

Agenda
Academic Advancement Workshop for Faculty

Richard DiCarlo, MD

2020-2021

1. Overview of the Promotions Process and Guidelines (DiCarlo)
2. Role of the Administrative Support/Business Office (DiCarlo)
3. Brief Review of the Promotion and Tenure Form (DiCarlo)
4. Additional Information Form (DiCarlo)
5. Curriculum Vitae (DiCarlo, Kapusta)
6. Educator Portfolio (DiCarlo, Kapusta)
7. Perspective of the Appointment and Promotion Committee (Kapusta)
8. Letters of Recommendation – How Many and from Whom (DiCarlo)
9. Q&A

IMPORTANT DATES

**ACADEMIC ADVANCEMENT
SCHOOL OF MEDICINE
LSUHSC NEW ORLEANS
ACADEMIC YEAR 2020 - 2021
(Effective Date, July 1, 2021)**

March 12, 2020, 7:30 am	Academic Advancement Workshops - New Orleans Faculty & Interested Administrators
March 16, 2020, 4:30 pm	Academic Advancement Workshops - New Orleans Faculty & Interested Administrators
March 18, 2020, 4:30 pm	Academic Advancement Workshop – Children’s Hospital Faculty & Interested Administrators
April 2, 2020, 12:00 noon	Academic Advancement Workshop – OLOL Faculty & Interested Administrators
April 15, 2020 12:00 noon	Academic Advancement Workshop – UMC – Lafayette Faculty & Interested Administrators
Spring 2020	Candidates update CV with LSU SOM template
Spring & Early Summer 2020	Departmental planning & collection of recommendation letters
Summer 2020	Departmental Committee & Department Heads render recommendations LSU Health – New Orleans forms
September 1, 2020	Packets are due in the Dean’s Office
September 2020	Packets are reviewed and modified as necessary
October 2020	APC makes recommendations
November 2020	Appeals, if necessary, to APC
December 2020	Administrative Council makes recommendations
Early December 2020	Packets are due in Resource Center (HRM and Chancellor)
January 2021	Chancellor’s Office Review
June 2021	Final confirmation of advancement from Chancellor Approval Letter sent from Chancellor’s Office

FACULTY APPOINTMENTS ACADEMIC ADVANCEMENT: PROMOTION AND TENURE PROCEDURAL GUIDELINES AND EVALUATION CRITERIA LSUHSC School of Medicine

PROCEDURES FOR NEW and REVISED FACULTY APPOINTMENTS

GENERAL PRINCIPLES

1. The same academic and achievement criteria are used for initial faculty appointment as those used for faculty advancement.
2. All new faculty appointments are reviewed for appropriateness of the proposed rank and track, taking into account the educational background, academic training, and professional achievements of the candidate.
3. Review of new faculty appointments at the rank of Instructor or Assistant Professor by the Appointments and Promotions Committee (APC) is not required, unless the Dean or his designee feels that a recommendation by the committee would be valuable.
4. New faculty appointments at the rank of Associate Professor and Professor are reviewed by the Appointments and Promotions Committee; for tenure track and full-time research track appointments external letters of reference and other reference materials may be submitted along with the candidate's Curriculum Vitae for APC review. For all proposed advanced rank appointments, the department head submits a brief cover memorandum outlining the basis for the academic rank and the anticipated role of the candidate in the appointing department.
5. Tenure will not be granted at the time of initial appointment, except in the instance of department head (dean or chancellor) recruitment. The Appointments and Promotions Committee will consider other candidates for initial appointment with tenure under exceptional circumstances and with the appropriate supporting reference documentation.
6. Initial non-tenured, or "probationary", appointments at advanced rank, Associate Professor and Professor, on the tenure track will be reviewed no later than the fourth year of appointment for tenure-granting.
7. Rarely, an accomplished, existing faculty member wishes to switch from a non-tenure track appointment to a tenure track appointment. The request from the department head for the track switch must come through the Associate Dean for Faculty Affairs accompanied by a recent Curriculum Vitae; the request for the switch will be reviewed by the Appointments and Promotions Committee and must be favorably recommended regardless of the academic rank. Additional supporting documentation can be requested.
8. Also in exceptional instances, a highly achieving Post-Doctoral Researcher demonstrates that he/she is qualified for appointment as Instructor-Research or Assistant Professor-Research through the promotions process. The request for academic advancement is made by the department head through the Associate Dean for Faculty Affairs accompanied by a recent Curriculum Vitae; the request for the promotion will be reviewed by the Appointments and Promotions Committee and must be favorably recommended. Additional supporting documentation can be requested.
9. All new faculty appointments and switches to the tenure track undergo a succession of recommendations from the Dean, the Administrative Council of the School of Medicine, the LSUHSC Vice-Chancellor of Academic Affairs, and the Chancellor, with final action governed by the LSU Board of Supervisors; the LSU Board of Supervisors may delegate authority for some or all such faculty decisions (see Permanent Memorandum #69, December 12, 2014).

PROCEDURES FOR PROMOTION AND TENURE

GENERAL PRINCIPLES

1. Promotion and granting of tenure represent a succession of recommendations by the departmental faculty (departmental committee), department head, the School of Medicine (SOM) Appointments and Promotions Committee, the Dean, the Vice-Chancellor of Academic Affairs, and the Chancellor. At the SOM the Administrative Council also provides an advisory recommendation to the Dean on advancements and granting of tenure. Final actions are governed by the LSU Board of Supervisors; the LSU Board of Supervisors may delegate authority for some or all such faculty decisions (see Permanent Memorandum #69, December 12, 2014).
2. Candidates for promotion and/or tenure granting are presented for review by the department head or, in the case of full time faculty members only, by self-nomination. Normally, the department head initiates the process for departmental review.

3. The department head is responsible for informing the faculty candidate when a negative recommendation is made in the course of the promotion or tenure review process. As described in the Faculty Handbook, the faculty candidate has the right to withdraw his or her packet from campus consideration at any time.
4. Procedures and supplemental forms for the promotions packets will be posted on the LSUHSC School of Medicine web-site by a link to the Faculty Affairs address.
5. Each department of the SOM forms a Promotions Committee composed of senior, advanced rank faculty members. The departmental committee meets and reviews potential candidates for advancement. The promotions packet is reviewed by the departmental committee in its deliberations.
6. A minimum of five (5) senior faculty members (associate or full professors) must serve on the departmental committee. The composition of the committee is otherwise determined by the department head. If the department has less than five (5) senior faculty members, the committee is comprised of all departmental senior faculty and senior faculty members selected from other departments to provide the full committee complement of five. If a faculty member serving on a departmental committee accepts an invitation to serve on the school Appointments and Promotions Committee, he or she can no longer vote on the departmental committee, although he or she could continue to serve in an ex officio manner.
7. The faculty candidate plays a principal role in the preparation of the promotions packet and is required to validate that the documents submitted are accurate and complete.
8. The departmental 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 Full Professor. Non-tenured senior faculty members, regardless of rank, cannot vote on granting of tenure.
9. A formal written recommendation, positive or negative, is submitted by the departmental committee to the department head on the LSU Health New Orleans form.
10. The department head also renders a written recommendation on the LSU Health New Orleans form.
11. 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 formal written recommendation, positive or negative, using the LSU Health New Orleans form page for department heads.
12. Following recommendations of the departmental Promotions Committee and the department head, the candidate is evaluated by the SOM Appointments and Promotion Committee. The SOM Appointments and Promotions Committee is composed of tenured Full Professors. The chair of the Appointments and Promotions Committee records its vote on the LSU Health New Orleans form.
13. Favorable and unfavorable recommendations from the SOM Appointments and Promotions Committee are forwarded to the Administrative Council for review. The advisory recommendation of the Administrative Council is recorded by the Council Secretary after a secret ballot is taken. Voting members of the Administrative Council are the Dean, Associate and Assistant Deans, department heads and elected representatives of the Faculty Assembly.

PROMOTION PACKET PREPARATION

1. In accordance with LSU Health Sciences Center policy, the candidate must participate in the preparation of materials in the packet. The candidate must also "sign-off" on the accuracy and completeness of the demographic data on the LSU Health New Orleans form, the curriculum vitae, and the Educator Portfolio Structured Summary of Personal Statement of the teaching portfolio submitted for consideration.
2. A formal summary of teaching accomplishments is included on the "Promotion/Tenure Review Request" form as part of the departmental faculty recommendation; also teaching activities must be described in a narrative fashion within the Curriculum Vitae. There will be recognition of the faculty candidate's participation in The Academy for the Advancement of Educational Scholarship in the advancement process.
3. Only the Educator Portfolio Structured Summary of Personal Statement is to be included in the packet that is submitted to the Dean's Office; individual departments may have additional requirements pertaining to the other components of the Educator Portfolio developed by the LSUHSC Teaching Academy.
4. Three letters of recommendation from academic institutions are required for all advancement candidates. Letters must be submitted as originals (with copies) on university, or more rarely agency (i.e. NIH, DHH, etc) letterhead; hand-written letters and letters from community practice partners or colleagues will not be accepted unless the letters are submitted on university letterhead and identify the academic title of the author. For part-time and gratis faculty members, letters of recommendation must specifically address the contributions of the candidate to the teaching or research programs of the School of Medicine.
 - a. For a candidate being considered for promotion to Tenured Full Professor, for the granting of tenure for a candidate hired at the rank of Professor (tenure-track, probationary), for the promotion to Professor – Research, for the promotion to Tenured Associate Professor, or for the granting of tenure for a candidate hired at the rank of Associate Professor (tenure-track, probationary), three out-of-state letters are required.
 - b. For a candidate being considered for the promotion to Associate Professor - Research, three out-of-institution letters are required.
 - c. For a candidate being considered for promotion to the rank of full-time, non-tenured Professor Clinical (or FTA), three out-of-institution letters are required and for promotion to the rank of full-time, non-Tenured

- Associate Professor Clinical (or Full Time Affiliates (FTA)), three letters out-of-department are required, with at least one letter from another academic institution.
- d. For other advancements, three letters of recommendation from a variety of sources are accepted, including intradepartmental sources; however, multiple letters originating from the same section or from the primary department are discouraged unless they provide additional information in support of the candidate.
 5. A list of potential references is provided by the candidate or by the candidate and the department head. The three required letters must be solicited from that list of potential references; however, the department head may also solicit other letters of recommendation that are submitted to the departmental and school committees for consideration.
 6. To ensure objectivity, evaluators, to the maximum extent possible, should not be former colleagues, mentors, co-authors, or fellow graduate students; 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 also be from a “peer” institution or equivalent research or outreach organization.
 7. Detailed packet instructions are available annually in the “Promotion Memorandum” posted on the Faculty Affairs website.

PROMOTION/TENURE APPEALS

1. A full-time faculty, but not part-time or gratis faculty, candidate can request review and recommendation by the SOM Appointments and Promotion Committee despite receiving negative recommendations by the departmental Promotions Committee and/or the department head.
2. The Chair of the SOM Appointments and Promotions Committee will notify the department head when it has rendered an unfavorable recommendation for promotion or tenure.
3. If the SOM Appointments and Promotion Committee renders an unfavorable recommendation, only the department head can personally appeal that recommendation to the SOM Appointments and Promotion Committee or to the Administrative Council.
4. The department head has the right to challenge an unfavorable recommendation of the SOM Appointments and Promotion Committee before submission of the committee’s final recommendations to Administrative Council and the Dean, by personal appeal before the committee. New information may be submitted and considered by the committee if such information is thought to be potentially valuable.
5. If the SOM Appointments and Promotion Committee sustains an unfavorable recommendation after personal appeal by the Department Head, the Department Head has the right to appeal to the Administrative Council. Appeal to the Administrative Council will be conducted in executive session, with only voting members and the Chair and/or Vice Chair of the school Appointments and Promotion Committee in attendance.
6. In the case of an appeal, all promotions packet material and the letter from the SOM Appointments and Promotion Committee to the department head about the candidate must be made available for the Administrative Council for review. The Chair or Vice-Chair of the Appointments and Promotion Committee will be responsible for presenting the position of the committee relative to the candidate. In the setting of an appeal, a favorable advisory recommendation from the Administrative Council to the Dean requires a 2/3 (two-thirds) vote of a quorum of the voting membership.

APPOINTMENT AND PROMOTIONS AND TENURE CRITERIA

INTRODUCTION

The promotion and tenure review process is structured to evaluate accomplishment in accordance with the major focus of effort of the candidate as defined by the terms of the initial appointment and by any redirection of the candidate’s effort that has subsequently occurred. Changing from one appointment track to another requires mutual agreement by the faculty member and the department head; changing from a tenure track to a non-tenure track appointment will ordinarily be considered a lateral move and will be done no later than the beginning of the academic year prior to review for advancement. Changing from a non-tenure track appointment to a tenure track appointment, will be undertaken under the most exceptional of circumstances and will be based on rigorous review by the Appointments and Promotions Committee and the Dean; it also will be done no later than the beginning of the academic year prior to review for advancement and tenure-granting.

Review for promotion and granting of tenure represents a succession of judgments or recommendations by the departmental faculty (departmental promotions committee), department head, the SOM Appointments and Promotions Committee and the Administrative Council, the Dean, the Vice Chancellor for Academic Affairs, and the Chancellor, and possibly higher levels of academic review, as governed by the LSU Board of Supervisors; the LSU Board of Supervisors may delegate authority for promotions and tenure decisions (see Permanent Memorandum #69, December 12, 2014). The recommendations of these bodies will consider the accomplishments of the faculty candidate in the context of the current appointment track and assigned responsibilities. Time in rank (or length of overall service) does not alone constitute justification for advancement. The following general guidelines recognize that a faculty member functions in many spheres and that assessment for advancement must be highly

individualized. Promotion and tenure granting recommendations consider the following four basic categories of faculty activities: teaching; research; service; and academic administration. The process seeks evidence of continuing commitment to the fulfillment of the mission of the School of Medicine in all four categories. Consequently, the promotions and tenure review process is meant to consider a faculty candidate's activities in these categories and also is meant to assess academic progress since appointment or the last academic advancement. .

Initiation of the promotions or tenure process is one important step in career development and planning for a faculty member. The decision to proceed with promotion or tenure evaluation is typically made jointly by the faculty member and his/her supervisor. Anticipating review of the documentation at multiple levels, the faculty member and supervisor should prepare the promotion or tenure materials with general 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 track.

GENERAL APPOINTMENT AND ADVANCEMENT CRITERIA

Some review criteria are cited below. **These criteria are not intended to be inclusive, but rather illustrative of the type of evidence that may be included in a review packet to establish achievement within the different academic ranks. However, the specific criteria used for promotion or granting of tenure (in the case of tenure track appointments) will be weighed differently depending on the academic track and the designated responsibilities of the faculty member. It is also important to note that academic advancement signifies that the school recognizes that the faculty candidate is a worthy general ambassador or representative of the university, embodying the principles of the LSUHSC Code of Conduct and underlying principles of professionalism.**

Consequently, the review process does not necessarily seek evidence of excellence in all four categories of faculty activities.

I. Excellence in Teaching can be documented by:

- ◆ Surveys, evaluations, or ratings by students, residents, fellows and fellow faculty members.
- ◆ Measures of student achievement.
- ◆ Long term success in a particular teaching assignment or directorship of a course(s).
- ◆ Number and type of students taught and hours of student contact.
- ◆ Special awards for teaching.
- ◆ Membership in the LSUHSC Academy for the Advancement of Educational Scholarship.
- ◆ Evidence that the faculty member serves as a positive role model or mentor.
- ◆ Leadership or substantive participation in curriculum design and/or renewal or in implementation of curriculum renewal, including interprofessional educational activities.
- ◆ Regional, national, and international contributions in educational arenas.
- ◆ Leadership or recognized excellence in the education of graduate students or house officers.
- ◆ Leadership or recognized excellence in continuing medical education.
- ◆ Invitations to serve as a visiting professor or guest speaker, especially endowed professorships or lectureships.
- ◆ Leadership roles in educational programs (e.g., program chair for professional society's annual meeting).
- ◆ Letters of commendation for educational contributions outside the institution.
- ◆ Evaluations from participation in professional and other external teaching programs.
- ◆ Published research in medical education or related fields.
- ◆ Service as reviewer or editor of educational publications.

II. Excellence in Research can be recognized by:

- ◆ Reputation with peers as an independent, original investigator.
- ◆ Publication of original research in peer-reviewed journals, particularly in high impact journals.
- ◆ Record of regional/national extramural grant and/or contract support.
- ◆ Record of participation as an investigator in extramurally funded multi-investigator grants and/or contracts.
- ◆ Record of national and international patent development, invention disclosures, or commercialization activities.
- ◆ Regional, national, international or professional society prizes or awards.
- ◆ Invitations for endowed lectureships or professorships or special lectures at professional meetings.
- ◆ Letters referencing research excellence and contributions to the discipline.
- ◆ Seminal work in a specific discipline or area of investigation.
- ◆ Invitations to write review articles in area of scientific expertise.
- ◆ Continued participation on review or editorial boards, associate editorships, editorships of journals.
- ◆ Continued participation on study sections and scientific advisory boards.
- ◆ Leadership roles in national or international professional societies and related meetings.

- ◆ Development of and active participation in clinical trials, cooperative groups or outcomes analyses. .
- ◆ Leadership or authorship roles in cooperative clinical programs, clinical trials, and multicenter outcomes analyses.
- ◆ Leadership or substantive participation in research studies that contribute to improved patient care/safety (QA/QI).
- ◆ Participation in institutional or program reviews or site visits.
- ◆ Recognized participation or leadership in graduate programs, post-doctoral training, training grants, or program project grants.
- ◆ Recognized participation or leadership in research-related committees or other administrative activities, such as the LSUHSC IRB, or IACCUC.

III. Excellence in Institutional, Community, and/or Clinical Service can be recognized by:

- ◆ Recognized participation or leadership in departmental, school, health sciences center or hospital committees or special initiatives, such as school or campus strategic planning efforts. .
- ◆ Service as a medical staff officer for clinical and/or hospital partner.
- ◆ Continued participation or leadership in professional organization or society committees and/or governing boards at a local (community outreach), regional, state, national or international level.
- ◆ Commendable participation in community service or other volunteer activities.
- ◆ Reputation as a clinician and consultant, including recognition as local or regional “Best Doctor”.
- ◆ Clinical productivity.
- ◆ Introduction of new clinical skills or techniques to the institution.
- ◆ Special competencies that enhance clinical or training programs.
- ◆ Development of new clinical programs that serve to fulfill mission of School of Medicine.
- ◆ Implementation of innovations, as a participant or as a leader, that enhance patient care, such as chronic disease management programs, critical pathways, medical homes projects, and interprofessional education and/or practice,
- ◆ Appointed or elected leadership or membership on local, regional or national organizations, societies or specialty governing boards.
- ◆ Participation in or consultation for health care-related committees, organizations, or workshops and/or symposia, locally, regionally or nationally.
- ◆ Leadership or substantive involvement in planning and implementing health care delivery during unexpected medical crises or natural or other disasters.

IV. Excellence in Administration can be recognized by:

- ◆ Organization or reorganization of a department, center, or other administrative unit.
- ◆ Direction of a clinical, research, or administrative unit within the school, health sciences center or hospital.
- ◆ Initiation or implementation of projects, policy, or programs within the school or health sciences center.
- ◆ Initiation or implementation of health care delivery policies, projects, or programs within a partnering clinical and/or hospital entity. .
- ◆ Coordination of institutional service with government, community, and volunteer organizations.
- ◆ Leadership in organizations involved with academic health centers and health care delivery, policy and legislation.
- ◆ Participation on site visit committees for funding and/or accrediting agencies.
- ◆ Organization of programs at state or national meetings of professional organizations.
- ◆ Leadership or substantive participation in the school, LSUHSC, hospital partner, or other regulatory accreditation activities, such as LCME, SACSCOC, ACGME/RRC, or TJC.

SPECIFIC CRITERIA FOR APPOINTMENT AND ADVANCEMENT

Specific guidelines for appointment and promotion within the different academic tracks follow. These guidelines, however, do not represent absolute requirements. These guidelines also are not intended to be inclusive; appointment and advancement requirements may vary depending on the designated responsibilities of the faculty member.

I. Tenure Track

Appointment to Instructor (on any appointment track)

Appointment to this rank normally requires the highest (terminal) degree in the discipline and the candidate should show promise of the ability to perform successfully the duties for which he was employed or may be assigned in the future. Instructors are not eligible for tenure granting.

Appointment or Promotion to Assistant Professor on the Tenure Track

Appointment or advancement to this rank requires a commitment to basic or clinical research and teaching as evidenced by:

- Capacity for teaching and advising.
- Capacity for independent investigation in basic or clinical sciences.
- Willingness to participate in departmental or school committee work.
- A scholarly approach in clinical care.

Appointment to Associate Professor (tenure track) or Promotion to Associate Professor with Tenure

Appointment or advancement to the rank of associate professor with tenure requires professional recognition, in most instances at a national level, which can be evidenced by:

- Recognition for excellence in teaching.
- Development of new teaching materials.
- 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.
- Elected membership in major scientific or specialty societies.
- Recognition through formal awards, invitation to participate in local, regional and national meetings, etc.
- Leadership in scientific or professional organizations.
- Development and implementation of new programs that serve to fulfill mission of School of Medicine.
- Evidence of continuing commitment to departmental and/or institutional missions of teaching, research and/or service.

Appointment to Professor (tenure track) or Promotion to Professor with Tenure

Faculty appointment or promotion to the rank of professor with tenure is reserved for professionally accomplished faculty, often those with international recognition, which can be evidenced by:

- Excellence in training, teaching, and advising of students, trainees at all levels, and junior faculty.
- Development or implementation of major courses or other curricular initiatives or courses and/or development of teaching materials or programs.
- Continued publication in peer-reviewed journals.
- National and international recognition as an investigator or as an educator.
- Continued independent, externally funded investigation.
- Participation as author or editor of textbooks, monographs, or journals.
- Membership on editorial boards, study sections, and/or advisory groups.
- Elected membership and leadership in scientific professional societies.
- Invited participation in professional society-related committees and/or governing boards.
- Professional awards and invited and/or named lectureships.
- Participation in national and international symposia, courses, and teaching programs.
- Development and implementation of new programs that serve to fulfill mission of School of Medicine, health sciences center, university or scientific or other professional organization.
- Exceptional leadership or administrative performance, at departmental, school, health sciences center, hospital, state, or national levels.

II. Non-Tenure Tracks

A. Full-time Clinical¹

This is a non-tenure track for full-time faculty in the clinical sciences who are effective in teaching and service programs and are essential for patient care.

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

Appointment or advancement to this rank requires a commitment to teaching and clinical service as evidenced by:

- Capacity for teaching and advising.
- Potential for clinical or basic science 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.

Appointment or Promotion to Full-Time Associate Professor of Clinical _____

Appointment or advancement to this rank requires that the faculty member is regarded as an excellent and scholarly clinician and/or consultant, often with a local, regional or national reputation, and can be evidenced by:

- Excellence in clinical service and clinical consultation.
- Development and implementation of new clinical or training programs.
- Publication of clinical studies in peer-reviewed journals.
- Continued participation or leadership in clinical trials research.
- Collaboration with other investigators on clinically related research.
- Recognition for excellence in teaching, and advising at multiple levels.
- Development of new teaching materials.
- Leadership or administrative responsibility for teaching or training programs.
- Elected membership in professional societies.
- Recognition through formal awards, local and regional invited lectures, and participation in professional society programs and CME courses.
- 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.

Appointment or Promotion to Full-Time Professor of Clinical _____

Appointment or promotion to the rank of clinical professor is reserved for exceptional faculty, often those with regional and national recognition, and can be evidenced by:

- Reputation for excellence in clinical service and consultation.
- Development of new teaching materials or curricular initiatives.
- Leadership in training, teaching, and advising of undergraduate, medical and graduate students, residents, clinical and postdoctoral research fellows, and colleagues.
- Directorship of teaching or training course or program.
- Publication of clinical studies in peer-reviewed journals.
- Coordination or leadership in clinical trials research.
- 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.
- Professional awards and invited and/or named lectureships.
- Participation in local, regional, or national symposia, courses, and teaching programs.
- Development and implementation of new programs that serve to fulfill mission of school, health sciences center, university, or other professional organization.
- Exceptional leadership or administrative performance within department, school, health sciences center, partnering hospital, state, or national entities.

B. Full-Time Research Trackⁱⁱ

The research track is designed for faculty members whose primary activity within the school is through research activities.

Appointment or Promotion to Assistant Professor - Research

Appointment or advancement to this rank can be evidenced by:

- Capacity for original and independent research, as demonstrated by recommendations from established senior faculty at the school and/or other institutions.
- Scientific productivity (peer-reviewed publications).
- Capacity for teaching and mentoring.
- Participation in departmental or school committee work.

Appointment or Promotion to Associate Professor – Research

Appointment or advancement to Associate Professor of Research normally indicates that a faculty member has achieved professional recognition, in most instances at a regional or national level, which can be evidenced by:

- Scientific productivity evidenced by continued publication of original studies in peer-reviewed journals.
- Recognition by peers for independent investigation through external funding of research projects.
- Leadership or substantive participation in research-related committees or other administrative activities.

- Directorship of a research core laboratory or participation in the design, redesign, or function of a core facility.
- Salary support from grants and contracts from independent or collaborative awards.
- Elected membership in major scientific societies.
- Recognition through formal awards, invitation to participate in local, regional and national meetings, etc.
- Leadership in local, regional, or national scientific committees, programs, and/or governing boards.
- Development and implementation of new research or educational programs.
- Recognition for teaching and advising on multiple levels.
- Leadership or substantive participation in continuing medical education.
- Leadership or substantive participation in graduate programs, post-doctoral training, training grants, or program project grants.

Appointment or Promotion to Professor - Research

Appointment or advancement to Professor of Research normally indicates that a faculty member has achieved professional recognition, in some instances at a national or international level, which can be evidenced by:

- Continued publication of original studies in peer-reviewed journals.
- National and international recognition as an investigator.
- Continued independent investigation with sustained external funding.
- Directorship of a research core laboratory or participation in the design, redesign, or function of a core facility.
- Salary support from grants and contracts from independent awards.
- 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.
- Formal research awards.
- Major invited lectures.
- Development of new teaching materials or curricular initiatives.
- Leadership in training, teaching, and advising of undergraduate, medical, and graduate students, residents, clinical and postdoctoral research fellows, and colleagues.
- Directorship of a course or program or formal curricular component of a training program. Exceptional leadership or administrative performance at departmental, school, health sciences center, state, and national levels.

C. Full-Time Affiliate (FTA) Trackⁱⁱⁱ

This appointment track has parallels to the Full-Time Clinical Track. However, it must be understood that the research opportunities for clinical science investigation or collaboration with basic science are less abundant. Consequently, the activities of faculty in this track will be heavily weighted in teaching, service and administration. The evidence and criteria used for appointment and promotion of faculty in this track will be the same as those for the Full-Time Clinical Track excepting that extended regional and national professional reputations in teaching and clinical service will not be expected. This track is rarely used in the School of Medicine.

D. Part-Time Academic Rank^{iv}

This track is utilized for faculty with the same criteria and standards for designation at full-time academic rank, but who are employed less than full-time. Tenure cannot be granted for part-time faculty and the criteria used for appointment and promotion will be selected on the basis of the nature of the activities that the faculty candidate has undertaken, traditional teaching and research or primarily research.

E. Part-Time (or Gratis - Volunteer) Clinical Track^v

This track is used for part-time or gratis faculty whose primary role is related to a clinical setting.

Appointment or Promotion to Clinical Assistant Professor, Part-Time or Gratis

Appointment or advancement to this rank can be evidenced by:

- Clinical competence with board-eligibility or board-certification in primary specialty.
- Competency and involvement in teaching or clinical research.
- Direction of clinical or professional program.
- Service on divisional, departmental or other institutional committees.

Appointment or Promotion to Clinical Associate Professor, Part-Time or Gratis (Volunteer)

Appointment or advancement to this rank requires that the faculty member is regarded as an excellent and scholarly clinician and/or consultant, often with a local or regional reputation, and can be evidenced by:

- Excellence in teaching at multiple levels, medical students, residents, fellows, grand rounds, interdisciplinary conferences, etc.
- Publication of case reports or case series or other scholar work.
- Presentation of case reports, case series, or clinical studies at local or regional meetings.
- Development and/or direction of local or regional postgraduate courses.
- Local teaching award.
- Participation in clinical trials.
- Leadership in program or project within division or department.
- Membership or leadership of committee for department, school, health sciences center, medical specialty or professional society.

Appointment or Promotion to Clinical Professor, Part-Time or Gratis (Volunteer)

Appointment or promotion to the rank of clinical professor, part-time or more commonly gratis, is reserved for accomplished faculty, often those with local, regional and state recognition, and can be evidenced by:

- Reputation for clinical excellence locally and regionally.
- Teaching excellence.
- Continued commitment to and involvement in teaching and training programs.
- Supervision of training program.
- Scholarly approach to the practice of medicine and to work within professional organizations.
- Publication of case reports or case series or other scholarly work.
- Presentation of case reports, case series, or clinical studies at regional and national meetings.
- Development or direction of postgraduate courses regionally or nationally.
- Invited lectures at regional or national meetings.
- Appointment as board examiner.
- Elected office in specialty organization and/or governing board.

ⁱ (PM #23)

ⁱⁱ (PM #23)

ⁱⁱⁱ (PM #23)

^{iv} (PM #23)

^v (PM #23)

February 10, 2016

Promotion / Tenure Review Request THE LOUISIANA STATE UNIVERSITY SYSTEM

NAME: _____
Last Name, First Name

CAMPUS: _____

DEPARTMENT: _____

DATE SUBMITTED: _____

PRESENT RANK / TITLE: _____

EMPLOYEE ID: _____

SCHOOL: _____

DATE APPOINTED: _____

YEARS OF SERVICE:

IN LSU SYSTEM _____

IN PRESENT RANK _____

ELSEWHERE _____

APPOINTMENT STATUS:

PAY BASIS:

GRADUATE FACULTY STATUS:

REQUEST REVIEW FOR:

- PROMOTION TO RANK OF _____
- TENURE
- TENURE ONLY

EFFECTIVE DATE: _____

EDUCATION: **(Reverse Chronological Order)**

INSTITUTION	DEGREE	DATE AWARDED

PROFESSIONAL EXPERIENCE (INCLUDE LSU SYSTEM) **(Reverse Chronological Order)**

INSTITUTION	RANK	INCLUSIVE APPOINTMENT DATE (MONTH, YEAR)

CANDIDATE _____

EVALUATION BY SENIOR DEPARTMENT FACULTY COMMITTEE

The individual's qualifications in the following areas should be considered for each reviewing authority to make a valid and discriminating judgment: (1) instructional ability and teaching performance, (2) scholarly and research activity, (3) participation in departmental, college, and university activities, and (4) community service.

Current Distribution of Academic Staff within the Departmental/Division:

FT	___ Professor	___ Associate Professor	___ Assistant Professor	___ Instructor
PT	()	()	()	()

The vote of the tenured / senior department faculty on the proposed action:

___ FAVORABLE	___ OPPOSED	___ ABSTAINED	___ ABSENT
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Comments (If Split Recommendation)

CANDIDATE _____

EVALUATION BY DEPARTMENT CHAIR / HEAD / SPH PROGRAM DIRECTOR

RECOMMENDED

NOT RECOMMENDED _____
DEPARTMENT CHAIR / HEAD / PROGRAM DIRECTOR DATE



EVALUATION BY DEAN / DIRECTOR

RECOMMENDED

NOT RECOMMENDED _____
DEAN / DIRECTOR DATE

CANDIDATE _____

EVALUATION BY SCHOOL/CAMPUS REVIEW COMMITTEES

	1	2	3	4	5	6	7
A	<input type="checkbox"/>						
B	<input type="checkbox"/>						
C	<input type="checkbox"/>						
D	<input type="checkbox"/>						
F	<input type="checkbox"/>						

EVALUATION BY APPOINTMENTS AND PROMOTIONS COMMITTEE

_____ RECOMMENDED SIGNATURE DATE

_____ NOT RECOMMENDED TITLE

ACTION BY ADMINISTRATIVE COUNCIL (IF APPLICABLE)

_____ RECOMMENDED SIGNATURE DATE

_____ NOT RECOMMENDED TITLE

CAMPUS ACTION

_____ RECOMMENDED

_____ NOT RECOMMENDED VICE CHANCELLOR FOR ACADEMIC AFFAIRS DATE

_____ RECOMMENDED

_____ NOT RECOMMENDED CHANCELLOR DATE

SPLIT-APPOINTMENT CAMPUS ACTION:

_____ RECOMMENDED

_____ NOT RECOMMENDED VICE CHANCELLOR DATE

_____ RECOMMENDED

_____ NOT RECOMMENDED CHANCELLOR DATE

LSU SYSTEM ACTION

_____ RECOMMENDED VICE PRESIDENT FOR ACADEMIC AFFAIRS DATE

_____ NOT RECOMMENDED

_____ RECOMMENDED

_____ NOT RECOMMENDED PRESIDENT DATE

BOARD ACTION



CURRICULUM VITAE

Name

Current Title:
Business Address:
Business Telephone and Fax:
Business email Address:

Home Address: *(optional)*
Home Telephone or Fax: *(optional)*
Birthdate and Birthplace: *(optional)*
Spouse and Children: *(optional)*
Citizenship: *(visa or residence status if applicable, optional)*

Education: *(include dates of attendance and/or month and year that degree was granted or training was completed)*

Undergraduate
Graduate/Medical
Internship
Residency
Post-Doctoral Fellowships
Clinical Fellowships
Other (i.e. JD, MPH, MBA, MHA, Career Development Courses)

Certification: *(if applicable, ECFMG, USMLE, clinical specialty boards, etc)*

Licensure: *(if applicable)*
State, license number, effective dates

Academic, Professional, and Research Appointments: *(i.e. employment history, chronological - oldest first)*

Membership in Professional Organizations: *(include dates of membership and note current status, e.g. member, fellow, officer, committee member/chairperson)*

Awards and Honors: *(include sabbaticals)*

TEACHING EXPERIENCE AND RESPONSIBILITIES *(MUST include some overall narrative or brief description of activities in each relevant subcategory)*

Course/Clerkship/Residency or Fellowship/CME Directorships *(Include dates of each directorship. If you have held course or program directorships at other schools where you worked previously, organize this list chronologically and separate each school.)*

Curriculum Development/Implementation *(If you developed curriculum at other schools where you worked previously, organize this list chronologically and separate each school.)*

Creation of Enduring Teaching Materials *(e.g. electronic materials (e.g. videos, interactive computer cases. Interactive powerpoints, etc.) that can be used by other institutions or are repeatedly used by students and residents on a recurrent basis. Do not include routine powerpoints that you have listed elsewhere (i.e. under formal lectures given). NOTE: if the materials have undergone external peer review before being used in a national repository (e.g. Aquifer cases, DxR cases, TBLs submitted to the TBL collaborative) they can be included under scholarship.*

Formal Course Responsibilities *(Lecture, Lab, Small Group, TBL, etc; include teaching activities in all schools and all levels, undergraduate, graduate, resident, fellow, and post-doctoral instruction. Please quantify your role in teaching by noting the number of hours/year and number of years involved in aggregate. Organize chronologically by school if previously employed elsewhere.)*

Departmental/Interdisciplinary Teaching Conferences *(e.g. Morning Report, Grand Rounds, Tumor Board, Departmental Seminar Series, Chairman's or Chief's Rounds, etc)*

Teaching Awards:

Undergraduate, Medical, or Graduate Students Trained: *(as Research Advisor, Major Professor or Thesis Advisor; do not list all residents supervised during career. Include dates and organize chronologically by school if previously employed elsewhere.)*

Thesis and Dissertation Committees:

Post-Doctoral or Post-Residency Fellows Trained: *(Include dates and organize chronologically by school if previously employed elsewhere.)*

RESEARCH AND SCHOLARSHIP *(list all categories chronologically with oldest first)*

Grants and Contracts: *(note role on grant or clinical trial; i.e. PI, co PI, consultant, etc.)*

Funded *(include the following: 1. Dates of award, 2. Note your role [PI, co-PI, etc], 3. Include your percentage of effort, 3. Include \$ of direct costs of award; 4. If listing an ongoing clinical trial, include the projected size of the contract)*

Pending funding *(As above.)*

Recent non-funded applications *(last three years)*

Journal Publications: *(must segregate refereed and non-refereed papers; oldest first; differentiate between published, accepted for publication, and submitted for publication. Do not include works in progress that have not yet been submitted for publication.)*

Refereed *(bold face your own name)*

Non-refereed *(bold face your own name)*

Books:

Book Chapters: *(bold face your own name; oldest first)*

Published Abstracts: *(bold face your own name; oldest first)*

Scientific Presentations: *(segregate into categories of local, national, international and CME presentations; do not include presentations made by other colleagues, only those done by you)*

Scientific Exhibits: *(bold face your own name)*

Enduring Teaching Materials *Do not repeat if these are included above under TEACHING EXPERIENCE AND RESPONSIBILITIES. Enduring teaching materials can be included under scholarship if they have undergone external peer review before being used in a national repository (e.g. Aquifer cases, DxR cases, TBLs submitted to the TBL collaborative). They must be peer reviewed and 'disseminated' for inclusion as scholarship.*

Videos, Electronic Media, and Multimedia:

Research Review Committee: *(NIH study section, etc)*

Inventions and Patents:

Invited Presentations and Seminars: *(include visiting professorships)*

Plenary Lectureships or Refresher Courses at Professional Meetings:

Visiting Professorships or Seminars:

Editorial Posts and Activities:

Journal Editor or Associate Editor: *(include years of service as an editor.)*

Reviewer: *(include years of service as a reviewer.)*

SERVICE ACTIVITIES

University/Institutional Service: *(note leadership responsibilities and include years of service, e.g. 2013- present)*

Departmental committees

School committees

LSUHSC (campus) committees

Hospital committees

Special assignments – ad hoc task forces/working groups, projects, etc.

National Service: *(If applicable. Membership in Professional Societies is documented on page 1. This section is reserved for special service to those Societies.)*

Professional society committees

Meeting Chair or Organizer

International Service: *(If applicable. Membership in Professional Societies is documented on page 1. This section is reserved for special service to those Societies.)*

Professional society committees

Meeting Chair or Organizer

Clinical Service: *(Provide a brief narrative description that portrays your role in the clinical enterprise of the department or school if desired.)*

In-patient service activities (*Quantify if possible; include number of weeks per year and average number of hours per day. Include duration, e.g., "since 2009"*)
Clinic coverage (*Quantify if possible; include number of clinics per week and duration*)
Call (*Quantify if possible*)

Administrative Responsibilities: (*Must include some narrative description; include years of service in the administrative role.*)

Departmental
School
LSUHSC
Hospital
Interdisciplinary/other program (center or program)

Community Service Activities: (*Community service that helps promote the mission of the school is most highly valued, but include all community service activities.*)

Revised: November 2019

{Please delete the red font italicized "instructions" from the final versions.}

{A short, one page research interest narrative can be appended to the end of the CV.}

{All data must be presented in chronological order, oldest first.}

Educator Portfolio Structured Summary of Personal Statement – *(Name of Candidate)*

<p>Use prompts in this column as suggestions.</p>	<p>Write your responses in this column to construct your personal statement as an overview of your roles and involvement in teaching/education and an important introduction to your Educator Portfolio. A concise and effective personal statement is usually about one page in length (i.e., 1- 2 pages).</p>
<p>Overview of one’s teaching and education activities <i>(Overall, what do you do, with whom, when and where?)</i></p>	
<p>Overview of one’s educational leadership and service <i>(Provide a general description of your formal and informal leadership roles and educational service activities. Highlight significant accomplishments/contributions to the School and professional community?)</i></p>	
<p>Personal values and core purposes (mission) for teaching and education <i>(What do you believe and value about teaching and learning? How do these theories and values influence the way you teach and pursue education work? What do you strive to achieve as a teacher and educator?)</i></p>	
<p>Overview of scholarly engagement in teaching and education <i>(How have you drawn from prior work and the professional field to enhance your teaching/educator roles? How you have contributed/impacted knowledge and practice in teaching/education in the School and the professional community?)</i></p>	
<p>Goals and future professional development as a teacher/educator <i>(What are your professional goals as a teacher/educator? How do you plan to build upon your prior achievements and achieve these goals?)</i></p>	

Date

<Title> <First Name> <Last Name>
<Job Title>
<Department Name>
<Address>
<City>, <State> <Zip>

Dear Dr. <Last Name>:

The Department of **<Department Name>** in the School of Medicine of the Louisiana State University of Health Sciences Center in New Orleans is considering Dr. **<Last Name>** for advancement to **Rank and Track, (with tenure)**. Dr. **<Last Name>** is currently a **Rank and Track and has held this position since <Years In Position>**.

All candidates for academic advancement within the School of Medicine require letters of recommendation; the required sources of recommendation differ with the track and rank proposed for the candidate. You are being consulted to provide a frank and candid assessment of the scholarly and other professional accomplishments of Dr. **<Last Name>**. Our advancement review process considers not just the research and publication record of the candidate, but also his/her teaching, professional service and administrative accomplishments. Please comment on the sum of academic and professional activities of this candidate.

Of greatest importance is the stature of the candidate in his/her scientific or professional community. A specific and critical evaluation of the impact of his/her work will be more useful to the departmental and school committees than will general statements of praise. However, a detailed description of the candidate's work is not needed. In particular, note whether or not the candidate would qualify for the same advancement at your institution or at others with which you are familiar. A copy of the candidate's Curriculum Vitae is enclosed for your review. Additionally, we ask that you review our guidelines for faculty advancement, focusing on the requirements for this specific proposed advancement. The guidelines and criteria can be referenced at http://www.medschool.lsuhscc.edu/faculty_affairs/docs/af_policies_and_criteria.pdf

I appreciate the time that authoring these recommendations requires and gratefully acknowledge the importance they play in the peer-review character of academic advancement. Please provide me with your response by **<Response Date>** so that we can comply with our institutional deadlines. You must provide your response on institutional letterhead, as original hard copy correspondence must be submitted with the original "promotions packet" for the candidate. You are not required to provide a lengthy description of your own qualifications nor your own Curriculum Vitae. Please note that while our Faculty Handbook states that letters of recommendation are added to the "packet" after the candidate has signed off on the promotions file, the candidate may have access to your correspondence upon specific request. Thank you for your effort.

Sincerely yours,

Department Head

Revised: March 2017

I acknowledge that the Faculty Handbook, in Sections 7.4 and 8.4 stipulates that the faculty candidate sign a statement indicating that he/she has reviewed the promotion/tenure review file and that it is accurate and complete. Letters of recommendation are added to the file after this point in packet preparation.

My signature below attests to my participation in the preparation of the attached promotions and/or tenure review file and to my acceptance of the attached documentation as complete and accurate.

Signature _____

Candidate Name _____

Date _____