

**JOHN A. BURNS SCHOOL OF MEDICINE
UNIVERSITY OF HAWAII - MĀNOA**

SCHOOL EXPECTATIONS AND CRITERIA

The John A. Burns School of Medicine (JABSOM) is committed to promoting dedicated faculty who have made significant current and long-term contributions to JABSOM and the health of our population. The school's core values include collaboration, diversity and inclusion, excellence, innovation, discovery, morality, and equity, particularly regarding advancing health science and healthcare systems. All faculty members shall exhibit a commitment to respectful behavior, openness, and cooperation. This includes actions that embrace JABSOM's Professionalism Philosophy and shared core values. Respectful behavior refers to conduct that fosters collegiality and professionalism, and that maintains a positive, constructive tone even while disagreeing on issues. Respect also includes timely availability and responses to learners or colleagues. Openness refers to the sharing of information openly to foster trust among colleagues. Cooperation refers to the willingness to provide time and energy to the work of the school and department, and to work as a team member in school and department projects.

JABSOM has faculty in the legacy and the new faculty classifications effective August 1, 2024 (EP 5.221). **All faculty members utilize the University of Hawai'i - Mānoa Tenure and Promotion Criteria and Guidelines.** Participation in departmental meetings is a basic service expectation of all faculty members. Departmental meetings provide the opportunity for discussion of programs and policies, and subsequent votes. A lack of participation results in an imbalanced workload among faculty and sets a negative precedent for junior faculty about shared governance and morale. All compensated faculty members are required to attend and actively participate in department meetings. Timely notice to the Chair for unavoidable absence is expected. Repeated unexcused absences may be considered in assessing performance.

Clinical Faculty (M and H classifications)

M- or H-classified faculty have predominantly clinical responsibilities. These clinical responsibilities generate revenue for the health systems that support medical training and for JABSOM. Clinical responsibilities overlap with and are described under the domains of teaching, scholarly activity, leadership, and community service. M- or H- classified faculty require the terminal degree (e.g., MD, DO) as established in the relevant discipline.

Affiliate Non-Compensated Clinical Faculty (NC classification)

Clinical faculty have predominant clinical responsibilities, which generate revenue for the health systems supporting medical training and JABSOM. Clinical responsibilities overlap with and are described under the domains of teaching, scholarly activity, leadership, and community service. Clinical faculty require the terminal degree (e.g., MD, DO) as established in the relevant discipline. Appointment of Clinical faculty is intended to encourage the utilization of qualified, experienced practitioners from the local community in appropriate educational programs. The level of appointment in the Clinical classification is determined by the quantity, quality, and impact of efforts in the domains of teaching, scholarly activity, leadership, and community service. A Clinical faculty member who achieves reappointment to a higher rank has a record of achievement similar to those of Clinical faculty at comparable U.S. medical schools.

CRITERIA FOR TENURE AND PROMOTION OF M- AND H- CLASSIFIED FACULTY

Achievement in the M- or H-classification is evidenced by the quantity, quality, and impact of efforts in teaching, scholarly activity, leadership, and community service. A faculty member who achieves promotion must have a record of achievement similar to those at comparable U.S. medical schools.

In assessing the evidence for tenure, reviewers will assign the greatest weight to accomplishments and performance during the period since initial hire at the University of Hawai'i and the pattern and rate of professional growth. In assessing the evidence for promotion, reviewers will assign the greatest weight to accomplishments and performance during the period since the last promotion, or since initial hire at the University of Hawai'i if the faculty member has not been previously promoted during their service here.

JABSOM evaluates all M- or H- classified faculty applications for promotion using the following Areas for Evaluation. The faculty member is responsible for addressing the appropriate promotion criteria during their promotion application. Faculty applying for tenure with automatic promotion must document achievement commensurate with the level to which they are applying.

CRITERIA FOR APPOINTMENT OF AFFILIATE NON-COMPENSATED (NC) "CLINICAL" FACULTY

JABSOM uses the following Areas for Evaluation to evaluate all Board of Regents-appointed NC faculty applications for appointment or reappointment at a higher level when a qualifying state-supported salary line is unavailable. These Areas for Evaluation hold for non-compensated clinician faculty under the legacy faculty classification and those appointed after August 1, 2024 (EP 5.221). These Areas for Evaluation acknowledge that the level of appointment for faculty members will be based on the faculty member's primary responsibilities. The faculty member is responsible for ensuring that the appropriate criteria are used at the time of their application. Faculty applying for reappointment at a higher rank should use the criteria and guidelines for the rank they seek and provide updates on contributions since the last appointment. To be appointed or reappointed at a rank higher than Clinical Assistant Professor, **a Clinical faculty member is expected to demonstrate strength in at least one of these domains.**

AREAS FOR EVALUATION

TEACHING

- All faculty members will teach.
- “Learners” may include interprofessional and allied health practitioners, undergraduate students, post-baccalaureate students, medical students, residents, fellows, faculty (faculty development), and practicing physicians (continuing medical education).
- Teaching may include, but is not limited to: credit-bearing courses, lectures, colloquia, problem-based learning (PBL), clinical skills, laboratories, simulation, inpatient or outpatient attending preceptorship and/or rounds, honors programs, curriculum development, thesis committees, and seminars (journal club, morning report, case conferences, research conferences).
- Teaching methods may include but are not limited to, in-person, online, and innovative modalities, including podcasts, webinars, videos, social media postings, and other forms of virtual education.
- Faculty with clinical teaching responsibilities are expected to demonstrate competence as clinicians, 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.

RESEARCH/SCHOLARSHIP

- JABSOM recognizes scholarship aligned with **Boyer’s defined areas**¹:
 - Discovery: Original research that advances knowledge
 - Integration: Interpretive, interdisciplinary approaches that bring new insight about information and knowledge across disciplines, across topics within a discipline, or across time
 - Application: Application and evaluation of knowledge and expertise applied to consequential problems and societal needs of individuals and institutions
 - Teaching: The search for innovative approaches and best practices to develop skills and disseminate knowledge
- Faculty are expected to serve as an educational resource for students and residents, e.g., through classroom, clinic, or online teaching and/or the problem-based learning (PBL) program, mentorship of student, resident, or faculty-led research projects.

SERVICE

- Faculty are expected to participate in and assume leadership and responsibility for developing and administering clinical and/or academic programs central to the missions of JABSOM and affiliated health systems.

¹ Ernest L. Boyer, *Scholarship Reconsidered: Priorities of the Professoriate* (New York: The Carnegie Foundation for the Advancement of Teaching, 1990)

- Efforts and initiatives that promote diversity, equity, and inclusion are particularly valued. These may include but are not limited to: outreach, recruitment, enhancing academic preparation, advising, mentoring, and participating in pathway programs designed to eliminate barriers and create opportunities for the success of underrepresented groups in medicine.

LEVELS OF PERFORMANCE AND MINIMUM QUALIFICATIONS

A primary mission of the JABSOM, defined by the Board of Regents, is to train physicians for Hawai'i and the Pacific Basin. It is assumed that each department shall contribute appropriately to this mission. The following criteria for performance are identified for appointment, promotion consideration, and review.

ASSISTANT PROFESSOR (M & H Appointment), and CLINICAL ASSISTANT PROFESSOR (NC Appointment)

- Evidence of effective teaching is required.
 - This includes serving as a resource person in their area of specialization and preparedness and skill as a clinical and/or research preceptor.
 - Faculty are expected to contribute to learner well-being through professional modeling and participation in system-wide initiatives.
- Evidence of scholarly activity (Boyer's definitions) is required.
- The University and JABSOM values endeavors that increase diversity, equity, and inclusion. As such, applying knowledge and expertise through service to the community and emphasizing these efforts is an example of scholarly activity (as defined by Boyer). These may include contributions that improve access to education, recruitment, and mentoring of under-represented populations in medicine or biomedical research, service to diverse or underserved patient populations, research, or efforts to reduce disparities in health outcomes or health care delivery, development or leadership of programs to foster a diverse, safe and inclusive learning environment.

Qualifications:

- MD degree or equivalent medical degree from an accredited medical school. (Other doctorate² degrees or training equivalent to that represented by a doctorate may be considered, but will only be allowed upon the Provost's approval of a waiver of the MD or medical degree as a terminal degree requirement.)
- For candidates with an MD, DO, or equivalent degree, board certification or qualification to become certified (or the equivalent) is required.

² In disciplines where the doctorate is not the normal terminal degree, this requirement may be waived upon the Dean's and Provost's approvals by demonstrating appropriate academic training and professional competence or experience, such as in the Allied Health Sciences.

**ASSOCIATE PROFESSOR (M & H Appointment or Promotion), and
CLINICAL ASSOCIATE PROFESSOR: (NC Appointment)**

- Faculty are expected to take on increasing responsibility for developing or administering programs in research, education, or clinical care. Involvement includes but is not limited to, chairing committees, developing innovative educational or clinical programs, leading educational or clinical programs, or developing and implementing evaluation tools.
- Evidence of skill in teaching, organizing, and/or administering educational or training experiences and/or expertise as a resource person is expected. Recognition among peers at the statewide, regional, and/or national levels is expected.
- Evidence of scholarly activity (as defined by Boyer) is required. Faculty are expected to direct and conduct scholarly activity, educational or clinical programs, independently or collaboratively. Recognition among peers at the regional (e.g., Asia-Pacific or Western United States) and/or national levels is required.
- Faculty at this rank render service to the medical school, university, health system, 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 demonstrate evidence of mentoring one or more of the following learner groups: undergraduate students, post-baccalaureate students, graduate students, medical students, residents, or fellows.

Qualifications:

- MD degree or equivalent medical degree from a medical school of recognized standing. (Other doctorate² degrees or training equivalent to that represented by a doctorate may be considered but will only be allowed upon the Provost's approval of a waiver of the MD or medical degree as a terminal degree requirement.)
- For candidates with an MD or DO or equivalent degree, board certification by an 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 or other minimum criteria as defined by EP 5.221.

**PROFESSOR (M & H Appointment or Promotion), and
CLINICAL PROFESSOR: (NC Appointment)**

- Faculty at this rank clearly function as leaders in JABSOM, the University, the health system, and the national or international academic and/or medical community.
 - Demonstrated accomplishments 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 and/or clinical activities and undertake various teaching, committee, administrative, and/or clinical assignments.
- Proven leadership in the professional, scholarly, or medical community.
- Recognition as an outstanding academician, scholar, clinician, or healthcare administrator with a national and/or international reputation.
- Faculty at this rank should be capable of mentoring junior faculty.
- Evidence of scholarly activity is required, aligned with Boyer's defined criteria.
 - Regular dissemination of scholarly activity.
 - Successful acquisition of funding for clinical trials, clinical services, or educational training grants and/or contracts.
 - A national or international reputation in their field of expertise, research, or clinical specialty.
 - Demonstrated ability to lead a research/scholarship group, provide research/scholarship training for junior faculty and/or graduate students, and/or lead research studies involving clinical trials, community-based research, quality improvement projects, or clinical services and intervention.

Qualifications:

- MD degree or equivalent medical degree from an accredited medical school of recognized standing. (Other doctorate degrees² or training equivalent to that represented by a doctorate may be considered but will only be allowed upon the Provost's approval of a waiver of the MD or medical degree as a terminal degree requirement.)

For candidates with an MD or DO or equivalent 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 or other minimum criteria as defined by EP 5.221.

EXAMPLES ONLY – NOT A CHECKLIST

The following matrix contains activities demonstrating accomplishments in the teaching, scholarship, and service domains for the all faculty with clinical responsibilities who primarily teach in the clinical environment. These examples are meant to be used as guidelines and not as a rigid or all-inclusive checklist.		
Assistant Professor	Associate Professor	Professor
Required Qualifications MD or other medical degree * Qualified to be board certified (or equivalent) Board certification within 7 years (for MD or DO or equivalent)	Required Qualifications 4 years minimum rank as Assistant Professor Board certification (for MD or DO or equivalent) Statewide, regional, or national recognition among peers	Required Qualifications 4 years minimum rank as Associate Professor Leaders in JABSOM, University, national, or international scholarly community Board certification (for MD or DO or equivalent) National/International recognition
Teaching	Teaching	Teaching
Serve as clinical preceptor Serve as a specialty resource in an area of expertise, e.g. giving lectures and conferences Demonstrated skills in teaching as evidenced by learner evaluations and outcomes Competence in professionalism, communication, and humanism as evidenced by evaluations from patients, trainees, and other practitioners Development of learning resources Evidence of effective teaching through student and resident evaluations Incorporation of equity and culturally responsive elements in teaching	Statewide or regional recognition – e.g., awards for clinical or educational excellence Demonstrated skills in teaching as evidenced by learner evaluations and outcomes Competence in professionalism, communication, and humanism as evidenced by evaluations by patients, trainees, and other practitioners Involved in developing medical and allied health curriculum Development of innovative programs, teaching methods, or evaluation tools Invited to speak or teach in local and regional activities Evidence of regional or national work in the development of educational models Development of new curricula and curricular programs, particularly those that address health or healthcare disparities	Planning, organization, and /or supervision of academic activities Demonstrated skills in teaching as evidenced by learner evaluations and outcomes. Leadership at national or international educational committees for medical student or resident training Invited lectureships, national or international Evidence of national or international work in the development of educational models Creates professional development for colleagues to enhance teaching skills in equity and cultural responsiveness

Scholarly Activity	Scholarly Activity	Scholarly Activity
Active or ongoing scholarly activity	Primary or co-authorship of published peer-reviewed articles	Publications in peer-reviewed journals with authorship or co-authorships.
Demonstration of knowledge and skills in scholarly activities or research (i.e., literature review, evidence-based reviews, quality improvement & patient safety, biostatistics, epidemiology),	Publication of peer-reviewed medical case reports, book chapters, or review articles in their discipline	Publication as a lead author of major reference books or book chapters, or review articles in their discipline
Presentation of scholarly abstracts or posters at local or regional meetings	Scholarly presentations (abstracts, posters, lectures, workshops) at local or regional meetings	Senior author or mentor contributing to research leading to peer-reviewed publications, major reference books, or book chapters.
Community publications or presentations (newsletters, articles, patient education)	Community publications or presentations (newsletters, articles, patient education) with regional impact	Scholarly presentations (abstracts, posters, lectures, workshops) at regional, national or international meetings
Peer reviewer for academic journals	Learner- or community-facing multimedia products (e.g. podcasts, videos, modules) with evidence of significant local or regional utilization	Community publications or presentations (newsletters, articles, patient education) with state or national impact
Participation and helping design quality improvement or patient safety initiatives	Editorial board member/ reviewer for academic journals, study sections, or local foundation review panels	Learner- or community-facing multimedia products (e.g. podcasts, videos, modules) with evidence of significant national or international utilization
Assists in developing bioinnovations	Submission of proposals for extramural funding of clinical/translational research, medical education research, clinical trials, clinical services, or educational training grants and contracts	Editorial board member/ reviewer for academic journals, study sections, or foundation review panels at the national or international level
Participation in and helping design and share curricular, educational quality improvement, or learner wellness initiatives	Participation in research studies involving clinical trials, community-based research, or clinical services and intervention	Successful extramural funding of clinical/translational research, medical education research, clinical trials, clinical services, or educational training grants and contracts
	Lead author for clinical services grant/contract proposals or evaluation reports for clinical, administrative, or academic services	Editorial or review board member for academic journals.
	Leads clinical quality improvement or patient safety initiatives	Leadership in research studies involving clinical trials, community-based research, or clinical services and intervention.
	Development of clinical care process models or patient care	Mentors interprofessional team(s)

	<p>protocols</p> <p>Leads the development and sharing of curricular, educational quality improvement, or learner wellness initiatives</p> <p>Develops bioinnovations</p> <p>Creates and/or assists in the creation of state healthcare policy</p> <p>Leads research that addresses equity, inclusion, and cultural responsiveness in health care or healthcare education</p>	<p>in clinical quality improvement or patient safety initiatives</p> <p>Development or leadership of clinical care process models or patient care protocols</p> <p>Mentors or serves as a resource for curricular, educational quality improvement, or learner wellness initiatives</p> <p>Leads teams in bioinnovations</p> <p>Creates state and/or assists in the creation of national healthcare policy</p> <p>Creates professional development opportunities for colleagues to enhance research skills in equity and cultural responsiveness</p>
Service	Service	Service
<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, with particular recognition for advising under-represented minorities.</p>	<p>Leadership of local or regional education and training committees, or key hospital or University committees or programs providing clinical, administrative, or educational leadership.</p> <p>Mentorship of medical students, residents, fellow or junior faculty. Particular recognition for mentoring under-represented minorities</p> <p>Promotion or expansion of clinical services to underserved populations</p>	<p>National or international recognition or awards for clinical or health system leadership</p> <p>Leadership in clinical or discipline-specific service or study groups that lead to improvement of the health of our community</p> <p>Leadership of clinical programs or quality improvement initiatives, particularly interprofessional programs with a regional impact.</p> <p>Development of new clinical services, particularly those that address health or healthcare disparities</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>Mentorship of junior faculty. Particular recognition for mentoring under-represented minorities.</p>

Revision endorsed by JABSOM Faculty Senate on August 26, 2024
Revision approved by JABSOM Executive Committee on September 20, 2024
Revision approved at JABSOM General Faculty Meeting on November 6, 2024

APPROVED:



T. Samuel Shomaker, MD, JD, MSM
Dean
John A. Burns School of Medicine

11/20/2024

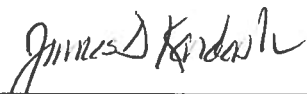
Date



Michael Bruno, PhD
Provost
University of Hawai'i at Mānoa

5/20/2025

Date



UHPA Representative

5/19/2025

Date