The APT Clarification Committee has provided information contained in the grid below to assist faculty members and department chairs in the preparation of appointment and promotion materials. It is critical that faculty members address the pertinent "required" and "suggested" areas listed below when compiling their personal statements. It is critical that department chairs also address the pertinent "required" and "suggested" areas listed below when preparing their letters.

When a faculty member is being recommended for tenure, it is also important that those individuals providing external letters of recommendation speak to whether the faculty member would be granted tenure at their institution.

Tenure considerations for current MUSC faculty: Justification of a request for awarding of tenure is distinct from a request for appointment/promotion and should be thoughtfully and thoroughly addressed. The MUSC Faculty Handbook states in section 6.04a, criteria for tenure, that "the faculty member must demonstrate competence and promise of long-term usefulness to the missions and programs of the University to be considered for tenure." Long-term value to the institution is a critical component and should be highlighted by the department chair in the tenure request; this could include specifics related to contributions to the educational, research, and/or clinical missions; contribution to strategic initiatives; international reputation; leadership roles and/or committee involvement; and the like. It is critically important for the department chair to clearly articulate in the packet and letter the reasons tenure should be awarded, emphasize the importance of the individual to the department and institution, and highlight their strong enthusiasm for the tenure request.

Tenure considerations for prospective MUSC faculty appointments: If a faculty recruit has tenure at their current institution, this does not provide an automatic guarantee of tenure at MUSC. The COM APT Committee would review the request for tenure, with ultimate authority held by university leadership. It is critically important for the department chair requesting tenure for a faculty recruit to clearly articulate in the packet and letter the reasons tenure should be awarded and, if tenure was awarded at the recruit's previous institution, the department chair should indicate the review process through which tenure was granted. Future long-term value to the institution is a critical component and should be highlighted by the department chair in the tenure request; this could include specifics related to expected contributions to the educational, research, and/or clinical missions; expected contribution to strategic initiatives; international reputation; expected leadership roles and/or committee involvement; and the like. Justification of a request for awarding of tenure is distinct from a request for appointment/promotion and should be thoughtfully and thoroughly addressed.

The term "modified" faculty, as contained in the MUSC Faculty Handbook and therefore used within the COM APT Policy, is an administrative term and is not intended to diminish the importance of the faculty members holding "modified" faculty appointments.

Professional behavior is a requirement for appointment and promotion at all levels. Examples of professional behavior include: treats colleagues, trainees, staff, patients, and others with respect and fairness; committed to honesty and transparency and encourages trust in all interactions; works effectively as a team member who is accountable to others, addresses unprofessional behavior, and is considered fair; understands own limitations and is willing to accept feedback and make needed corrections; sensitive and respectful of diversity including other's culture, age, gender, ethnicity, sexual orientation, and other identifying characteristics; maintains patient confidentiality, timely completion of notes and evaluations, and accurate professional fee billing; contributes to a culture of safety, including encouraging others to express concerns; unbiased acquisition, evaluation, and reporting of scientific information and adherence to university research regulations; and excellent citizenship.

COM APT Guidelines state the following with respect to letters of recommendation for appointment to Associate Professor or Professor on the Regular Track (Section V.E.9) and promotion to Associate Professor or Professor (Section V.F.9): "[Appointment/Promotion] to Associate Professor or Professor requires a minimum of four letters of recommendation, addressed to the Departmental Chair. Individuals selected to write the minimum four letters should be non-MUSC faculty in the candidate's field at the academic rank of professor or its equivalent stature. At least two of these individuals should not be associated with the candidate by having been past mentors/teachers/students/trainees. The candidate may submit to the Chair or Chair's designee five names of individuals for letters from which two of the required ones may be selected. However, the Chair or Chair's designee should select at least two of the four required letters from sources other than the candidates list. Individuals should be contacted by the Chair (not the candidate) using a letter structured from the College of Medicine letter-of-recommendation template (See Appendix 8). The letter should be accompanied by the candidate's CV and copies of pertinent pages from these guidelines that list the criteria for appointment/promotion to the candidate's proposed rank." For clarification purposes, it is important to note that the above statement does not preclude a letter writer having been a co-author on a publication with the individual under consideration for appointment/promotion. Nor does it preclude letters in which the letter writer knows the individual under consideration for appointment/promotion; the guidelines are clear that two of the minimum of four letters must be written by someone "not associated with the candidate by having been past mentors/teachers/students/trainees", but do not require that the individuals do not know one another. The Chair's letter might provide clarity/clarification as needed to support that the letters of recommendation

D. V-D - Criteria Matrix Ranks and Tracks

Text in BLUE, below, is provided as clarification to the existing College of Medicine APT guidelines.

R=Required S=Suggested Clinician Modified - Clinical COM FACULTY Academic Academic Academic Modified -**Modified** -Academic **Academic Invest/Ed Academic Clinician** Clinician Educator Modified - Research RANKS Investigator Inv/Ed Clinician Educator Clinical Research Investigator **Recommendations:** Recommendations Recommendations Recommendations Recommendations **CRITERIA** Recommendations Under exceptional circumstances, promotions may be recommended when the candidate does not meet all of the basic criteria. These will be unusual cases. Professor Clinician Modified Modified -Academic Academic Invest/Ed **Academic Clinician Clinician Educator Modified – Clinical** Modified - Research Academic Academic Academic Investigator Inv/Ed Clinician **Educator** Clinical Research **Investigator Recommendations: Recommendations Recommendations** Recommendations Recommendations Recommendations Typically, promotion Typically, promotion Continues to meet R R R R R R Typically, promotion Typically, promotion Typically, promotion Typically, promotion would be expected to all the criteria for Associate Professor occur between four to with major ten years following ten years following ten vears following ten years following ten years following ten years following appointment as appointment as accomplishments in appointment as appointment as appointment as appointment as Associate Professor. Associate Professor. research, teaching, Associate Professor. Associate Professor. Associate Professor. Associate Professor. and/or clinical Time in rank at service previous institutions previous institutions previous institutions previous institutions previous institutions previous institutions typically would be included in this calculation. Variation calculation. Variation calculation. Variation calculation. Variation calculation. Variation calculation. Variation from that timeframe should be explained in detail by both the department chair and the faculty member seeking promotion. seeking promotion. seeking promotion. seeking promotion. seeking promotion. seeking promotion. Professional behavior Professional behavior Professional behavior Professional behavior Professional behavior Professional behavior is a requirement for appointment and appointment and appointment and appointment and appointment and appointment and

promotion at all levels.

promotion at all levels.

promotion at all levels

promotion at all levels

promotion at all levels.

promotion at all levels.

2 Distinguished career	R*	R*	R*	R*	S	S	Evidence of	Evidence of outstanding	Note that excellence in Formal teaching not
exemplifying							outstanding success	success should include	all of the categories required.
scholarship.							should include	E*Value evaluations	(research, education,
Excellence &							E*Value evaluations	when available as	service) is not
productivity in							when available as	requested in the Faculty	required. Outstanding
research,							requested in the	Intramural Teaching	service contributions,
outstanding success							Faculty Intramural	Effort Report, Item 15. Evaluations should be	are expected to be the
as a teacher, and/or							Teaching Effort	obtained from OAE or	dominant category in
outstanding service							Report, Item 15.	other appropriate	the modified clinical
contributions are							Evaluations should be	centrally administered	track. This includes
required. Involved							obtained from OAE or	source.	activities such as
in teaching							other appropriate	Demonstration of	building and
activities, including								outstanding,	maintaining a
							centrally administered	longitudinal/sustained	
formal lectures,							source.	performance in education	successful clinical
grand rounds, and/or							Demonstration of	that must be documented	practice (evidenced by
continuing medical							outstanding,	in the Faculty Intramural	things such as RVU
education.							longitudinal/sustained	Teaching Effort Report. Excellence as an	productivity, patient
(Leadership in							performance and	outstanding teacher and	satisfaction scores,
interprofessional							scholarly activity in	major contributions in	patient evaluations,
teaching and							education that must be	clinical care are the	and/or other evidence
interdisciplinary							documented in the	primary focus.	of clinical reputation,
research							Faculty Intramural	Examples could include	etc.); medical director
encouraged)*							Teaching Effort	service as a course	of a clinic (or similar
							Report.	director, a significant	clinical activity),
								education role in GME or	regular participation in
								service as a mentor of at	the educational
								least 3 faculty/students.	offerings, such as
								May serve as a CME	regular attendance at
								Activity Director or	grand rounds, etc.
								organize a major conference with at least	Also leading initiatives
								10 hours of CME. May	that engage allied
								serve on a panel for a	health professionals, or
								major national needs	community.
								assessment and gap	community.
								analysis or as expert	
								faculty for a	
								comprehensive needs	
								assessment. These	
								activities should have	
								occurred since faculty	
								was promoted to associate	
								professor and should be	
								within the last 5 years.	
								Documentation of these	
								activities is required.	

3	Principal	R	S	S		S	Service as core leader	Service as core leader	PI of investigator	Service as core leader	Service as core leader
	investigator on	10	Б	Б		S	or program project PI	or program project PI	initiated industry grant.	or program project PI	or program project PI
	significant research						should also be	should also be	Site PI of industry	may also be	should also be
	grants						considered.	considered.		considered.	considered.
	grants						considered.	Research in education	is significantly	Research in education	considered.
								is valued.	involved in multiple	is valued.	
									aspects of: study		
									design,		
									implementation,		
									analysis team, writing		
									committee /manuscript		
									preparation). The		
									significant role of the		
									PI in these studies		
									should be addressed in		
									the Department Chair		
									letter. In general,		
									studies in which the		
									investigator has		
									minimal % effort		
									(<5%) do not qualify.		
									Exceptions are VA		
									funding in which %		
									effort is not allowed.		
									PI of institutional		
									grants (ie SCTR		
									grants, pilot awards,		
									etc.) or CDA (except		
									K24/midlevel) would		
									not qualify. Core		
									leader or program		
									project PI should also be considered.		
4	G : .: .		D	D		D.		Funded research	be considered.	Funded research	
4	Co-investigator on		R	R		R		related to education		related to education	
	research grants.										
								would count toward		would count toward	
_	D: .: 1	D	D.	D.	D		D 1 1 41	this criterion.	D 1 1 411	this criterion.	D 1: 4:
13	Direct involvement	R	R	R	R	R	Research in this	Research in this	Research in this	Research in this	Research in this
	in research.						category could be	category could be	category could be	category could be	category could be
							expected to include	expected to include	expected to include	expected to include	expected to include
							multiple and diverse	multiple and diverse	multiple and diverse	multiple and diverse	multiple and diverse
							types of research and	types of research and	types of research and	types of research and	types of research and
							may be collaborative	may be collaborative	may be collaborative	may be collaborative	may be collaborative in
							in nature. This could	in nature. This could	in nature. This could	in nature. This could	nature. This could
							include basic research,	include basic research,	include basic research,	include basic research,	include basic research,
							clinical research,	clinical research,	clinical research,	clinical research,	clinical research,
							translational research,	translational research,	translational research,	translational research,	translational research,
							educational research,	educational research,	educational research,	educational research,	educational research,
							outcomes research, and			outcomes research, and	outcomes research, and
							quality improvement	quality improvement	quality improvement	quality improvement	quality improvement
L							research among others.	research among others.	research among others.	research among others.	research among others.

6 Key individual in	R	R	R	R	R	R	"Key" indicates	"Key" indicates	"Key" indicates	"Key" indicates	Based on the clinical	This would include
training of students,						-*	primary and sustained	primary and sustained	primary and sustained	primary and sustained	expectations of faculty	training in the
post-graduates and							responsibility for	responsibility for	responsibility for	responsibility for	in this track, it is not	laboratory setting.
mentorship of junior							trainee/mentee	trainee/mentee	trainee/mentee	trainee/mentee	expected that faculty	Formal teaching not
faculty							progress. Should be	progress. Should be	progress. Should be	progress. Should be	play a key role.	required.
							well documented in the	well documented in the		well documented in the	Rather, individuals	
							Faculty Intramural	Faculty Intramural		Faculty Intramural	should be supporting	
								Teaching Effort Report		Teaching Effort Report	the teaching mission	
							or other similar document.	or other similar document.	Report, or other similar document	or other similar document.	through their activities, including	
							These activities should		These activities should		preceptorship. In	
							have occurred since	have occurred since		have occurred since	addition, role in	
							faculty was promoted	faculty was promoted		faculty was promoted	leadership or	
							to associate professor	to associate professor	to associate professor	to associate professor	supervision of a	
							and should be within	and should be within	and should be within	and should be within	multidisciplinary team	
							the last 5 years.	the last 5 years.		the last 5 years.	of allied health	
							Documentation of	Documentation of		Documentation of	professionals (ie	
							these activities is	these activities is	these activities is	these activities is	nurses, patient care	
							required.	required.	required.	required.	coordinators,	
											respiratory therapists, etc) would also count	
											towards involvement	
											in training. Training	
											the "community"	
											would also count.	
7 Serves as Course		R						Institutional				
Director for one or								equivalents for				
more major courses								"Course Director"				
								would include Themes, Elective or Required				
								Courses/Rotations, and				
								Units/Blocks in the				
								Medical and Graduate				
								Curricula.				
								Should be well				
								documented in the				
								Faculty Intramural				
								Teaching Effort Report or other similar				
								document.				
8 Continues to carry a	+	R		R	R			"Heavy" should be		"Heavy" should be	Heavy clinical load is	
heavy clinical or					10			explained in the		explained in the	the core requirement of	
teaching load								department chair letter		department chair letter	this track. "Heavy"	
								and personal		and personal	should be explained in	
								statement.		statement.	the department chair	
											letter and personal	
											statement. It is	
											expected that the	
											definition of heavy	
											will vary based on	
									l .		specialty norms.	

9 Continued	R	R	R	R	S	R		In addition to the	In addition to the	While only suggested,	Teaching not required.
publication of							1	publications noted, we	publications noted, we		
reviews, chapters,								would want to add the	would want to add the		
textbooks, peer							,	words "development,		reviews, and book	
reviewed papers,								production, and		chapters.	
and/or innovative								implementation of new	implementation of new		
teaching materials								curricula, educational	curricula, educational		
(new curricula,							1	programs" Should	programs" Should		
educational								be well documented	be well documented		
programs, syllabi,								and included materials	and included materials		
video materials,								submitted within the	submitted within the		
computer programs,								Faculty Intramural	Faculty Intramural		
etc.) that influence							·	Teaching Effort	Teaching Effort		
the science and								Report.	Report.		
practice of medicine								Innovative educational	Innovative educational		
at the regional &							1	materials may also	materials may also		
national levels							j	include MED ED	include MED ED		
								portal contributions,	portal contributions,		
							,	web-based curriculum,	web-based curriculum,		
								curriculum for national	curriculum for national		
								specialty	specialty		
								organizations, patents	organizations, patents		
								and the like and needs	and the like and needs		
							1	to be clearly	to be clearly		
								documented.	documented.		

10 Continued	RRR	R	First, second, last, and	First, second, last, and	
publication of			corresponding author	corresponding author	
important and			are uniformly	are uniformly	
original clinical			considered to be	considered to be	
and/or laboratory			"significant"	"significant"	
investigations with			authorship. Significant	authorship. Significant	
significant			authorship can also be	authorship can also be	
authorship.			justified in other ways;	justified in other ways;	
1 1 1			in such cases, there	in such cases, there	
			should be detail of the	should be detail of the	
			individual's	individual's	
			contribution to the	contribution to the	
			paper included in both	paper included in both	
			the department chair	the department chair	
			letter and the personal	letter and the personal	
			statement, similar to	statement, similar to	
			the new NIH biosketch	the new NIH biosketch	
			guidelines'	guidelines'	
			requirement for a	requirement for a	
			description of key	description of key	
			contributions (section	contributions (section	
			C) - e.g. under the	C) - e.g. under the	
			team science model,	team science model,	
			the faculty member	the faculty member	
			was a key member of	was a key member of	
			the authorship team.	the authorship team.	
			The impact of the	The impact of the	
			journal and/or the	journal and/or the	
			article would also	article would also	
			influence the	influence the	
			"significance"	"significance"	
			attributed to a	attributed to a	
			publication.	publication.	

4.1	In the second	. 10	. 10	1	1	. 10	11.	1		1	
11	Publications with	≥10	≥10			≥10	First, second, last, and		First, second, last, and		First, second, last, and
	significant	≥30	≥30			≥30	corresponding author		corresponding author		corresponding author
	authorship since						are uniformly		are uniformly		are uniformly
	promotion to						considered to be		considered to be		considered to be
	Associate Professor						"significant"		"significant"		"significant"
	(line 1), and in total						authorship. Significant		authorship. Significant		authorship. Significant
	(line 2)						authorship can also be		authorship can also be		authorship can also be
							justified in other ways;		justified in other ways;		justified in other ways;
							in such cases, there		in such cases, there		in such cases, there
							should be detail of the		should be detail of the		should be detail of the
							individual's		individual's		individual's
							contribution to the		contribution to the		contribution to the
							paper included in both		paper included in both		paper included in both
							the department chair		the department chair		the department chair
							letter and the personal		letter and the personal		letter and the personal
							statement, similar to		statement, similar to		statement, similar to
							the new NIH biosketch		the new NIH biosketch		the new NIH biosketch
							guidelines'		guidelines'		guidelines'
							requirement for a		requirement for a		requirement for a
							description of key		description of key		description of key
							contributions (section		contributions (section		contributions (section
							C) - e.g. under the		C) - e.g. under the		C) - e.g. under the team
							team science model,		team science model,		science model, the
							the faculty member		the faculty member		faculty member was a
							was a key member of		was a key member of		key member of the
							the authorship team.		the authorship team.		authorship team. The
							The impact of the		The impact of the		impact of the journal
							journal and/or the		journal and/or the		and/or the article
							article would also		article would also		would also influence
							influence the		influence the		the "significance"
							"significance"		"significance"		attributed to a
							attributed to a		attributed to a		publication. Defined
							publication. Defined		publication. Defined		as peer-reviewed
							as peer-reviewed		as peer-reviewed		publications.
							publications.		publications.		
12	Publications with	≥5		≥5				Items must have been	Items must have been		
	authorship since	≥10		≥10				accepted for	accepted for		
	promotion to							publication. Would	publication. Would		
	Associate Professor							include case reports,	include case reports,		
	(line 1), and in total							reviews, and book	reviews, and book		
	(line 2)							chapters.	chapters.		
-				•				•	:		

13	National	R	R	R	D	C	C	Requires some, but not	Education-specific	Requires some, but not	Education-specific		
1.5		K	K	K	K	S	S						
	recognition, as							necessarily all of the	items could include	necessarily all of the	items could include		
	evidenced by							items listed.	invitations to write	items listed.	invitations to write		
	election to							Additional evidence	questions for national	Additional evidence	questions for national		
	generalist or							includes membership	credentialing exams	includes membership	credentialing exams		
	specialty societies,								(NBME) or serving as		(NBME) or serving as		
	service on national							guidelines committees,	an accreditation site	guidelines committees,	an accreditation site		
	committees, study							national awards.	visitor, participation in	national awards.	visitor, participation in		
	sections, editorial								development of		development of		
	boards, visiting								national guidelines,		national guidelines,		
	professorships,								invited speaker at		invited speaker at		
	and/or invitations to								national/international		national/international		
	speak in CME								meetings (not just		meetings (not just		
	courses.								CME courses).		CME courses).		
14	Leadership roles in		R	R	R	R	S		,		,	Role in leadership or	
	appropriate											supervision of a	
	department, hospital											multidisciplinary team	
	and college											of allied health	
												professionals (ie	
												nurses, patient care	
												coordinators,	
												respiratory therapists, etc.) would count, as	
												The state of the s	
												would committee	
1												leadership.	

	Associate Professor	Academic Investigator	Academic Inv/Ed	Academic Clinician	Clinician Educator	Modified – Clinical	Modified – Research	Academic Investigator Recommendations	Academic Inv/Ed Recommendations	Academic Clinician Recommendations	Clinician Educator Recommendations	Modified – Clinical Recommendations	Modified – Research Recommendations
1	Continues to meet all the criteria for Assistant Professor with a record of achievement in research, teaching, and/or clinical service. (Participation in interprofessional teaching and interdisciplinary research encouraged)*	R*	R*	R*	R*	R	R	Typically, promotion would be expected to occur between three to ten years following appointment as Assistant Professor. Time in rank at previous institutions typically would be included in this calculation. Variation from that timeframe should be explained in detail by both the department chair and the faculty member seeking promotion. Professional behavior is a requirement for appointment and promotion at all levels.	Typically, promotion would be expected to occur between three to ten years following appointment as Assistant Professor. Time in rank at previous institutions typically would be included in this calculation. Variation from that timeframe should be explained in detail by both the department chair and the faculty member seeking promotion. Demonstration of achievements and scholarly activity in education must be documented in the Faculty Intramural Teaching Effort Report. Professional behavior is a requirement for appointment and promotion at all levels.	Typically, promotion would be expected to occur between three to ten years following appointment as Assistant Professor. Time in rank at previous institutions typically would be included in this calculation. Variation from that timeframe should be explained in detail by both the department chair and the faculty member seeking promotion. Professional behavior is a requirement for appointment and promotion at all levels.	Typically, promotion would be expected to occur between three to ten years following appointment as Assistant Professor. Time in rank at previous institutions typically would be included in this calculation. Variation from that timeframe should be explained in detail by both the department chair and the faculty member seeking promotion. Demonstration of achievements and scholarly activity in education must be documented in the Faculty Intramural Teaching Effort Report. Professional behavior is a requirement for appointment and promotion at all levels.	Typically, promotion would be expected to occur between three to ten years following appointment as Assistant Professor. Time in rank at previous institutions typically would be included in this calculation. Variation from that timeframe should be explained in detail by both the department chair and the faculty member seeking promotion. Professional behavior is a requirement for appointment and promotion at all levels.	Typically, promotion would be expected to occur between three to ten years following appointment as Assistant Professor. Time in rank at previous institutions typically would be included in this calculation. Variation from that timeframe should be explained in detail by both the department chair and the faculty member seeking promotion. Teaching not required. Professional behavior is a requirement for appointment and promotion at all levels.
2	Record of excellence in high quality patient care, teaching and/or research	R	R	R	R	R	R	If teaching evaluations are being included as evidence of excellence in teaching, they should be obtained from OAE or other appropriate centrally administered source, and they should be included in the Faculty Intramural Teaching Effort Report. Extramural teaching would also be considered.	Evidence of excellence and quality should include E*Value evaluations when available as requested in the Faculty Intramural Teaching Effort Report, Item 15. Evaluations should be obtained from OAE or other appropriate centrally administered source. Extramural teaching would also be considered.	If teaching evaluations are being included as evidence of excellence in teaching, they should be obtained from OAE or other appropriate centrally administered source, and they should be included in the Faculty Intramural Teaching Effort Report. Extramural teaching would also be considered.	Evidence of excellence and quality should include E*Value evaluations when available as requested in the Faculty Intramural Teaching Effort Report, Item 15. Evaluations should be obtained from OAE or other appropriate centrally administered source. Extramural teaching would also be considered.		

3	Established	R	R		R	Service as core leader	Service as core leader		Teaching not required.
	independent					or program project PI	or program project PI		This does not
	investigator with					should also be	should also be		necessarily require PI-
	major impact in					considered.	considered.		level funding of R01 at
	planning/developme						This does not		the Associate Professor
	nt of research						necessarily require PI-		level. Additional
	project. Involved in						level funding of R01 at		evidence includes being
	teaching activities,						the Associate		corresponding or senior
	including formal						Professor level.		author on manuscripts
	lectures, grand						Additional evidence		
	rounds, and/or						includes being		
	continuing medical						corresponding or		
	education.						senior author on		
							manuscripts.		

4	Principal investigator	R		S	S	Service as core leader		This does not	
	on significant			2	~	or program project PI		necessarily require PI-	
	research grants					should also be		level funding of R01 at	
	research grants					considered.		the Associate	
						considered.		the Associate	
								Professor level.	
								Additional evidence of	
								being an independent	
								investigator could	
								include PI of	
								individual K career	
								development award (or	
								equivalent	
								Foundation/Federal	
								award). Core leader or	
								program project PI	
								should also be	
								considered. PI of	
								investigator initiated	
								Industry grant. PI of	
								institutional grants (ie	
								SCTR grants, pilot	
								awards, etc) would not	
								qualify. Site PI of	
								industry grant would	
								mustry grant would	
								qualify if PI is	
								significantly involved	
								in study design,	
								implementation,	
								analysis team and/or	
								writing committee	
								(manuscript	
								preparation). The	
								significant role of the	
								PI in these studies	
								should be addressed in	
								the Department Chair	
								letter. In general,	
								studies in which the	
								investigator has	
								minimal % effort	
								(<5%) do not qualify.	
								Exceptions are VA	
								funding in which %	
								effort is not allowed.	
5	Co-investigator on		R	R	S		Funded research	Funded research	
1	research grants.		-	-	_		related to education	related to education	
	Testaron Siunts.						would count toward	would count toward	
							this criterion.	this criterion.	
							uns criterion.	ums criterion.	

6	Local, regional or national grant support for independent research or development of teaching methods, or health care delivery methods, or clinical care systems		S		S		S		Service as core leader or program project PI should also be considered.		Service as core leader or program project PI should also be considered.	Service as core leader or program project PI should also be considered.
7	Peer recognition for research activities including invitations to present work at other universities, workshops and scientific conferences.	R		R			R	Evidence of a regional reputation. Evidence includes invited presentations to regional or national meetings, visiting professorships, evidence of regional or national collaborations (demonstrated by grant funding or publication record).		Evidence of a regional reputation. Evidence includes invited presentations to regional or national meetings, visiting professorships, evidence of regional or national collaborations (demonstrated by grant funding or publication record).		Evidence of a regional reputation. Evidence includes invited presentations to regional or national meetings, visiting professorships, evidence of regional or national collaborations (demonstrated by grant funding or publication record).
8	Direct involvement in research.	R	R	R	R		R	Could include research on educational methods, outcomes and quality improvement.	Could include research on educational methods, outcomes and quality improvement.	Could include research on educational methods, outcomes and quality improvement.	Could include research on educational methods, outcomes and quality improvement, as well as involvement in clinical trials. A significant contribution to many different kinds of research will suffice.	
9	Organization of clinical services to provide a setting for medical education and a data base for clinical research.				R	S					Organization of clinical services to provide a setting for medical education and/or a database for clinical research. A significant contribution to either will suffice.	

10	Active in training of students and/or post-graduates.	R	R	R	R	S	S	Could include large and small group teaching, bedside teaching, and includes UME, GME, and CME. "Active" indicates a record of responsibility that may be primary or shared. Should be well documented in the Faculty Intramural Teaching Effort	Could include large and small group teaching, bedside teaching, and includes UME, GME, and CME. "Active" indicates a record of responsibility that may be primary or shared. Should be well documented in the Faculty Intramural Teaching Effort	Could include large and small group teaching, bedside teaching, and includes UME, GME, and CME. "Active" indicates a record of responsibility that may be primary or shared. Should be well documented in the Faculty Intramural Teaching Effort	Could include large and small group teaching, bedside teaching, and includes UME, GME, and CME. "Active" indicates a record of responsibility that may be primary or shared. Should be well documented in the Faculty Intramural Teaching Effort	Could include large and small group teaching, bedside teaching, and includes UME, GME, and CME.	Could include large and small group teaching, and includes UME, GME, and CME. Could include training in a laboratory setting.
11	Serves as Course Director for one or more major professional courses		S					Report.	Report. Institutional equivalents for "Course Director" would include Themes, Elective or Required Courses/Rotations, and Units/Blocks in the Medical and Graduate Curricula. Should be well documented in the Faculty Intramural Teaching Effort Report.	Report.	Report.		
12	Important contributor to course development or course direction.		R		S				"Important Contributor" would indicate responsibility for a segment requiring expertise or knowledge in a discipline within a course equivalent described in Item 11. UME clerkship, elective rotation and GME rotation, courses would also be included.		"Important contributor" would indicate responsibility for a segment requiring expertise or knowledge in a discipline within a course equivalent described in Item 11. UME clerkship, elective rotation and GME rotation, courses would also be included.		

	Superior evaluations of teaching by students, residents, peers, course directors, dept. chairs.	S	R	S	R	S		If teaching evaluations are being included as evidence of excellence in teaching, they should be obtained from OAE or other appropriate centrally administered source, and they should be included in the Faculty Intramural Teaching Effort Report. Letters from course directors should also be included in the Teaching Effort Report. Other evidence includes being the recipient of teaching awards.	Evidence of excellence should include E*Value evaluations when available as requested in the Faculty Intramural Teaching Effort Report, Item 15. Evaluations should be obtained from OAE or other appropriate centrally administered source. Duplicates Item 2.	If teaching evaluations are being included as evidence of excellence in teaching, they should be obtained from OAE or other appropriate centrally administered source, and they should be included in the Faculty Intramural Teaching Effort Report. Letters from course directors should also be included in the Teaching Effort Report. Other evidence includes being the recipient of teaching awards.	Evidence of excellence should include E*Value evaluations when available as requested in the Faculty Intramural Teaching Effort Report, Item 15. Evaluations should be obtained from OAE or other appropriate centrally administered source. Duplicates Item 2.	
14	Nominated for or recipient of teaching awards.		S		S				Awards should be documented in the Faculty Intramural Teaching Effort Report, Item 10 to include name, level (university, college, department, division, etc.) and date.		Awards should be documented in the Faculty Intramural Teaching Effort Report, Item 10 to include name, level (university, college, department, division, etc.) and date.	
	Presentations at national/international meetings.	R	R	R	R		S			Being presenting author of research abstracts (platform or poster) are included. Presenting at national and/or important regional meetings (outside of Charleston) are included. Charleston is often the site of many prominent meetings; however, the invitation to speak should not be based on your geographic location and thus for this requirement you should have some non-Charleston area presentations as well.		

16 Continued	R	R	R	R	R	In addition to the	No teaching required			
publication of						publications noted, we	publications noted, we	publications noted, we	publications noted, we	
reviews, chapters,						would want to add the				
textbooks, peer						words "development,	words "development,	words "development,	words "development,	
reviewed papers,						production, and	production, and	production, and	production, and	
and/or innovative						implementation of new	implementation of new	implementation of new	implementation of new	
teaching materials						curricula, educational	curricula, educational	curricula, educational	curricula, educational	
(new curricula,						programs Should	programs Should	programs Should	programs Should	
educational						be well documented	be well documented	be well documented	be well documented	
programs, syllabi,						and included materials	and included materials	and included materials	and included materials	
video materials,						submitted within the	submitted within the	submitted within the	submitted within the	
computer programs,						Faculty Intramural	Faculty Intramural	Faculty Intramural	Faculty Intramural	
etc.) that influence						Teaching Effort	Teaching Effort	Teaching Effort	Teaching Effort	
the science and						Report.	Report.	Report.	Report.	
practice of medicine						Would encourage and	Would encourage and	Would encourage and	Would encourage and	
at the regional &						value educational	value educational	value educational	value educational	
national levels						products that are peer				
						reviewed by groups	reviewed by groups	reviewed by groups	reviewed by groups	
						such as MedEdPortal.	such as MedEdPortal.	such as MedEdPortal.	such as MedEdPortal.	

17	Continued	R	R	R	R	First, second, last, and	First, second, last, and	First, second, last, and		First, second, last, and
	publication of					corresponding author	corresponding author	corresponding author		corresponding author are
	important and					are uniformly	are uniformly	are uniformly		uniformly considered to
	original clinical					considered to be	considered to be	considered to be		be "significant"
	and/or laboratory					"significant"	"significant"	"significant"		authorship. Significant
	investigations with					authorship. Significant	authorship. Significant	authorship.		authorship can also be
	significant						authorship can also be	Significant authorship		justified in other ways;
	authorship.						justified in other ways;			in such cases, there
	_					in such cases, there		other ways; in such		should be detail of the
						should be detail of the	should be detail of the	cases, there should be		individual's contribution
						individual's	individual's	detail of the		to the paper included in
						contribution to the	contribution to the	individual's		both the department
						paper included in both	paper included in both	contribution to the		chair letter and the
						the department chair	the department chair	paper included in both		personal statement,
						letter and the personal		the department chair		similar to the new NIH
						statement, similar to		letter and the personal		biosketch guidelines'
							the new NIH biosketch	statement, similar to		requirement for a
						guidelines'		the new NIH biosketch		description of key
						requirement for a	requirement for a	guidelines'		contributions (section C)
						description of key	description of key	requirement for a		- e.g. under the team
						contributions (section		description of key		science model, the
						C) - e.g. under the	C) - e.g. under the	contributions (section		faculty member was a
						team science model,		C) - e.g. under the		key member of the
						the faculty member		team science model,		authorship team. The
						was a key member of		the faculty member		impact of the journal
						the authorship team.	the authorship team.	was a key member of		and/or the article would
						The impact of the		the authorship team.		also influence the
						journal and/or the	journal and/or the	The impact of the		"significance" attributed
						article would also	article would also	journal and/or the		to a publication.
							influence the	article would also		
						"significance"	"significance"	influence the		
						attributed to a	attributed to a	"significance"		
						publication.	publication.	attributed to a		
								publication.		

10	Total publications	≥10		≥10	I	≥10	First, second, last, and		First, second, last, and		First, second, last, and
10	with significant	≥10		≥10		≥10	corresponding author		corresponding author	•	corresponding author are
	authorship since last						are uniformly		are uniformly		uniformly considered to
	promotion						considered to be		considered to be		be "significant"
							"significant"		"significant"		authorship. Significant
							authorship. Significant		authorship.		authorship can also be
							authorship can also be		Significant authorship		justified in other ways;
							justified in other ways;		can also be justified in		in such cases, there
							in such cases, there		other ways; in such		should be detail of the
							should be detail of the		cases, there should be		individual's contribution
							individual's		detail of the		to the paper included in
							contribution to the		individual's		both the department
							paper included in both		contribution to the		chair letter and the
							the department chair		paper included in both		personal statement,
							letter and the personal		the department chair		similar to the new NIH
							statement, similar to		letter and the personal		biosketch guidelines'
							the new NIH biosketch		statement, similar to		requirement for a
							guidelines'		the new NIH biosketch		description of key
							requirement for a		guidelines'		contributions (section C)
							description of key		requirement for a		- e.g. under the team
							contributions (section		description of key		science model, the
							C) - e.g. under the		contributions (section		faculty member was a
							team science model,		C) - e.g. under the		key member of the
							the faculty member		team science model,		authorship team. The
							was a key member of		the faculty member		impact of the journal
							the authorship team.		was a key member of		and/or the article would
							The impact of the		the authorship team.		also influence the
							journal and/or the		The impact of the		"significance" attributed
							article would also		journal and/or the		to a publication.
							influence the		article would also		to a publication.
							"significance"		influence the		
							attributed to a		"significance"		
							publication.		attributed to a		
							publication.		publication.		
10	m . 1 . 11'							D (" 1	publication.	D (* 1	
19	Total publications		≥5		≥5			Defined as peer-		Defined as peer-	
	with authorship since							reviewed publications,		reviewed publications,	
	last promotion							case reports, reviews,		case reports, reviews,	
								and book chapters.		and book chapters.	
20	Development of new		R		R			This duplicates Item		This duplicates Item	
	teaching materials,							16 above but does		16 above but does	
	such as curricula,							include the term		include the term	
	educational							"development." We		"development." We	
	programs, textbooks,							prefer "development,		prefer "development,	
	syllabi, computer							production, and		production, and	
	programs and video							implementation" of		implementation" of	
	tapes							teaching materials		teaching materials	
	1 1		L	l		L	ı	6	1	,	1

Established reputation inside and outside local institution as an authority in a clinical specialty or for leadership in primary care			S	R	R				Regional reputation (evidenced by speaking presentations, patient referrals for care, evidence that they are the "go-to person for particular clinical problem (must be documented in letter),	Regional reputation (evidenced by speaking presentations, patient referrals for care, evidence that they are the "go-to person for particular clinical problem (must be documented in letter),	
Contributions to committees at department, college, university, community, state, regional, national and international levels	R Univ Level	R Univ Level	R State Level	R State Level	S	S					
Leadership role in department and hospital as a section or division head, or program director			S	S							
Active involvement in local and national professional organizations	R	R	R	R	S	S	This criterion is not likely to be satisfied by membership alone, but implies service to the organization and profession by taking on some role within, or providing additional service to, the organization, such as committee membership, member of taskforce, or working group, etc.	This criterion is not likely to be satisfied by membership alone, but implies service to the organization and profession by taking on some role within, or providing additional service to, the organization, such as committee membership, member of taskforce, or working group, etc.	This criterion is not likely to be satisfied by membership alone, but implies service to the organization and profession by taking on some role within, or providing additional service to, the organization, such as committee membership, member of taskforce, or working group, etc	This criterion is not likely to be satisfied by membership alone, but implies service to the organization and profession by taking on some role within, or providing additional service to, the organization, such as committee membership, member of taskforce, or working group, etc.	
Election to scientific organizations in discipline.	S	S	S	S							

	Assistant Professor	Academic	Academic	Academic Clinician	Clinician Educator	Modified – Clinical	Modified -	Academic	Academic Inv/Ed	Academic Clinician	Clinician Educator	Modified – Clinical	Modified – Research Recommendations
		Investigator	Inv/Ed			Clinical	Research	Investigator Recommendations	Recommendations:	Recommendations	Recommendations	Recommendations	
1	Clear commitment to an academic career in research, teaching and/or clinical care.	R	R	R	R	R	R	As evidenced by documented activity in the CV and Faculty Intramural Teaching Effort Report. Professional behavior is a requirement for appointment and promotion at all levels.	As evidenced by documented activity in the CV and Faculty Intramural Teaching Effort Report. Professional behavior is a requirement for appointment and promotion at all levels.	As evidenced by documented activity in the CV and Faculty Intramural Teaching Effort Report. Professional behavior is a requirement for appointment and promotion at all levels.	As evidenced by documented activity in the CV and Faculty Intramural Teaching Effort Report. Professional behavior is a requirement for appointment and promotion at all levels.	Professional behavior is a requirement for appointment and promotion at all levels.	Teaching not required. Professional behavior is a requirement for appointment and promotion at all levels.
2	Commitment to and potential for performing independent laboratory and/or clinical research.	R	R	R			R						
3	Receipt, active pursuit or development of the skills necessary to apply for local, regional and national grants.	R	R	R			R						
4	Developing skills for directing or contributing to publications related to research, teaching and/or clinical care. (Participation in interprofessional teaching and inter- disciplinary research encouraged)*	R*	R*	R*	R*	S	R						Teaching not required.
5	Active in training of students and/or post-graduates.	R	R	R	R	S	S	As evidenced by documented activity in the CV and Faculty Intramural Teaching Effort Report.	As evidenced by documented activity in the CV and Faculty Intramural Teaching Effort Report.	As evidenced by documented activity in the CV and Faculty Intramural Teaching Effort Report.	As evidenced by documented activity in the CV and Faculty Intramural Teaching Effort Report.		
6	Strong interest in teaching.		S			S	S		Document teaching efforts, participation in faculty development in the area of education through symposia, membership as a member of AME, etc.				

								1		1	1	
7	Contributions as first author on refereed publications.	R	R	S			R					
8	Contributions as author on refereed publications.			R	S		R					
9	Capable of managing most clinical problems in the appropriate discipline, but may seek assistance from senior faculty when dealing with complex problems.			R	R	R						
	Carry a heavy clinical load				R	R						
11	Establishing recognition through candidacy or membership in appropriate professional and scientific organizations.	R	R	R	R							

	Instructor	Academic Investigator	Academic Inv/Ed	Academic Clinician	Clinician Educator	Modified – Clinical	Modified – Research	Academic Investigator	Academic Inv/Ed Recommendations	Academic Clinician Recommendation	Clinician Educator Recommendations	Modified – Clinical Recommendations	Modified – Research Recommendations
		· ·						Recommendations					
1	Completion of educational requirements necessary to enter a career in academic research, teaching and/or clinical care.	R	R	R	R	R	R	Professional behavior is a requirement for appointment and promotion at all levels.	Professional behavior is a requirement for appointment and promotion at all levels.	Professional behavior is a requirement for appointment and promotion at all levels.	Professional behavior is a requirement for appointment and promotion at all levels.	Professional behavior is a requirement for appointment and promotion at all levels.	Professional behavior is a requirement for appointment and promotion at all levels.
2	Aptitude for an academic career based upon recommendations of mentors.	R	R	R	R	R	R						
3	Career goal to function independently in an academic environment as an investigator, teacher, and/or clinician.	R	R	R	R	R	R						
4	Developing experience with preparation of research protocols and grant applications.	R	R	R			R						
5	Demonstrated interest in teaching.	R	R	R	R	S		Document teaching efforts, participation in faculty development in the area of education through symposia, membership as a mentored member of AME, etc.	Document teaching efforts, participation in faculty development in the area of education through symposia, membership as a mentored member of AME, etc.	Document teaching efforts, participation in faculty development in the area of education through symposia, membership as a mentored member of AME, etc.	Document teaching efforts, participation in faculty development in the area of education through symposia, membership as a mentored member of AME, etc.		
6	Early experience with preparation of publications and presentations related to research.	R	R	R			S						
7	Fulfilled educational requirements for certification by appropriate specialty board.			R	R	R							
8	Demonstrated interest in high quality clinical care.				R	R							