

REAPPOINTMENT, PROMOTION, AND TENURE:

WHY DO I CARE ABOUT PROMOTION?

Academic medical centers have a responsibility to provide service to their communities, further medical knowledge, and train those who will be entering the workforce. Faculty members of the academic medical centers are responsible for carrying out these responsibilities. The development of faculty is therefore critically important to the mission of the academic medical center. Promotion in rank is a mechanism allowing encouraging career development.

For those on a tenure track, promotion will be an expectation. Typically, there are guidelines on how much time is allowed to move up the ranks for those who remain on a tenure track. Failure to meet standards for academic promotion within the specified length of time can result in removal from the track, or, in the worst case, termination.

For those increasing number of faculty on a non-tenure track, promotion within a specified time frame may not be an expectation of the academic medical center. Often, non-tenured faculty will have more clinical service and less research effort than those on a tenure track which can limit the volume of academic output. However, pathways to promotion exist for non-tenured faculty. Just as with tenure track faculty, promotion through these pathways provides formal recognition of academic achievements and can help guide career decisions. Promotion can be valuable to all faculty regardless of track.

From COM Faculty Affairs

<http://www.uvm.edu/medicine/facultyaffairs/?Page=appointment.html>

Guiding Documents

- [University and University Officers' Manual](#)
- [COM Faculty Handbook](#)
- [COM Standards and Guidelines](#) (PDF) - Approved April 2, 2014
- [COM Bylaws](#) (PDF) - Approved September 20, 2012
- [Medical Student Handbook](#) - Approved February 19, 2013
- [UVM/Fletcher Allen Affiliation Agreement](#) (PDF) - Approved June 19, 2014
- [COM Administrative Policies](#)

Faculty Department Resources

- [Summary of RPT for the College of Medicine](#) (PDF)
- [Guidelines for Appointment of Endowed/Named Chairs and Professorships](#) (PDF)
- [Duties and Time Commitment of Volunteer Pathway Faculty](#) (PDF)
- [Outside Faculty Development Programs](#) (PDF)

RPT Forms and Templates

- UVM Green Sheet available from the [UVM Office of the Provost](#)
- [COM Volunteer Faculty Reappointment Evaluation](#) ([Word](#), [PDF](#))
- [Annual Faculty Review Form](#) ([Word](#), [PDF](#))

Faculty Review Information and Resources

- [Summary of RPT for the College of Medicine](#) (PDF)
- [Duties and Time Commitment of Volunteer Pathway Faculty](#) (PDF)
- [Faculty Affairs Referee Form](#) ([PDF](#), [Word](#))

Annual Timeline, Full-Time Faculty Actions

- [Department Steps](#) (PDF)
- [Dean's Office Steps](#) (PDF)

Sabbatical Process and Forms

- [COM Sabbatical Process](#) (PDF)
- [UVM Sabbatical Application](#)

<http://www.uvm.edu/~facsrcs/COMFacHandbook.pdf>

From http://www.uvm.edu/medicine/documents/COM_Standards_Guidelines_0414.pdf

The COM mission is to educate the next generation of physicians and scientists, to render compassionate and effective health care, serve the public, and create medical knowledge through research and scholarship. To accomplish this mission, the Standards and Guidelines (S&G) of the COM are designed to create a shared sense of purpose among the faculty and provide a set of policies with regard to appointment, reappointment and promotion that are transparent, equitable, and based on clearly defined standards of excellence and achievement.

The COM Faculty Handbook covers faculty with primary or adjunct appointments in the College of Medicine.

These Standards and Guidelines do not supersede, invalidate, or replace the requirements for appointment, reappointment and promotion described in the COM Faculty Handbook (hereafter referred to as the Handbook). Rather, these Standards and Guidelines complement the Handbook by describing the criteria and their measures by which faculty are evaluated according to department, College and University regulations.

A faculty member may initially be appointed to a faculty position in one of the following pathways: Tenure Pathway, Research Scholar Pathway, Education Scholar Pathway, Clinical Scholar Pathway, Clinical Practice Physician Pathway or Volunteer Pathway.

Description of Pathways:

- 1) *Clinical Scholar Pathway* is for individuals whose predominant effort normally is dedicated to direct clinical care, the education of health professionals and individuals in the health sciences in the setting of clinical care and clinical scholarship. The faculty titles are Instructor, Assistant Professor, Associate Professor, and Professor.
- 2) *Clinical Practice Physician Pathway* provides the highest quality of patient care consistent with the policies, standards and guidelines of the UVM Medical Group. Providing a patient base for clinical teaching and research and modest amounts of personal teaching are also expected. Appointment as a Clinical Practice Physician is usually on a full-time clinical basis, but may be on a part-time clinical basis with approval of the Senior Associate Dean for Clinical Affairs.
- 3) *Education Scholar Pathway* is for individuals whose predominant effort is dedicated to the overall education of health professionals and individuals in the health sciences who are not normally involved in clinical care or research. The faculty titles are Instructor, Assistant Professor, Associate Professor, and Professor.
- 4) *Research Scholar Pathway* is for individuals whose predominant effort is dedicated to the generation of new knowledge. The faculty titles are Research Associate, Assistant Professor, Associate Professor, and Professor.
- 5) *Tenure Pathway*. A decision to enter the tenure Pathway is allowed only once, a decision that most usually occurs at the time of initial appointment. The granting of tenure can take place whenever the necessary criteria have been satisfied prior to the obligatory end to the probationary period. The faculty titles are Assistant Professor, Associate Professor, and Professor.
- 6) The *Volunteer Pathway* is for individuals who volunteer their time and effort to the College of Medicine. This may include Allied Health Professionals, Residents, Basic Scientists and Attending Physicians. Their effort is dedicated to direct clinical care and the education of health professionals in the setting of clinical

care, and/or research, and/or the education of students in the classroom and/or laboratory.

Annual Review process (an opportunity for mentee, division chief, and mentor to communicate)

D. Annual review of performance.

The mechanism for annual review of faculty performance together with a summary of the process to be followed is provided in the Handbook (PART THREE, Section 3)

ANNUAL PERFORMANCE REVIEWS

1. Annual Departmental Reviews.

Chairs shall annually review the performance of all salaried faculty holding appointments in their units as described in PART THREE, Section 4 and further detailed in the College Standards and Guidelines. Annual reviews focus primarily on the performance of the faculty member during the year in which they occur, but may also take into account cumulative performance. Performance shall be evaluated in view of the duties assigned and based on all applicable standards and criteria as described in the COM Faculty Handbook and additionally in the College of Medicine Standards and Guidelines. Chairs may delegate this responsibility to unit and division chiefs where appropriate. It is on the basis of such annual discussions that faculty assignments and adjustments in the variable salary component may be made.

2. Timing of Reviews.

All full time salaried faculty will be reviewed by March 1 and must be coordinated with the annual University salary determination process, including the customary onset date of new FY salaries as of July 1.

3. Review Process.

The annual performance review process for salaried faculty shall include a meeting between the Chair, or his/her designee such as the division or section chief, and the faculty member. The Chair shall finalize the results of the performance review in writing and place a copy in the faculty member's academic status file, with a copy provided to the faculty member. A faculty member has the right to rebut any written performance evaluation, and a written rebuttal shall be placed in the file with the evaluation.

Faculty who have been on a sabbatical or professional leave for a period of one semester or more during the review cycle will report on the accomplishments of the leave as required by applicable policies. Evaluations shall be conducted in a manner internally consistent within the departmental unit

http://www.uvm.edu/medicine/documents/COM_Standards_Guidelines_0414.pdf

Time lines: Table of Terms of Appointment copied from the Summary of Reappointment, Promotion and Tenure (RPT) at the COM

http://www.uvm.edu/medicine/documents/COM_RPTOverview_0913.pdf

Terms of Appointment






(Years between Greensheet submissions)

	Clinical Scholar	Research Scholar	Education Scholar	Tenure
Professor	6	6	6	NA
Associate	4	4	4	2, 2, or NA
Assistant	2	2	2	3, 3, 3
Inst. /Res A	1	1	1	NA

FROM: <http://www.uvm.edu/~facsrcs/?Page=RPT.html&SM=submenu2.html>

Reappointment, Promotion and Tenure (RPT) Guidelines and Forms

Guidelines

- Calendar of Key Dates
- Electronic Submission of Green Sheets  Updated August 14, 2013
- External Review Letters
 - External Reviewer Letter Example 
 - Guidelines for letters to external reviewers
- Preparation of the Resume or CV for Green Sheets  Updated August 14, 2013
- Preparation of the Dossier
 - Green and Blue Sheet Instructions  Updated August 14, 2013
- Promotion to Lecturer II or Lecturer III 

Forms

Actions requiring University-Level review

- Green Sheet  Updated September 2014

Elements for promotion by Pathway: (to be filled in with data from COM Standards & Guidelines document)

Promotion Criteria	Clinical Scholar	Research Scholar	Education Scholar	Tenure
Assistant Professor to Associate Professor				
Associate Professor to Professor				

From Duke: <http://medschool.duke.edu/sites/medschool.duke.edu/files/documents/Quick-Reference-Guide-Clinical-Sciences.pdf>

Quick Reference Guide: Promotion and Tenure Policies for Clinical Departments
 Approved by BOT May 2006, Revised 2013, updated 3/17/2014

Track	Tenure Track			Non Tenure Track	
	I	II	III	IV	V
Primary mission	Clinician, Educator, Admin	Clinician-Investigator	Research	Academic Clinician	Research
Focus for Promotion	Publications, Reputation	Publications, Grants, Reputation	Publications, Grants, Reputation	Clinical Component and contributions to education, research and clinical care. Criteria determined by individual department	Publications; Reputation
Secondary Objectives	Grants; clin vol; quality meas-ures re: teaching, clinical care	Quality measures re: Teaching, clinical care	Teaching measures (esp. grad students and postdoc fellows)	Publications, teaching measures	Grants; teaching measures
Yrs to tenure	11	11	11	*	*
Effort %	>75% Clinical	50-50 Clin/ Translational Res	> 75% Research	varies due to interests	> 80% research
Research funding philosophy	NA	Sustained funding	Sustained funding	NA	Supportive
Asst Prof					
Total Papers / First+Senior	> 3 / 0	> 3 / 3	> 3 / 3	varies due to interests	> 5 / 0
Reputation	NA	Local	Local	Local	Local
Teaching	Local	Local	Commitment	Participate	NA
Grant funding	NA	NA	NA	NA	NA
Assoc Prof					
Total Papers / First+Senior	> 15 / 5	> 15 / 5	> 15 / 5	varies due to interests	> 15 / 5
Reputation	Strong Regional/ National	Strong Regional/ National	National	Strong Regional/ National	National
Teaching	Local to National	Wide arena	Wide arena	Participate	Research directed
Grant funding	NA	NA	Obtained	varies due to interests	Supportive
Assoc Prof w tenure					
Total Papers / First+Senior	> 20 / 5	> 25 / 10	> 25 / 10	No Such Rank	No Such Rank
Reputation	National	Strong Regional/ National	National		
Teaching	Local to National	National	Wide arena		
Grant funding	NA	Sustained	Sustained		
Full Prof without tenure					
Total Papers / First+Senior	Rare	Rare	Rare	varies due to interests	> 40 / 6
Reputation				National /International	National /International
Teaching				Wide arena	Wide arena
Grant funding				varies due to interests	Supportive
Full Professor w tenure					
Total Papers / First+Senior	> 40 / 10	> 50 / 20	> 50 / 20	No Such Rank	No Such Rank
Reputation	National /International	National /International	National /International		
Teaching	National	National	National /International		
Grant funding	NA	Sustained	Sustained		

* All new faculty members in the Clinical Sciences are initially appointed to either the Academic Clinician (Track IV) or Academic Research (Track V) non-tenure tracks as agreed upon by the faculty member and the department chair. A change from these tracks to one of the tenure tracks (I - III) normally occurs at the Associate Professor rank for those who are deemed potentially eligible for tenure. Track assignments may be changed only with the mutual agreement of the faculty member and the departmental chair. The tenure clock begins at the first appointment to any of the five tracks.

*** PREPARE FOR PROMOTION NOW ***

**TIPS FOR ORGANIZING YOUR FILES TO HELP YOUR PROFESSIONAL LIFE RUN
SMOOTHLY**

You will keep files on many things as you progress through the years as a faculty member. Consider keeping specific files on the topics listed below. The list below is not meant to be exhaustive. Instead, it focuses on information that will be critical for updating your CV, for documenting your achievements for promotion, and may be requested in grant applications or for nominations for awards.

SUGGESTED FILES TO KEEP

Administration

- **Keep files on committee membership.** Participating in administrative and leadership activities is an important way to contribute as a good citizen of the academic community, and to develop the local, national or international reputation needed for promotion. Include activities both within the institution, and outside (e.g. NIH, professional societies, community).

Annual Review/Assessment

- It's good practice to check in with your Division Chief or Department Chair at least annually so that s/he knows what you are working on, and can give you feedback about your progress toward promotion. To make this easier on your leader, consider creating a one page executive summary that highlights your important activities over the past year. Think of it like an annual holiday letter; a snapshot of your work over the year. Keep track of these one-pagers year after year in this folder.

Awards/Recognitions/Kudos

- **Keep a file on how others have recognized you.** It's helpful to develop some modest habits of self promotion so that your busy colleagues know what you do, and what your niche is. Include notes of thanks or congratulations on a significant achievement, or letters from patients thanking you for your care. These papers are useful in documenting your impact when it is time for promotion. Also, be sure to let your Division Chief and Department Chair know about your significant accomplishments. They might appreciate being kept in the "good news" loop.

Building a Strong Promotion Packet

The Endocrine Society

June 22, 2012

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Your promotion packet is the principle means by which you communicate your accomplishments to evaluators, and it is never too early to start thinking about its contents. Building a successful career entails hard work, but hard work is rarely enough. It also takes some planning for career advancement. Faculty need to take an active role in preparing for that advancement by engaging in self-reflection, learning about their environment, seeking feedback regularly from knowledgeable sources, and strategizing early about their dossier. This document will provide brief and practical advice about building a strong promotion packet. It will cover these topics:

- Strategic self-reflection
 - Know yourself
 - Develop your niche
 - Build your network
 - Craft your “public” profile
- The Environment
 - Know your institutional criteria for promotion
 - Keep documentation of your work
 - Know your institutional processes for promotion
- Communication
 - Ask for annual reviews

Strategic Self-Reflection

- Growing up, I always wanted to be somebody, but now I realize I should have been more specific.

-Lily Tomlin

Know yourself. Each of you is enormously talented and could develop successful careers in any number of fields. In academic medicine, you are presented with a huge array of choices, and your decisions about these choices will shape your career path. Spend some time reflecting on how you have made your career choices thus far. There may be some chance involved, some desire for achievement and mastery, some influence by others, some feelings that you “should” do something or that engaging in a task will be “good” for you. There may be mentors who have given you wise advice. These are all important, but as you go forward, it will be increasingly important for you to make your decisions with the aid of a well-developed and internally defined compass that