in research, teaching, and/or patient care (following completion of residency or post-doctorate training). Experience may include time and accomplishments at the instructor level, subspecialty fellowship training, or other equivalent experience.

Candidates should exhibit the potential to satisfy the requirements on the respective track including

1. Potential for independent scholarly activity;
2. Evidence of professional skill and specialty certification; and
3. Potential for well-organized, effective methods of teaching and mentoring.

### III. Criteria for Senior Faculty Appointments or Promotions on the Research, Clinical, or Education Tracks



#### OVERVIEW

- A. Appointments and promotions on the research, clinical, and education tracks are based upon departmental needs and the continuing achievements of the candidate.
- B. Requirements for appointment or promotion to Associate Professor and Professor

The research track, clinical track, and education track are each a series of progressive faculty ranks for the full-time faculty member who is a skilled practitioner and teacher and/or skilled investigator and who spends the majority of his or her effort in research, clinical professional service or teaching and also participates in the other activities of the school. The difference among these tracks is the level and type of accomplishment required in each of the three missions of the School of Medicine – research, clinical service, and teaching.

## RESEARCH TRACK

*"Research is  
creating new  
knowledge."*

*-Neil Armstrong*

This track is for faculty with the majority of effort in scientific investigation including but not limited to basic research, clinical research, translational research, population and social science research, and/or novel applications of existing methods and/or technologies. Faculty members in this track are expected to have extramural support for their research activities.

1. Candidates for appointment or promotion to the rank of Associate Professor, research track, must demonstrate a consistent record of peer-reviewed funding and publications on an area of focus, and be recognized nationally in their discipline. Faculty are expected to be funded on investigator-initiated federal, industry or foundation grants or multicenter studies.
2. For appointment or promotion to the rank of Professor, research track, the candidate shall demonstrate substantial achievements since the promotion to Associate Professor and shall be established nationally or internationally as among the most distinctive and recognized voices in their disciplines, consistently examining and addressing their fields' most pressing questions. Candidates must have a sustained record and current funding as a principal investigator on federal, industry or foundation grants and may also play a key role as a co-investigator and demonstrate contributions of critical expertise to multiple studies.

Scholarship is a requisite for promotion or appointment as Associate Professor and Professor on the research track.

[Research track faculty who are not 100% extramurally funded may be expected to participate in the teaching programs and/or in service, especially programs involving graduate students and post-doctoral fellows. For these candidates, accomplishments in teaching, mentoring and / or service will also be considered in a promotion decision.]

The balance among accomplishments, outlined in the next section, illustrated by specific examples, may vary considerably from one candidate to another, but achievements in accordance with the requirements above must be present before appointment or promotion is granted. It is neither required nor expected that a candidate

demonstrate accomplishments consistent with each and every example below.

**Examples of Scholarship**

*"Research is formalized curiosity. It is poking and prying with a purpose."*

*-Zora Neale Hurston*

- Demonstrated ability to establish and maintain a scholarly research program funded in large part by external agencies.
- Candidates must have a sustained record and current funding as a principal investigator on federal, industry or foundation grants and may also play a key role as a co-investigator and demonstrate contributions of critical expertise to multiple studies.
- Effective mentoring and project direction for students and/or post-doctoral fellows/trainees
- Publication of manuscripts in leading refereed journals, with consideration of quality (e.g., impact factors, H index) as well as quantity. First and senior authorship on publications carry considerably more weight; where authorship position is not first or senior, faculty may provide description of his/her role or contribution.
- Authorship of review articles, chapters, and/or books.
- Recipient of regional/national/international awards for research or innovation.
- Invited speaker to regional, national, and international scientific and professional meetings about research activities.
- Contribution to the dissemination of scholarship through poster and oral presentations at local, regional, national, and/or international meetings.
- Contributions to team science, such as being a Core Facilities Director who contributes both ideas and technical services to research projects.
- Service on grant review panels (e.g., NIH, DOD, foundations), editorial boards, guideline committees, national scientific committees, data safety monitoring boards for clinical trials.
- Excellence as a scientist and ability to serve as an academic role model and mentor for medical, allied health, and graduate students and/or other trainees.
- Membership, participation, and/or leadership in regional, national, or international professional societies in the faculty member's field.

## CLINICAL TRACK

*"In our job, you will never go home at the end of the day thinking that you haven't done something valuable and important."*

— Suneel Dhand

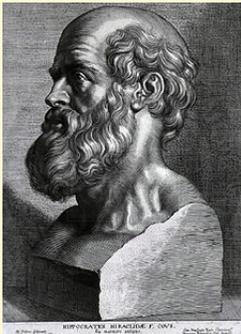
This track is for faculty with a majority of effort in provision of high-quality patient care in the chosen specialty. The quality of clinical professional service shall be documented by peers of the same discipline locally and nationally and by referral of patients with difficult medical and surgical problems from the local community or from national and international professionals.

1. Candidates for appointment or promotion to the rank of Associate Professor, clinical track, shall be outstanding in clinical professional service and also make consistent contributions in teaching. The candidate must have a strong regional reputation as an independent expert in his/her clinical field. S/he may have demonstrated innovation in approaches to diagnosis, treatment or prevention of disease, the development/application of technology for clinical care and/or the development and/or implementation of novel or effective models of care delivery that is recognized as excellent or exemplary at a regional, and often national, level. Evidence for a substantial educational component in the clinical field including teaching undergraduate, graduate and post-graduate trainees and fellows, and evidence of scholarly activities and mentoring are also considered in the review of the application.

In the circumstance where individuals are assigned major responsibilities (90% time or greater) for clinical care and clinical administrative activities, faculty members may seek promotion for excellence in activities categorized as "scholarship of practice" (or "scholarship of application"). The clinical time commitment of these individuals may not allow the achievement of personal national recognition for their accomplishments; however, their unique contributions serve to enhance the national recognition of the Medical Center or their assigned hospital. For these individuals, their contribution to the regional and national recognition of the Medical Center may serve as a proxy for individual national recognition. Metrics should include consistent rankings among the Nation's elite in the Castle-Connolly or U.S. News Physicians Survey, or similar venues (Best Doctors, Inc., etc.).

**“The life so short,  
the craft so long to  
learn.”**

— Hippocrates



The awarding of promotion to the rank of Associate Professor must be based upon convincing evidence that the candidate has demonstrated a level of excellence and a record of impact beyond the usual physician’s scope or sphere of influence. Promotion will not be granted purely on the basis of length of service to the institution or satisfactory job performance.

One of the most important measures of excellence in the scholarship of practice would be evidence that activities or innovations of an individual faculty member have contributed to a change in the scope and the nature of practice in his or her own discipline. Another piece of evidence could be the development of new and innovative approaches to the clinical management of challenging clinical problems. Another element could be successful mentoring of trainees who have gone on to make an impact.

2. For appointment or promotion to the rank of Professor, clinical track, the candidate shall demonstrate continuing outstanding performance in clinical service at a higher level of achievement than a candidate for the rank of Associate Professor. The candidate must have a sustained national or international reputation as a leader and innovator in a clinical field. The candidate must demonstrate evidence of national or international recognition, as a result of his/her teaching, mentoring, scholarship and/or innovation.

In the circumstance where individuals are assigned major responsibilities (90% time or greater) for clinical care and clinical administrative activities, the awarding of promotion to the rank of Professor must be based upon convincing evidence that that the candidate’s work has developed a national impact and recognition for clinical excellence and innovation since being appointed to the rank of Associate Professor. Metrics should include consistent rankings among the Nation’s elite in the Castle and Connelly or U.S. News Physicians Survey or similar venues (Best Doctors, Inc., etc.). They should receive patient referrals from throughout the United States. National awards for clinical excellence and innovation are clear indicators of achievement.

Teaching, service (clinical and/or citizenship service), and participation in scholarship are requisites for promotion or appointment as Associate Professor and Professor on the clinical track.

The balance among accomplishments, outlined in the next section, illustrated by specific examples, may vary considerably from one candidate to another, but achievements in accordance with the requirements above must be present before appointment or promotion is granted. It is neither required nor expected that a candidate demonstrate accomplishments consistent with each and every example below.

**Examples of Service (citizenship service or clinical)**

- Provision of high-quality patient care in the chosen specialty of the faculty member that is recognized locally and also regionally, nationally, and/or internationally.
- Demonstrate individual quality metrics exceeding those of peers when compared to national benchmarks, performance improvement activities.
- Achieve board certification, additional specialty board certification, and ongoing maintenance of certification.
- Evidence of delivery of more efficient care, evidence-based, team-based approaches to disease management, and administrative roles such as medical director.
- Evidence of a broad referral network including referrals for complicated patients.
- Evidence of first device implementation, innovative models of healthcare delivery, patient-centered care, etc.
- Membership, participation, and leadership in the committees and governance of regional or national professional societies of the faculty member's field.
- Participation and leadership in lay and community services, when appropriate.
- Participation in committees and bodies advisory to government agencies and foundations.
- Service on the national board examining committees for one's clinical specialty and/or preparing questions for national boards.

- Design and course directorship for important local, regional, and national accredited continuing medical education activities.
- Effective participation and leadership in the committees and governance of the faculty member's Department, the School of Medicine, and/or the University.
- Important contributions as a Department member and faculty member in the operation and development of the Department and/or School of Medicine.
- Receipt of honors, awards, and prizes from the institution, national entities, or the community for aspects of service.

### **Examples of Teaching**

- Preparation and presentation of material in a well-organized, current, and provocative fashion as viewed/evaluated by senior faculty of the School and Department and by medical and graduate students.
- Evidence of continuous positive evaluations by students and/or house staff.
- Success of clinical training programs (i.e. residency, fellowships, etc.) developed, built, or innovations to existing programs introduced by the candidate widely recognized as an outstanding model of its kind.
- Development or direction of new courses or special teaching materials such as videotapes, computer programs, and websites
- Participation in the design, organization, and/or presentation of a major course, clinical rotation, residency program, or subdivision thereof.
- Effective mentoring of other faculty and trainees.
- Recognition as an academic role model and mentor for medical, allied health, and graduate students and house staff; service as a faculty advisor
- Development and leadership in educational workshops and training programs at the local, regional, and national level for students and trainees, other faculty, patients, or the community,

sometimes as part of the meetings of national professional and/or scientific societies.

- Receipt of teaching honors, awards, and prizes at the institutional, regional and national levels

### **Examples of Scholarship**

- Publications
- Peer-reviewed publications demonstrating appropriate scientific method, analysis, and evaluation of results of clinical practice innovations, clinical research, biomedical projects, or educational approaches, with consideration of quality (impact factor, H index) as well as quantity. First and senior authorship on publications carry considerably more weight.
- Participation as an author in the publication or reports of research projects, projects, clinical trials, team-based investigation, collaborative studies, and other observations in indexed medical journals, with consideration of quality as well as quantity.
- Authorship of important case reports, review articles, chapters, and/or books on clinical practice or education.
- Recipient of regional/national/international awards for research, clinical or education innovation.
- Invited speaker to regional, national, and international scientific and professional meetings about important clinical topics.
- Contribution to the dissemination of scholarship through poster and oral presentations at local, regional, and/or national meetings, or electronic media.
- Evidence of success in obtaining extramural research support. This will often be demonstrated by principal investigator status on individual funded clinical trials, by principal investigator status on local components of multi-site funded clinical trials, or by funded medical educational research.
- Demonstration of a scientific, scholarly approach to a major field of clinical, education or basic science research.
- Demonstrated service to the profession through participation such as grant review panels, editorial boards, national scientific

committees, data safety monitoring boards for clinical trials.

- Effective mentoring of medical, allied health, graduate students and house staff toward scholarship in medicine and medical practice.

**Examples of 'Scholarship of Practice' or 'Scholarship of Application'**

- Referral patterns from beyond the typical distribution for their discipline (demonstrates a reputation external to our organization as "best in class").
- Referral of the most complex and sickest patients (identifies those physicians with clinical skills beyond their peers).
- Multiple lines of evidence supporting excellence in clinical performance, including clinical measures such as quality indicators, mortality metrics, complication rates, and patient satisfaction rates where performance measures can easily be internally and externally benchmarked for comparison.
- Establishment of quality improvements or systems-based changes that result in enhancement of the care provided to Tulane Medical Center patients.
- A sustained track record of exemplary clinical leadership, mentorship and unique program development within the institution.
- Demonstration of dissemination of peer reviewed data and expertise in the form of Grand Rounds, clinical practice guidelines, seminars, podcasts, websites, small group activities with peer reviewed data and internal benchmarking.
- Demonstration of collaboration with researchers and educators in the department and beyond.

## EDUCATION TRACK

*"If education is always to be conceived along the same antiquated lines of a mere transmission of knowledge, there is little to be hoped from it in the bettering of man's future."*

*--Maria Montessori*

This education track is for candidates who spend more than 50% of their time on educational activities and who view education as their primary academic focus. Evaluations will be based on teaching contributions at Tulane and its affiliates, with an emphasis on teaching of Tulane medical and graduate students, postdoctoral fellows and/or residents. Educational activities are broadly defined as including: didactic teaching of students, residents, clinical fellows, research fellows and peers; research training and mentorship; clinical teaching and mentorship; and, administrative teaching leadership roles. While quality and quantity of teaching is important, scholarship and service are expected in this field.

1. Candidates for appointment or promotion to the rank of Associate Professor, education track, must demonstrate a strong regional reputation as a leader in medical education. Candidates should have developed innovative teaching methods, curricula, educational policy or educational assessment tools, or have performed and published influential research related to education. Candidates are expected to publish influential first or senior author publications related to education or have developed educational materials adopted for use regionally or nationally.
2. For appointment or promotion to the rank of Professor, education track, the candidate shall demonstrate outstanding performance in teaching and scholarship at a higher level of achievement than a candidate for the rank of Associate Professor and with a national reputation.

Teaching, service (clinical and/or citizenship service), and participation in scholarship are requisites for promotion or appointment as Associate Professor and Professor on the education track.

The balance among accomplishments, outlined in the next section, illustrated by specific examples, may vary considerably from one candidate to another, but achievements in accordance with the requirements above must be present before appointment or promotion is granted. It is neither required nor expected that a candidate

demonstrate accomplishments consistent with each and every example below.

**Examples of Teaching**

- Preparation and presentation of material in a well-organized, current, and provocative fashion as viewed/evaluated by senior faculty of the School and Department and by medical and graduate students.
- Evidence of continuous positive evaluations by students and/or house staff.
- Success of clinical training programs (i.e. residency, fellowships, etc.) developed, built, or innovations to existing programs introduced by the candidate widely recognized as an outstanding model of its kind.
- A volume of high-quality teaching that substantially exceeds the normal teaching load of comparable faculty in their respective disciplines.
- Development or direction of new courses or special teaching materials such as videotapes, computer programs, and websites
- Participation in the design, organization, and/or presentation of a major course, clinical rotation, residency program, or subdivision thereof.
- Effective mentoring of other faculty.
- Recognition as an academic role model and mentor for medical, allied health, and graduate students, house staff, trainees and junior faculty; service as a faculty advisor
- Development and leadership in educational workshops and training programs at the local, regional, and national level for students and trainees, other faculty, patients, or the community, sometimes as part of the meetings of national professional and/or scientific societies.
- Receipt of teaching honors, awards, and prizes at the institutional, regional and national levels (such as SOM Teacher of the Year Award, Departmental Teacher of the Year

Award, or the annual teaching award from the candidate's national professional society).

### ***Examples of Scholarship***

- Publications: Contribution to the understanding and practice of teaching and to the dissemination of such contributions through publications of research projects, projects, clinical trials, team-based investigation, collaborative studies, and other observations.
- Participation as a primary or contributing author in case studies, book chapters, publications, monographs, brochures, patient materials, with consideration of quality (impact factor, H index) as well as quantity. First and senior authorship on publications carry considerably more weight.
- Publication of educational material in print or other media such as syllabi, curricula, web-based training modules and courses that are widely adopted; and/or educational methods, policy statements, and assessment tools developed.
- Publications with trainees
- Recipient of regional/national/international awards for education innovation.
- Invited speaker to regional, national, and international scientific and professional meetings about scholarly activities in education.
- Contribution to the dissemination of scholarship through poster and oral presentations at local, regional, and/or national meetings.
- Effective mentoring of medical, allied health, graduate students, house staff, and junior faculty toward scholarship in medicine and medical practice.
- Participation in clinical trials, for example through assistance in recruiting human subjects, interviewing subjects as part of the protocol, or providing specified clinical protocols to human subjects.
- Participation in basic research, for example through providing clinical skills in the use of research animals, providing service in

statistical analysis, providing specified laboratory tests, or advising on clinical applications and implications.

- Evidence of success in obtaining extramural research support. This will often be demonstrated by principal investigator status on individual funded clinical trials, by principal investigator status on local components of multi-site funded clinical trials, or by funded medical educational research.

**Examples of Service (citizenship service or clinical)**

- Important contributions as a Department member and faculty member in the operation and development of the Department and/or School of Medicine.
- Receipt of honors, awards, and prizes from the institution, national entities, or the community for aspects of service.
- Leadership in departmental, School, and University committees, Tulane Healthcare committees, or affiliate hospital committees.
- Leadership roles in the governance of the department, such as departmental vice chair, service chief, or division director.
- Participation on search committees for School of Medicine leadership positions.
- Leadership in regional and national committees and professional organizations.
- Leadership as an outstanding role model and mentor for students, residents, fellows, and junior faculty in the areas of superb and scholarly clinical care, professionalism, and integrity.
- Service as director of a major clinical care activity, such director of a clinical laboratory or service or chief of a hospital specialty.
- Provision of key scarce, unique, or unusual but essential clinical care.
- Recognition locally, regionally, and nationally for the provision of outstanding clinical care.
- Local, regional, and national patient referrals.

