

PREPARING A PORTFOLIO FOR APPOINTMENT OR PROMOTION

Substantial documentation to support recommendation for appointment or promotion should be submitted in the form of a Portfolio (i.e., a set of materials that includes a Chair's letter, curriculum vitae, Executive Summary, referee names and addresses, publications, etc.; (see "Checklist for Preparation of Faculty Portfolios"). The following responses to "frequently asked questions" supplement the University of Pittsburgh School of Medicine Guidelines for Faculty Appointment and Promotion by highlighting types of information that are very useful to the School's standing committees for appointment and promotion and that should be included (as relevant) in the portfolio.

FREQUENTLY ASKED QUESTIONS

Who must prepare a portfolio?

All faculty members appointed or promoted in the non-tenure or tenure tracks, as follows:

- Associate Professor
- Professor
- Research Associate Professor
- Research Professor

Faculty members appointed or promoted to Instructor or Assistant Professor do not need to prepare portfolios. Those appointed or promoted with a Clinical prefix should follow the guidelines titled "Checklist for Preparation of Portfolios for Affiliated Faculty Appointments and Promotions".

What is a portfolio?

A portfolio for a candidate who is being considered for appointment or promotion is a set of materials that describe the candidate's accomplishments. For a complete listing of the required portfolio materials, see "Checklist for Preparation of Faculty Portfolios".

What is a pathway?

A pathway is a conceptual framework for describing a faculty member's scholarly accomplishments, contributions, and career progression. Pathways exist within either the non-tenure or tenure tracks (see diagram titled "Pathways in the Tenure and Non-Tenure Tracks").

What is the purpose of having pathways?

The pathways are designed to encourage a candidate for appointment or promotion, and his or her mentor, to think about career development and to help the candidate prepare materials for the School's appointment/promotions committee. The pathways reflect the most common ways that faculty careers develop. In cases in which a faculty member's career overlaps or extends beyond these pathways, the pathways should not be seen as limiting, and the narrative in the Executive Summary should describe the candidate's full accomplishments and contributions.

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At what point should I declare that I am in a particular pathway?

In this context, the pathways are a conceptual tool to facilitate the documentation of a faculty member's accomplishments and contributions. From the perspective of the School of Medicine, one should indicate a pathway at the time of portfolio preparation. From the perspective of the individual faculty member, division, or department, it may facilitate career development, time allocation, and other decisions for a faculty member to consider himself or herself in a particular pathway.

How should I describe projects, programs, initiatives, and other major undertakings?

It is helpful to members of appointment/promotion committees if descriptions of projects, programs, initiatives, and other major undertakings in which you played a significant role in creation, development, implementation, and evaluation include: clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique. (For more information, see Glassick CE, Huber MT, Maeroff GI. *Scholarship Assessed – Evaluation of the Professoriate*, 1997.)

Do I need to address each item listed for my pathway?

The committees recognize that each candidate has a unique set of qualifications and that an individual candidate may not provide documentation for each listed item.

Is there a required format for my *Curriculum Vitae*?

Yes, the University of Pittsburgh School of Medicine has a required format for a *Curriculum Vitae* submitted with an appointment or promotion portfolio.

Who should prepare my Executive Summary?

The faculty member and his/her mentor or chair should prepare the executive summary jointly. It should be in narrative form (3rd person). The document "Preparing a Portfolio for Appointment or Promotion" should serve as a guide for providing specific information to describe the faculty member's accomplishments relative to the appropriate pathway in the tenure or non-tenure track.

How long should my Executive Summary be?

The summary should be two to three pages in length.

How should my Executive Summary be organized?

The typical Executive Summary will include main categories (as applicable to a particular faculty member's work and accomplishments) such as Research, Teaching, Clinical Service, and Administrative Service. Within each category, information should be provided to document a faculty member's scholarly accomplishments, contributions, and career progression (for more specific guidance, refer to the information listed below under the applicable Pathway).

How are appointment or promotion criteria different for Associate vs. Full Professors?

Refer to the University of Pittsburgh School of Medicine Guidelines for Faculty Appointment and Promotion.

INVESTIGATOR-EDUCATOR PATHWAY

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Who will generally consider themselves to be Investigator-Educators?

Individuals who seek appointment or promotion as an Investigator-Educator generally dedicate most of their effort to independent research. A significant portion of their effort is devoted to educating the next generation of investigators by teaching graduate students and medical students and supervising postdoctoral fellows.

Investigator-Educators who have demonstrated independence, national/international reputation, seminal scholarly contributions, and significant educational and service accomplishments are generally in the tenure track or have been awarded tenure. Investigator-Educators with a high degree of initiative and who collaborate productively with independent investigators are generally appointed or promoted in the non-tenure track.

What should I include in my Executive Summary for appointment or promotion in the NON-TENURE TRACK?

- Record of individual accomplishment in investigation
- Record of programmatic responsibilities and contributions
- Demonstration of career progression with increasing responsibilities over time
- Evidence of recognizable career goals and objectives
- Record of high quality teaching
- Role model for medical and graduate students, trainees, and junior colleagues
- Record of scholarly publications in peer-reviewed journals
- Local/national reputation as evidenced by membership in scientific organizations, service on editorial boards or as a reviewer, invited papers, invited lectures
- Documented excellence in these endeavors

What should I include in my Executive Summary for appointment or promotion in the TENURE TRACK?

Above categories of documentation, plus:

- Record of intellectual leadership in a scholarly field
- Evidence of innovative contributions (patents; development of new methodologies, techniques, devices, diagnostic tools)
- Evidence of independence
- Record of continuing, peer-reviewed external funding
- Record of scholarly publications in peer reviewed journals demonstrating innovative conceptualizations or novel solutions
- Evidence of a consistent research theme with indication of originality, independence, and sustained scholarly or investigative productivity
- National/international reputation as evidenced by leadership in scientific organizations, service on study sections, editorial boards, invited papers, invited lectures
- Likelihood of continued productivity and creativity in investigation

CLINICIAN-INVESTIGATOR PATHWAY

Who will generally consider themselves to be Clinician-Investigators?

Individuals who seek appointment or promotion as a Clinician-Investigator generally devote significant amounts of their effort to both the clinical programs of the health system and the research programs of the School of Medicine. This pathway includes a diverse group of individuals in both the non-tenure and tenure tracks.

Clinician-Investigators are engaged in patient care, clinical service functions, and basic science or clinical research and are generally in the non-tenure track. In exceptional circumstances, tenure may be recommended for Clinician-Investigators who have demonstrated outstanding and sustained accomplishments in academic medicine in the areas of patient care, clinical service functions, and scholarly contributions in research.

What should I include in my Executive Summary for appointment or promotion in the NON-TENURE TRACK?

- Record of individual accomplishment in investigation
- Record of programmatic responsibilities and contributions
- Demonstration of career progression with increasing responsibilities over time
- Evidence of recognizable career goals and objectives
- Record of high quality patient care
- Evidence of a consistent research theme
- Record of high quality teaching
- Role model for medical and graduate students, trainees, and junior colleagues
- Record of scholarly publications in peer-reviewed journals
- Local/national reputation as evidenced by membership in scientific organizations, service on editorial boards or as a reviewer, invited papers, invited lectures
- Documented excellence in these endeavors

What should I include in my Executive Summary for appointment or promotion in the TENURE TRACK?

Above categories of documentation, plus:

- Demonstration of leadership in investigation and patient care
- Evidence of innovative contributions (patents, development of new diagnostic tools, surgical techniques and devices, groundbreaking clinical trials)
- Evidence of independence
- Record of intellectual leadership
- Record of continuing, peer-reviewed external funding
- Record of scholarly publications in peer reviewed journals demonstrating innovative conceptualizations or novel solutions
- Evidence of a consistent research theme with indication of originality, independence, and sustained scholarly or investigative productivity
- National/international reputation as evidenced by leadership in scientific organizations, service on study sections, editorial boards, invited papers, invited lectures
- Likelihood of continued productivity and creativity in clinical investigation and patient care

Typical Profile of the Successful Candidate for Promotion in the Tenure Track or Conferral of Tenure in the Clinician-Investigator Pathway

Assessment of prior TFPA Committee cases reveals that the successful candidate usually met all of the criteria below:

- Excellent physician who devotes at least 40% effort to patient care
- Clearly identifiable consistent research theme(s) with evidence that the candidate is driving these efforts at the University of Pittsburgh, both intellectually and operationally. Laboratory research is not required.
- Excellent publication record with an appropriate proportion as first, last, or corresponding author.
- External funding often from foundations, medical associations, medical societies, industry, government entities, and other sources. The research themes of this investigator often are in areas in which federal funding is rarely or never available. In selected cases, the research themes do not require significant funding to be successful and so external funding may not be present.
- National or international reputation in his or her field as evidenced by invited lectures, publications, visiting professorships, leadership roles in medical associations and societies, leadership roles in multi-center clinical trials or cooperative research groups, among other activities.
- Successful educator with students, residents, fellows, physicians (e.g., continuing medical education courses), usually associated with his or her clinical and research activities
- Meaningful activities and leadership in service (in addition to patient care) to the School of Medicine, University, UPP, UPMC, affiliated hospitals, medical associations and societies, journals, and other professional entities.

CLINICIAN-EDUCATOR PATHWAY

Who will generally consider themselves to be Clinician-Educators?

Individuals who seek appointment or promotion as a Clinician-Educator generally devote significant amounts of their effort to both the clinical programs of the health system and the educational programs of the School of Medicine. Teaching and programmatic level contributions to the School's education programs comprise a major focus of their work.

Clinician-Educators are engaged in teaching, patient care, and clinical service functions and are generally in the non-tenure track. In exceptional circumstances, tenure may be recommended for Clinician-Educators who have demonstrated outstanding and sustained accomplishments in academic medicine in the areas of teaching, patient care, and clinical service.

What should I include in my Executive Summary for appointment or promotion in the NON-TENURE TRACK?

- Record of individual accomplishment in education
- Record of programmatic responsibilities and contributions
- Demonstration of career progression with increasing responsibilities over time
- Evidence of recognizable career goals and objectives

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- Record of high quality patient care
- Role model for medical and graduate students, trainees, and junior colleagues
- Documented excellence in these endeavors

What should I include in my Executive Summary for appointment or promotion in the **TENURE TRACK**?

Above categories of documentation, plus:

- Demonstration of leadership in medical education
- Record of scholarly publications in peer-reviewed journals
- Evidence of innovation (new educational activities, programs, curricula, or other educational products)
- Evidence of independence
- Record of intellectual leadership
- Record of external education funding
- Likelihood of continued productivity and creativity in medical education

Note that 1) giving a few lectures each year or 2) doing the same teaching annually with no evidence of career progression, are insufficient grounds for appointment or promotion based primarily on teaching.

CLINICIAN PATHWAY

Who will generally consider themselves to be Clinicians?

Individuals who seek appointment or promotion as a Clinician generally devote approximately 75 to 80 percent of their effort to clinical practice (including administrative time related to patient care). The practice is almost always located inside the tertiary health center. These individuals are often recognized locally for contributions to the health care system, contributions to the community, administrative accomplishments, and clinical excellence. Although not the major focus of their work, they often contribute to the academic mission by teaching or collaborating on research projects. Clinicians are appointed and promoted in the non-tenure track.

What should I include in my Executive Summary for appointment or promotion in the **NON-TENURE TRACK**?

- Record of individual accomplishment
- Record of programmatic responsibilities and contributions (program development, administration of a clinical program, administration of clinical/hospital operations)
- Demonstration of career progression with increasing responsibilities over time
- Evidence of recognizable career goals and objectives
- Record of high quality patient care
- Role model for medical and graduate students, trainees, and junior colleagues
- Demonstration of clinical leadership
- Likelihood of continued productivity and creativity in clinical medicine
- Evidence of innovation (new activities, community-based projects, etc.)
- Documented excellence in these endeavors

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What should I include in my Executive Summary for appointment or promotion in the TENURE TRACK?

Appointment or promotion in the Clinician Pathway is not available in the tenure track.

Contact Info

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GUIDELINES FOR FACULTY APPOINTMENT AND PROMOTION

INTRODUCTION

The University of Pittsburgh Appointment and Tenure Policy* sets forth the principles upon which School of Medicine faculty appointments and promotions are based. The criteria and guidelines contained in this document supplement and amplify University policies as they are applied in the School of Medicine.

The academic ranks for faculty in the School of Medicine are Instructor, Assistant Professor, Associate Professor, and Professor. Titles may stand without prefix or the prefixes Visiting, Research, Adjunct, and Clinical may be applied at all levels of rank as appropriate. Visiting status is used for those individuals who are appointed on a temporary basis, usually for no more than one year. Research status is given to those full time faculty whose principal academic function is investigation. Adjunct status is given to medical school faculty whose primary appointment is outside of the University. Clinical status is granted to volunteer faculty who contribute predominantly to clinical care and/or serve as a preceptor of students and trainees.

The criteria for tenured and non-tenured promotion and appointment are described in this document. At the time of appointment individuals should be designated as tenured, tenure stream, or non-tenure stream. Faculty at the rank of instructor and assistant professor without prefix are appointed in the tenure stream or outside the tenure stream. Tenure is conferred according to the guidelines of the University of Pittsburgh Faculty Handbook and results in the obligations and responsibilities of tenure. Tenure decisions may be independent of decisions to appoint and promote.

*May 16, 1978; amended October 18, 1979; May 14, 1980; February 13, 1985

Faculty appointment at the University of Pittsburgh School of Medicine requires ongoing evidence of research and teaching. It is recognized that all faculty will contribute to the service needs of the organization. This includes performance of clinical work (e.g., care of patients) and service on committees. Continued outstanding service, while required for promotion, is not adequate as the sole basis for promotion. Individuals who provide service only are contract employees and, when appropriate, may be identified with preface (e.g., Clinical Professor). Service to hospitals, departments, and other administrative units may be recognized separately (e.g., Senior Surgeon; Administrative Chair; Program Director).

Faculty at the University of Pittsburgh School of Medicine must demonstrate continued scholarly contribution to the mission of the organization by sustained excellence in various areas such as teaching, investigation, and other forms of scholarship. Each faculty member should develop very early, in conjunction with his or her academic mentor(s), a portfolio of scholarly, teaching, and service activities, according to the talents and aspirations of the faculty member and the needs of the department and the School of Medicine.

GUIDELINES FOR APPOINTMENT AND PROMOTION

All faculty will contribute to the service needs of the organization including such activities as performance of clinical work, service on committees, and administrative duties. Outstanding service, although necessary for promotion, is not sufficient as the sole basis for promotion.

Scholarship may be demonstrated in a variety of ways and some of these are listed below. Most candidates will meet these criteria in a number of areas. Most commonly scholarship is demonstrated through scientific investigation and/or scholarly teaching. It is expected that every member of the faculty will participate in the School of Medicine's educational mission. Individuals who do not teach may not be promoted. Teaching may, in some instances, be ample evidence of scholarship, considered equal in value to investigative scholarship. Scholarly teaching must demonstrate sustained depth and commitment. This includes but is not limited to curriculum design, preparation of teaching materials, and contribution to textbooks. At the time an individual is proposed for appointment or promotion, evidence of scholarship must be made available to the appropriate committee. It is the responsibility of the candidate and the department chair making the proposal to prepare and present this evidence. Time in grade is not a sufficient criterion in itself for promotion.

Evidence of Scholarship in investigation

- Experimental
 - Basic science research
 - Clinical trials
- Population studies
- Case reports
- Scientific grants
- Scientific reviews
- Membership on editorial boards
- Service on national committees or Study sections
- Officer in scientific society

Evidence of scholarship in teaching

- Classroom Teaching
- Bedside and bench top teaching
- Curriculum design
- Textbook authorship
- Mentorship
- Preparation of teaching materials
- Invited speaker
- Teaching awards
- Consistent national panelist
- Consistent pattern of strong, favorable Evaluations by students

**CRITERIA
APPOINTMENT AS INSTRUCTOR AND ASSISTANT PROFESSOR
PROMOTION TO ASSISTANT PROFESSOR
(in the tenure stream or outside the tenure stream)**

Instructor

The instructor should have earned a doctoral degree or the highest appropriate professional degree, or provide evidence that he or she is successfully pursuing such a degree and expects to receive it within a reasonable time. In some technical fields, professional experience may bear considerable weight; in other areas, teaching experience is essential. Reappointment depends upon satisfactory scholarly progress and a demonstrated interest in and ability to pursue an academic career.

Assistant Professor

An assistant professor should have demonstrated teaching ability, substantial experience in advanced study and research, or professional experience of a kind, which would enable him or her to make a comparable academic contribution. The assistant professor should possess a doctoral or appropriate professional degree. He or she should exhibit promise of originality and excellence in some field connected with teaching, research, or the creative arts, and should have demonstrated ability in guiding and counseling students. To be appointed or promoted to an assistant professorship, a person should have the potential for promotion to associate professor.

CRITERIA
APPOINTMENT AS ASSOCIATE PROFESSOR WITH TENURE
PROMOTION TO ASSOCIATE PROFESSOR OR PROFESSOR WITH TENURE
CONFERRAL OF TENURE AS ASSOCIATE PROFESSOR OR PROFESSOR

Research and teaching are the necessary and co-equal requisites for appointment with tenure, promotion with tenure, or conferral of tenure. *The balance between accomplishments in research and other scholarly activities and teaching may vary considerably from one candidate to another, but both must be present before tenure is granted.* Professional service activities by a faculty member should be weighed into any decision regarding tenure, but such activities in the absence of both teaching and scholarship are not a sufficient basis for tenure.

The primary requirement for tenure is scholarship. Scholarship is the systematic and progressive accumulation of knowledge, especially in a university, which leads to competent mastery of one or more of the highly organized academic studies; more narrowly, advanced study which leads to the acquisition of the minutiae of knowledge in some special field, along with accuracy and skill in investigation and powers of critical analysis in interpretation. All candidates for tenure in the School of Medicine should have demonstrated significant accomplishment in scholarly endeavors, which in most but not all instances, is synonymous with accretion of knowledge using laboratory, clinical, and other research tools. Irrespective of its form, the candidate's scholarship must provide compelling promise of continued creativity.

Another requisite for tenure is demonstrated skill in, and dedication to, teaching. The candidate should demonstrate proficiency and the desire to maintain teaching effectiveness and show capacity for continuing growth as a teacher. It is implicit that excellence in teaching includes being a model of professional conduct for students, colleagues, and patients. The quality and quantity of a candidate's teaching must be documented by the chair in his or her supporting letter.

Service and administrative contributions by a faculty member should be weighed into any decision regarding tenure.

Persons being considered for appointment or promotion to the rank of associate professor or professor must meet a substantial proportion of the qualifications contained in the following guidelines.

Research

- Originality, independence, leadership, and continuing productivity in investigative or scholarly activity.
- Recognizable objectives or an underlying theme of the scholarly program.
- Publication of research reports in leading refereed journals.
- Publications demonstrating innovative conceptualizations or novel solutions to biomedical problems.
- Authorship of important review articles, chapters, and/or books.
- Evidence of continuing research support and the candidate's role in generating it.
- Membership and participation in leading scientific or clinical societies in the candidate's field.
- Evaluation of scientific accomplishment obtained from peers on a national and international basis.

Teaching

- Preparation and presentation of material in a well organized, current, and intellectually stimulating fashion as viewed by senior faculty of the School and department, medical and graduate students, and house staff.
- Contributions to design, organization, and/or presentation of a course, clinical program, or subdivision thereof. In exceptional circumstances which are clearly documented locally and/or nationally, teaching can be *the* major criterion for tenure in clinical departments.
- Ability to evaluate and mentor effectively medical and graduate students and house staff.
- Effective participation in postgraduate educational activities.

Professional and Administrative Service

- Excellence as an academic role model for medical and graduate students and for junior colleagues.
- Participation in scientific and educational committees advisory to the government or to foundations.
- Effective participation on the committees of the faculty member's department, the School of Medicine, and/or the University of Pittsburgh.
- Evidence that the candidate plays a critical role in the programmatic needs of the department and School. This should be documented in the letter of proposal.
- In the clinical disciplines, professional service includes the provision of high quality patient care in the candidate's field.

Purposes of Tenure

Academic tenure is a status accorded to members of the University faculty who have demonstrated high ability and achievement in their dedication to the growth of human knowledge. Tenure is intended to assure the University that there will be continuity in its experienced faculty and in the functions for which they are responsible. The University encourages independence of mind and freedom of inquiry. Conferral of tenure constitutes recognition by the University that a person so identified is qualified by achievements and contributions to knowledge and dissemination of knowledge as to be ranked among the most worthy in his or her field engaged in scholarly endeavors: research, teaching, professional training, or creative intellectual activities of other kinds.

Obligations and Responsibilities of Tenure

The primary responsibilities of the tenured faculty are effective teaching and research, and creative scholarship throughout their careers, which advance their fields of learning and research, and initiate others into these fields through creative and effective teaching.

Those who accept the rights and immunities of tenured appointment owe it to their colleagues unfailingly and unflinchingly to defend independence and freedom of mind in their field of competence. The tenured faculty should create and sustain an intellectual ambiance in which their non-tenured colleagues can think, investigate, speak, write, and teach secure in the knowledge that their intellectual vitality is both essential and welcome.

It falls to all, but again most stringently to the tenured, to see that no improper consideration enters into the appointment process. Academic freedom, no less than academic excellence, requires that academic appointments be made on academic grounds alone.

The acceptance of an appointment, whether for a term or permanently, implies a commitment to the University as an intellectual community. The rights to membership on the faculty and to academic freedom carry with them the obligations to uphold academic freedom against invasion or abuse, to not violate the academic freedom of others, and to perform in a productive, professional fashion so as to deserve membership on the faculty. It is equally a responsibility of the officers of the University administration and of the Board of Trustees to assure, to protect, and to defend academic freedom. The tenured faculty and the officers and Board members should work together to that end.

Tenure Policies

The following policies that relate to tenure shall not be applied retroactively to those who hold tenure; and insofar as these alter prior or existing policies of tenure, they shall have prospective applications only.

- Conferral of tenure, promotion to associate professor or professor with tenure, and appointment with tenure at the rank of associate professor or professor are made by the Chancellor. The Chancellor takes into account recommendations of the Provost and, if the appointment is in a school of the Health Sciences, of the Senior Vice Chancellor for Health Sciences.
- Other appointments, promotions, and renewals of appointments are made by the Provost, who take into account recommendations from the appropriate dean or campus president or, if the appointment is in a school of the Health Sciences, from the Senior Vice Chancellor and the deans of the Health Sciences.
- A faculty member who has retired may be reappointed on a yearly basis if the University has a special need for his or her services.
- The University shall send to each new member of the faculty a letter setting forth the terms and conditions of his or her appointment. Each newly appointed person shall receive a copy of the Faculty Handbook which will summarize the policies governing faculty appointments which are in effect at the time.

Length of Tenure Stream Service Prior to the Conferral of Tenure

The total number of years which Ph.D. (or equivalent) faculty members and physician faculty members without clinical responsibilities may serve in the tenure stream shall not exceed *seven*. If a person has served for *seven* years in the tenure stream, either he or she must be promoted to associate professor or professor with tenure or his or her service in the tenure stream must be terminated. Notification of termination must be made prior to the end of the *sixth* year in the tenure stream. *Faculty in the tenure stream shall have annual evaluations to document their progress and suitability for a tenure recommendation.* The maximum allowable duration of service in the tenure stream shall be independent of previous service at another college or university.

The total number of years which physician faculty members with clinical responsibilities may serve in the tenure stream shall not exceed *ten*. If a person has served for *ten* years in the tenure stream, either he or she must be promoted to associate professor or professor with tenure or his or her service in the tenure stream must be terminated.

Notification of termination must be made prior to the end of the *ninth* year in the tenure stream. *Physician faculty with clinical responsibilities in the tenure stream shall have annual evaluations to document their progress and suitability for a tenure recommendation. In addition, a comprehensive mid-course review shall be conducted no later than the end of the fifth year of service in the tenure stream (School of Medicine Policy "Mid-Course Review of Clinical Tenure Candidates").* The maximum allowable duration of service in the tenure stream shall be independent of previous service at another college or university.

Terms of Appointment

The terms of appointment of faculty members in the tenure stream below the rank of associate professor and professor may be for one, two, or three years. When a decision is made not to renew an appointment, the faculty member on a first one year appointment shall be notified in writing no later than March 15; on a second or subsequent consecutive one year appointment by December 15; by December 15 of the second year of a two year appointment; and twelve months prior to the end of a three year appointment.

A year of appointment in the tenure stream is recognized if the appointment became effective on or before December 31. In cases where the appointment became effective January 1 or later, the remainder of the academic year is disregarded for this purpose, and the next academic year is counted as the first year of appointment in the tenure stream.

Leaves of absence do not interrupt tenure stream status but may prolong the maximum allowable period in the tenure stream. When a tenure stream faculty member is granted a leave of absence, the official letter of notification from the Provost may state that the period of service has been extended and that the leave will not be counted as a part of the period of service. The minimum extension and period of non-counted service will be one academic term or semester, even though the leave was for a shorter period.

Under special circumstances, Ph.D. (or equivalent) faculty members and physician faculty members without clinical responsibilities may receive a temporary appointment outside the tenure stream up to a maximum of two academic years. A temporary appointment outside the tenure stream under this provision shall be made only when exceptional circumstances prevail that prevent normal progress in the tenure stream and are beyond the control of the individual.

Tenure may be held only by associate professors and professors. Tenure shall be held by a faculty member only in the school or at the regional campus where the tenure is granted. Once it has been awarded, tenure is obligatory for the University, optional with the faculty member. Tenure does not apply to administrative positions which may be for indefinite terms and are terminable at any time.

CRITERIA
APPOINTMENT AS ASSOCIATE PROFESSOR OR PROFESSOR
WITHOUT TENURE
PROMOTION TO ASSOCIATE PROFESSOR OR PROFESSOR WITHOUT TENURE

Associate Professor

Generally will have served a minimum of 5 years as an assistant professor

An associate professor should possess a doctoral or appropriate professional degree and have substantial experience in teaching, research, and applicable professional experience. The person should show a capacity and will to maintain teaching effectiveness and the ability for continuing growth as a teacher, scholar, and member of his or her profession. He or she also should have progressed in attaining eminence in a scholarly or professional field. An associate professor must display consistently mature performance in education, in research, in guiding and counseling students and junior faculty members, and in participating in the activities of the University. Time in grade is not a criterion for promotion.

Examples of evidence of service include provision of outstanding clinical care and evidence of service to the department and/or School of Medicine through committee work. Appointment or promotion require that an individual also demonstrate substantial evidence of scholarly achievement through either investigation and/or teaching. Examples of objective criteria follow. An individual need not meet all listed criteria but should demonstrate substantial achievements in a portion of them. It is acknowledged that some individuals may demonstrate little or no investigative achievement. These individuals would be expected to demonstrate significant excellence in scholarly teaching.

Investigation

Examples of Objective Evidence of Investigative Achievement for Associate Professor

- Record of scholarly publications (typically peer reviewed manuscripts in quality journals; 3-5 particularly important manuscripts provided to committee by the candidate).
- Consistent independent funding (2-3 years).
- Clear-cut evidence of originality, independence, and leadership, typically 15 publications but actual number may range widely based upon significance, quality, and type of article (first or senior author on over one-third of manuscripts).
- Consistent research theme and goals.
- Authorship of important reviews, chapters, and/or books.
- Recognized by peers regionally (evidenced by letters).
- Membership in leading scientific organizations.
- Editorial boards of scientific journals.

Teaching

Examples of Objective Evidence of Scholarly Teaching Achievement for Associate Professor

Evidence of consistent, significant contributions to the School of Medicine or departmental educational goals and objectives (greater than 5 years; evidenced by letters).
Contributions to the design, organization, and instruction of course or clinical programs.
Demonstration of ability to evaluate and counsel medical or graduate students.
Participation in postgraduate teaching courses.
Contributions to chapters and books.
Evidence of mentorship and serving in the preceptor role.

Professor

Most individuals will have served 5 to 7 years as Associate Professor as a minimum prior to consideration

The rank of professor recognizes the attainment of authoritative knowledge and reputation in a recognized field of learning and the achievement of effective teaching skills. The professor should have attained superior stature in his or her field through research, writing, professional practice, or leadership in professional and learned organizations, as well as having exceeded the standards described for ranks shown above.

Service to the School of Medicine through provision of outstanding clinical care and evidence of service to the department and/or School of Medicine is a prerequisite for consideration of the rank of professor. Duration of appointment at the associate professor level is not, of itself, adequate for consideration for promotion. Individuals considered for appointment or promotion to professor must demonstrate scholarly activity in investigative achievement and/or must demonstrate excellence in scholarly teaching achievement. The following examples serve as guidelines. Every individual need not meet every criteria.

Investigation

Examples of Investigative Achievement for Professor

- Continued scholarly publication (40 publications typically; first or senior author on over one-third of manuscripts)
- Consistent record of peer reviewed funding (5 to 7 years).
- Recognized by peers nationally and internationally (as evidenced by letters).
- Recognizable objective of research.
- Membership on editorial boards of scientific publications.
- Leadership role in significant scientific organizations.
- Membership on study sections and other scientific advisory panels.

Teaching

Examples of Scholarly Teaching Achievement for Professor

- Evidence of continued significant contribution to School of Medicine or departmental educational goals and objectives (10 to 12 years; evidenced by letters).
- Leadership role in educational mission (e.g. Program Director).
- Leadership role in the design and implementation of educational programs.
- Leadership in program initiatives.
- Contributions to books and teaching materials.
- Invited lectureships at major universities and leading scientific societies.
- Leadership in the development and presentation of CME
- Invited panelist.
- Teaching award(s).

FACULTY TITLES WITH RESEARCH PREFIX

RESEARCH PREFIX

The School of Medicine recognizes that some faculty members contribute substantially to the mission of the University within department, division, or other unit team investigative efforts. These faculty are best evaluated using metrics commensurate with their specific roles rather than those used in the usual tenure and non-tenure streams.

Individuals who seek the faculty title with the "Research" prefix generally spend greater than or equal to 90 percent of their effort in scientific investigation. Those with the research prefix choose to contribute to the academic mission primarily by collaboration on research projects. Faculty with the research prefix may participate in educational activities but are not expected to have regular teaching or service responsibilities.

These individuals provide valued collaboration in research programs but in most instances are not principle investigators on grants, nor are they expected to be first or corresponding authors on most publications. Faculty positions with the "Research" prefix are different from that of the *non-faculty* position of staff scientist.

CRITERIA APPOINTMENT AS RESEARCH INSTRUCTOR AND RESEARCH ASSISTANT PROFESSOR PROMOTION TO RESEARCH ASSISTANT PROFESSOR

Research Instructor

The instructor should have earned a doctoral degree or the highest appropriate professional degree, or provide evidence that he or she is successfully pursuing such a degree and expects to receive it within a reasonable time. Reappointment depends upon satisfactory scholarly progress and a demonstrated interest in and ability to pursue an academic career.

Research Assistant Professor

An assistant professor should have demonstrated substantial experience in advanced study and research. The assistant professor should possess a doctoral or appropriate professional degree. He or she should exhibit promise of excellence in research.

**CRITERIA
APPOINTMENT AS RESEARCH ASSOCIATE PROFESSOR
OR RESEARCH PROFESSOR
PROMOTION TO RESEARCH ASSOCIATE PROFESSOR
OR RESEARCH PROFESSOR**

Research Associate Professor

Generally will usually have served a minimum of 5 years as a research assistant professor. A research associate professor should possess a doctoral or appropriate professional degree and have substantial experience in research. The person should show a capacity and will to continue growth as a scientist, scholar, and member of his or her profession. He or she also should have progressed in developing research skills, being identified as a core member of a research team, and attaining eminence in an area of investigation.

Examples of Objective Evidence of Investigative Achievement for Research Associate Professor

- Record of scholarly publications (typically peer reviewed manuscripts in quality journals; 3-5 particularly important manuscripts provided to committee by the candidate).
- Authorship. (Typically 15 publications but actual number may range widely based upon significance, quality, and type of article. Status may be as first or senior author but is not required.)
- Collaboration in obtaining funding with clear evidence of substantive contributions to the success of the laboratory. Faculty member's role in ongoing research and funding acquisition is to be described by the chair or PIs of successful grants. Intellectual contribution is the key measure, rather than mere technical or administrative contribution.

Other desirable, but optional, examples include:

- Consistent research theme and goals.
- Authorship of important reviews, chapters, and/or books.
- Recognized by peers regionally (evidenced by letters).
- Membership in leading scientific organizations.
- Editorial boards of scientific journals.

Research Professor

Most individuals will have served 5 to 7 years as Associate Research Professor as a minimum prior to consideration.

The rank of professor recognizes the attainment of authoritative knowledge, skills, and reputation in a recognized field of investigation. The professor should have attained superior stature in his or her field through research, writing, or leadership in professional and learned organizations, as well as having exceeded the standards described for ranks shown above.

Duration of appointment at the associate professor level is not, of itself, adequate for consideration for promotion. Individuals considered for appointment or promotion to professor must demonstrate scholarly activity in investigative achievement.

Examples of Investigative Achievement for Professor

- Continued scholarly publication (40 publications typically; first or senior author not required)
- Consistent record of contributions critical to laboratory productivity and funding (5 to 7 years), as described by chair or PI.
- Recognition and demonstration that faculty member is an essential member of the research team, providing critical leadership in laboratory function, and supporting the overall cohesion of the research team.

Other desirable, but optional, examples include:

- Recognized by peers nationally and internationally (as evidenced by letters).
- Recognizable objective of research.
- Membership on editorial boards of scientific publications.
- Leadership role in significant scientific organizations.
- Membership on study sections and other scientific advisory panels.

**CRITERIA
APPOINTMENT AS CLINICAL ASSOCIATE PROFESSOR OR
CLINICAL PROFESSOR
PROMOTION TO CLINICAL ASSOCIATE PROFESSOR OR CLINICAL PROFESSOR**

Faculty titles with a clinical prefix are awarded to individuals who contribute to the mission of the School of Medicine by teaching and precepting its students and residents, through committee service, and/or by participation in departmental projects (e.g., clinical research trials) and initiatives. An individual is appointed initially at the rank of Clinical Instructor unless he or she has a record of significant teaching and service to the that would qualify for appointment at an advanced level. Affiliated (e.g., clinical prefix) appointments are without University salary, benefits, or employment status.

Clinical Associate Professor

The Handbook for Faculty, University of Pittsburgh, 1995 describes an associate professor as one who "should possess a doctorate or appropriate professional degree and have substantial experience in teaching and research or applicable professional experience. The person should show a capacity and will to maintain teaching effectiveness and the ability for continuing growth as a teacher, scholar, and member of his or her profession. He or she should also have progressed in attaining eminence in a scholarly or professional field. An associate professor must display consistently mature performance in course and curriculum planning, in guiding and counseling students and junior faculty members, and in participating in the activities of the University.

As volunteer members of the faculty clinical associate professors must exhibit high levels of skill as practitioners and teachers. They are expected to contribute actively to the educational programs of the School of Medicine and they must demonstrate the ability to stimulate students and trainees toward a scholarly approach to medical practice. Such clinical faculty should provide high quality, empathetic patient care, as judged by their peers and should willingly involve their patients in teaching activities.

Clinical Professor

The Handbook for Faculty indicates that the rank of professor recognizes the attainment of authoritative knowledge and reputation in a recognized field of learning and the achievement of effective teaching skill. The professor should have attained superior stature in his or her field through research, writing, professional practice, or leadership in professional and learned organizations, as well as having exceeded the standards described for ranks shown above. Clinical professors must have achieved undisputed recognition as outstanding teachers and clinicians. They must demonstrate leadership in design, organization and presentation of material and they will be expected to continue to contribute to the formal teaching programs of the School of Medicine.

Distinguished Service

Clinical associate professors and clinical professors who have contributed substantially to the academic programs of the School of Medicine through extensive service may be awarded the rank of *Distinguished Clinical Associate Professor* or *Distinguished Clinical Professor*. Infrequently granted, these ranks of distinction are a special recognition of senior clinical faculty by the University for meritorious past service.

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