

**Standards, Criteria and Guidelines for
Reappointment, Promotion and Tenure in
The College of Human Medicine
and
ADDENDUM**

TENURE SYSTEM FACULTY

Promotion, Tenure and Reappointment Committee

Submitted on behalf of the Committee by:

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INTRODUCTION

This document sets forth the College-wide standards, criteria and guidelines for reappointment, promotion and tenure (RPT) for tenure system faculty in the Michigan State University College of Human Medicine (MSU-CHM). It explicates how the College-wide Promotion and Tenure Committee will use data in Michigan State University FORM D for RPT deliberations

DEFINITIONS

In this document, the terms “standards”, “criteria” and “guidelines” describe activities and accomplishments needed to predict successful application for reappointment, promotion, and/or tenure. The following definitions apply:

Standards

Levels of accomplishment within each of the university-recognized major areas of focus (instruction; research, creative and scholarly activities; service) that characterize excellence

Criteria

Categories of achievements that characterize excellence in a given area (e.g., instruction)

Guidelines

Examples of accomplishments in specific areas of focus that reflect achievement of the standards and the flexibility necessary for the exercise of good judgment by RPT Committees in assessing the level of achievement for individual faculty members

INDIVIDUAL FACULTY ASSIGNMENT OF EFFORT AND IMPLICATIONS FOR RPT

Since the percent assignment of effort within each of the university-recognized major areas of focus (instruction; research, creative and scholarly activities; service) can either facilitate or impede progress toward achieving the standards needed for RPT, the Committee sought to clarify expectations in this regard, as follows:

The Central Importance of Research Productivity

Regardless of percent assignment of effort in research, creative and scholarly activities, tenure system faculty should be particularly mindful of the rigorous University standards for productivity and excellence in this area. It is incumbent upon faculty members and their supervisors to negotiate distribution of assigned effort in a manner that facilitates achievement of University RPT standards. The College-wide Promotion and Tenure Committee cannot consider whether a faculty member’s time was adequately protected for research, creative and scholarly activities in its RPT deliberations about the quality and quantity of accomplishments in this area.

Clinician-Educators: Expectations for Scholarly Activity

The same standards for scholarly activity and productivity apply to clinician-educators in the tenure system as other tenure system faculty. Clinician-educators and their supervisors should

ensure that clinical and teaching assignments do not overwhelm opportunities for the level of research, creative and scholarly productivity needed for reappointment, promotion and tenure.

Implications for Tenure System Faculty with Major Administrative Assignments

Some College faculty members, including but not limited to department chairpersons, unit directors, associate/assistant deans and residency program directors, have major assignments of effort ($\geq 50\%$) in administration. Since administrators in the tenure system are subject to the same standards for scholarly activity and productivity as other tenure system faculty, individuals with major administrative assignments and their supervisors should ensure that administrative duties do not overwhelm opportunities for the level of research, creative and scholarly productivity needed for reappointment, promotion and tenure.

DOCUMENTATION NEEDED IN COLLEGE-WIDE RPT DELIBERATIONS

To most accurately assess the degree to which a faculty applicant has succeeded in meeting University and College standards, criteria and guidelines for reappointment, promotion and tenure, the College-wide Promotion and Tenure Committee needs access to the following types of documentation:

- a. Clearly written expectations (benchmarks) defined for each faculty rank and appointment category with regard to the nature and level of accomplishments for reappointment, promotion and tenure. Benchmarks should consider the relationship between the **percent assignment of effort in each category** and the level of accomplishments reflecting excellence in that area
- b. Each faculty member's prescribed career plan, developed with the Department Chair and set down in writing
- c. Written copies of a faculty member's annual percent assignment of effort in 1) instruction, 2) research/creative/scholarly activities, and 3) service, as negotiated with the Chair
- d. Progress toward achievement of the benchmarks should be specifically assessed during each annual faculty review and documented in writing.
- e. For the history of a faculty member's merit raises to be considered in RPT, written departmental policies and procedures for determining merit raises should reflect performance in relation to benchmarks and the faculty member's prescribed career plan

Documentation of these issues should accompany an application (FORM-D) to the College-wide Promotion and Tenure Committee along with a cover letter by the applicant indicating his/her primary area of focus and the major accomplishments in this area.

STANDARDS, CRITERIA AND GUIDELINES FOR REAPPOINTMENT, PROMOTION AND TENURE

TENURE SYSTEM FACULTY

INSTRUCTION

Standards of Excellence in Instruction

Faculty members will be evaluated for the quantity, quality, scholarship, significance and impact of their instruction in three areas, 1) direct instruction, 2) academic advising, and 3) course and curriculum development. Faculty members should incorporate up-to-date content and contemporary pedagogical approaches in all teaching efforts and programs.

Criteria for Excellence in Instruction

Direct instruction includes credit and non-credit courses offered on and off campus, as well as non-course instruction in patient care settings. Direct instruction is principally assessed by analysis of evaluation data from students, participants, peers, and department chairpersons, as well as by the nature and frequency of outside invitations for guest lectures, visiting professorships, course or instructional workshops, and by awards, honors or other recognition for excellence in teaching.

Academic advising includes **mentoring** of undergraduate students, graduate/professional students, postgraduate trainees (postdoctoral fellows, resident physicians), and junior faculty, as well as participation in thesis/dissertation committees or postgraduate clinical competency committees. Excellence in academic advising and mentoring is reflected by student, peer and chairperson evaluations, and by clear documentation of the faculty member's level of participation and leadership.

Course/curriculum development and evaluation includes demonstrated productivity and innovation in the development and assessment of new curricular elements, evaluation methods, instructional materials and technologies, and technology-enhanced instruction and evaluation. Excellence in this area is determined by assessing:

1. teaching portfolios (syllabi, handouts, electronic presentations, online courseware, examinations)
2. textbooks
3. reference materials
4. educational software or web sites
5. student, peer and administrative evaluations
6. external presentations related to pedagogy
7. invitations to serve on outside curriculum or evaluation committees
8. grants and contracts received in support of instruction or education
9. interest in and regard for quality of the instructional materials by individuals and/or institutions external to MSU

Guidelines for Assessing Accomplishments in Instruction

Evidence of meritorious instruction includes:

1. Engages in several types of instruction, as follows:
 - a. Lectures
 - b. Course coordination
 - c. Primary course instructor
 - d. Teaches in a laboratory or small group session
 - e. Advises students/post-doctoral fellows/residents
 - f. Teaches as attending physician (inpatient or outpatient settings)
 - g. Organizes seminars, journal clubs, or continuing education programs
 - h. Formative evaluation of student performance with feedback
2. Develops or revises teaching material effectively. Products reflect high-level knowledge of subject area, coherent organizational structure, and appropriate evaluation tools.
3. Invited to lecture outside one's own course (e.g. seminars/lectures on campus, in the community, and at other institutions)
4. Leadership in college instruction, course/curriculum design and/or evaluation efforts
5. Consistently receives very good evaluations from learners. Evaluation data from peers and the department chair are encouraged. Creates and sustains a positive learning environment, delivers material with enthusiasm, stimulates students to think creatively, and is responsive to student's concerns.

RESEARCH, CREATIVE & SCHOLARLY ACTIVITIES

Definition of "Scholarly Activity"

The responsibility and motivation of individuals engaged in research, creative and scholarly activities should be the "*thoughtful discovery, transmission, and application of knowledge, including, creative activities, that is based in the ideas and methods of recognized disciplines, professions, and interdisciplinary fields.*" To advance in rank in any of the faculty appointment systems, all MSU-CHM faculty members should regularly communicate newly obtained and/or applied knowledge and analytical thinking to their peers both within and outside the university. Accordingly, generating high-quality, peer-reviewed publications (e.g., journal articles, electronic publications, other scholarly works) based on original research by faculty members, including research conducted in collaboration with colleagues, students and postdoctoral associates, represents a major source of evidence for productive research activity.

Without rigorous peer review, validation of the importance, significance and impact of a faculty member's scholarly works is much more difficult. Consequently, such published works often fail to enhance the reputation of the faculty member or the university significantly, and may not contribute meaningfully to a faculty member's scholarly portfolio during RPT deliberations. Those scholarly works not transmitted (published) to the academic community at-large are considered functionally nonexistent in RPT deliberations.

The extent and rigor of the peer-review process is not always proportional to the importance, significance and impact of a given published work. As such, Departmental RPT Committees

should indicate to their respective faculty members the significance toward RPT of publication of scholarly works when rigorous peer-review does not take place or is uncertain. At times, committee members may independently assess the importance, significance and impact of scholarly work published in such journals before rendering a judgment regarding the degree to which such publications are viewed positively in RPT deliberations.

On the other hand, publication of invited, peer-reviewed articles, books, book chapters or invited presentations at national and international symposia or colloquia are often strong indicators of the quality of a faculty member's research, creative and scholarly activities and abilities. Even when such publications and presentations produce little *new* knowledge, they typically provide valuable new analytic thinking and insights into the application of new knowledge.

Most major research, creative and scholarly activities incur significant direct or in-kind costs requiring financial support. Funding derived from competitive grants, contracts and other external funding programs is a key measure of scholarly aptitude, research, creative and scholarly excellence and potential, particularly when such funding leads to the publication of high quality research in reputable peer-reviewed journals. Consideration will be made for the availability of external funding in areas of research and scholarship.

Standards of Excellence in Research, Creative and Scholarly Activities

1. Recognition of excellence as an investigator
 - a. Regular publication of original research in rigorously refereed journals
 - b. Strong record of sustained national grant and/or contract support awarded by a mechanism involving peer review, consistent with the area of scholarship
 - c. Documented national (and eventually international) recognition by peers outside the university as an independent, original and substantive investigator
 - d. Invited papers and lectures pertaining to research, particularly at national and international meetings
 - e. Invitations for endowed lectureships
2. Contributions to the field
 - a. Evidence of seminal work
 - b. Participation on editorial boards and as editors
 - c. Participation and membership in national study sections and advisory groups
 - d. Leadership roles in national or international research societies or meetings
 - e. Participation as consultant in regional or national research program reviews
3. Contributions to the Institution
 - a. Strong record of departmental and institutional research training program offerings

- b. Participation/leadership in research program development
- c. Research-related administrative or committee activities
- d. Activity/leadership in training grant, graduate or postdoctoral research training programs

Criteria for Excellence in Research, Creative and Scholarly Activities

In RPT decisions, a faculty member's research, creative and scholarly activities will be examined for evidence of substantial and sustained production and/or application of new knowledge that demonstrates a high level of scholarship, significance and impact in the following areas:

- 1. Publication record
- 2. Funding record consistent with the area of scholarship
- 3. Scholarly contributions to the institution
- 4. Scholarly contributions to the field
- 5. External recognition in the field

Guidelines for Assessing Accomplishments in Research, Creative and Scholarly Activity

For Promotion from Assistant to Associate Professor

- 1. Evidence, through publication in peer-reviewed journals (or other equivalent publications), of well-developed skill in creating and/or applying and then disseminating new knowledge or manners of thought.
- 2. Evidence, through letters of support from outside the university, of recognition by senior investigators for independent and original thinking. In many cases, this will include consideration of the record of peer-reviewed grant support.
- 3. Evidence, through publication record and/or funding history, of the development of an established investigative program with a clear research direction.
- 4. Evidence of national recognition of the faculty member's research program, through outside letters of reference, publication record, research awards, other forms of professional/alumni recognition, participation in national symposia/scientific programs or elected membership in national scientific societies

For Promotion from Associate Professor to Professor

- 1. Achievement of all criteria for promotion to Associate Professor at a high level of distinction, as evidenced by:

- a. Sustained and regular dissemination of innovative original research in high-quality, rigorously peer-reviewed journals or equivalent publications
- b. Continuation of productive and sustained independent investigation, as evidenced by sustained funding of competitive peer-reviewed grants as the Principal Investigator, consistent with the area of scholarship
- c. Evidence, through letters from outside the university, of recognition as a thought/opinion leader in the specific field.
- d. Evidence, provided by invited papers, invited lectures and symposia, research awards or other forms of professional/alumni recognition, of national and/or international recognition as a respected authority in the field.

SERVICE

CLINICAL SERVICE AND PROFESSIONAL SERVICE

Standards for Clinical Service

Standards for promotion include evidence of consistent and progressively higher levels of achievements in the areas identified by the Accreditation Council on Graduate Medical Education (ACGME) as the *essential general competencies* for physicians in all specialties:

- Patient Care
- Medical Knowledge
- Practice-Based Learning and Improvement
- Interpersonal and Communication Skills
- Professionalism
- Systems-based Practice

Details regarding these competencies are published and periodically updated by the ACGME (www.acgme.org). It is incumbent upon clinical faculty members to continuously advance and demonstrate their own relevant skills and abilities in support of high quality patient care and the accreditation of institutional graduate medical education programs.

Standards for Professional Service

It is also expected that all faculty members will devote time in professional service and service to others. Such service contributes to the vitality of the profession and advances the reputation of the university. Professional service that advances a faculty member toward promotion should provide evidence of consistent and progressively higher levels of benefit to the profession to the credit of the faculty member and the university.

Criteria for Excellence in Clinical Service

1. Demonstrated excellence, including practice-based performance data, in each of the ACGME general competencies
2. Consistently up-to-date in board certification, relevant skills certification (e.g., ACLS, ATLS, PALS), and continuous professional development activities
3. Highly sought after for clinical services
4. For faculty serving principally as consultants, evidence-based referral performance data reflect high-quality care
5. Rated by senior colleagues as providing excellent patient care
6. Demonstrated leadership in the development of innovative clinical practices
7. Feedback data demonstrating high levels of patient satisfaction
8. Awards, honors or other recognition for clinical excellence
9. Achieves or surpasses national benchmarks for clinical productivity in relation to percent assignment of effort in clinical services

Criteria for Excellence in Professional Service

1. Active involvement and leadership roles in professional organizations
2. Editorships of major peer-reviewed journals or scholarly/professional organization publications
3. Member or chair of study sections, grant agencies or foundations, or national professional accreditation or certification agencies
4. Service as a reviewer for peer-reviewed journals
5. Grant reviews
6. Voluntary local or regional community service involvement, including health organizations (e.g., American Diabetes Association, American Heart Association, American Red Cross)
7. Involvement as a consultant or advisor to academic institutions, organizations or industry (e.g., other universities, student groups, law, business)
8. Course director for a local, state, national or international professional meeting

Guidelines for Assessing Excellence in Clinical Service

1. **For promotion from assistant to associate professor**

- a. Consistently receives good or better ratings from patients, peers, and supervisors in most of the criteria areas for excellence in clinical service
2. **For promotion from associate professor to professor**
 - a. Consistently receives very good or better ratings from patients, peers, and supervisors in most of the criteria areas for excellence in clinical service

Guidelines for Assessing Excellence in Professional Service

1. **For promotion from assistant to associate professor**
 - a. Volunteers to participate and responds affirmatively to invitations to participate in professional service activities
 - b. Consistently receives good or better ratings from colleagues, supervisors and professional service organizations in one or more of the criteria areas for excellence in professional service
2. **For promotion from associate professor to professor**
 - a. Continues to volunteer to participate and responds affirmatively to invitations to participate in professional service activities, with evidence of leadership involvement
 - b. Consistently receives very good or better ratings from colleagues, supervisors and professional service organizations in one or more of the criteria areas for excellence in professional service
 - c. Serves as a mentor for junior faculty

COMMITTEE AND ADMINISTRATIVE SERVICE

Standards for Committee and Administrative Service

Committee and administrative service must support the academic enterprise. This means that committee and administrative roles should directly support the teaching, research, and/or service/outreach missions of the College. Excellence limited to committee/administrative service is not sufficient for promotion to the rank of Associate Professor or Professor.

For the purposes of this document, committee and administrative service is defined as:

Service that facilitates the development, maintenance and advancement of important institutional structures and programs

Committee and administrative service are important. As such, all faculty members are expected to volunteer for and respond favorably to requests to participate actively and constructively in Department, College and University committees. In addition, promotion

from Associate Professor to Professor requires that a faculty member demonstrate mentorship of junior faculty, postdoctoral students, graduate students, and/or medical students as appropriate. Such mentorship may be conducted in a formal or informal manner.

Some faculty will have major responsibility for administrative leadership of a teaching, research, or service program, or a Department or Office in the College. These responsibilities will be considered as *high-level* administrative service. Since even high-level administrative service is insufficient for RPT advancement in the tenure system, faculty members with administrative responsibilities need to limit their duties in this area in a manner that facilitates the accomplishments in research, creative and scholarly activities required for RPT.

Criteria for Excellence in Committee and Administrative Service

1. Appointment to administrative leadership of a department, unit, division, major educational program (e.g., Block I, residency or fellowship program) or major clinical service
2. Leadership roles in internal academic governance and/or in external professional organizations
3. Active and productive service as a member of department/unit, college and university governance committees
4. Active and productive ad hoc service involvement in special study groups/committees, service on internal/external review panels, member of grievance panels, etc.
5. Active and productive academic service activities in outreach, professional/clinical, extension, international, or urban arenas.
6. Director of a departmental or intradepartmental training or research program
7. Course director/coordinator activities
8. Continuing Medical Education coordination of programs with excellent ratings
9. Represents Department, College or University to outside agencies, hospitals, or other institutions

Guidelines for Assessing Excellence in Committee and Administrative Service

1. **For promotion from assistant to associate professor**
 - a. Consistently receives very good or better ratings from committee colleagues/chairperson or organization executive officers
 - b. Committee accomplishments (policies, reports, organizational changes)

- c. Excellent service as a member of Department, College or University governing bodies or committees, or other administrative appointments important to the MSU mission
- d. Excellent service as an appointed or elected member of a local or regional leadership/advisory committee
- e. Selection for and participation in administrative/executive leadership programs
- f. Local or regional administrative or committee service awards, or other forms of professional/alumni recognition

2. For promotion from associate professor to professor

- a. Consistently receives excellent ratings by committee colleagues/chairperson or organization executive officers
- b. Substantive, high-quality products of committee work (policies, reports, organizational changes)
- c. Demonstrated excellence in service as chairperson of Department, College or University governing bodies or committees, or other major administrative appointments important to the MSU mission
- d. Demonstrated excellence in service as an appointed or elected member of a national or international leadership/advisory committees
- e. Selection for and participation in high level administrative/executive leadership programs
- f. National or international administrative or committee service awards, or other forms of professional/alumni recognition

Standards, Criteria and Guidelines for Reappointment, Promotion and Tenure in The College of Human Medicine

Addendum: Phase-in Period and Exemption Requests

Effective Dates: July 1, 2004 to June 30, 2007

During a transition period ending June 30, 2007, a faculty member seeking reappointment, promotion and/or tenure may request that his/her department chairperson write a letter to the Dean of the College of Human Medicine requesting exemption from use of one or more specific components of the “*Standards, Criteria and Guidelines for Reappointment, Promotion and Tenure in The College of Human Medicine*” document. If the department chairperson agrees to write a letter in support of an exemption, the letter should clearly indicate the specific standard, criterion or guideline for which an exemption is requested, along with a supporting rationale. If the Dean approves the exemption, the Dean will forward it to the CHM Promotion, Tenure and Reappointment Committee along with instructions to the committee regarding how to incorporate the exemption into its deliberations and recommendations.