

Promotion Requirements

Below is the list of documentation faculty members who are ready for promotion should provide to their department chair (or designee) to initiate the promotion process:

Promotion to Assistant Professor-

- List of potential references- minimum of 5 (guidelines available on the OFA website):
<http://www.umassmed.edu/ofa/academic/letters.aspx>
- Updated CV using the recommended CV template available on the OFA website:
<http://www.umassmed.edu/ofa/academic/CVguide.aspx>
- Evidence of teaching effectiveness (information available on the OFA website):
<http://www.umassmed.edu/ofa/academic/teaching.aspx>
- Narrative Statement (recommended, not required):
<http://www.umassmed.edu/ofa/academic/narrative.aspx>

Promotion to Associate Professor and Professor-

- List of potential references- minimum of 10 (guidelines available on the OFA website):
<http://www.umassmed.edu/ofa/academic/letters.aspx>
- Updated CV using the recommended CV template available on the OFA website:
<http://www.umassmed.edu/ofa/academic/CVguide.aspx>
- Evidence of teaching effectiveness (information available on the OFA website):
<http://www.umassmed.edu/ofa/academic/teaching.aspx>
- Narrative Statement (recommended, not required):
<http://www.umassmed.edu/ofa/academic/narrative.aspx>

Please contact Gennie Ludovico in the Office of Faculty Affairs at (508) 856-4268 if you have any additional questions.

Appointment or Promotion to Assistant Professor

Requires evidence of completed formal training:

Clinical faculty should be eligible for board certification.

Basic Science faculty should have completed 2 years postdoctoral research.

Nursing faculty should have 2 years experience teaching or equivalent.

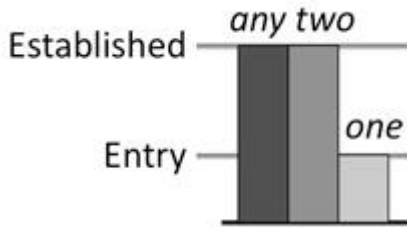
Requires evidence of prior experience at **Entry** level achievement in one or more of research and scholarly activity, education, or professional and academic service (for examples of activities at Entry level see [Table 3](#) of the Academic Personnel Policy or download a [checklist](#) of activities).

Table 3: Examples of Activities that provide evidence of an "Entry" Level of Achievement		
Professional/Academic Service	Research/Scholarly Activity	Education
<ul style="list-style-type: none"> • for clinical faculty members, demonstrated competence in area of clinical expertise • contributions to ongoing programs/teams involved in clinical, public health or research activities • local/regional consulting (including consultations with State agencies) in area of expertise • active participation in professional organizations • peer reviews for scientific journals or for granting agencies • activities related to faculty or student governance • service on task forces, committees and other groups of the school or university • advising/sponsoring of student or resident organizations 	<ul style="list-style-type: none"> • publication of clinical, basic science, or educational research (or evidence of significant contribution to publications) • presentation (verbal or poster) of study results to local audiences • application as principal investigator for locally or regionally-funded grants or contracts • case reports or review articles that integrate and expand existing knowledge or that provide an extensive literature review* • significant involvement at a local level in the developing, implementing and evaluating clinical guidelines * • significant contribution to policy development at a local level* <p>* For consideration for promotion, the asterisked activities must integrate or expand existing knowledge and/or provide an extensive literature review</p>	<ul style="list-style-type: none"> • formal lectures to medical and/or graduate students, residents, fellows, and peers • instruction in laboratory settings or in similar experiential learning activities • teaching in patient care environments • serving as a facilitator in small group formats • supervision and individualized instruction of graduate students or residents • presentations for grand rounds, teaching rounds or journal clubs • mentoring learners or colleagues

Appointment or Promotion to Associate Professor

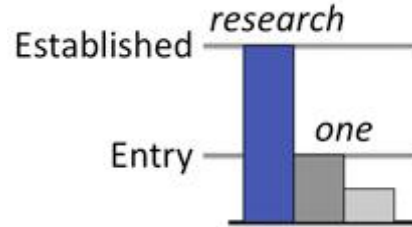
Appointment or promotion to Associate Professor requires considerable academic or professional experience beyond the level required for the rank of Assistant Professor, including achievement at **Established** level in at least one mission area. Normally, candidates for promotion to Associate Professor have a minimum of 6 years of service at the level of Assistant Professor or equivalent professional experience. Typical expectations for achievements in the mission areas depends on the candidate's pathway and track as shown below (see [Table 4](#) of the Academic Personnel Policy; for examples of activities at Established level see [Table 5](#) of the Academic Personnel Policy or download a [checklist](#) of activities).

Associate Professor (unmodified)



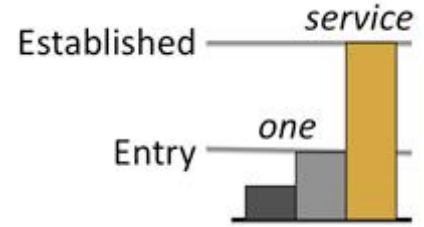
Established level achievement in at least two areas and Entry level achievement in the other area.

Research Associate Professor



Established level achievement in Research and Entry level achievement in at least one other area (Education or Service).

Clinical Associate Professor



Established level achievement in Clinical / Professional Service and Entry level achievement in at least one other area (Research or Education).

Table 4. Typical Expectations for Promotion to Associate and Full Professor in the Non Tenure Track

		Pathways		
Rank		Clinical	Traditional	Research
	Associate Professor		'Established' level achievement in the area of clinical/professional service and 'entry' level achievement in at least one of the two other mission areas	'Established' level achievement in at least two of the three mission areas, and 'entry' level achievement in the other area
Professor		'Senior' level achievement in the area of clinical/professional service, and at least 'entry' level of achievement in the two other mission areas.	'Senior' level achievement in at least one mission area, 'established' level of achievement in a second area and at least 'entry' level achievement in the third	'Senior' level achievement in the area of research and at least 'entry' level of achievement in the two other mission areas.

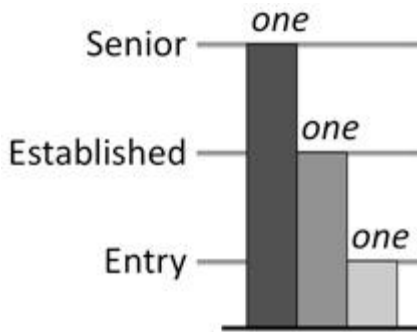
Table 5: Examples of Activities that provide evidence of an 'established' level of achievement

Professional / Academic Service	Research/Scholarly Activity	Education
<ul style="list-style-type: none"> • consulting on a regional basis • responsibility for a clinical or scientific program • leadership role in appropriate committees or groups related to clinical services or research such as IRB • leadership role / chair of major committees on a regional basis • spokesperson for the School or University on areas of expertise • awards and other recognition as an outstanding regional clinician • substantial contributions to activities related to faculty governance • substantial contributions to task forces, committees and other groups of the School and University • substantial administrative responsibilities for departments, units or the School • substantial mentoring of learners or colleagues • ad hoc reviewer for a scientific review board • substantial contribution to academic/professional organization such as chair of major committee or responsibility for scientific meeting 	<ul style="list-style-type: none"> • scientific publications in peer-reviewed journals and equivalent formats (emphasis on first and/or senior authorship) • regional/national recognition in his/her academic field • extramural grants or contracts (emphasis on principal investigator) • patents or other evidence of acceptance of devices or procedures • significant involvement at a regional or national level in the developing, implementing and evaluating clinical guidelines * • significant contribution to policy development at a regional or national level * <p>* For consideration for promotion, the asterisked activities must integrate or expand existing knowledge and/or provide an extensive literature review</p>	<ul style="list-style-type: none"> • supervising or coordinating teaching by others (e.g. course director, residency program director) • developing and participating in teaching of major components of courses (medical student, graduate student, resident, fellow, or CME courses) • developing significant educational and curricular materials (e.g. syllabi, curricular objectives, teaching cases, software) • developing significant evaluation techniques (e.g. examinations, surveys, software, standardized patients) • supervising graduate students and participating in dissertation committees

Appointment or Promotion to Professor

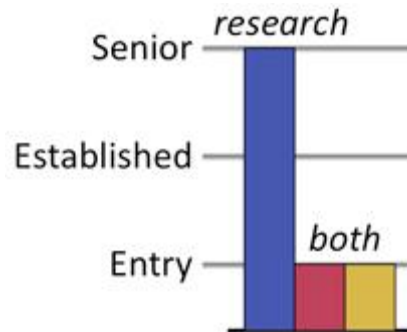
Appointment or promotion to Professor requires a significant level of achievement well beyond the level required for rank of Associate Professor, including achievement at **Senior** Level in at least one mission area. Normally, candidates for promotion to Professor have a minimum of 12 years of service since appointment as Assistant Professor. Typical expectations for achievements in the mission areas depends on the candidate's pathway and track as shown below (see [Table 4](#) of the Academic Personnel Policy; for examples of activities at Senior level see [Table 6](#) of the Academic Personnel Policy or download a [checklist](#) of activities).

Professor (unmodified)



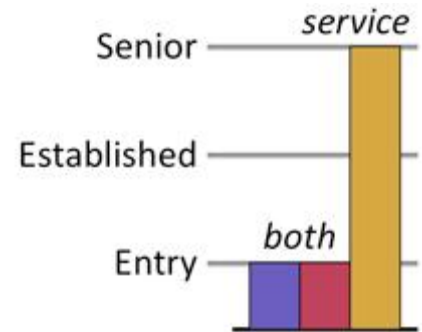
Senior level achievement in at least one area, Established level achievement in a second area, and at least Entry level achievement in the third.

Research Professor



Senior level achievement in Research and at least Entry level achievement in both other areas (Education and Service).

Clinical Professor



Senior level achievement in Clinical / Professional Service and at least Entry level achievement in both other areas (Research and Education).

Table 4. Typical Expectations for Promotion to Associate and Full Professor in the Non Tenure Track

		Pathways		
Rank		Clinical	Traditional	Research
	Associate Professor	'Established' level achievement in the area of clinical/professional service and 'entry' level achievement in at least one of the two other mission areas	'Established' level achievement in at least two of the three mission areas, and 'entry' level achievement in the other area	'Established' level achievement in the area of Research /Scholarly activity, and 'entry' level achievement in at least one of the two other mission areas
	Professor	'Senior' level achievement in the area of clinical/professional service, and at least 'entry' level of achievement in the two other mission areas.	'Senior' level achievement in at least one mission area, 'established' level of achievement in a second area and at least 'entry' level achievement in the third	'Senior' level achievement in the area of research and at least 'entry' level of achievement in the two other mission areas.

Table 6: Examples of Activities that provide evidence for a 'Senior' Level of achievement

Professional / Academic Service	Research/Scholarly Activity	Education
<ul style="list-style-type: none">• clinical, or public health consulting on a national or international basis• recognition as national or international leader in area of expertise• invited clinical presentations to national/international gatherings• significant contribution to national standards in area of expertise • leadership role in national or international professional organization • leadership position and substantial contribution in activities related to faculty governance • leadership position and substantial contribution in task forces, committees and other groups of the School and University • leadership position in administrative responsibilities for departments, units or the School • member of an editorial board of a major scientific publication • regular member or leader of a study section or equivalent review committee	<ul style="list-style-type: none">• substantial and significant publications as first and/or senior author• national/international recognition in his/her academic field• invited scientific presentations to national/international gatherings • scientific consulting on a national or international basis • consistent success in obtaining extramural funding through grants or contracts that are peer-reviewed and depend on scientific excellence. • contributing editor or regular writer for a major scientific publication	<ul style="list-style-type: none">• developing a course, curricular materials, or evaluation resources/techniques that are used regionally or nationally • playing a major role in the organization, implementation and evaluation of a regional or national educational activity • writing or editing textbooks or equivalent resources adopted by other institutions • acting as an education consultant to national bodies or a reviewer for national grants in education. • Successful ongoing activities in educational research that is supported by extramural grants and published in high impact educational journals

Guidelines for an Effective Curriculum Vitae

The curriculum vitae (CV) is your professional biography. In the appointment, promotion and/or tenure process, it is the main source of information about you that is provided to reviewers, both internal and external. Therefore, it is critical that your CV communicates your activities and accomplishments as clearly and effectively as possible.

We recommend using the CV template on the UMMS website at <http://www.umassmed.edu/ofa/academic/cv.aspx>. This template is based on the model created by the AAMC (<http://www.aamc.org/members/old/facultyvitae/fall05/cv.htm>). Although faculty may use any style for their CV, we recommend the following best practices for developing your CV to facilitate the review process.

- List all items, except publications, in **reverse chronological order** (most recent first), so that the reader can see immediately what you have done lately.
- List **publications** in **chronological order** (most recent last), so that they can be numbered and updated easily. Publications should be listed by type (peer-reviewed, books & chapters, non-peer-reviewed, non-print materials).
- Your professional contact information should be complete and accurate. Home address and personal contact information are optional and not necessary for use within UMMS.
- Do not include personal information such as age (birthdate & birthplace), gender, race, religion, political affiliation, marital/parental status (partner & children), disability, or national origin (list from AAMC website). **Absolutely do not include your social security number!**
- Do not include medical license or DEA numbers.
- Do not include information that is related to your personal life, such as hobbies, sports etc.
- You may include community service, but only if the activity involves your professional expertise.
- Include the date the CV was last updated (on the template the date is included in the page header—enter the date manually: do not use the automatic date feature).
- See other recommendations and notes as indicated in *italics* in the template.

Remember that your CV is often the only source of information about you that is available to a reviewer who may be making a judgment on your future. Make sure that your CV presents you in the best possible light.

The information in your CV must be complete and accurate. Most of the information in a CV is public record and is easily verified: falsifying this information is a serious offense.

You should maintain a current file of your CV on your computer **and back it up!** Add new items as soon as they occur, so that you can provide a current copy of your CV immediately on request.

First Name Last Name, M.D., Ph.D.

Department
University/Institution
Street Address
City, State zip code
(Area code) phone number
(Area code) fax number
email@address.com

Education

Fellowship, University/Institution, City, State Years
Residency, University/Institution, City, State Years
Ph.D., (Field), University, City, State/Country Year
Thesis Title:
Advisor:
M.D., University, City, State/Country Year
B.S./B.A., Major (*include Honors*), University, City, State/Country Year
List in reverse chronological order.

Appointments

Associate Professor Years
Department, University, City, State
Director, Center for Years
University/Institution, City, State
Note: *If you have multiple administrative positions, consider separating this section into Academic Appointments and Administrative Appointments.*
Assistant Professor Years
Department, University, City, State
Chief Resident Years
Department, University/Institution, City, State
Postdoctoral Fellow/Scholar Years
Supervisor:
Department, University/Institution, City, State
List appointments in reverse chronological order.

Other Positions and Employment

List non-academic employment history in reverse chronological order, noting position held, employer, location, brief description of duties and responsibilities. Years

Certification and Licensure

Diplomate, ABMS Board Year
Subspecialty Certification, Subspecialty Board Year
State Medical License (active and inactive, without numbers) Year
Do not list DEA numbers.

Honors and Awards

Name of Award (Organization) Years
Note: *you may also list elite fellowship programs, to which you were accepted on the basis of a competitive, as opposed to first-come, first-serve, application process.*

Updated: Date [Note: do not use automatic date function]

Professional Memberships and Activities

Society Name Years
List in reverse chronological order, noting leadership and other positions held.

Editorial Responsibilities

Journal name, role (eg, reviewer, editor, editorial board) Years
List in reverse chronological order.

Educational Activities**Teaching Activities**

Course Name, Role. Organization, Number of Students Years
Identify your teaching activities here or write "See attached Teaching Portfolio."
List in reverse chronological order, noting your role (course developer, course director, lecturer).
Include graduate student teaching and teaching residents in a clinical setting.
Consider using a table, as it provides a concise, visual way to identify role, number of students, number of sessions, and evaluation data.

Advising & Supervision

Student/Postdoc Name, Program, Your role Years
List current position for trainees whom you have supervised directly.
Include advising responsibilities.

Grants**Current**

Agency Grant Number Principal Investigator (PI) Years
 Title
 Description (1 sentence)
 Total, direct & indirect costs
 Role: (% effort)

Include the title of grant, granting agency and grant number, total, direct & indirect costs, funding dates. State your role, identify the PI if not you, and your percent of effort.

If you include contracts, rename the section, "Grants and Contracts," and use two subheadings, separating contracts from grant awards.

If voluminous, limit to the most recent decade and note the limitation in the heading.

Consider using a table, as it provides a concise, visual depiction of this material.

Pending

Agency Grant Number Principal Investigator (PI) Years
 Title
 Description (1 sentence)
 Total, direct & indirect costs
 Role: (% effort)

Completed

Agency Grant Number Principal Investigator (PI) Years
 Title
 Description (1 sentence)
 Total, direct & indirect costs
 Role: (% effort)

Patents

Patent title, number

Year

List in reverse chronological order.

Publications

Peer-reviewed publications

1. Authors. Title. Journal Vol: pp–pp (year).

Books & Chapters

1. Authors. Title. in Book Title (Eds.) pp–pp. Publisher (year).

Non-peer-reviewed publications

1. Authors. Title. Journal Vol: pp–pp (year).

Non-print materials

1. Authors. Title. Source (URL) (year).

*List your publications in **numbered chronological order** for easy updating.
BOLD your name in list of authors.*

Presentations & Abstracts

Invited Presentations

Date

Title of presentation, Institution
In reverse chronological order.

National/International Meetings

Date

Authors, title of presentation. Meeting Name. (Abstract reference if published)
*List name of meeting and location, dates, in reverse chronological order. Include abstract reference. Indicate whether oral presentation or poster & if you were the presenter. Include all authors & BOLD your name in list of authors.
Indicate any presentations that were peer-reviewed or list in a separate section: Peer-Reviewed Presentations*

Local/Regional Meetings

Date

Authors, title of presentation. Meeting Name. (Abstract reference if published)

Committee Assignments and Administrative Service

Committee Name (Role), Organization

Years

List in reverse chronological order, noting leadership positions held. Include internal and external activities (e.g., work with NIH study groups).

Community Service

Organization, role/responsibility

Years

*List in reverse chronological order, **ONLY** include activities that involve your professional expertise.*

University of Massachusetts Medical School Guidelines for Preparation of a Narrative Statement

Candidates for promotion are encouraged to include a narrative statement in their promotion materials. The purpose of the narrative statement is to give candidates the opportunity to place their work and activities in the context of their overall goals as a faculty member at UMMS.

The narrative statement should discuss teaching, research/creative accomplishments, and service. Because most reviewers are not within the discipline of the candidate, the statement should be written for a general audience. The framework outlined below may be a guide in the preparation of a narrative statement.

I. Introduction

- a. Overview of philosophy as a faculty member within academic medicine, and at UMMS;
- b. Identify themes or passions that link your activities into a coherent whole and help reviewers understand the decisions you made to undertake the various types of work in which you have engaged. Examples: goal of establishing an independent research program; goal of integrating teaching, research and clinical service; goal of expanding global health; goal of fostering diversity.

II. Research/Creative Accomplishments

- a. Clearly explain/define your research agenda so that someone outside your discipline will understand your research; explain major topics on which you have focused;
- b. Demonstrate how you have moved toward being an independent scholar;
- c. Explain why the research questions on which you are working are important to your discipline and what your research contributes;
- d. Identify innovations and contributions;
- e. Explain how your scholarship informs your teaching (if appropriate);
- f. Comment on research in progress and plans for future research.

III. Teaching (if submitting an educator's portfolio, summarize major points)

- a. Statement of teaching philosophy;
- b. Overview of courses generally taught;
- c. Pedagogies employed to meet student needs;
- d. Scholarship supporting teaching;

- e. Use of student feedback to improve instruction;
- f. Innovations in teaching and assessment of effectiveness;
- g. Plans to improve teaching or plans for the future.

IV. Service

- a. Statement of service philosophy;
- b. Explain how you have linked service to scholarly work and/or teaching (if appropriate);
- c. Provide an indication of the impact of your work: what difference(s) have you made? What innovations have you contributed?
- d. Identify your most significant achievements;
- e. Identify your efforts and impact to support diversity (if appropriate).

V. Conclusion

- a. Briefly (one paragraph maximum) comment on future directions for your career and what you plan to accomplish.

REMINDERS:

- The narrative statement should be no longer than 3 pages.
- The statement should be written in the first person.
- It should be written so that a reviewer outside of your discipline can easily understand the value and impact of your accomplishments.
- It should describe your professional journey; do NOT include personal information (divorce, illness, childbirth, etc.).
- The statement provides an opportunity for the candidate to:
 - Describe the significance of her/his accomplishments
 - Describe contributions or accomplishments not included in the CV
 - Explain any changes in career direction or pathway
 - Provide a concise summary of the candidate's role within the organization.
- The narrative statement may be included in materials sent to external evaluators.
- Ask senior colleagues and/or mentors to critically review your draft.

The Office of Faculty Affairs can assist you with questions or concerns. Contact Gennie Ludovico, Academic Personnel Specialist, at (508) 856-4268 or Gennette.Ludovico@umassmed.edu

Referee Letter Requirements Guidelines

The Vice Provost of Faculty Affairs, in conjunction with the UMMS Personnel Action Committee, has reviewed the Academic Personnel Policy (document T95-022 as amended by the Board of Trustees August 23, 2006). The following guidelines are provided to assist in the solicitation of referee letters for the purposes of appointments and promotions.

ARTICLE 10. PROCEDURES FOR PERSONNEL ACTIONS

Section 10.2 Initial Appointment. (page 29)

a. Upon identification of a candidate for an initial appointment, the Department Chair (with approval of the Dean in schools with departments) or the Dean (in schools without departments) shall submit the basic file to the Chancellor's designee for academic affairs. This basic file shall include all of the following:

ii. For personnel actions at the **Affiliate, Senior Affiliate, Instructor, Lecturer and Assistant Professor levels**, a minimum of 3 letters of recommendation is required. **Appointments above these levels, require a minimum of 5 letters in order to permit assessment of the regional or national reputation of the candidates. Of these five (5) letters, at least three (3) should normally be from peers of the candidate who are neither members of the University of Massachusetts Medical School faculty nor former mentors or current collaborators.**

Section 10.3 Promotions. (page 30)

c. For promotions to any rank and title above the **Assistant Professor** level, the Department Chair (or the Dean, in schools without departments), shall obtain **a total of at least five letters of reference from a list of scholars and professionals which includes, but is not limited to, those suggested by the faculty member; at least 3 of the letters should normally be from peers of the faculty member who are neither members of the University of Massachusetts Medical School faculty, nor former mentors or current collaborators of the faculty member (e.g. "outside" letters).**

Defined as above, the requirements for referee letters of candidates who are being considered for appointment or promotion to Associate Professor or Professor are as follows:

3 letters must be from individuals who are:

- Non-UMMS faculty
- At an academic rank *equal to or above proposed rank*
- Not a collaborator, mentor or mentee *within the past 3 years**

Additional letters may be from individuals in any of the categories listed above, as well as any of the following:

- UMMS faculty (not limited to rank)
- Collaborators (current or previous)
- Professionals from external organizations
- Mentors (current or previous)
- Mentees (except for letters from mentees or learners that are solicited solely as evidence of teaching effectiveness in place of teaching evaluations: those letters are not included in the required minimum 5 letters)

*The time limitation is based on NIH conflict of interest rules for peer reviewers: "Professional associate means any colleague, scientific mentor, or student with whom the peer reviewer is currently conducting research or other significant professional activities or with whom the member has conducted such activities within three years of the date of the review."

Please contact Gennie Ludovico, Academic Personnel Specialist, Office of Faculty Affairs at (508) 856-4268 or Gennette.Ludovico@umassmed.edu with any questions.