

# **Guidelines for Rank and Tenure Creighton University School of Medicine**

**May 2006**

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### **Revision History:**

**Guidelines for Rank:**

**First Edition Approved May 2, 2005**

**Revised October 24, 2005**

**Guidelines for Tenure:**

**First Edition Approved May 12, 2006**

**Endorsed by the Faculty May 15, 2006**

## **Introduction**

Creighton University is a Catholic Jesuit comprehensive university that exists for students and learning and is committed to excellence in the various programs of the School of Medicine. The success of the Creighton University School of Medicine (CUSOM) depends on the performance of its faculty in the following domains: (1) teaching; (2) scholarship; (3) service; and (4) clinical service (where appropriate). Expectations for performance rise with progress through the ranks.

In the past, detailed guidelines defining expectations for conferral of tenure and promotion to the ranks of Associate Professor and Professor were not available for School of Medicine faculty. When in November 2002, the University Committee on Rank and Tenure (UCRT) attempted to rectify this by requesting specific guidelines for rank and tenure, the School of Medicine responded with only relatively vague guidelines. Following a new request in 2004 from the UCRT for a more detailed document, the Dean of the School of Medicine appointed an Ad Hoc Committee composed of faculty members from a variety of disciplines to formulate detailed guidelines on promotion and tenure. The committee members were Roger Brumback, M.D. (Chair), D.K. Agrawal, Ph.D., Shashi Bhatia, M.D., Archana Chatterjee, M.D., Ph.D., Dennis Esterbrook, M.D., Floyd Knoop, Ph.D., and Roberta Sonnino, M.D.

The Ad Hoc Committee deliberated over many months and defined specific guidelines for conferral of tenure and for promotion to the ranks of Associate Professor or Professor for full-time faculty in the Teaching-Research or Clinician-Educator faculty categories on either the tenure track or non-tenure track. The guidelines address performance standards for each domain of teaching, research, and service (including clinical service). The guidelines provide for incremental expectations for higher ranks, as well as a consistency across faculty categories for the same rank (while still taking into account the different performance responsibilities inherent in each faculty category). The resulting document, including the criteria for the conferral of tenure, was approved by the School of Medicine Executive Committee and endorsed by the faculty, and is now in force for the faculty members to be considered for promotion and tenure.

These guidelines are for use not only for evaluation by the School of Medicine Rank and Tenure Committee and the UCRT, but also for the annual performance review with the Department Chair. This annual review should: (1) help faculty identify their level of performance and assist them to enhance the quality of their teaching, scholarship, and service; (2) insure the overall excellence of the faculty and thus the quality of student educational experiences; (3) assist in the determination of merit pay increases; and (4) facilitate promotion and tenure decisions and provide for development and accountability. New faculty should use these guidelines to shape their careers and activities from the time of their initial appointment to the faculty of the School of Medicine. Gauging performance by these guidelines should make career progression and advancement in rank reachable for most faculty members.

The attached document is only part of the overall materials for the faculty to use in developing a dossier for promotion and tenure. The committees on Rank & Tenure will continue to assess all aspects of an individual's career, as presented in the dossier. We cannot stress enough the importance of including in the dossier a personal narrative, written by the candidate (Faculty Profile), where any deviations from the "usual" experience, and particular strengths or deficiencies can be clearly explained to the committees.

## School of Medicine Guidelines for Tenure

For both Teaching-Research faculty category and Clinician-Educator faculty category, the minimum accomplishments necessary for granting of **tenure** to School of Medicine faculty include ongoing (i.e., from the time of appointment at Creighton University to the present) evidence of successful performance of the terms of the faculty member's job description as stated in the initial contract or subsequently amended by mutual agreement between the faculty member and the university and a record of achievement at Creighton University

1. **Excellence in teaching**, as reflected mainly by assessment of the faculty's contribution to learning (medical students, graduate students, residents, fellows, peers or other students of Creighton University), along with assessments by peers. **Teaching performance is a very important consideration in granting tenure.**
2. **Excellence in Scholarship** as demonstrated by independent scholarly activity, evidenced by research projects, publications and presentations, grant review committees, or editorial boards
3. **Excellence in clinical performance** as demonstrated in clinical practice and reputation [for Clinician-Educator and Teaching-Research (Clinical Sciences) Faculty]
4. **Service to Creighton University**, including service on Creighton committees, and service outside of the University that contributes to the enhancement of Creighton University's public image.

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From the Creighton University 2006 Handbook for Faculty

### *III.G.6.a.viii. Criteria for granting tenure [and awarding promotion]*

*A) Tenure is awarded on the basis of:*

- i. successful performance of the terms of the faculty member's job description as stated in the initial contract or subsequently amended by mutual agreement between the faculty member and the university;*
- ii. a record of achievement at Creighton University;*
- iii. a record of achievement at previous institutions, provided the record of achievement has continued while at Creighton University;*
- iv. an expectation that the record of achievement will be maintained or expanded in the future; and*
- v. the determination that the granting of tenure fits into the Mission, needs, plans and goals of the Department, the College or School, and the University.*

## School of Medicine Guidelines for Rank How to use these guidelines

Clarifications on the practical application of these guidelines will allow both candidates for promotion and reviewers to interpret with consistency any areas that could be open to subjective interpretation.

1. All faculty at CUSOM are appointed in one of two faculty categories: Clinician – Educator or Teaching-Research. Within the Teaching-Research category, faculty members can either have a Basic Sciences or a Clinical Sciences focus. The guidelines for each of these categories are subdivided for the ranks of Associate Professor or Professor. Thus at any given time, each faculty member should use as a guide the single page that applies to his/her category and proposed rank.
2. Each faculty member will be evaluated according to the guidelines for the category that best defines his/her *distribution of activities*, as agreed upon with the Department Chair at the time of recruitment. The faculty category (teaching-research or clinician-educator) or focus within the Teaching-Research category does not depend upon the department of appointment. The designation of a Basic Sciences or Clinical Sciences focus refers to the presence or absence of clinical service responsibilities. For example, a basic science Teaching-Research faculty member (a researcher) with an appointment in a clinical department, will be evaluated according to the guidelines for the Teaching-Research (Basic Sciences) category, while a clinician-researcher, with both research and clinical commitments, who holds a primary appointment in a basic science department will be evaluated according to the guidelines for Teaching-Research (Clinical Sciences).
3. For each faculty category, there are 3 main performance domains: a) Teaching Performance, b) Scholarly Performance, c) Service Performance (which includes, if applicable, Clinical Service). Within each domain there are 5 to 7 broad criteria that commonly define an individual's accomplishments in that domain. All relevant activities will be considered for promotion, whether or not they are included in the broad criteria, since not every possible faculty activity could be included in the guidelines document. If a faculty member's specific activity does not clearly fall within one or another criterion among those listed, the candidate should explain that activity in the Faculty Profile, and suggest the closest criterion from the guidelines to permit the R & T committees to give it proper consideration. **No appropriate activity should be omitted from the CV or dossier**, simply because it does not fit into one of the listed guideline criteria.
4. There is a certain degree of flexibility for each performance domain. All faculty must *address* every criterion within each domain, even if just to explain why it was not fulfilled. Not all faculty will be expected to *fulfill* all criteria, but for those criteria not fulfilled, the candidate must provide a convincing explanation in the Faculty Profile. Advancement is still possible without fulfilling all criteria as long as the faculty member's explanation in the Faculty Profile is appropriate.
5. The Mission Based Management (MBM) system was not specifically devised for the purposes of promotion and/or tenure considerations. Nonetheless, all or most of the data included in the MBM report should be relevant for promotion. However, relevant activities not a part of the MBM report, should also be included in the dossier for R&T. For example, papers formally accepted for publication but not yet published ("in press") are not included in the MBM database but are considered "publications," for the purposes of promotion and/or tenure (the letter of acceptance should be included).

## **Clinician-Educator Faculty Category Associate Professor**

### Teaching Performance

1. Demonstrates competency in knowledge and skill in teaching evidenced by student or peer evaluations.
2. Demonstrates clinical excellence through continued learning from continuing education presentations, clinical practice, and/or periodic clinical skills reassessment.
3. Supports innovative and effective teaching methods, approaches and evaluations, and participates in the implementation of course and curriculum development.
4. Serves as a mentor for student academic activity.
5. Serves as a mentor to junior staff (including faculty members, post-doctoral research fellows, clinical fellows).

### Scholarly Performance

#### Tenure-track

1. Holds a terminal degree and maintains appropriate specialty certification.
2. Participates in scholarly investigation (basic or clinical, including outcome study, medical education study, or case study).
3. Makes presentations at regional meetings on the average of at least once every year.
4. Develops and maintains a scholarly focus and maintains regionally-recognized scientific and/or technical competence.
5. Develops and/or teaches in a continuing education program on the average of at least once every year.
6. Is a primary, senior, or corresponding author of scholarly publications an average of at least once every other year in a major nationally-recognized refereed (peer-reviewed) journal or online publication (indexed by NLM [PubMed] or similarly recognized organization); editorship of book or authorship of book chapter or book is also acceptable.
7. Is a reviewer for scholarly material (refereed journal, grants, studies, scientific meeting abstracts).

#### Non-tenure-track

1. Holds a terminal degree and maintains appropriate specialty certification.
2. Makes presentations at regional meetings on the average of at least once per year.
3. Develops and maintains a scholarly focus and maintains regionally-recognized scientific and/or technical competence.
4. Is an author of some scholarly publications including articles, books, and book chapters.
5. Develops and/or teaches in continuing education program on the average of at least once every year.

### Service Performance

1. Clinical service: excels in clinical care and service to patients; devotes major portion of time to clinical service activities; collaborates with other health care providers to facilitate optimal patient care; serves important roles in development and implementation of clinical programs; regional recognition for clinical expertise; mentors junior faculty, residents/fellows, and students in clinical service activities.
2. Demonstrates involvement in the implementation and support of department/school goals, mission, policies and procedures, and serves on University and/or School of Medicine committees.
3. Participates in School of Medicine ceremonies and events.
4. Maintains membership in appropriate professional organizations, attends appropriate local, state, national and/or international meetings, and contributes to the leadership or organizational activities of appropriate professional societies.
5. Participates in community service.

## **Clinician-Educator Faculty Category Professor**

### Teaching Performance

1. Demonstrates excellence in knowledge and skill in teaching, as evidenced by student or peer evaluations.
2. Demonstrates clinical excellence through continued learning from continuing education presentations, clinical practice, and/or periodic clinical skills reassessment.
3. Develops innovative, effective teaching methods, approaches and evaluations, and provides leadership and assumes assigned responsibility for curriculum implementation.
4. Serves as a mentor for student academic activity.
5. Serves as a mentor to other faculty members.

### Scholarly Performance

#### Tenure-track

1. Holds a terminal degree and maintains appropriate specialty certification.
2. Develops and conducts scholarly investigation as the primary investigator (basic or clinical, including outcome study, medical education study, or case study) and serves as a collaborator with other investigators.
3. Makes presentations at national/international professional meetings on the average of at least once per year.
4. Evidences a scholarly focus with nationally/internationally-recognized scientific and/or technical competence and assumes leadership roles at a national/international level.
5. Develops and/or teaches in a continuing education program on the average of at least once per year.
6. Is a primary, senior, or corresponding author of scholarly publications an average of at least once every year in a major nationally-recognized refereed (peer-reviewed) journal or online publication (indexed by NLM [PubMed] or similarly recognized organization); editorship of book or authorship of book chapter or book is also acceptable.
7. Is a reviewer for scholarly material (refereed journal, grants, studies, scientific meeting abstracts).

#### Non-tenure-track

1. Holds a terminal degree and maintains appropriate specialty certification.
2. Makes presentations at national/international professional meetings on the average of at least once per year.
3. Evidences a scholarly focus with nationally/internationally-recognized scientific and/or technical competence and assumes leadership roles at a national/international level.
4. Is an author of some scholarly publications including articles, books, and book chapters.
5. Develops and/or teaches in a continuing education program on the average of at least once per year.

### Service Performance

1. Clinical service: excels in clinical care and service to patients; devotes major portion of time to clinical service activities; collaborates with other health care providers to facilitate optimal patient care; leadership roles in development and implementation of clinical programs; national and/or international recognition for clinical expertise; mentors faculty, residents/fellows, and students in clinical service activities.
2. Demonstrates leadership in the development, implementation and support of department/school goals, mission, policies and procedures, and serves in a leadership role on University and/or School of Medicine committees.
3. Participates in University and School of Medicine ceremonies and events.
4. Maintains membership in appropriate professional organizations, attends appropriate local, state, national and/or international meetings, and contributes to the leadership or organizational structure of appropriate professional societies.
5. Provides leadership in community service.

**Teaching-Research Faculty Category (Clinical Sciences)**  
**Associate Professor**

Teaching Performance:

1. Demonstrates competency in knowledge and skill in teaching as evidenced by student or peer evaluations.
2. Demonstrates clinical excellence through continued learning from continuing education presentations, clinical practice, and/or periodic clinical skills reassessment.
3. Supports innovative and effective teaching methods, approaches and evaluations, and participates in the implementation of course and curriculum development.
4. Serves as a mentor for student academic activity.
5. Serves as a mentor to junior staff (including faculty members, post-doctoral research fellows, clinical fellows).

Scholarly Performance:

Tenure-track

1. Holds a terminal degree and maintains appropriate specialty certification.
2. Develops a scholarly focus, maintains regionally-recognized scientific and/or technical competence, and conducts funded scholarly investigation (basic or clinical, including outcome study or case study); makes continuing efforts to secure external funding for support of scholarly or other creative activity.
3. Makes presentations at research-oriented regional meetings on the average of at least once per year.
4. Develops and/or teaches in a continuing education program on the average of at least once every year.
5. Is a primary, senior, or corresponding author of scholarly publications an average of at least once every year in a major nationally-recognized refereed (peer-reviewed) journal or online publication (indexed by NLM [PubMed] or similarly recognized organization); editorship of book or authorship of book chapter or book is also acceptable.
6. Is a reviewer for scholarly material (refereed journal, grants, studies, scientific meeting abstracts).

Non-tenure-track

1. Holds a terminal degree and maintains appropriate specialty certification.
2. Develops a scholarly focus, maintains regionally-recognized scientific and/or technical competence, and conducts scholarly investigation (basic or clinical, including outcome study or case study).
3. Makes presentations at research-oriented regional meetings on the average of once per year.
4. Develops and/or teaches in a continuing education program on the average of at least once every year.
5. Is a primary, senior, or corresponding author of scholarly publications an average of at least once every other year in a major nationally-recognized refereed (peer-reviewed) journal or online publication (indexed by NLM [PubMed] or similarly recognized organization); editorship of book or authorship of book chapter or book is also acceptable.
6. Is a reviewer for scholarly material (refereed journal, grants, studies, scientific meeting abstracts).

Service Performance:

1. Clinical service: excels in clinical care and service to patients; devotes major portion of time to clinical service activities; collaborates with other health care providers to facilitate optimal patient care; important roles in development and implementation of clinical programs; regional recognition for clinical expertise; mentoring junior faculty, residents/fellows, and students in clinical service activities.
2. Demonstrates involvement in the implementation and support of department/school goals, mission, policies and procedures, and serves on University and/or School of Medicine committees.
3. Participates in School of Medicine ceremonies and events.
4. Maintains membership in appropriate professional organizations and attends appropriate local, state, national and/or international meetings, and contributes to the leadership or organizational activities of appropriate professional societies.
5. Participates in community service.

**Teaching-Research Faculty Category (Clinical Sciences)  
Professor**

Teaching Performance:

1. Demonstrates excellence in knowledge and skill in teaching as evidenced by student or peer evaluations.
2. Demonstrates clinical excellence through continued learning from continuing education presentations, clinical practice, and/or periodic clinical skills reassessment.
3. Develops innovative, effective teaching methods, approaches, and evaluations, and provides leadership and assumes assigned responsibility for curriculum implementation and course management.
4. Serves as an academic advisor for students and a mentor for student academic activity.
5. Serves as a mentor to other faculty members.

Scholarly Performance:

Tenure-track

1. Holds a terminal degree and maintains appropriate specialty certification.
2. Develops a scholarly focus, maintains nationally/internationally-recognized scientific and/or technical competence, and secures as a primary investigator and maintains external funding to conduct scholarly investigation (basic or clinical, including outcome study or case study).
3. Makes presentations at national/international meetings on the average of at least once per year.
4. Develops and/or teaches in a continuing education program on the average of two every year.
5. Is a primary, senior, or corresponding author of scholarly publications an average of more than one per year in a major nationally-recognized refereed (peer-reviewed) journal or online publication (indexed by NLM [PubMed] or similarly recognized organization); editorship of book or authorship of book chapter or book is also acceptable.
6. Is a reviewer for scholarly material (refereed journal, grants, studies, scientific meeting abstracts).

Non-tenure-track

1. Holds a terminal degree and maintains appropriate specialty certification.
2. Develops a scholarly focus, maintains nationally/internationally-recognized scientific and/or technical competence, and conducts scholarly investigation as the primary investigator (basic or clinical, including outcome study or case study) and serves as a collaborator with other investigators.
3. Is a primary, senior, or corresponding author of scholarly publications an average of at least once every year in a major nationally-recognized refereed (peer-reviewed) journal or online publication (indexed by NLM [PubMed] or similarly recognized organization); editorship of book or authorship of book chapter or book is also acceptable.
4. Makes presentations at national/international meetings on the average of at least once per year.
5. Develops and/or teaches in a continuing education program on the average of at least two every year.
6. Is a reviewer for scholarly material (refereed journal, grants, studies, scientific meeting abstracts).

Service Performance:

1. Clinical service: excels in clinical care and service to patients; devotes major portion of time to clinical service activities; collaborates with other health care providers to facilitate optimal patient care; leadership roles in development and implementation of clinical programs; national and/or international recognition for clinical expertise; mentors faculty, residents/fellows, and students in clinical service activities.
2. Demonstrates leadership in the development, implementation and support of department/school goals, mission, policies and procedures, and serves in a leadership role on University and/or School of Medicine committees.
3. Participates in University and School of Medicine ceremonies and events.
4. Maintains membership in appropriate professional organizations and attends appropriate local, state, national and/or international meetings, and contributes to the leadership or organizational structure of appropriate professional societies.
5. Provides leadership in community service.



**Teaching-Research Faculty Category (Basic Sciences)**  
**Associate Professor**

Teaching Performance

1. Demonstrates competency in knowledge and skill in teaching as evidenced by student or peer evaluations.
2. Assumes responsibility for management of classroom and/or laboratory courses, provides leadership in course development and implementation as well as curriculum development, and develops innovative teaching materials and/or methods.
3. Supervises students with independent studies and special projects.
4. Serves as an academic advisor and mentor to students.
5. Serves as a mentor to junior staff (including faculty members, post-doctoral research fellows).

Scholarly Performance

1. Holds a terminal degree.
2. Secures as principal investigator nationally-recognized external peer-reviewed funding (preferably Federal) for support of scholarly or other creative activity.
3. Is a primary, senior, or corresponding author of scholarly publications an average of at least once every year in a major nationally-recognized refereed (peer-reviewed) journal or online publication (indexed by (indexed by NLM [PubMed] or similarly recognized organization); editorship of book or authorship of book chapter or book could also be acceptable NLM [PubMed]).
4. Presents results of scholarly or other creative activity at national, or regional, meetings an average of at least once every year.
5. Maintains continued technical/scientific competence in his/her discipline, and is regionally-recognized as an expert in his/her discipline.
6. Is an active participant in accredited educational programs.

Service Performance

1. Serves as a consultant and/or speaker in his/her area of expertise.
2. Actively contributes to the implementation of department/school goals, mission, policies and procedures, and demonstrates active participation on committees within the Department, School of Medicine, and/or the University.
3. Participates in University and School of Medicine ceremonies and events.
4. Demonstrates active participation in appropriate professional organizations and attends appropriate local, state, national and/or international meetings.
5. Participates in community service.

**Teaching-Research Faculty Category (Basic Sciences)**  
**Professor**

Teaching Performance

1. Demonstrates competency in knowledge and skill in teaching as evidenced by student or peer evaluations.
2. Assumes responsibility for development, implementation, and management of classroom and/or laboratory courses, provides leadership in curriculum development, and develops innovative teaching materials and/or methods.
3. Supervises and mentors students with independent studies and special projects.
4. Serves as academic advisor to students and major advisor to graduate students within the department in which he/she participates.
5. Serves as a mentor for other faculty.

Scholarly Performance

1. Holds a terminal degree.
2. Secures and maintains as principal investigator nationally-recognized external peer-reviewed funding (preferably Federal) for support of scholarly or other creative activity.
3. Is a primary, senior, or corresponding author of scholarly publications an average of at least twice every year in a major nationally-recognized refereed (peer-reviewed) journal or online publication (indexed by NLM [PubMed] or similarly recognized organization); editorship of book or authorship of book chapter or book could also be acceptable (indexed by NLM [PubMed]).
4. Presents results of scholarly or other creative activity at national meetings an average of at least once every year.
5. Maintains continued technical/scientific competence in his/her discipline, and is nationally/internationally-recognized as an expert and leader in his/her discipline.
6. Develops and participates in accredited educational programs.

Service Performance

1. Serves as a consultant and/or speaker in his/her area of expertise.
2. Demonstrates leadership in the implementation of department/school goals, mission, policies and procedures, and demonstrates leadership on committees within the Department, School of Medicine, and/or the University.
3. Participates in University and/or School of Medicine ceremonies and events.
4. Demonstrates leadership in appropriate professional organizations and attends appropriate local, state, national and/or international meetings.
5. Provides leadership in community service.