

**CRITERIA FOR PROMOTION AND TENURE OF M-SERIES FACULTY  
JOHN A. BURNS SCHOOL OF MEDICINE  
UNIVERSITY OF HAWAII**

The John A. Burns School of Medicine is committed to promoting dedicated faculty who have made significant current and long-term contributions to the needs of the School of Medicine and University. Faculty at the Associate Professor rank are highly regarded by their peers and have demonstrated significant statewide or regional achievements. Faculty at the full Professor rank are highly regarded by their peers and have demonstrated significant national or international achievements. Faculty who achieve promotion have made significant contributions that are comparable to peer groups not only locally, but also of the whole of the appropriate scholarly community active at comparable medical schools elsewhere. Achievement in the M-series must be evidenced by cumulative peer, faculty, and student evaluations documenting teaching ability, research/scholarship and scholarly productivity, leadership, community service, and clinical practice.

The criteria used for promotion and tenure (P+T) in the School of Medicine are based upon the faculty member's primary responsibility for the university as determined by the appropriate faculty series. Faculty members who are hired solely for research roles in the R-series use the UH-Manoa campus R-series P+T guidelines. Faculty members with clinical responsibilities and largely educational roles generally use the JABSOM "educational P+T criteria" and are generally M-series faculty members. Faculty members with dual instructional and research responsibilities and a lesser degree of clinical responsibility generally use the UH-Manoa campus I-series P+T criteria and are generally I-series faculty members.

Faculty members in the M-series are generally physicians because an MD or other recognized medical degree is expected; however, non-physician faculty members with other clinical responsibilities (whether for direct patient care, direct supervision of clinical care and/or administration of clinical programs) may petition for a waiver to be evaluated using the educator criteria. School of Medicine faculty members in the I-series may have an MD (or equivalent physician degree), PhD (or other doctorate degree), or other terminal degree appropriate for the field.

The following guidelines are to be used by the John A. Burns School of Medicine (JABSOM) in the evaluation of applications from all Board of Regents appointed M-series faculty for promotion and for consideration of tenure when a qualifying state supported salary line is available. These guidelines acknowledge that P+T criteria for faculty members will be based upon the faculty member's primary responsibility and assigned faculty series. It is the faculty member's responsibility to ensure that the appropriate P + T criterion is used at the time of their P+T application.

## AREAS FOR EVALUATION

### **TEACHING**

- All faculty members will participate in medical, undergraduate or graduate student teaching.
- Medical teaching focus areas include allied health, post-baccalaureate, medical student, post-graduate and continuing education courses.
- Teaching can include, but is not limited to: lectures/colloquia, problem-based learning (PBL), clinical skills, laboratories, ward, unit, or clinic attending, honors program, curriculum development, thesis committees, didactic house staff lectures, seminars (journal club, morning report, research conferences), continuing medical education conferences, post baccalaureate teaching, international teaching, and grand rounds.

### **RESEARCH/SCHOLARSHIP**

- A faculty member is expected to engage in, and disseminate the results of, original research/scholarship regularly, whether in basic science, clinical science, or medical education.
- The applicant will demonstrate the level of academic achievement and reputation in research/scholarship that is commensurate with the rank sought at comparable medical schools in the United States.
- Such research/scholarship may be carried out by individual investigators in their own laboratories and clinical settings, or increasingly, may be pursued by collaborations crossing traditional disciplinary (or indeed University) boundaries.
- In such cases, evaluators should take into consideration the reputation of the research/scholarship group, external letters of recommendation, primary or co-authorships, and opinions from members of the research/scholarship group.
- Evidence of active research/scholarship and scholarly achievement is commonly measured by publications that involve peer-review by independent referees.
- Other examples of scholarly achievement include grant proposals (submitted to extramural agencies which are approved or scored in the potentially fundable range) and formal presentation of research/scholarship at national and international professional meetings.
- Additional examples are shown in the tables appended to this document.

## **SERVICE**

- Faculty are expected to participate in and assume executive leadership and responsibility for developing and administering programs central to the mission of the JABSOM and the University both within the university and community (regional, national, international) arenas.
- Examples of endeavors regarded as service include participation on committees or other bodies for community service organizations, outreach efforts to underserved areas and populations, participation in science/health-related organizations and professional societies (local, national, and international), reviewer and/or editor for a professional journal, panelist or outside reviewer for extramural granting agencies, and consultant for state government or educational institutions.

## **CLINICAL AND ALLIED HEALTH CARE PRACTICE**

- Faculty with clinical responsibilities are expected to have demonstrated competence as a clinician, including relevant Board certification, a professional reputation among colleagues, students, and patients as applicable, advancement of knowledge or practice in a clinical discipline, and participation in continuing education activities.
- Faculty who primarily perform research are expected to serve as an educational resource for the Problem Based Learning (PBL) program – e.g., teaching, tutoring, mentoring on biological sciences topics of relevance to the education of medical students.
- Examples of clinical endeavors include provision of outstanding clinical patient care in a teaching/academic setting, direct delivery or supervision of medical services and preventive service delivery for the people of the state and Pacific Basin, development of new clinical services or quality improvement initiatives, leadership in clinical and/or clinically-focused educational training programs, clinical laboratory analysis, and clinical examination and supervision of trainees in speech pathology, audiology, and public health.

## **LEVELS OF PERFORMANCE AND MINIMUM QUALIFICATIONS**

A primary mission of the JABSOM, defined by the Board of Regents, is to train physicians for Hawaii and the Pacific Basin. It is assumed that each department shall contribute appropriately to this mission.

The following levels of performance are identified for promotion and for tenure consideration and review:

### **INSTRUCTOR**

- Under general supervision, faculty at this level tutor or lecture and perform related work as assigned.
  - They may teach in undergraduate and graduate courses as designated by the department.
- Prior research, scholarship, or clinical administration is not expected.
  - However, Instructors are unlikely to be promoted beyond this level without evidence of effective research/scholarship activity.
  - Hence, appointments at this level should permit research/scholarship training opportunities for those who have not had prior research/scholarship exposure.

### **Qualifications:**

- MD degree or equivalent medical degree from a medical school of recognized standing. (Other doctorate\* degrees or training equivalent to that represented by a doctorate may be considered, but will only be allowed upon Chancellor's approval of a waiver of the MD or medical degree as a terminal degree requirement.)
- Completion of appropriate training.
- Demonstrated potential for teaching/research/scholarship.

## **ASSISTANT PROFESSOR**

- Under general supervision, faculty at this rank tutor in units, perform tasks, develop learning resources, or serve as clinical skills preceptors.
- In addition, faculty serve as resource persons in their area of specialization and give lectures or conferences/colloquia upon request.
- Evidence of effective teaching is required.
  - This includes evidence of facilitating student-centered learning, demonstration of a positive attitude to student growth, and preparedness and skill as preceptor of clinical skills, community medicine, or elective preceptor.
  - Faculty are expected to contribute to student well-being through the Advisor Program.
- Evidence of effective research, scholarly activity, or clinical administration is required.
  - This research scholarship or administrative activity may be in areas affecting human health, patient care, or methods and techniques of medical education.
  - The generation of new knowledge in basic science research, clinical care, or medical education is of major importance in improving the quality and effectiveness of the primary teaching function of any medical school.
  - Value is placed on timely publication of results in peer-reviewed journals that include at least co-authorship of publications together with sufficient independent or group research/scholarship activity to justify the reasonable expectation that the applicant will develop into an effective and productive scholar.

### Qualifications:

- MD degree or equivalent medical degree from a medical school of recognized standing. (Other doctorate\* degrees or training equivalent to that represented by a doctorate may be considered, but will only be allowed upon Chancellor's approval of a waiver of the MD or medical degree as a terminal degree requirement.)
- For candidates with an MD degree, board certification (within 7 years) or qualified to become certified (or the equivalent) is required.

## ASSOCIATE PROFESSOR

- In medical education, faculty are expected to take on increasing responsibility for administering programs in research, education, or clinical care.
  - This includes involvement in the clinical courses and pre-clinical problem based learning (PBL) curriculum for the MD program, and/or involvement with resident or fellowship training, and/or involvement in the curriculum of the Public Health, Communication Science and Disorders and/or Medical Technology programs.
  - Involvement includes chairing committees, developing innovative educational or clinical programs and developing and implementing evaluation tools.
  - Evidence of skill in tutoring and delivery of lectures and conference/colloquia, and expertise as a resource person is expected.
  - Such faculty should demonstrate increasing skill in organizing and administering educational or training experiences for undergraduates, graduate students, medical students, residents, or fellows.
  - Clear recognition among peers at the local, regional, and/or national levels is expected.
- Faculty are expected to direct and conduct research, educational or clinical programs, independently or collaboratively.
  - Evidence of research/scholarship productivity is required (e.g. primary authorship or co-authorship on publications in major peer-reviewed journals, regular contribution to the field of medical education).
  - Where the applicant's primary activity has been in group research/scholarship, evidence of independent responsibility for substantial and recognizable sections of the group's work must be demonstrated.
  - Where the applicant's primary activity has been in clinical teaching, regular presentations of scholarly abstracts at local, regional, and/or national meetings, primary authorship of peer-reviewed medical case reports, or primary/co-authorship in peer-reviewed journals in medical education, clinical discipline, or academic administration should be demonstrated.
  - In addition, participation in research studies involving clinical trials, community-based research, or clinical services and/or intervention should be documented.
- Faculty at this rank render service to the medical school, university, professional, or lay communities as appropriate.
  - Service activity at this rank includes but is not limited to participation in local or regional education/training committees or key university/hospital committees providing clinical, administrative, or educational leadership.
  - Faculty should be capable of mentoring graduate students, medical students, residents, or fellows.

Qualifications:

- MD degree or equivalent medical degree from a medical school of recognized standing. (Other doctorate\* degrees or training equivalent to that represented by a doctorate may be considered, but will only be allowed upon Chancellor's approval of a waiver of the MD or medical degree as a terminal degree requirement.)
- For candidates with an MD degree, board certification by American Board of Medical Specialties or its equivalent and recertification in that field when appropriate.
- A minimum of four years in the rank of Assistant Professor. (Candidates not applying from the assistant professor rank should have seven or more years of post-doctoral experience in a recognized medical school or major medical research/scholarship institution.)

## PROFESSOR

- These individuals clearly function as leaders in the JABSOM, University, and in the national or international research academic and/or medical community.
  - Proven ability as a teacher, scholar, investigator, administrator, and/or clinician.
  - Documented participation in the scholarly and academic and/or clinical affairs of the medical school, University, professional organizations, and/or hospitals.
  - Demonstrated ability to plan, organize, and supervise academic activities and to undertake a variety of teaching, committee, administrative, and/or clinical assignments.
  - Proven capacity for leadership in the professional and scholarly community.
  - Recognition as an outstanding academician, scholar, or clinician with a national and/or international reputation is expected.
- Evidence of leadership is expected, and can include, but is not limited to directing courses and programs for medical students, residents, or faculty, leading or participating in national or international educational committees for medical student, resident, or fellowship training, and chairing major standing committees/working groups providing clinical, educational, or administrative service, developing educational models or new clinical services.
  - Faculty should be capable of mentoring junior faculty.
- Evidence of research or scholarly activity, which may be in medical education or clinical service, is required.
  - Regular publication in peer-reviewed journals significant to the applicant's field is expected with primary or co-authorships.
  - Evidence of successful competitive funding at the national level or extramural funding of clinical trials, clinical services, or educational training grants and/or contracts is expected.
  - Applicants should be able to demonstrate that they are nationally-respected contributors to their field of research or clinical specialty.
  - Applicants should be capable of leading a research/scholarship group, provide research/scholarship training for junior faculty and/or graduate students, and/or provide leadership in research studies involving clinical trials, community-based research, or clinical services and intervention.

Qualifications:

- MD degree or equivalent medical degree from a medical school of recognized standing. (Other doctorate\* degrees or training equivalent to that represented by a doctorate may be considered, but will only be allowed upon Chancellor's approval of a waiver of the MD or medical degree as a terminal degree requirement.)
- For candidates with an MD degree, certification by an American Board of Medical Specialties or its equivalent and recertification in that field as required.
- A minimum of four years in the rank of associate professor.

\* In disciplines in which the doctorate is not the normal terminal degree, this requirement may be waived upon Dean's and Chancellor's approvals by demonstration of appropriate academic training and appropriate professional competence or experience, such as in the Allied Medical Sciences.

## EXAMPLES ONLY – NOT A CHECKLIST

<p>The following matrix contains several examples of activities that demonstrate accomplishments in the clinical, teaching, research, and service domains for the faculty member with clinical responsibilities who primarily does <b>education</b>. The faculty member will be evaluated in the M-series. <b>These examples are meant to be used as guidelines, and not as a rigid or inclusive checklist.</b></p>		
<b><u>Assistant Professor</u></b>	<b><u>Associate Professor</u></b>	<b><u>Professor</u></b>
<b>Qualifications</b>	<b>Qualifications</b>	<b>Qualifications</b>
MD or other medical degree *	4 years minimum rank as Assistant Professor	4 years minimum rank as Associate Professor
Qualified to be board certified (or equivalent)	7+ years of post-doctoral experience if not previously at Assistant Professor	Leaders in JABSOM, University, national, or international scholarly community
Board certification within 7 years (for MD)	Board Certification (for MD)	Board Certification (for MD)
	Local, regional or national recognition among peers	National/International reputation
<b><u>Clinical</u></b>	<b><u>Clinical</u></b>	<b><u>Clinical</u></b>
Serve as clinical skills preceptor	Statewide or regional recognition – e.g., awards for clinical or educational excellence	National or international recognition or awards for clinical or educational leadership
Strong patient satisfaction surveys – competence in professionalism, communication, humanism	Outstanding patient satisfaction surveys – competence in professionalism, communication, humanism	Activity in professional organizations, national committees
Serve as specialty resource in area of expertise	Meaningful participation or lead in vital clinical quality improvement initiatives or in new clinical services	Leading clinical quality improvement initiatives
Participation in clinical quality improvement initiatives		Administration of clinical and/or educational training programs
		Development of new clinical services
		Successful extramural funding of training and service grants and contracts
<b><u>Teaching</u></b>	<b><u>Teaching</u></b>	<b><u>Teaching</u></b>
Gives lectures and conferences in area of expertise	Teaching awards	Plan, organize, supervise academic activities
Demonstrated skills in tutoring and teaching	Demonstrated skills in tutoring and teaching	Leadership at national or international educational committees for medical student or resident training
Develop learning resources	Involved in developing medical and allied health curriculum	Invited lectureships, national or international
Evidence of effective teaching through student and resident evaluations	Developing innovative programs, implementing evaluation tools	Evidence of national or international work in the development of educational models
	Invited CME activities, local and regional	
	Evidence of regional or national work in the development of	

	educational models	
<b><u>Research/Scholarly Activity</u></b>	<b><u>Research/Scholarly Activity</u></b>	<b><u>Research/Scholarly Activity</u></b>
<p>Active or on-going research/scholarly activity</p> <p>Demonstrate knowledge and skills in scholarly activities or research (ie., literature review, evidence based reviews, biostatistics, epidemiology),</p> <p>Presentations of scholarly abstracts or posters at local or regional meetings</p> <p>Peer reviewer for academic journals</p>	<p>Primary or co-authorship on peer-reviewed journals in medical education, clinical discipline, or academic administration</p> <p>Publication of peer-reviewed medical case reports, or book chapters, or review articles in their discipline</p> <p>Presentations of scholarly abstracts or posters at local and regional meetings</p> <p>Editorial board member/ reviewer for academic journals, study sections, or local foundation review panels</p> <p>Participation in research studies involving clinical trials, community-based research, or clinical services and intervention</p> <p>Lead author for clinical services grant/contract proposals or evaluation reports for clinical, administrative, or academic services</p>	<p>Publications in regional and national peer-reviewed journals with authorship or co-authorships.</p> <p>Publication as a lead author of major reference books or book chapters, or review articles in their discipline</p> <p>Senior author or mentor contributing to research leading to peer-reviewed publications or major reference books or book chapters.</p> <p>Editorial board member/ reviewer for academic journals, study sections, or foundation review panels at the national or international level</p> <p>Successful extramural funding of clinical/translational research, medical education research, clinical trials, clinical services, or educational training grants and contracts</p> <p>Presentations of scholarly abstracts or posters at national or international meetings.</p> <p>Editorial or review board member for academic journals.</p> <p>Leadership in research studies involving clinical trials, community-based research, or clinical services and intervention.</p>
<b><u>Service</u></b>	<b><u>Service</u></b>	<b><u>Service</u></b>
<p>Participation in local education and training committees, or key hospital or University committees providing clinical, administrative, or educational leadership.</p> <p>Serve as faculty advisor</p>	<p>Chairing committees</p> <p>Participation in local or regional education and training committees, or key hospital or University committees providing clinical, administrative, or educational leadership.</p> <p>Mentor medical students and residents.</p>	<p>Leadership in clinical or discipline-specific service or study groups that lead to improvement of the health of our community</p> <p>Participation in national or international education and training committees, or key hospital or University committees providing clinical, administrative, or educational leadership.</p> <p>Mentor junior faculty</p>

\* Other doctorate degree or its equivalency will be considered upon Chancellor's approval of a waiver for the terminal degree requirement.