

**HEALTH PROGRAMS FACULTY  
PROMOTION GUIDELINES AND CRITERIA**

The faculty member to be considered for promotion must meet the qualifications contained in the following guidelines for the areas of 1) Patient Care Services, 2) Clinical and Pre-Clinical Teaching, 3) Scholarly Productivity and Research, and 4) Institutional Services. For promotion to associate professor in the HP system, the assistant professor HP is expected to meet, in at least 2 areas, all of the basic criteria and one or more of the distinguishing criteria. In order to be promoted to full professor in the HP system, the associate professor HP must meet a majority of the distinguishing criteria in three areas. In all four of the areas listed below it is expected that the faculty member will display **excellence as an academic role model** for medical, nursing and graduate students, for junior colleagues, for patients and for clients.

**CHM EXPECTATIONS:**

In the College of Human Medicine **excellence as an academic role model** is demonstrated by meeting all of the basic criteria in all four areas of review, in addition to the distinguishing criteria, as outlined below:

- For promotion to Associate Professor, must meet all of the basic criteria in all four areas of review and one or more of the distinguishing criteria in at least two of the four areas.
- For promotion to Professor, must meet all of the basic criteria in all four areas of review and the majority of the distinguishing criteria in three of the four areas.

**FOUR AREAS OF REVIEW**

**1. PATIENT CARE SERVICE**

Patient Care Service and Consultation includes those services to patients that occur in the Clinical Center, the Veterinary Teaching Hospital, affiliated hospitals and clinics in Lansing and the surrounding communities, as well as in the community programs of the colleges. For such services to be included as part of the individual's promotion consideration they must have been billed through University billing procedures and in CHM and COM occur within the Medical Services Plan, and in NUR occur within the College of Nursing Practice Plan (CON-PP).

**2. CLINICAL AND PRE-CLINICAL TEACHING**

Teaching includes all direct instruction for pre-clinical, clinical, residency and post-graduate programs, as well as faculty development teaching. It includes instructional development that leads to products (articles, text books, instructional videotapes, software, etc.) or processes that improve the provision of instructional services. It also includes advising.

**3. SCHOLARLY PRODUCTIVITY AND RESEARCH**

Candidates may demonstrate active and consistent scholarship by the publication of articles, research reports, case studies and other observations in refereed medical and nursing journals and by the publication of books, book chapters and review articles in non-refereed journals.

**4. INSTITUTIONAL SERVICES**

Committee and administrative service includes election to standing committees of department, or the college, or appointment to ad hoc committee of department, or college or appointment to a major administrative function within the department, college, or the general university.

**TIME IN RANK**

The review period begins with the date of first appointment/reappointment in the current rank. The reporting period is that period actually discussed and reported upon in the various sections of Form HP-D by the candidate, chairperson, and dean. The reporting period is normally the same as the review period, but this may be inappropriate in certain extraordinary situations (for instance, due to leaves, change in assignment, or an abnormally short or long review period). In such a case, the candidate, chairperson and dean should agree upon an appropriate reporting period, which they should then justify and support within the body of the form.

Patient Care Service Basic Criteria	Clinical and Pre-Clinical Teaching Basic Criteria	Scholarly Productivity and Research Basic Criteria	Institutional Service Basic Criteria
<p><b>1.1 Basic Criteria are:</b></p> <p>1.1.1 Participates as a member of the Medical Services Plan, the CON-Practice Plan, or the Veterinary Teaching Hospital; and as a member of departmental/college group practice</p> <p>1.1.2 Achieves or exceeds practice expectations as defined by the unit</p> <p>1.1.3 Maintains clinical skills/knowledge base through participation in local and national clinical symposia, seminars and courses</p> <p>1.1.4 Participates in local professional societies</p> <p>1.1.5 Contributes as a faculty member in the operation, development and improvement of the department or college patient care services</p> <p>1.1.6 Participates in quality assurance programs and/or other peer review activities related to patient care</p> <p><b>[CHM ADDENDUM]</b></p> <p>1.1.7 <i>Demonstrates satisfaction by patients/clients</i></p>	<p><b>2.1 Basic Criteria are:</b></p> <p>2.1.1 Complies with the Michigan State University Code of Teaching Responsibilities</p> <p>2.1.2 Discharges assigned teaching responsibilities competently, including preparation and presentation of material in a well-organized, current and stimulating fashion</p> <p>2.1.3 Accepts teaching assignments routinely and teaches in college programs of instruction on a regular basis</p> <p>2.1.4 Participates in postgraduate educational activities</p> <p><b>[CHM ADDENDUM]</b></p> <p>2.1.5 <i>Engages in two or more of the following:</i></p> <p><i>a. Presents a series of lectures</i></p> <p><i>b. Coordinates a course</i></p> <p><i>c. Primary instructor for a course</i></p> <p><i>d. Teaches in a laboratory or small group session</i></p> <p><i>e. Advises students/post-doctoral fellows/residents</i></p> <p><i>f. Teaches as attending physician (inpatient or outpatient settings)</i></p> <p><i>g. Organizes seminars, journal clubs, or continuing education programs</i></p> <p><i>h. Is invited to lecture outside one's own course (e.g. seminars/lectures on campus in the community, and at other institutions)</i></p>	<p><b>3.1 Basic Criteria are:</b></p> <p>3.1.1. Provides evidence of participation in research and scholarly activities related to the mission of department and college</p> <p>3.1.2 Presents research, scholarly or development efforts to the medical education community, community of the candidate's discipline, and/or to his/her own professional community</p> <p>3.1.3 Participates in professional groups and/or organizations appropriate to research field</p> <p>3.1.4 Publishes in refereed journals</p> <p><b>[CHM ADDENDUM]</b></p> <p>3.1.5 <i>Evidence, through letters of support from outside the university, or recognition by senior colleagues for independent and original thinking.</i></p>	<p><b>4.1 Basic Criteria are:</b></p> <p>4.1.1 Participates as appointed or elected member of department, or college committees</p> <p>4.1.2 Provides evidence of productive service in support of college committees, and/or administrative activities</p>

Patient Care Service Distinguishing Criteria	Clinical and Pre-Clinical Teaching Distinguishing Criteria	Scholarly Productivity and Research Distinguishing Criteria	Institutional Service Distinguishing Criteria
<p><b>1.2 Distinguishing Criteria are:</b></p> <p>1.2.1 Demonstrates a scientific and scholarly approach to a major field of clinical medicine</p> <p>1.2.2 Serves as Chair, Lead or Director of Section</p> <p>1.2.3 Demonstrates cost-effective practices in the delivery of high quality patient care</p> <p>1.2.4 Demonstrates excellence as a clinician in the provision of high quality patient care services in the chosen specialty of the faculty member</p> <p>1.2.5 Coordinates and/or actively participates in activities directed at maintaining or enhancing clinical skills</p> <p>1.2.6 Demonstrates satisfaction by patients/clients</p> <p>1.2.7 Participates and/or collaborates in clinical studies/research sponsored externally</p> <p>1.2.8 Provides leadership on committees of the department, the college, or other committees that deal with patient care issues</p>	<p><b>2.2 Distinguishing Criteria are:</b></p> <p>2.2.1 Is assessed to be an effective teacher by learner evaluation</p> <p>2.2.2 Is assessed to be an effective teacher by colleagues and other faculty</p> <p>2.2.3 Provides evidence that teaching activities are based on current literature and the meaningful incorporation of that literature</p> <p>2.2.4 Assumes and effectively discharges responsibilities related to assumption of leadership in instruction or instructional design</p> <p>2.2.5 Provides evidence that he/she is requested as a teacher in college-level programs</p> <p>2.2.6 Demonstrates ability to stimulate trainees towards scholarship in medicine and medical practice</p> <p>2.2.7 Demonstrates ability to evaluate and counsel students, (medical, nursing, graduate, undergraduate), and residents.</p> <p><b>[CHM ADDENDUM]</b></p> <p>2.2.8 <i>Mentors and trains students/fellows who go on to become highly-regarded in their own fields</i></p> <p>2.2.9 <i>Develops and delivers innovative and highly-regarded teaching materials such as software, web-based instruction and assessment, electronic presentations, videotapes, course packs, course ware, or workshops</i></p> <p>2.2.10 <i>Receives awards and honors for mentoring and teaching excellence</i></p> <p>2.2.11 <i>Participates in credit and/or non-credit instructional activities such as CME, certificate programs, community programs or extension programming with high ratings</i></p> <p>2.2.12 <i>Participates as an instructor at national or international professional meetings</i></p> <p>2.2.13 <i>Invitations from other institutions to be visiting professor/lecturer or to share course materials</i></p> <p>2.2.14 <i>External recognition and publication of advances in teaching methodology, curriculum development, innovation and evaluation</i></p>	<p><b>3.2 Distinguishing Criteria are:</b></p> <p>3.2.1 Participates in the development of research proposals for external funding</p> <p>3.2.2 Publishes texts, reference materials, monographs or instructional materials which receive favorable review</p> <p>3.2.3 Provides leadership in professional organizations, appointed or elected to positions of leadership in professional organizations</p> <p>3.2.4 Serves as principal investigator (or co-PI) on funded research projects</p> <p>3.2.5 Has significant publication record in a defined area of work</p> <p>3.2.6 Demonstrates lead authorship in his/her curriculum vitae</p>	<p><b>4.2 Distinguishing Criteria are:</b></p> <p>4.2.1 Leads or chairs department, or college projects, committees</p> <p>4.2.2 Is appointed for major administrative position, in the department or college</p> <p>4.2.3 Provides intellectual leadership in helping committees, task groups or other organizations develop solutions to significant problems at department/college level</p> <p>4.2.4 Attains leadership positions in relevant state and/or national professional associations or organizations</p> <p><b>[CHM ADDENDUM]</b></p> <p>4.2.5 <i>Involvement in external peer review organizations and processes (e.g., study sections, editorial review boards, journal manuscript reviewer)</i></p> <p>4.2.6 <i>Represents Department, College or University to outside agencies, hospitals, or other institutions</i></p>

A COMPLETE SUBMISSION SHOULD INCLUDE THE FOLLOWING:

- Form HP-D-I Recommendation Form to be filled out by chairpersons or directors and deans.
- Form HP-D-II Summary Information to be filled out by chairpersons or directors and deans.
- Form HP-D-III Summary Evaluation of each of the functional areas: patient care services, clinical and pre-clinical teaching, scholarly productivity and research, and institutional services to be filled out by chairpersons or directors.
- Form HP-D-IV Materials submitted by the candidate:
- Evidence of scholarly activities as requested on pages 8 through 17.
  - A reflective essay about accomplishments over the reporting period (5 page maximum).
  - A curriculum vita as a more complete listing of scholarly activities and works.
  - Other evidence as required by the unit (such as letters from reviewers) or desired by the candidate.
  - Please note that wherever needed additional sheets may be attached.

It is recommended that the entire package, including these instructions, be provided to those HP faculty who are being considered for promotion.

Reappointment form and HP Faculty Appointment/Reappointment Memorandum form to be completed in accordance with the usual procedures for completing these forms.