

QUINNIPIAC UNIVERSITY



FRANK H. NETTER MD

SCHOOL OF MEDICINE

Appointments & Promotions Policies from
BYLAWS AND FACULTY POLICIES
AND PROCEDURES HANDBOOK

August 2023

B. Guidelines and Procedures for Faculty Appointments and Promotions

The faculty appointment ranks at the School of Medicine are: Instructor, Assistant Professor, Associate Professor, and Professor for Medical Sciences Faculty, and Clinical Instructor, Assistant Clinical Professor, Associate Clinical Professor, and Clinical Professor for Clinical Sciences Faculty. The School of Medicine does not have any quotas for admission to rank.

Those involved with the search process need to be made aware of the importance of the hiring decision. They need to assess the potential of the candidate in helping a given unit further its goals and objectives, and the ability of the candidate to successfully advance through the promotion process. All those involved in the search process need to understand and support the School's commitment to diversity.

The same criteria shall apply for initial appointment to any rank as apply to promotion to that rank (**see Appendix A for detailed criteria**). These criteria recognize three broad areas of academic activity: teaching activity; scholarship, which includes research and other creative activity in the relevant discipline(s); and service, which includes contributions to professional societies; research grant-awarding bodies; scientific journals; and committee service (to department, School, University programs, and the University itself, as well as assigned service to the community). A fourth criterion related to clinical activity is applied as appropriate to individuals involved in patient care activities. In addition, individuals will be appointed who can establish and contribute to a collegial and inclusive environment within the School of Medicine consistent with its Code of Conduct (**See Appendix B**) and its Commitment to Diversity.

Instructor

Appointment to the rank of Instructor is limited to individuals who have not completed the requirements needed to earn the highest degree appropriate to their discipline. It also applies to Clinical Sciences faculty who have completed their formal training but have not yet received certification in their specialty and who have the potential in excellence and are capable of promotion. Upon receipt of this individual's degree or of board certification, promotion to the rank of Assistant Professor will occur if stipulated in the individual's contract. If the individual does not obtain his/her degree or board certification within five (5) years of appointment as instructor, the appointment will not be renewed.

Assistant Professor

Appointment to the rank of Assistant Professor normally requires that individuals hold the highest earned degree appropriate to their discipline, and that Clinical Sciences faculty be board certified in a specialty and have the potential for excellence.

Appointment to this rank is made on the judgment that individuals are capable of promotion to Associate Professor. Evidence of potential for excellence in teaching and for quality scholarship is required.

Associate Professor

Appointment or promotion to the rank of Associate Professor recognizes that the faculty member has reached a status in their discipline appropriate to a life-long member of the academic world. This means that the person clearly demonstrates the scholarly commitment and ability to continue contributing to the relevant field(s) of knowledge through original work and quality teaching in the best traditions of the Professorate. The candidate must demonstrate commitment to and ability in teaching and related instructional activity, as well as the ability to contribute successfully and continuously to the scholarship or creative activity of appropriate academic disciplines. Instructional activities shall be as rigorously evaluated as scholarship and creative activity. Promotion to Associate Professor requires that the candidate have a record of responsible and conscientious participation in some School of Medicine or University service activities. For Clinical Sciences faculty there must be demonstrated clinical excellence. Merit, not years of service, shall be the primary factor in determining the case for promotion to Professor. Typically, an individual should achieve promotion within six years from the time of appointment at the rank of Assistant Professor. Accelerated promotion may be considered by the Senior Appointments and Promotions Committee at the recommendation of the department chair and approval of the Dean/dean designee.

Professor

Appointment or promotion to the rank of Professor recognizes demonstrated achievement and distinction over the span of an individual's academic career, with evidence of longstanding leadership and substantial contributions both within and outside the School of Medicine. While distinction must be demonstrated in the educational contributions of the faculty member, the candidate must also demonstrate commitment to and competency in scholarly activities and service. For Clinical Sciences faculty there must be demonstrated clinical excellence. While the decision

involves the candidate's entire career, the candidate's record must demonstrate significant additional achievement beyond that demonstrated at the time of appointment or promotion to Associate Professor. Merit, not years of service, shall be the primary factor in determining the case for promotion to Professor. Typically, a minimum of five years completed at an Associate Professor rank is required for promotion to full Professor. Accelerated promotion may be considered by the Senior Appointments and Promotions Committee at the recommendation of the department chair and approval of the Dean/dean designee.

PROMOTION CRITERIA

Preamble

A. Principles for Consideration of Promotion

1. Teaching
2. Scholarly Activity
3. Service
4. Clinical Activity (if applicable)

B. Criteria for Promotion to Senior Rank

1. Evaluation of Teaching
2. Evaluation of Scholarship
3. Evaluation of Service
4. Evaluation of Clinical Activity (if applicable)
5. Professionalism

C. Renewal, Non-renewal, and Termination of Appointment

Preamble

Promotion is a key way in which the School of Medicine recognizes and rewards a faculty member's contributions and academic achievements. Promotion represents recognition by the School of Medicine that the faculty member has made, and is continuing to make, contributions to the education of medical students and is engaged in scholarship and service. Promotion is more than a routine reward for satisfactory service but reflects a positive appraisal of high professional competence and accomplishment.

A candidate for promotion is evaluated by peers and appropriate administrators. Care is taken to ensure that this evaluation is conducted according to openly available criteria and consistent application. The faculty member should be assured that the following goals are fundamental to the promotion process:

- The promotion process shall recognize and reflect the individual faculty member's advancement in the areas of teaching, scholarly achievement, service in support of the School of Medicine, University, the community, and the broader medical profession, and clinical care (if that is relevant).
- Faculty shall be made aware at the time of initial faculty appointment of the criteria by which they will be evaluated for promotion.

- Assessment will be made of progress to promotion well before the time for consideration of promotion (see section on three-year review and departmental reviews).

A. Definition of Teaching, Scholarship, Service, Clinical Activity and Professionalism as Considered for Promotion

1. Teaching

Teaching at the School of Medicine takes many different forms:

- Facilitating small groups and leading seminars;
- Educating by lecture;
- Precepting in clinical settings;
- Role modeling;
- Instructing in the research setting;
- Academic mentoring or advising;
- Other types of teaching.

2. Scholarly Activity

Scholarship is expected of those faculty members who desire to progress in recognition and rank within the School of Medicine. Depending on the faculty member's assignments and skills, scholarship may take different forms. Scholarship should:

- Result in an identifiable product or output (e.g., curriculum, peer reviewed publication);
- Be made public and available both within and outside the School of Medicine;
- Be subject to review and critique by other scholars in the field;
- Be reproducible and contribute to the progressive advancement of knowledge.

Educational Research: Innovation in the pedagogy of medical education presents opportunities for scholarly activity. Evidence of scholarship in teaching includes:

- Publication of papers, textbooks, chapters, technical reports, videos/audios;
- Presentation at meetings or conferences (oral, printed);
- Attainment of grant funding (internal or extramural);
- Development of (one or more):
 - curriculum using scholarly approach;
 - new modes of education such as electronic teaching aides;
 - new programs in skills achievement;
 - new methods of assessment or evaluation;
- Collaboration in task forces or committees charged with educational innovation;
- Other forms of scholarship in teaching.

Basic, translational and clinical research: Medical research strives to improve health by asking questions, discovering new knowledge, and disseminating that knowledge.

Evidence of scholarship in research activity includes:

- Publication of results, techniques, progress;
- Writing of textbooks, chapters;
- Presentation at conferences (oral, print);
- Attainment of grant funding (internal or extramural)
- Naming of new particles, genes, compounds;
- Patents;
- Editorships, review groups, study sections;
- Recognition by colleagues in awards, appointment to prestigious organizations;
- Other forms of scholarship in research.

Innovative Clinical Care (if applicable): Innovation in clinical care is a time-honored extension of clinical practice; thus, the systematic application and description of innovative clinical care is scholarship. Evidence of scholarship in clinical care includes:

- Description and/or implementation of a new technique, procedure, or application;
- Development of a new clinical care model;
- Identification and dissemination of quality care models, techniques or changes;
- Leadership in management of clinical delivery;
- Leadership in advocacy for patient, group, or social health improvement;
- Other forms of scholarship in clinical care

3. Service

Service to the School of Medicine is necessary for the School to function. Service entails the investment of time, activity, and personal resources in the various tasks. School of Medicine faculty are expected to take an active role in school activities, affiliated clinical settings, affiliated research settings, and in community, regional, or national organizations that advance the School of Medicine's mission. Service can take the form of:

- Participation and leadership in faculty committees and course or block development;
- Participation and leadership in administration of clinics or hospital endeavors;
- Involvement and leadership in healthcare-related community service groups;
- Involvement and leadership in local, regional, or national medical or research organizations;
- Involvement in healthcare-related policy setting groups, task forces, or committees;

- Involvement for advancement of medical, research, or academic priorities in legislative bodies
- Other forms of service

4. Clinical Activity (if applicable)

Faculty who are in a clinical role will be evaluated primarily on their contributions to teaching and mentorship in the clinical setting but must demonstrate ongoing clinical excellence. They will also be evaluated on their contributions to innovative clinical care, as described above (Section 2).

5. Professionalism

Individuals eligible for promotion must contribute to a collegial and inclusive environment and must behave in a professional manner consistent with the Code of Conduct.

B. Criteria for Promotion to Senior Rank

Decisions to promote faculty are important to the department, the School of Medicine, and the University in that they determine the quality of faculty in future decades. Therefore, recommendations should be selective.

The primary missions of the School of Medicine are teaching, scholarship, service (including administrative work, hereafter called service), clinical proficiency (if appropriate), and professionalism. In every promotion decision, all relevant areas must be considered. The category in which the candidate devotes the majority of his/her effort within the School of Medicine will serve as the primary basis for promotion. Competency must also be demonstrated in the other areas noted above, as appropriate.

Each candidate will be judged in terms of his or her assignments. Assignments are made by the department chair and are tailored to address what is expected in terms of teaching, scholarship, service, and clinical activity (if appropriate) during the period for which the assignment is made (usually one year). If the assignments have stressed one area of endeavor more strongly, then this area will receive greater attention in the candidate's evaluation for promotion. Candidates with distinctive assignments (which differ from assignments typically given to others) will require an evaluation that respects this distinctiveness and explicitly enables the candidate the opportunity to be promoted.

Assignments may be amended upon mutual agreement of the faculty member and the department chair. A faculty member may request an amendment to devote greater time to one sector than was originally assigned. For example, if a unique opportunity arises that was not

anticipated at the time the assignment was written, the faculty member may request release from some other area to allow ample time to pursue this opportunity

Proficiency in all areas is desirable, but it is recognized that equal proficiency in each area is exceptional. In all cases, in order to be eligible for consideration for promotion a sustained and high level of contribution to the School of Medicine should be demonstrated in the candidate's primary assignment area (teaching, service, scholarship or clinical activity).

Clinical Science Faculty, in most instances, serve the SOM by the provision of high-quality clinical care and by teaching and precepting medical students. For these individuals, high quality teaching for a significant proportion of time, in addition to excellent clinical activity and professional behavior may be sufficient for promotion. In every instance, however, the record of teaching, scholarly activity, service, professionalism, and clinical proficiency (if appropriate) shall be thoroughly documented. The evaluation of a candidate's record should be thorough enough to document excellence in past performance as well as point to a strong likelihood of continued high levels of achievement.

1. Evaluation of Teaching

Effective teaching is the hallmark of the Professorate. Faculty seeking promotion must have a demonstrable record of effective instruction in the classroom and competency in guiding independent student learning.

Minimum criteria for promotion to Associate Professor:

- The candidate is expected to demonstrate effective and competent instruction as documented by self-evaluation, peer evaluation, student teaching evaluations, and other evaluation instruments, as appropriate. Teaching effectiveness includes, but is not limited to demonstrated positive learning outcomes.
- The candidate is expected to show that curriculum development, course preparation, and content reflect current developments in the field.
- If the candidate has overseen student independent studies or scholarship activities (e.g., student area of concentration), he or she is expected to present a record of such involvement that attests to competence.
- For clinical science faculty substantial teaching is expected.

Minimum criteria for promotion to Professor:

- The candidate is expected to be able to demonstrate excellence in teaching, as demonstrated by peer review and student evaluations.
- The candidate is expected to have achieved competence in curriculum design and development of innovative teaching approaches.
- Evidence of regional or national involvement in medical education-related organizations, or regional or national recognition of educational accomplishments.
- For clinical science faculty substantial teaching is expected.

2. Evaluation of Scholarship

Minimum criteria for promotion to Associate Professor: Scholarship is an essential faculty activity, and a candidate must show productivity in this area. Publications (e.g., research papers, textbooks, review articles, or similar venues.) are strong evidence of scholarly accomplishment. Scholarship is not evaluated on the basis of philosophical orientation, nor on the specific topic examined (provided the topic is relevant to biomedical science or education). There is no standard requiring a minimum number of scholarly items be completed before a candidate may be considered for promotion. Rather, the entire body of scholarly activities is examined. The following classes of materials typically weigh heavily in the evaluation of a candidate:

- Publication of research that results in books, reviews, or articles in refereed journals;
- Publication or editing of academic textbooks;
- Application for and attraction of funding to help support personal research and/or training of departmental students;
- Involvement as a mentor or committee member in the research training of students;
- Supervision of student scholarly projects;
- Presentation of papers at local, national, and international forums that represent the results of scholarly activity;
- Development of innovative curricular and/or teaching materials;
- Creation and maintenance of forums for dissemination of scholarly work, including World Wide Web sites, newsletters, and other communication venues.

The candidate is responsible for assessing the quality of the outlets for his/her scholarship, and for seeking publication in the most appropriate and high-impact venues for their peer-reviewed manuscripts, reviews and textbooks. Extramural funding should be sought from the most appropriate granting agencies. It is recognized that outstanding scholarship may be published in lower impact journals that are most suitable to a specific area of scholarly activity. This need not diminish the value of the scholarly work. The individuals evaluating a candidate should look at the quality of the scholarship, independent of the outlet.

The importance of a piece of scholarship may, in part, be judged by how often it has been cited by others in the field. Candidates are urged to consult citation indexes to support claims of importance of a piece of scholarship.

Minimum criteria for promotion to Professor: The scholarship of candidates is examined as an entire body of work, which is judged on its merits. The following categories of performance are typically judged heavily in the evaluation of a candidate for Professor:

- Maintaining personal and/or student scholarship programs and disseminating the findings of these programs;
- Applying for and attracting funding to support personal scholarship and/or training of students;
- Receiving recognition for the quality and impact of scholarly activity at national and international levels, including invited presentations;

- Publishing scholarly studies and insightful reviews, occasionally as an invited participant;
- Directing student scholarly projects.

3. Evaluation of Service

Description and evaluation of the candidate's service are required. The candidate must provide a list and details of service activities and a self-evaluation of contributions in each service activity. Suggested means of demonstrating service include letters, memoranda, or other written communications from committee chairs; letters of thanks, or related documentation.

Minimum criteria for promotion to Associate Professor: The School of Medicine recognizes service as a normal and essential requirement of University life. Faculty members may be given service as part of their annual assignment, in which case they are evaluated in terms of their performance of assigned service. Faculty members are not evaluated on categories of service for which no assignment was made. A faculty member may request that the service assignment be amended.

As with other categories, there is not a standard that a minimum number of service items must be accomplished before a candidate may be considered for promotion. Rather, the service activities of candidates are examined as an entire body of work, which is judged on its merits.

Normal categories of service include the following:

- Participation on departmental, School of Medicine or University committees or similar duties that are part of the annual assignments;
- Public and professional service (e.g., guest lecturers/presentations, judging science fairs, etc.) or service in professional societies;
- Promotion of the discipline through direct participation in, and invitation of outside speakers to the department;
- Review of books/manuscripts for professional journals and publishing houses, and grant proposals for funding agencies.
- Organizing/participating as faculty for student-initiated organizations such as, precepting in student operated clinics for underserved populations.

Minimum criteria for promotion to Professor: The service activities of candidates are examined as an entire body of work, and are judged on their merits. The following are examples of service accomplishments expected of Professors.

- Participation on departmental or University committees or similar duties that are part of the annual assignments;
- Public service (e.g., guest lecturers/presentations, judging science fairs, etc.) or service in one or more professional societies;

- Promotion of the discipline through direct participation in, and invitation of outside speakers to the department;
- Organizing/participating as faculty for student-initiated organizations such as, precepting in student operated clinics for underserved populations.

4. Clinical Activity (if applicable)

Continued clinical excellence is required for those faculty members who are engaged in the practice of medicine. Suggested means of corroborating continued excellence include a department chair, division chief or clinical service chief written attestation.

Minimum criteria for promotion to Associate Professor: The following are examples of clinical activity accomplishments expected of Associate Professors.

- Evidence of the provision of competent patient care.
- Service as Head/Chair of a clinical unit, division or department.
- Local and regional recognition as evidenced by patient referrals.

Minimum criteria for promotion to Professor: The following are examples of clinical activity accomplishments expected of Professors.

- Evidence of provision of excellent patient care.
- Serve in a major leadership role at his or her institution (e.g., Chief Medical Officer)
- Develop new and innovative patient care programs.
- Recognition in their clinical discipline through service in national organizations, or through receipt of awards or recognition from such organizations.

5. Professionalism

Behavior consistent with the highest standards in the medical and scientific community are expected and required for promotion to senior rank. Suggested means of corroborating continued excellence include a department chair, division chief or clinical service chief written attestation.

Minimum criteria for promotion to Associate Professor or Professor: No distinction is made between Associate Professor and Professor related to professionalism.

- Performance of all duties in a fair and ethical manner
- Civility, collegiality and integrity during interactions with colleagues
- Respect for colleagues and students
- Absence of behavior that harasses, intimidates, bullies, threatens or harms others
- Absence of behavior that discriminates on the basis of age, race, national origin, religion, disability, sex/gender or gender identification
- Contribution, commitment and leadership in efficient and collaborative:
 - student engagement

- committee work
- curriculum development
- faculty support