

FACULTY APPOINTMENTS AND ACADEMIC ADVANCEMENT: PROMOTION AND TENURE GUIDELINES AND EVALUATION CRITERIA

LSUHSC School of Medicine at New Orleans

I. OVERVIEW OF TRACKS AND PATHWAYS

LSUHSC School of Medicine (LSU-SOM) has three advancement tracks:

- 1) **The *Clinical Track*** is for clinical faculty whose primary focus is excellence in clinical service with potential for development in other areas. This track includes pathways that provide the opportunity to switch to the tenure track or transition to the Clinician Scientist or Clinician Educator Pathways.
- 2) **The *Research Track*** is for basic science faculty whose primary focus is excellence in research and/or scholarship or teaching and education and potential for development in other areas. This track includes pathways that provide the opportunity to switch to the tenure track or transition to the Basic Science Educator pathway.
- 3) **The *Tenure Track*** is for faculty with a commitment to excellence in at least two of the following: research and/or scholarship, teaching and education, or service and/or administration. This track has the tenure earning pathway only.

LSU-SOM has defined pathways within the clinical and research tracks based on the approximate percentage of effort that faculty are assigned in research and/or scholarship, service and/or administrative work, or teaching and education.

Track	Pathway
Clinical Track	Clinical Practice
	Clinician Scientist
	Clinician Educator
Research Track	Research
	Educational Practice
	Basic Science Educator
Tenure Track	Tenure

LSUHSC School of Medicine has seven promotion pathways:

- 1) ***Clinical Practice Pathway*** – Clinical faculty on the Clinical Practice Pathway spend at least 80% of their effort in clinical practice. They will be expected to demonstrate engagement and excellence as a clinician and a commitment to LSU-SOM over time, in accordance with the rank sought. Their contributions in research, scholarship, teaching and education may be limited. This pathway provides the opportunity to transition to the Clinician Scientist Pathway or the Clinician Educator Pathway based upon how the faculty member's career unfolds.
- 2) ***Clinician Scientist Pathway*** – Clinical faculty on the Clinician Scientist pathway may spend 50-70% of their effort in clinical work. They will be expected to demonstrate engagement and excellence in clinical practice and in research and/or scholarship, in accordance with the rank sought. A national reputation is also required for promotion to professor. This pathway provides the opportunity to switch to the tenure track.
- 3) ***Clinician Educator Pathway*** – Clinical faculty on the Clinician Educator Pathway may spend 50-70% of their effort in clinical work. They will be expected to demonstrate engagement and excellence in education and teaching and clinical practice, in accordance with the rank sought. They may spend up to 50% of their effort in defined teaching and education, or administration and/or clinical service roles. The defined educational roles may include residency program director, clerkship, course director, associate dean, etc. A national reputation is also required for promotion to professor. This pathway provides the opportunity to switch to the tenure track.
- 4) ***Educational Practice Pathway*** – Basic Science faculty on the Educational Practice Pathway may spend more than 80% of their time in teaching and education and/or course administration. They will be expected to demonstrate engagement and excellence as a teacher and commitment to LSU-SOM over time, in accordance with the rank sought. Their contributions in research and/or scholarship, and administration may be limited. This pathway provides the opportunity to transition to the Basic Science Educator Pathway based upon how the faculty member's career unfolds.
- 5) ***Research Pathway*** – Basic Science faculty on the Research Pathway will spend 80% of their effort in research, including team science, core laboratory services or research endeavors. They will be expected to demonstrate engagement and excellence in their research and/or scholarship and commitment to LSU-SOM over time, in accordance with the rank sought. Their contributions to teaching and education and service and/or administration may be limited. This pathway provides the opportunity to transition to the Basic Science Educator Pathway based upon how the faculty member's career unfolds.
- 6) ***Basic Science Educator Pathway*** – Basic Science faculty on the Basic Science Educator Pathway may spend more than 50% of their effort in research and/or scholarship, teaching and education, or service and/or administration. In addition, they must demonstrate engagement in other domains in accordance with the rank sought. A national reputation is

also required for promotion to professor. This pathway provides the opportunity to switch to the tenure track.

- 7) **Tenure Pathway** – Faculty on the tenure pathway will spend a variable percentage of their effort and must demonstrate engagement and excellence, in accordance with the rank sought, in research and/or scholarship (including team science, core laboratory services or research endeavors), defined roles in teaching and education, such as course or curriculum director, or service and/or administration. A national and/or international reputation is also required for promotion to professor and tenure granting.

Overview of Promotions and Tenure Guidelines

The following general guidelines recognize that a faculty member functions in many spheres, and that *assessment for advancement must be individualized*. Promotion and tenure recommendations consider the following three basic categories of faculty activities: teaching and education; research and/or scholarship; and service and/or administration. The process seeks evidence of commitment to the fulfillment of the LSU-SOM mission in all three categories. Therefore, the promotions and tenure review process is meant to consider a faculty candidate's activities in these areas, and to assess their progress from the time of their appointment or their last academic promotion. It is important to note that academic advancement signifies the school's recognition that the faculty candidate is a worthy representative of the university. ***While the promotion guidelines do not include adherence to the LSUHSC Code of Conduct as a specific criterion, the school expects that all faculty adhere to the code and exemplify the underlying principles of professionalism the code entails. Lack of adherence will negatively impact promotion and tenure decisions.***

Initiation of the promotions or tenure process is an important step in career development and planning for a faculty member. As part of the annual review process, the faculty member and their supervisor should make a joint decision to proceed with promotion and/or tenure review. Anticipating review of the promotion documents by multiple individuals, the faculty member and supervisor should prepare the promotion or tenure materials with these general guidelines and evaluation criteria in mind. The promotions packet should clearly document the accomplishments of the faculty candidate, emphasizing those activities that are most valued in the candidate's academic appointment pathway.

Promotion from Assistant Professor to Associate Professor

Track	Pathway	Research and/or Scholarship	Teaching and Education	[‡] Service and/or Administration
Clinical	<i>*Clinical Practice</i>	Limited Engagement	Limited Engagement	Excellence and Duration of Service
	<i>**Clinician Scientist</i>	Excellence	Limited Engagement	Engagement
	<i>**Clinician Educator</i>	Limited Engagement	Excellence	Engagement
Research	<i>*Research</i>	Excellence and Duration of Service	Limited Engagement	Limited Engagement
	<i>*Educational Practice</i>	Limited Engagement	Excellence and Duration of Service	Limited Engagement
	<i>**Basic Science Educator</i>	Engagement	Excellence	Limited Engagement
		Limited Engagement	Excellence	Engagement
		Excellence	Engagement	Limited Engagement
		Engagement	Limited Engagement	Excellence
Tenure	Tenure Review 1. Clinician Educator 2. Basic Science Educator	Engagement	Excellence and National and/or Int'l Reputation	Excellence
	Tenure Review Basic Science Educator	Excellence and National and/or Int'l Reputation	Excellence and National and/or Int'l Reputation	Engagement
	Tenure Review Clinician Scientist	Excellence and National and/or Int'l Reputation	Engagement	Excellence

[‡]Service – Clinical, Institutional, Organization/Society, Community.

*Pathway provides the opportunity to transition to a different pathway.

** Pathway provides the opportunity to switch to the Tenure Track.

Promotion from Associate Professor to Professor

Track	Pathway	Research and/or Scholarship	Teaching and Education	[‡] Service and/or Administration
Clinical	<i>*Clinical Practice</i>	Limited Engagement	Limited Engagement	Excellence and Duration of Service
	<i>** Clinician Scientist</i>	Excellence and National Reputation	Engagement	Excellence
	<i>**Clinician Educator</i>	Engagement	Excellence and National Reputation	Excellence
Research	<i>*Research</i>	Excellence and Duration of Service	Limited Engagement	Limited Engagement
	<i>*Educational Practice</i>	Limited Engagement	Excellence and Duration of Service	Limited Engagement
	<i>**Basic Science Educator</i>	Engagement	Excellence and National Reputation	Excellence
		Excellence and National Reputation	Excellence	Engagement
		Excellence and National Reputation	Engagement	Excellence
Tenure	Tenure Review 1. Clinician Educator 2. Basic Science Educator	Engagement	Excellence and National and Int'l Reputation	Excellence
	Tenure Review Basic Science Educator	Excellence and National and Int'l Reputation	Excellence and National and Int'l Reputation	Engagement
	Tenure Review Clinician Scientist	Excellence and National and Int'l Reputation	Engagement	Excellence

[‡]Service – Clinical, Institutional, Organization/Society, Community.

*Pathway provides the opportunity to transition to a different pathway.

** Pathway provides the opportunity to switch to the Tenure Track.

**Tenure Track Promotion Only – Continuing on Tenure Track
Promotion from Assistant Professor to Associate Professor**

	Research and/or Scholarship	Teaching and Education	‡Service and/or Administration
1. Clinician Educator 2. Basic Science Educator	Limited Engagement	Excellence	Engagement
Basic Scientist Educator	Excellence	Engagement	Limited Engagement
Clinician Scientist	Excellence	Limited Engagement	Engagement

***Service – Clinical, Institutional, Organization/Society, Community.**

**Tenure Track Promotion Only – Continuing on Tenure Track
Promotion from Associate Professor to Professor**

Pathway	Research and/or Scholarship	Teaching and Education	‡Service and/or Administration
1. Clinician Educator 2. Basic Science Educator	Engagement	Excellence and National Reputation	Excellence
Basic Science Educator	Excellence and National Reputation	Excellence	Engagement
Clinician Scientist	Excellence and National Reputation	Engagement	Excellence

***Service – Clinical, Institutional, Organization/Society, Community.**

II. APPOINTMENT, PROMOTION AND TENURE CRITERIA

A. INTRODUCTION

The promotion and tenure review process evaluates accomplishment in accordance with the major focus/foci of a faculty member's effort as defined by the terms of their pathway appointment. Multiple individuals review promotion documents and make recommendations, including the departmental faculty committee, department head, LSU-SOM Appointments and Promotions Committee, the Administrative Council, the Dean, the Vice Chancellor for Academic Affairs, and the Chancellor. The LSU Board of Supervisors may also provide a judgment, or they may delegate authority for promotions and tenure decisions (see Permanent Memorandum #69, December 16, 2016). These groups and individuals consider the accomplishments of the faculty candidate in the context of the current appointment track, pathway and assigned responsibilities.

Time in Rank

LSU System Bylaws specify that faculty should hold the rank of Assistant Professor for a minimum of three years to be eligible for promotion to the rank of Associate Professor. Typically, it takes 5 – 6 years for faculty to accrue the academic qualifications necessary for promotion to the rank of Associate Professor. LSU System Bylaws also specify that faculty should hold the rank of Associate Professor for a minimum of five years to be eligible for promotion to the rank of Professor. Typically, it takes 7–8 years for faculty to accrue the academic qualifications necessary for promotion from Associate to the rank of Professor. A faculty member with an exceptional record of research and scholarship may be encouraged to apply for promotion after the minimum time in rank.

Time in rank (or length of overall duration of service) does not alone constitute justification for advancement. Time in rank, however, *is* an important factor for faculty on the *clinical practice* or *educational practice pathways* who are under consideration for promotion to associate professor. These faculty are not expected to engage in much scholarly activity. However, clinical productivity (as evidenced by RVUs and other measures) or excellence in teaching quality and quantity for a significant length of time (6-7 years) are important contributions to the school. These individuals should be rewarded with promotion to associate professor even though they have limited contributions in other areas.

Time in rank, is also an important factor for faculty on the *clinical practice* or *educational practice pathways* who are under consideration for promotion to professor. These faculty are expected to engage in some scholarly activity. However, clinical productivity (as evidenced by RVUs and other measures) or excellence in teaching quality and quantity for a significant length of time (8-9 years) are important contributions to the school. These individuals should be rewarded with promotion to professor even though they have limited contributions in other areas.

Likewise, time in rank may be an important factor for faculty who are gratis or part time at low percentages of effort. Those faculty may not have expectations to produce scholarship, as their commitments may focus on activities such as resident supervision. However, excellence in their primary role for a significant length of time, typically 7 – 8 years, demonstrates commitment to LSU-SOM and may merit promotion to the rank of Associate Professor and to Professor after 15 years.

B. GENERAL APPOINTMENT AND ADVANCEMENT CRITERIA

The criteria listed below provide examples of evidence that *may* be included in the curriculum vitae or elsewhere in the promotions packet to document the achievements of a faculty member and their contributions to the school in the categories of *research and/or scholarship, service and/or administration or teaching and education*. The *specific* criteria used to make a recommendation about promotion or granting of tenure depend on a faculty member's academic pathway, and their designated responsibilities.

1. Research and Scholarship

General Comments about the Research and Scholarship Criteria of Boyer, 1990 and Glassick, et al., 1997

For faculty on the Tenure, Clinician Scientist, Basic Science Educator, and Research pathways, there are expectations for traditional measures of research and scholarship. As articulated in contemporary conceptualizations of research and scholarship, this range of activities includes the scholarship of discovery, application, teaching, and integration. The scholarship of discovery, teaching, and application relate directly to LSU-SOM's major missions in research, teaching, and service. The scholarship of integration is related to all three areas and should be considered relative to contributions in the three primary areas.

While overlap may exist, a distinction exists between scholarly activity and scholarship. For example, delivering a good lecture in a medical school course is expected of a faculty member and is an example of scholarly activity. To qualify as scholarship in teaching, it is expected that the faculty member publicly disseminates the development of new courses, curriculum, and/or approach to teaching through publication or website posting. In service, a distinction can be made between a faculty member who provides competent clinical service as scholarly activity and one who is viewed as an authority in a specific area of clinical medicine as scholarship. Scholarly activity in research includes delivery of scientific presentation at regional, national, and international meetings or universities. Scholarship in research is achieved through peer reviewed publication of newly developed techniques, methods, or novel scientific discoveries. Application of the same method in support of the research mission might be an example of scholarship in service if this method was judged by the faculty member's peers to be integrally important to the research mission.

Scholarship of Discovery

" ... the scholarship of discovery ... comes closest to what is meant when academics speak of "research". No tenets in the academy are held in higher regard than the commitment to knowledge for its own sake, to freedom in inquiry and to following, in a disciplined fashion, an investigation wherever it may lead ... Scholarly investigation ... is at the very heart of academic life, and the pursuit of knowledge must be assiduously cultivated and defended." ^{1,2}

Scholarship of Teaching

"When defined as scholarship ... teaching both educates and entices future scholars. As a scholarly enterprise, teaching begins with what the teacher knows ... Teaching is also a dynamic endeavor involving all the analogies, metaphors, and images that build bridges between the teacher's understanding and the student's learning ... Further, good teaching means that faculty, as scholars, are also learners ... In the end, inspired teaching keeps the flame of scholarship alive ... Without the teaching function, the continuity of knowledge will be broken and the store of human knowledge dangerously diminished." ^{1,2}

Scholarship of Application

"The third element, the application of knowledge, moves toward engagement as the scholar asks, 'How can knowledge be responsibly applied to consequential problems? How can it be helpful to individuals as well as to institutions?' ... To be considered scholarship, service activities must be tied directly to one's special field of knowledge and relate to, and flow directly out of, this professional activity. Such service is serious, demanding work, requiring the rigor-and the accountability-traditionally associated with research activities." ^{1,2}

Scholarship of Integration

"By integration, we mean making connections across the disciplines, placing the specialties in larger context, illuminating data in a revealing way, often educating non-specialists, too ... Today, interdisciplinary and integrative studies, long on the edges of academic life, are moving toward the center, responding both to new intellectual questions and to pressing human problems. As the boundaries of human knowledge are being dramatically reshaped, the academy surely must give increased attention to the scholarship of integration." ^{1,2}

References:

1. Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton University Press, 3175 Princeton Pike, Lawrenceville, NJ 08648.
2. Glassick, C. E., Huber, M. T., Maeroff, G. I., & Boyer, E. L. (1997). *Scholarship assessed: Evaluation of the professoriate*. San Francisco: Jossey-Bass.

Excellence in Research and Scholarship can be recognized by:

A. Expertise as an Independent Researcher, Team Scientist or Core Laboratory Scientist

Faculty can provide evidence of research expertise by documenting the following:

1. Primary grant support of the research program derived from grant or contract funds from local, national or international agencies, industry, foundations or other sources generated by the applicant as Principal Investigator, Co-/Sub-Investigator, or Investigator.
2. Team or Core Laboratory Scientists provide services and support that are critical to the implementation and success of the grants or contracts described above. These faculty members should be involved in multiple and/or major projects supported by the funding.

It is expected that Core Laboratory Scientists will participate in multiple projects simultaneously. Significant salary support for team and core laboratory scientists should be derived from the source of funding above or from funds generated by the core laboratory.

3. Independent discovery and dissemination of new knowledge or specialized contributions to a team or core laboratory that discovers and disseminates new knowledge.
4. Faculty on the Research Pathway may also provide services and support that are critical to the implementation and success of the grants or contracts described above. It is expected that some salary support will be generated from their research, but duration of service is also considered. However, to qualify for transition to the Basic Science Educator Pathway, primary grant support and independent research must be present.
5. Participation in multi-center trials with national and international collaborators.
6. Development, dissemination, and acceptance of new ideas and concepts leading to further investigation.
7. Development, dissemination, and acceptance of a new or improved method of ensuring replicability of laboratory measurements.
8. Primary funding of clinical trials through grants, industry contracts, and other sources.
9. Development of a new method for assessing patient status.
10. Development, dissemination, and acceptance of a new method for diagnosis or interpreting diagnostic criteria.
11. Development of an improved method of therapy.
12. Discovery of new knowledge related to pathophysiologic processes or disease manifestation.
13. Active participation in multi-center studies that develop improved methods of therapy.
14. Outcomes-oriented and other applied research in a clinical setting.
15. Outcomes-oriented and other applied research in an educational setting.
16. Participation on a team of scientists that engage in any of the above activities, including but not limited to providing core laboratory services, data analysis and coordination of collaborators and other laboratories or clinical and research sites.

B. Scholarly Activity and Dissemination of New Knowledge

Faculty can provide evidence of scholarly activity by documenting the following:

1. Publications in peer-reviewed journals.
2. Publications co-authored with graduate students and/or residents and/or fellows.
3. Presentation and publication of peer-reviewed abstracts.
4. Presentation of peer-reviewed or juried papers at regional, national or international meetings.
5. Significant citation by other workers in the field, especially the leaders, of published papers (can be determined with Citation Index) or penetration into social and other media.
6. Published book chapters and reviews in the field of expertise.
7. Author or editor of books in the field of expertise.
8. Non-peer-reviewed publications or reviews in the field of expertise.
9. Published reviews of your papers and books by leaders and others in the field.
10. Invitations to speak at scientific meetings and at other universities.

11. Awards for outstanding research accomplishments.
12. Referee of manuscripts for journals in area of expertise.
13. Referee of paper proposals for meetings of national associations.
14. Review of grant applications to local, state, national, and governmental agencies.
15. Appointment to national committees to review research proposals or results.
16. Intellectual property holdings for the school (i.e., patents, copyrights, trade secrets, etc.) with associated licensing or development agreements, as appropriate.
17. Serving as an expert spokesperson in the field of expertise on local or national media.
18. Development and external dissemination of new and innovative curricula, student assessment, and instructional material.
19. Development and external dissemination of innovative methods for training educators in new instructional methods.
20. Submission of research proposals to national agencies or foundations.

2. Teaching and Education Criteria

General Comments about Teaching and Education Criteria

Teaching medical students, undergraduate and graduate students, clinical residents and post-doctoral fellows is any activity that fosters learning. This includes direct teaching in classroom, lab, and clinical settings as well as the creation of associated instructional materials. Faculty members should take a scholarly approach when they design, implement, assess and redesign any educational activity. Faculty should draw from the literature and use “best practices” in their field. Faculty are also encouraged to engage in educational scholarship by disseminating their ideas and experience in local presentations, presentations at professional meetings, on-line venues such as MedEd Portal, and publications. These educational presentations and publications will be evaluated as part of a faculty member’s portfolio of research and scholarship.

There are four categories for criteria related to Teaching and Education: *teaching, curriculum development, advising/mentoring, and learner assessment*. (Note that educational administration is an important aspect of education, but it is included in these guidelines as evidence of service to the school and administration.) Faculty seeking academic promotion may present evidence focused on a single educational activity category (e.g., teaching), or in multiple categories, such as curriculum innovation, learner assessment, and mentoring. The types and forms of evidence may vary by category. Documentation should be both quantitative and qualitative. Faculty should present the evidence concisely using common terminology and in easy-to-read formats that may include tables, figures, or graphs. In all cases, the faculty member’s quantity, quality and level of engagement related to teaching and education should be clear. In this context, quantity refers to the amount of teaching, mentoring, assessment, and curriculum development done by a faculty member. Quality refers to the excellence of faculty member’s teaching, advising, assessment, and developed curriculum. Engagement refers to involvement with the broader educational community (local, regional, national or international) to incorporate best practices and to disseminate new ideas and experiences.

Excellence in Teaching and Education can be recognized by:

A. Teaching

Faculty should list their formal teaching responsibilities and include the school and courses or programs in which these teaching activities occur. Formal teaching responsibilities include teaching that is part of a course (in one of the Health Sciences Center schools or a CME course), clerkship, or the recurrent didactic component of a residency or fellowship program.

Quantity of Teaching

Quantity should be defined in terms of cumulative hours per year, the size of audience and the teaching format. Quantify the hours per year that you spend in direct teaching in each of these categories:

- **Lecture**
 - Large group (i.e. medical school, nursing school, dental school or large allied health school class [large group is defined as > 75 students])
 - Moderate group (20-74 students)
 - Small group (i.e. graduate students, < 20 students)
- **Active learning**
 - Large group (Team Based Learning exercise, interactive question and answer review session, interactive case discussion session, etc. to a large group [group > 50 students])
 - Lecture or Active learning session with a group of 20-74 students
 - Simulation sessions
- **Small group seminar** (e.g. CSI clinical forums session, Team Up session, etc. [generally with a group <20 students])
- **Project mentoring** (i.e. teaching a learner and the skills needed and working with them on a QI project, learner research project, etc)
- **Lab instruction** (e.g. teaching in gross anatomy lab, physiology lab, skills lab, physical diagnosis instruction, surgical anatomy elective, etc. regardless of class size)
- **Teaching conferences** (e.g. Grand Rounds, case conferences, journal clubs and other conferences directed toward residents or mixtures of residents, students, and faculty)
- **Clinical rounds** (This includes formal teaching rounds designed specifically for students, direct observation exercises, or combined patient care/teaching rounds. When making combined patient care/teaching rounds, allocate no more than 50% of the time spent teaching residents and students. When teaching in the outpatient clinic setting, allocate no more than 25% of the time spent in clinic to teaching.)

In addition to listing lectures, conferences, and other formal teaching responsibilities on the CV, faculty may want to quantify their teaching responsibilities since their last promotion in a table such as the one shown below.

Teaching Type or Format	Hours/year*	Taught individually or as	Recorded or Live
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		part of a team	(include year)
Lecture to a large group (≥ 75)			
Lecture to a moderate group (20-74)			
Lecture to a small group (< 20)			
Active learning for a large group			
Active learning for a moderate group			
Active learning for a small group			
Simulation sessions			
Small group seminar			
Project mentoring			
Lab instruction			
Clinical rounds			

*Average since the last promotion

Quality of Teaching

Evidence for teaching quality can come from a variety of measures. If faculty propose promotion partially based on excellence in teaching, then faculty must provide evidence of teaching quality in addition to learner evaluations using standard forms and rating scales or open-ended narrative comments, including comparative evaluation to peers such as:

1. Learner evaluations using standard forms (e.g. Aesculapian) and rating scales or open-ended narrative comments, including comparative evaluation to peers.
2. Peer review by members of an applicant's division, department, or institutional committee, with an eye toward objectives, format, organization, and innovation.
3. Teaching awards and honors.
4. Evidence of learning as a strong indicator of excellence (e.g., pre- and post-teaching assessment of learner performance).

Engagement with the Education Community

Faculty can demonstrate their engagement with the educational community in a variety of ways. These include, but are not limited to:

1. Descriptions of how teachers' approaches or uses of instructional materials were informed by the literature or best practice.
2. Graphical presentation of a comparative analysis of teachers' own materials with "best practices" in the field, documenting relative strengths and weaknesses.
3. Other examples of efforts to improve teaching by engagement with the education community (e.g., formal course work in education, attendance at educational conferences).
4. Evaluations from a conference presentation, teaching awards, or recognition with annotations regarding selection process and criteria.
5. Data demonstrating adoption by other faculty.

B. Curricular Innovation

Quantity

Faculty can quantify their curriculum innovations through brief narrative descriptions on the CV.

1. Narrative description of each innovation at the level of new teaching sessions, course development, or curriculum as a whole
2. A narrative description of 'curricula' developed for faculty may also be included as curricular innovation. Comprehensive faculty development initiatives, such as those that relate to community engagement, health equity and inclusion may be included here and are valuable to the institution.

Quality

Faculty can demonstrate the quality of their curricular innovations by including data or descriptions of the following in the brief narratives on their CV, in the educator portfolio or in letters of recommendation.

1. Learner reactions and ratings
2. Outcomes, including the impact on learning (e.g., course examinations)
3. Graphic displays of improvement over time (e.g., relation to previous curriculum offerings)
4. Peer review by local experts, the institution's curriculum committee, or accreditation reviewers

Engagement with the Education Community

Faculty can provide evidence of engagement with the education community by listing the following in their CV:

1. Invitations to present curriculum work at meetings, supplemented by documentation of the presentation's quality.
2. Peer-reviewed or invited presentation at regional, national, or international meetings.
3. Acceptance of curriculum material to a peer-reviewed repository (e.g., MedEdPORTAL).
4. List of institutions where the curriculum has been adopted, including the author's home institution.
5. Invitations for curriculum consultation from other department or schools, including tracking of the consultations' use.
6. Number of citations in other instructors' curricula.

C. Advising and Mentoring

Quantity

Quantitative data should include the following:

1. List the type and number of learners (Protegés, House's students, PhD students, letters of reference, etc.) mentored or advised in chronological order. These interactions document those outside of the routine interactions that occur as part of the educational environment. Include an estimate of the time invested in each relationship (e.g., duration, frequency of

contact, and total hours).

2. When serving as a dissertation advisor, the names and positions of the mentees should be included.
3. The number of graduate students, residents, post-doctoral students, and fellows for whom the faculty member serves as the research director.

Quality

Evidence of quality mentoring may include the following:

1. Listing of advisees' significant accomplishments, including publications, and presentations, and the development of tangible educational products, recognitions, and awards.
2. Evaluations of advising and mentoring effectiveness from advisees using standardized forms with comparative ratings can be included in the educator portfolio or in the recommendations from your department head or department.
3. Narrative comments from advisees; when available, comparative data in the form of historical or discipline-based standards can be included in letters of recommendation.

Engagement with the Education Community

Evidence of engagement may include the following:

1. Participating in professional development activities to enhance mentoring/advising skills.
2. Adopting effective mentoring strategies with documented links to the literature.
3. Writing an institutional guide informed by the literature and best practices.
4. Designing an effective program guided by current evidence.
5. Leading initiatives that improve institutional mentoring and advising practices.
6. Receiving invitations to critically appraise mentoring programs and providing documentation of the results and the appraisal's impact.
7. Posing investigational questions about mentoring/advising, selecting methods to answer them, collecting and analyzing data, making the results public, and obtaining peer review.
8. Securing program development funding through a peer-reviewed process.
9. Conducting skill enhancement training sessions at professional meetings.
10. Publishing peer-reviewed materials in print or electronic formats, such as institutional mentoring guides.
11. Convening scholarly conferences on mentoring, serving as a mentoring consultant to professional organizations, being invited to serve as a peer reviewer of mentoring or advising, receiving mentoring or advising awards, and having success in competitive funding for innovative mentoring-related projects.

D. Learner Assessment

Quantity

The time and effort engaged in learner assessment can be included in descriptions of teaching and administrative efforts. For instance, faculty can include the number of test questions written with the listing of a new lecture that was prepared. Additionally, course directors can include the time and effort involved in writing exams or putting together board type exams. Brief descriptions should use jargon-free language and should include the size and nature of the learner population

being assessed, the size of the assessment, and the intended uses of the information

Quality and Engagement with the Educational Community

More important than quantity of assessments are advances in assessment quality and a scholarly approach to assessment that is validated by the educational community. Evidence for assessment quality and external engagement may include the following:

1. Presentations on the assessment process or outcomes to local audiences (e.g., curriculum committees or internal reviews in preparation for a residency review committee visit).
2. Peer-reviewed presentations and workshops at professional meetings or invited presentations.
3. Acceptance of the assessment tool in a peer-reviewed repository.
4. Assessment research presented at national meetings or published in peer-reviewed journals.

E. Educational Administration/Leadership

Faculty who serve in leadership roles such as course directors, clerkship directors, program directors, or curriculum directors are vital to the school's educational mission. For purposes of promotion, these roles will be considered under Service and/or Administration.

3. Service and Academic Administration

General Comments about Service and Academic Administration

Service and academic administration includes a variety of activities that contribute to the school's missions but do not directly involve teaching or research/scholarship. There are a variety of domains for service and administration. These include clinical service, school or university service, departmental service, hospital service, service to national or international organizations, and community service. The list below contains examples of these activities and a framework for reporting them. Faculty members should not only list the pertinent items on their CV but should also attempt to quantify the effort involved and include its impact for the school or health sciences center. In the case of clinical service, this may include objective measures such as RVUs, but clinicians should also document whether they bring a unique skill set to the school and region based on their expertise. Clinical service constitutes a large percentage of effort for most clinical faculty. Exceptional clinical service for a significant time-period may be an important factor in promotion from Assistant Professor to Associate Professor on the clinical track. School or university service, departmental service, and hospital service generally refers to participation in governance through work on committees and task forces. While this should not be the primary focus of effort for any faculty member, participation demonstrates good citizenship and engagement in issues of importance to the school, university and hospital. To the extent possible, faculty should indicate the frequency of meetings and overall time commitment of this committee service. Service on national and international committees is most important if that service helps you contribute (directly or indirectly) to the mission, recognition and reputation of the school. For

example, service on study sections may enhance the institutional knowledge and understanding of the funding process and priorities of organizations such as NIH; service for accrediting agencies may enhance our own program accreditation; and service on national or international professional societies may enhance the dissemination of scholarship by other faculty members. Finally, community service is most valuable if it promotes the institution in the eyes of the public at the local, state or national level.

Academic administration refers to defined leadership roles in the school, health sciences center, or hospital. These roles can also be at the department, school, or university level. Leadership roles can be in areas of education (e.g. course director, program director, etc.), research (e.g. oversight of a research center or significant research initiative), or clinical service (e.g. director of a hospital service, implementation of a significant clinical initiative). Major administrative roles in the school (e.g. department head or section chief, assistant or associate dean) may constitute the major focus of one's effort. In these cases, exceptional leadership (evidenced by programmatic innovations) may supplant criteria in other areas such as research and scholarship or teaching and education.

Excellence in Service and Administration can be recognized by:

A. Clinical Service

Faculty can document their clinical service by providing evidence of the following:

1. Clinical productivity and RVUs. Providing RVUs may be particularly important for faculty on the clinical practice or Clinician Scientist pathways. Other metrics can be provided as evidence for the quantity and quality of clinical care provided.
2. Documentation of how the faculty member built a new clinical program or expanded an existing program.
3. Clinical care outcomes and performance metrics.
4. Reputation as a clinician and consultant, including recognition as local or regional "Best Doctor" publication, etc.
5. Numbers of referrals from local or regional physicians.
6. Special clinical skills or competencies that fill a need and enhance the school's clinical operation or training programs.
7. Introduction of new clinical skills or techniques to the institution.
8. Implementation of innovations, as a participant or leader, that enhance patient care, such as quality improvement initiatives, chronic disease management programs, critical pathways, medical homes projects, and interprofessional practice.
9. Development of new quality improvement initiatives or clinical programs that serve to fulfill the mission of the Health Sciences Center.
10. Leadership or substantive involvement in planning and implementing health care delivery during unexpected medical crises or natural or other disasters.

B. Institutional Service (Department, School, University, or Clinical Partners)

Leadership roles in committees and special initiatives are important. If faculty reference a leadership role, narrative description of major achievements can be included. In all cases, an estimate of the time commitment should be included with institutional service. Faculty can provide evidence of their institutional service by documenting the following:

1. Leadership of a departmental, school, health sciences center, or hospital committee.
2. Participation in a departmental, school, health sciences center, or hospital committee.
3. Leadership role in a special initiative, such as strategic planning, community engagement, or preparation for accreditation.
4. Participation in a special initiative such as strategic planning, community engagement, or preparation for accreditation.
5. Service as a medical staff officer for clinical and/or hospital partner.
6. Advising for student organizations.
7. Formal leadership role in career counseling for students outside of teaching responsibilities.
8. Formal role in mentoring for faculty.
9. Formal role in recruitment and selection of residents, graduate students or post-docs.

C. Regional, National, or International Service

Faculty should include brief narrative descriptions of the service, and the time commitment involved. Having a national/international reputation is important for promotion from the rank of assistant/associate professor and national/international service is good evidence of a faculty member's reputation. Faculty can provide evidence of their regional, national, or international service by documenting the following:

1. Appointed or elected leadership role in professional organizations or societies or governing boards at a regional, state, national, or international level.
2. Service on a work group or task force or planning committee for professional organizations or societies at a regional, state, national, or international level.
3. Service for a regulatory agency or accrediting body.
4. Organization of programs at state or national/international meetings of professional organizations.
5. Participation in or consultation for health care-related committees, organizations, or workshops and/or symposia locally, regionally, or beyond.
6. Participation on site visit committees for funding and/or accrediting agencies.
7. Service on a governmental advisory committee.
8. Contribution to board examinations such as question writer, reviewer, or examiner.
9. Honors/Acknowledgment for national or international service.

D. Community Service

Community service is most valuable if it enhances and promotes the institution's reputation in the eyes of the local community and public at large. Faculty can document community service by listing the following:

1. Participation in community service or other volunteer activities that promotes the school or

health sciences center and increases the institution's visibility in the state and local community are valued forms of community service.

2. Participation in educational outreach projects targeting underserved communities
3. Participation in volunteer clinics such as the Student Run Homeless Clinics
4. Participation in health fairs and community screening activities.
5. Lectures and informational talks to local community groups.
6. Organizing and leading community health efforts, particularly those that address health equity.
7. Serving on advisory boards or committees for community organizations that try to improve physical and mental health in the community.
8. Other community service activities, such as work with schools, neighborhood organizations, youth development groups, and community sports are evidence of good citizenship, but are less highly valued compared to those activities that promote the institution's visibility directly.

E. Administration

Faculty may list formally created administrative roles under 'academic appointments' if they are positions such as section chiefs or members of the dean's staff. Faculty should list and briefly describe all administrative roles in the service and administration section of the CV. Documentation of quality in leadership includes a concise description of projects, including dates, context, identified problems, goals established, and outcomes. Faculty may demonstrate engagement with the academic community by including whether they drew on available literature to advise their administrative advancements. If the administrative achievements are disseminated, those presentations may be included as scholarship. Faculty can document service in administration by listing the following:

1. Defined and formally appointed leadership role in the department, school, health sciences center, or a partnering hospital, clinic or agency. Provide a brief description of the associated duties, percent effort devoted to the role, and major accomplishments.
2. Defined and formally appointed leadership role in education (educational administration) such as course director, clerkship director, program director or curriculum director. Provide a brief description of the associated duties, percent effort devoted to the role, and major accomplishments.
3. Development, initiation, and implementation of special projects, policy initiatives, or programs within the school or health sciences center. These may include new training programs, major revisions of existing educational programs or curricula, community engagement and outreach programs, faculty development initiatives, etc.
4. Initiation or implementation of new clinical services, health care delivery policies, projects, or programs within a partnering clinical or hospital entity.
5. Leadership in initiatives to change policy or legislation.
6. Leadership or substantive participation in the school, health sciences center, hospital partner, or other regulatory accreditation activities, such as LCME, SACSCOC, ACGME/RRC, etc.

SPECIFIC CRITERIA BASED ON TRACK AND PATHWAY

Guidelines for appointment and promotion within the different academic tracks and pathways are below. These guidelines suggest the necessary achievements in the domains of *teaching, education, research, scholarship, service and administration* for promotion to associate professor or professor. They do not represent absolute requirements. Appointment and promotion requirements will vary depending on the advancement pathway and designated responsibilities of each faculty candidate. Outstanding work in one domain may be reason to have reduced expectations in other domains. Faculty should provide evidence of excellence in the domain that most closely aligns with their pathway and designated role in the school or health sciences center. The required attainment of engagement or excellence in other domains depends on the track, pathway, and rank sought.

Clinical Track Appointments and Promotions

Appointment to Instructor of Clinical _____

- Terminal degree in the field.
- Evidence of effective clinical and teaching skills.
- Evidence of professionalism.
- Willingness to provide service to the department or school.
- A scholarly approach in clinical work and/or teaching, and the potential to become a productive member of the faculty.
- Show promise of the ability to perform successfully the duties for which they were employed or may be assigned in the future.
- Instructors are not eligible for tenure granting.

Appointment or Promotion to Full-time Assistant Professor of Clinical _____

Clinician Scientist Pathway

- Terminal degree in field or specialty.
- Capacity for teaching and mentoring.
- Potential for clinical, basic science, team science, core laboratory services or research contributions and collaborations.
- Willingness to participate in departmental or school committee work.
- Excellence in patient care.
- A scholarly approach in clinical care.
- Clinical competence as evidenced by board-eligibility or board-certification in primary specialty.

Clinician Educator Pathway

- Terminal degree in field or specialty.

- Capacity for teaching and mentoring.
- Potential for educational science research contributions and collaborations.
- Willingness to participate in departmental or school committee work.
- Excellence in patient care and teaching.
- A scholarly approach in clinical care and teaching.
- Clinical competence as evidenced by board-eligibility or board-certification in primary specialty.

Clinical Practice Pathway

- Terminal degree in field or specialty.
- Capacity for teaching.
- Willingness to participate in departmental or school committee work.
- Excellence in patient care.
- A scholarly approach in clinical care.
- Clinical competence as evidenced by board-eligibility or board-certification in primary specialty.

Appointment or Promotion to Associate Professor of Clinical _____

Clinician Scientist Pathway

- Excellence in research and/or scholarship and engagement in service and/or administration.
- Engagement in teaching and education will be minimal.
- Development and participation in clinical, basic science, team, or core laboratory services or research.
- Dissemination of knowledge through peer-reviewed publications and abstracts. Limited publications should demonstrate principal authorship (first or last position).
- Recognition through invitation to participate in local, regional, and national meetings
- Contribution to medical student and/or resident training.
- Continuing commitment to departmental and/or institutional missions of teaching, research, and/or service.
- Membership in major scientific or specialty societies.
- Local, regional or national reputation.
- Recognition through formal awards, local and regional invited lectures, and participation in professional society or scientific programs and CME courses.
- Clinical competence as evidenced by board-eligibility or board-certification in primary specialty.

Clinician Educator Pathway

- Excellence in teaching and education, and engagement in service and/or

administration.

- Engagement in research and/or scholarship will be minimal.
- Evidence of significant contribution to medical student and/or resident training in both clinical and preclinical years.
- Directorship of teaching or training course or program, curriculum or clerkship directors, residency program directors, etc.
- Development or implementation of new teaching techniques, patient quality initiatives, etc. based on evidence from the literature.
- Dissemination of knowledge through peer-reviewed publications and abstracts. Limited publications should demonstrate principal authorship (first or last position).
- Membership in major scientific or specialty societies.
- Recognition through invitation to participate in local, regional, and national meetings, etc.
- Continued commitment to departmental and/or institutional missions.
- Leadership role in partnering hospitals, local or regional clinical affairs and/or participation in health care related internal and external committees, programs, and/or governing boards.
- Community health efforts and other community service activities.
- Clinical competence as evidenced by board-eligibility or board-certification in primary specialty.

Clinical Practice Pathway

- Excellence as a clinician and commitment to LSU-SOM over time.
- Limited engagement in research, scholarship, teaching and education.
- Evidence of contribution to medical student and/or resident training.
- Letters of recommendation written on behalf of students.
- Membership in major scientific or specialty societies.
- Commitment to service of the departmental and/or institutional missions.
- Community health efforts and other community service activities.
- Clinical competence as evidenced by board-eligibility or board-certification in primary specialty.

Appointment or Promotion to Professor of Clinical _____

Clinician Scientist Pathway

- Excellence in research and/or scholarship (with national reputation) and service and/or administration.
- Engaged in teaching and education.
- Development and participation in clinical research, basic science research, team

science or core laboratory services or research.

- Leadership in research training, teaching, and advising of undergraduate, medical and graduate students, residents, clinical and postdoctoral research fellows, and colleagues.
- Development of enduring teaching materials or curricular initiatives.
- Development, or participation in, clinical trials.
- Membership in major scientific or specialty societies.
- Evidence of dissemination of knowledge through peer-reviewed publications. Limited publications should demonstrate principal authorship (first or last position).
- Authorship or editorship of textbooks, monographs, or journals.
- Service on journal review panels, editorial boards and/or professional advisory groups.
- Election or appointment to professional societies, committees, and/or governing boards.
- Recognition through invitation to participate in local, regional, national, and international meetings, etc.
- Evidence of continuing commitment to departmental and/or institutional missions of teaching, research, and/or service.
- Leadership or administrative performance at departmental, school, health sciences center, state, and national levels.
- Clinical competence as evidenced by board-eligibility or board-certification in primary specialty.

Clinician Educator Pathway

- Excellence in teaching and education (with national reputation) and service and/or administration.
- Engaged in research and/or scholarship.
- Significant contribution to medical student and/or resident training in both clinical and preclinical years.
- Continued evidence of contribution to medical student and/or resident training.
- Directorship of teaching or training course or program, curriculum or clerkship directors, residency program directors, etc.
- Development or implementation of new teaching techniques, patient quality initiatives, etc. based on evidence from the literature.
- Dissemination of knowledge through peer-reviewed publications. Limited publications should demonstrate principal authorship (first or last position).
- Membership in major scientific or specialty societies.
- Recognition through invitation to participate in local, regional, and national meetings, etc.
- Continued commitment to departmental and/or institutional missions.

- Continued contribution to medical student and/or resident training.
- Director of course, program, or formal curricular component of a training program.
- Development of enduring teaching materials or curricular initiatives.
- Exceptional leadership or administrative performance, at departmental, school, health sciences center, hospital, state, or national levels.
- Community health efforts and other community service activities.
- Clinical competence as evidenced by board-eligibility or board-certification in primary specialty.

Clinical Practice Pathway

- Continued excellence in service and/or administration.
- Engagement in research, scholarship, teaching and education will be limited.
- Continued contribution to medical student and/or resident training.
- Membership in major scientific or specialty societies.
- Service on journal review panels, editorial boards and/or professional advisory groups.
- Commitment to service of the departmental and/or institutional missions.
- Leadership or administrative performance at departmental, school, health sciences center, state, and national levels.
- Community health efforts and other community service activities.
- Clinical competence as evidenced by board-eligibility or board-certification in primary specialty.

Research Track Appointments and Promotions

Appointment to Instructor – Research

- Terminal degree in the field
- Evidence of effective research or teaching skills.
- Evidence of professionalism.
- Participation in team or core laboratory services or research.
- Willingness to provide service to the department or school.
- A scholarly approach in research and/or teaching, and the potential to become a productive member of the faculty.
- Show promise of the ability to perform successfully the duties for which they were employed or may be assigned in the future.
- Instructors are not eligible for tenure granting.

Appointment or Promotion to Assistant Professor – Research

Research Pathway

- Terminal degree in field or specialty.
- Capacity for original and independent research, as demonstrated by recommendations from established senior faculty at the school and/or other institutions.
- Participation in team or core laboratory services or research.
- Dissemination of knowledge through peer-reviewed publications.
- Capacity for teaching and/or mentoring.
- Participation in departmental or school committee work.

Basic Science Educator Pathway

- Terminal degree in field or specialty.
- Evidence of teaching acumen.
- Capacity for original and independent basic science or educational research.
- Evidence of dissemination of knowledge through peer-reviewed publications.
- Capacity for mentoring and collaboration.
- Participation in departmental or school committee work.

Educational Practice Pathway

- Terminal degree in field or specialty.
- Evidence of advanced capacity for teaching and mentoring.
- Capacity for collaboration.
- Participation in departmental or school committee work.

Appointment or Promotion to Associate Professor – Research

Research Pathway

- Excellence in research and/or scholarship.
- Limited engagement in teaching, education, service or administration.
- Participation in the mentorship of graduate students.
- Recognition by peers for independent and original investigation (through peer-reviewed publications and extramural research funding) and/or for consistent contributions to extramural multi-investigator research programs.
- Participation in team or core laboratory research providing services and support that are critical to the implementation and success of the grants or contracts of other investigators.
- Provide team science or core laboratory support to multiple and/or major projects. It is expected that Core Laboratory Scientists will participate in multiple projects simultaneously. Salary support should be derived from the source of funding or from funds generated by the core laboratory.

- Duration of service is also considered for team or core laboratory scientists. However, to qualify for transition to the Basic Science Educator pathway that is dedicated to research - primary grant support, independent research or significant funding from team science or core laboratory services must be present.
- Dissemination of knowledge through peer-reviewed publications and abstracts. Limited publications should demonstrate principal authorship (first or last position).
- Independent discovery and dissemination of new knowledge or specialized contributions to a team or core laboratory that discovers and disseminates new knowledge.
- Development of new research techniques.
- Participation in the mentorship of graduate students.
- Membership in major scientific or specialty societies.
- Invitation to participate in local, regional, and national meetings, etc.
- Evidence of service to the department and/or major scientific or specialty societies

Basic Science Educator Pathway

- Excellence in teaching and education, research and/or scholarship, or service and/or administration, with engagement or limited engagement in these categories based upon the pathway.
- Development or implementation of new teaching techniques with evidence from the literature.
- Recognition by peers for independent and original investigation (through peer-reviewed publications and extramural research funding).
- Membership in major scientific or specialty societies.
- Invitation to participate in local, regional, and national meetings, etc.
- Participation in the generation of assessments and assessment strategies.
- Evidence of service to the department and/or major scientific or specialty societies.

Educational Practice Pathway

- Excellence in teaching and education.
- Limited engagement in research, scholarship, service or administration.
- Implementation of new teaching techniques based on evidence from the literature.
- Membership in major scientific or specialty societies.
- Evidence of service to the department, school, or health sciences center.
- Participation in the generation of assessments and assessment strategies.
- Letters of recommendation written on behalf of students.

Appointment or Promotion to Professor – Research

Research Pathway

- Excellence and duration of service in research and/or scholarship.
- Limited engagement in teaching, education, service and administration.
- Development of new research techniques.
- Acquisition of patents and/or other examples of protected intellectual property.
- Team or Core Laboratory Scientist services and support for implementation and success of the grants or contracts of other investigators.
- Involvement in multiple and/or major projects supported by the funding. It is expected that Core Laboratory Scientists will participate in multiple projects simultaneously.
- Significant salary support for team and core laboratory scientists should be derived from the source of funding for the projects or from funds generated by the core laboratory.
- To qualify for transition to the Basic Science Educator pathway that is dedicated to research - primary grant support, independent research or significant funding from team science or core laboratory services must be present.
- Dissemination of knowledge through peer-reviewed publications and abstracts. Limited publications and abstracts should demonstrate principal authorship (first or last position).
- Independent discovery and dissemination of new knowledge or specialized contributions to a team or core laboratory that discovers and disseminates new knowledge.
- Continued recognition by peers for independent and original investigation (through peer-reviewed publications and extramural research funding) and/or for consistent contributions to extramural multi-investigator research programs.
- Evidence of successful mentorship and training relationships with graduate students and fellows.
- Membership in major scientific or specialty societies.
- Appointed or elected leadership roles in major scientific or specialty societies.
- Invitation to participate in local, regional, national, and international meetings, etc.
- Invited society memberships with or without committee and/or governing board appointment.
- Authorship or editorship of textbooks, monographs, or journals.
- Participation in the mentorship of graduate students in the laboratory.
- Membership on editorial boards, study sections, and/or advisory groups.
- Directorship of a research core laboratory or participation in the design, redesign, or function of a core facility.
- Continued evidence of service to the department and/or major scientific or specialty societies.

Basic Science Educator Pathway

- Excellence with national reputation, excellence or engagement in various categories dependent upon the faculty member's Basic Science Educator Pathway.
- Continued development or implementation of new teaching techniques with evidence

from the literature.

- Recognition by peers for independent and original investigation (through peer-reviewed publications and extramural research funding).
- Membership in major scientific or specialty societies.
- Invitation to participate in local, regional, national, and international meetings, etc.
- Evidence of service to the department and/or major scientific or specialty societies.
- Leadership in training, teaching, and advising members of the health sciences community.
- Directorship of a course.
- Participation in the generation of assessments and assessment strategies.
- Leadership or administrative performance at departmental, school, health sciences center, state, and national levels.
- Authorship or editorship of textbooks, monographs, or journals.
- Membership on editorial boards, study sections, and/or advisory groups.
- Invited society memberships with or without committee and/or governing board appointment.
- Participation and/or leadership in major regional, national, and international society committees and programs.
- Major invited lectures.

Educational Practice Pathway

- Continued excellence and education and duration of service in teaching and education.
- Limited engagement in research, scholarship, service or administration.
- Continued implementation of new teaching techniques based on evidence from the literature.
- Directorship of curriculum, courses, etc.
- Membership in major scientific or specialty societies.
- Membership on editorial boards, study sections, and/or advisory groups.
- Evidence of service to the department, school, or health sciences center.
- Leadership or administrative performance at departmental, school, health sciences center, state, and national levels.
- Participation in the generation of assessments and assessment strategies.
- Exceptional leadership or administrative performance, at departmental, school, health sciences center, hospital, state, or national levels.

Tenure Track Appointments and Promotions

Ranks for both clinical and basic science faculty:

Assistant, Associate or Professor of _____

Note: Tenure granting requires Excellence with National and/or International Reputation, Excellence, or Engagement in the various domains dependent upon the faculty member's Tenure Pathway. See Tables.

Appointment or Promotion to Assistant Professor (on Tenure Track)

- Terminal degree in field or specialty.
- Potential to develop an independent research program with limited early success in obtaining extramural salary support.
- Capacity to develop into an engaged and effective teacher and mentor.
- Willingness to participate in departmental, school, or health sciences center service and committee work.

Appointment or Promotion to Associate Professor (Tenure granting)

Note: Excellence, engagement or limited engagement in the various domains dependent upon faculty member's tenure pathway. See Tables.

Research and/or scholarship can be documented with continued evidence of criteria listed above and quality and engagement with the broader research community through successful peer review. These include but are not limited to:

- Primary grant and salary support of the research program derived from funds from industry contracts, national agencies or foundations generated by the applicant as Principal Investigator or Co-/Sub Investigator or Investigator.
- Evidence of dissemination of knowledge through peer-reviewed publications, presentations of abstracts or juried papers at national or international meetings.
- Team science or core laboratory services and support that are critical to the implementation and success of the grants or contracts of other investigators.
- Team and Core Laboratory Scientists should be involved in multiple and/or major projects supported by the funding of other investigators.
- It is expected that Core Laboratory Scientists will participate in multiple projects simultaneously.
- Significant salary support for team and core laboratory scientists should be derived from the source of funding above or from funds generated by the core laboratory.
- Independent discovery and dissemination of new knowledge or specialized contributions to a team or core laboratory that discovers and disseminates new knowledge.
- Participation in the mentorship of graduate students in the laboratory.

Teaching and education can be documented in continuous engagement in teaching, mentorship or curriculum innovation as listed in teaching criteria above to include but are not limited to:

- Establishment of mentorship and training relationships with graduate students and/or

fellows.

- Establishment of a teaching role in the medical school or other HSC schools.
- Development of new graduate courses in the applicant's field of knowledge.

Continued service/administration with evidence of service to the university and engagement with professional societies as listed above to include but are not limited to:

- Membership in major scientific or specialty societies.
- Recognition through formal awards, invitation to participate in local, regional, and national meetings, etc.
- Administrative or committee service to the department, school or health sciences center; service to major scientific or specialty societies.

Appointment or Promotion to Professor (Tenure granting)

Note: Excellence with national reputation, excellence or engagement in various domains dependent upon faculty member's tenure pathway. See Tables.

Research and/or scholarship can be documented by ongoing success in peer review of research and scholarship, and development of national and/or international reputation. These may include, but are not limited to:

- Grant support of the research program derived from funds from national/international agencies or foundations generated by the applicant as Principal Investigator, Co-Principal Investigator, or Investigator.
- Evidence of dissemination of knowledge through peer-reviewed publications, abstracts and invited presentations at national or international meetings.
- Provide team science or core laboratory services and support that are critical to the implementation and success of the grants or contracts of other investigators.
- Team and Core Laboratory Scientists should be involved in multiple and/or major projects supported by the funding of other investigators.
- It is expected that Core Laboratory Scientists will participate in multiple projects simultaneously.
- Significant salary support for team and core laboratory scientists should be derived from the source of funding for other investigators or from funds generated by the core laboratory.
- Independent discovery and dissemination of new knowledge or specialized contributions to a team or core laboratory that discovers and disseminates new knowledge.
- Participation as author or editor of textbooks, monographs, or journals.
- Membership on editorial boards, study sections, and/or advisory groups.
- Evidence of excellence in research through professional awards and invitations for named lectureships.
- Participation in the mentorship of graduate students in the laboratory.

Teaching and education can be documented by ongoing engagement in mentorship, teaching or curriculum development, along with evidence of the quality or success of these teaching efforts. These may include, but are not limited to:

- Evidence of successful mentorship and training relationships with graduate students, fellows, and junior faculty.
- Evidence of excellence in education through course or mentorship evaluations or teaching awards.
- Development or implementation of new courses or teaching techniques based upon best practices documented in the literature.
- Creation of enduring teaching materials.

Service and/or administration can be documented by ongoing engagement in service to the university and/or professional societies with limited evidence of the impact of this work through leadership or national recognition. These may include, but are not limited to:

- Membership in major scientific or specialty societies.
- Recognition through formal awards, invitation to participate in local, regional, and national meetings, etc.
- Evidence of commitment to service to the departmental and/or institutional mission as well as major scientific or specialty societies.
- Elected membership and leadership in scientific professional societies.
- Invited participation in professional society-related committees and/or governing boards.
- Participation in national and international symposia, courses, and teaching programs.

Part-time and Gratis Faculty Appointments and Promotions

Clinical faculty – Clinical Assistant, Associate, Professor of _____

Basic science faculty – Title remains the same as full-time.

Part-time faculty who are at 75% effort or above will be evaluated by the same criteria as full time faculty given their track, pathway and rank. Gratis faculty and part-time faculty who are at less than 75% effort will be evaluated with respect to the criteria in their primary area of focus (clinical service, research/scholarship, or teaching/education). For instance, a gratis or 50% effort faculty member whose primary activity is resident supervision will not be expected to produce scholarship or to serve on school or university committees in order to achieve the rank of clinical associate professor. Excellence in their primary role as a faculty member, and duration of this service to the school (at least 8 years) will be sufficient for promotion to the rank of associate professor. To be promoted to the rank of clinical professor at least 15 years of service in academic medicine will be sufficient.

Track Switches

Switching to the tenure track will require approval of School of Medicine Appointments and Promotions Committee (APC). After switching to the tenure track, faculty must wait at least one year before being considered for tenure review. If the track switch is made at the rank of assistant professor, the faculty member must begin the tenure review process no more than 5 years after the track switch (tenure is considered in the sixth year). If the track switch is made at the rank of associate professor, the faculty member must begin the tenure review process no more than 3 years after the track switch (tenure is considered in the fourth year).

The following pathways are eligible to switch to the tenure track:

- **Faculty on the Research Track (Basic Science Educator Pathway)** may switch to the tenure track if they have produced sufficient evidence of excellence in teaching and education and have also developed excellence in scholarly activity (including the area of educational scholarship) or have also developed excellence in service and administration. Typically, this switch will be made at the rank of associate professor or professor, as it will take time for these faculty to develop excellence in scholarship. Given that these faculty will typically have a significant portion of salary tied directly to budget allocations from their teaching for the school of medicine, extramural grant support is not a necessary condition for tenure and the evaluation should focus on scholarship and other criteria dependent upon the faculty member's specific Basic Science Educator pathway.
- **Faculty on the Clinical Track (Clinician Scientist Pathway)** may switch to the tenure track if they have produced evidence of excellence in clinical practice and have also developed excellence in the areas of research and/or scholarship. Typically, this switch will be made at the rank of associate professor or professor, as it will take time for these faculty to develop excellence in scholarship. Given that these faculty will typically have a significant portion of salary tied directly to clinical activity, extramural grant support is necessary for switch to the tenure track, and the evaluation should focus on research and/or scholarship and service and/or administration.
- **Faculty on the Clinical Track (Clinician Educator Pathway)** may switch to the tenure track if they have produced evidence of excellence in teaching and education and they have also developed excellence in research/scholarship or educational administration. Typically, this switch will be made at the rank of associate professor or professor, as it will take time for these faculty to develop excellence in scholarship or develop a record of excellence as an administrator. Given that these faculty will typically have a significant portion of salary tied directly to clinical activity or education, extramural grant support is not a necessary condition for tenure, and the evaluation should focus on teaching and education and service and/or administration.

Delaying Mandatory Tenure Review

Faculty on the tenure track may seek to delay mandatory tenure review for a variety of personal or professional circumstances. They must have the support of their department head for the delay in tenure review. The department head must file a written request along with faculty member's CV to the dean. Approval to delay tenure review can be granted up to a maximum of two years.

Subsequently, the dean submits their written request, the department head request and the faculty CV to the Vice Chancellor for Academic Affairs for final approval.

Switching off of the Tenure Track

Faculty on the tenure track may switch off of the tenure track for a variety of personal or professional circumstances. They must have the support of their department head who will file a written request to present along with faculty member's CV to the dean. After review the dean will submit a recommendation and all materials to the Vice Chancellor for Academic Affairs for final decision.

Full-Time Affiliate (FTA)

FTA faculty are medical staff members at affiliated hospitals who have academic responsibilities equivalent to the full-time faculty. They are extremely rare in the School of Medicine. The criteria used for appointment and promotion of FTA faculty will be the same as those for faculty in the Clinical Track on the Clinical Practice Pathway.

III. PROCEDURES FOR PROMOTION AND TENURE

A. GENERAL PRINCIPLES

1. A departmental faculty committee, department head (along with secondary department heads and/or center directors), and the School of Medicine Appointments and Promotions Committee (APC) provide recommendations about faculty candidates for promotion or tenure granting. The Administrative Council of the School of Medicine provides an advisory recommendation to the Dean. The Dean, LSUHSC Vice-Chancellor of Academic Affairs, and the Chancellor also provide recommendations for promotion or tenure granting on all faculty candidates. The LSU Board of Supervisors governs all such actions and may delegate authority for these decisions (see Permanent Memorandum #69, December 9, 2016).
2. The department head initiates the process for departmental review of faculty candidates for promotion and/or tenure granting. Full time faculty may self-nominate for advancement.
3. The faculty candidate plays a principal role in the preparation of the promotions packet and validates that the documents submitted are accurate and complete.
4. Each department forms a promotions committee composed of senior, advanced rank faculty members. The department committee meets and reviews potential candidates for advancement. The department committee reviews the candidates' promotions packets prior to their deliberations.
5. A minimum of five (5) senior faculty members (associate or full professors) serve on the department committee. The department head determines the specific members of the committee. If the department has less than five (5) senior faculty members, the committee is comprised of departmental senior faculty and senior faculty members selected from other departments to provide the full committee complement of five. Associate Professors may serve on the department committee but can only vote for faculty advancing to the rank of Associate Professor. If a faculty member is proposing to advance to Professor, then there

must be 5 faculty at the rank of Professor and only these faculty may vote for the advanced rank. The same is true for faculty seeking tenure. A member of the School of Medicine Appointment and Promotion Committee cannot serve as a voting member of a department committee, although the member could serve in an ex officio manner.

6. The department promotions committee votes on each candidate and records its vote on the LSU Health New Orleans Promotion/Tenure Review Request form. Associate Professors cannot vote on proposed promotions to Professor. Non-tenured senior faculty members, regardless of rank, cannot vote on granting of tenure.
7. The department committee submits a written recommendation, positive or negative, to the department head on the Promotion/Tenure Review Request form. This form is signed by the Chair of the Departmental Promotions Committee.
8. The department head also writes a recommendation on the Promotion/Tenure Review Request form.
9. In the instance of joint appointment with a Center of Excellence and/or with another department(s), the Center Director and/or other department head(s) must also supply a written recommendation, positive or negative, using the Promotion/Tenure Review Request form page for department heads.
10. The APC reviews all candidates following review by the departmental promotions committee and the department head. The APC comprises tenured Professors. The chair of the APC records the votes of committee members (anonymously) on the Promotion/Tenure Review Request form.
11. The Dean's Office forwards favorable and unfavorable recommendations from the APC to the Administrative Council for review and vote on a secret ballot. The Council Secretary records the advisory recommendation of the Administrative Council. Voting members of the Administrative Council are the Dean, Associate and Assistant Deans, department heads, center directors and elected representatives of the Faculty Assembly.
12. The department head informs the faculty candidate when there is a negative recommendation at any point in the promotion or tenure review process. The faculty candidate has the right to withdraw their packet from campus consideration at any time during the promotions process.

B. PROMOTION PACKET PREPARATION

1. In accordance with LSU Health Sciences Center policy, the candidate must participate in the preparation of materials in their promotion packet. The candidate must also verify the accuracy and completeness of the curriculum vitae, the personal statement, and the demographic data on the Promotion/Tenure Review Request form. Once a faculty member signs off on the content of their packet (before letters of recommendation are added and before any review by committees), the faculty candidate does not have the opportunity to see their packet post-committee review.
2. A brief personal statement should be included that indicates what qualifies the faculty member to seek promotion on a specific track and pathway. The statement should be a self-reflection on their professional development and the quantity, quality and level of engagement in work on that pathway.
3. All candidates for promotion need at least three letters of recommendation from academic

institutions. Please see the table below for specific requirements. Letters from agencies that have significant overlap with academic institutions (e.g. NIH, DHH, CDC, etc.) are acceptable. Original letters on university or agency stationery and original signatures are preferred. However, signed letters may be scanned or scanned letters with an electronic signature with a date and time stamp embedded in the signature may be accepted. Letters from community practice partners are not accepted unless submitted on university letterhead with the academic title of the author identified and Handwritten letters are not accepted. Letter writers must be at the equivalent or higher rank as the proposed promotion. For individuals seeking tenure, letter writers should be tenured and at the equivalent or higher rank of the candidate. The tenure status should also be included in the body or signature section of the letter. Potential letter writers from non-tenure granting institutions will be reviewed on a case-by-case basis by the Department Chair and Dean's Office. For part-time and gratis faculty members, letters of recommendation must specifically address the candidate's clinical, teaching, research or administrative contributions to the School of Medicine.

Letters of recommendation must come from the following sources depending on the rank and track of the promotion:

Rank/Pathway	Letter Requirements
Tenure Track Promotion only, Promotion with Tenure, or for Tenure only (**For any Pathway or Rank)	Three out of state letters
Promotion to Associate Professor Clinician Scientist, Clinician Educator, Basic Science Educator	Three out of institution letters
Promotion to Professor Clinician Scientist, Clinician Educator, Basic Science Educator	Three out of state letters
Promotion to Associate Professor Clinical Practice, Educational Practice, and Research	Three out of department letters (including one out of institution)
Promotion to Professor Clinical Practice, Educational Practice, and Research	Three out of institution letters
Other promotions including gratis and part-time	Three letters from various sources; intradepartmental letters are acceptable, but at least one from out of department.

4. The candidate and department head generate a list of references for recommendation letters, and the department head must solicit letters from that list. The department head may solicit additional letters and submit them to the departmental and school committees

for consideration. The promotions packet should include the three best letters, but departments may include additional letters.

5. To ensure objectivity, letter writers should not be former mentors or current grant collaborators. This is especially germane in the context of tenure track and research track advancements, where an external evaluator should have a strong record of research and scholarship and should be from a “peer” institution or equivalent research organization.
6. Detailed packet instructions are available annually in the “Promotion Memorandum” posted on the Faculty Affairs website.

C. PROMOTION/TENURE APPEALS

1. Full-time faculty candidates, but not part-time or gratis faculty, can request review by LSU-SOM Appointments and Promotion Committee (APC) despite receiving negative recommendations from the departmental promotions committee and/or the department head.
2. The Chair of LSU-SOM APC will notify the department head by phone when the committee has rendered an unfavorable recommendation about a candidate. This notification is followed by a letter from the chair with the committee’s explanation and recommendations to assist the candidate with a future submission.
3. If LSU-SOM APC renders an unfavorable recommendation, the department head can personally appeal that recommendation to the committee. The department head has the right to challenge the unfavorable recommendation of LSU-SOM APC before submission of the committee’s final recommendation to the Administrative Council and the Dean. Such a challenge is by an in-person appeal before the committee. The department head may submit a letter with new information to the committee if such information is potentially valuable.
4. If LSU-SOM APC sustains an unfavorable recommendation after the department head, the department head has the right to appeal to the Administrative Council. The Council will hear this appeal in an executive session, with only voting members and the Chair and/or Vice Chair of the school APC in attendance.
5. In the case of an appeal to the Council, all promotions packet material and the letter from LSU-SOM Appointments and Promotion Committee to the department head about the candidate must be available for review. The APC Chair or their designee will attend the Council meeting to present the committee’s position relative to the candidate. In the setting of an appeal, a favorable recommendation from the Administrative Council to the Dean requires a simple majority vote of a quorum of the voting membership.

IV. PROCEDURES FOR NEW and REVISED FACULTY APPOINTMENTS

A. GENERAL PRINCIPLES

1. The same criteria apply for initial faculty appointments and for faculty academic advancement.
2. All new faculty appointments are reviewed for appropriateness of the proposed rank, track, and pathway considering the educational background, academic training, and professional achievements of the candidate.
3. The Appointments and Promotions Committee (APC) is not required to review and approve new faculty appointments at the rank of Instructor or Assistant Professor.
4. The APC is required to review new faculty appointments at advanced rank (Associate Professor or Professor).
5. For all proposed advanced rank appointments, the department head submits the candidate's Curriculum Vitae. The department head also submits a cover letter or memorandum with justification for the proposed academic rank and the anticipated role of the candidate in the department. External letters of reference may be requested for advanced rank appointments.
6. Tenure granting at the time of initial appointment is only for the recruitment and appointment of new department heads, deans or chancellors. The APC will consider other candidates for initial appointment with tenure only in exceptional circumstances and with the appropriate supporting reference documentation. The chancellor may grant tenure upon initial appointment in exceptional circumstances.
7. Mandatory tenure review of initial advanced rank tenure-track appointments is no later than the fourth year of the appointment.
8. An accomplished faculty member may switch from a non-tenure track appointment to a tenure track appointment. The department head recommends the track switch to the Associate Dean for Faculty Affairs and includes the candidate's *Curriculum Vitae*. The APC must favorably recommend the track switch regardless of the candidate's academic rank. The APC may request additional supporting documentation. Track switch does not require review and approval by the Vice Chancellor of Academic Affairs.
9. Changing from the tenure track to a non-tenure track pathway should be no later than the beginning of the academic year prior to tenure review. This requires mutual agreement of the faculty member and department head and does not require review by the APC, Administrative Council, Dean or Vice Chancellor of Academic Affairs.
10. The rank of Instructor is a faculty position. Therefore, as described in the LSUHSC Faculty Handbook, advancement in academic rank from Instructor to Assistant Professor is considered a promotion. Criteria for appointment as Assistant Professor must be met, and the normal promotion process must be followed.
Note exception: Chief Residents are appointed as Instructors to serve in their chief roles. However, appointment to Assistant Professor will require application to a posted position. All standard hiring practices and procedures must be followed.
11. In exceptional circumstances, a highly achieving Post-Doctoral Researcher or Staff Scientist demonstrates that they are qualified for appointment as Instructor-Research or Assistant

Professor-Research. Post-Doctoral Researcher and Staff Scientist are not faculty positions. Therefore, as described in the LSUHSC Faculty Handbook, this is not considered a promotion and the position will require normal posting, advertising and candidate interviews. All standard hiring practices and procedures must be followed.

March 2025