

Policy and Procedures for Tenure and Promotion Evaluation of Tenure-Eligible Faculty Members – *General Requirements and Domains of Excellence* – *Faculty of Medicine (FM)*

I. Mission, Vision and Context

Faculty of Medicine Mission

The mission of the Faculty of Medicine (FM) at the American University of Beirut (AUB) is to educate and train students and physicians to be ethical, highly competent, compassionate, socially responsible professionals dedicated to enriching medical research and scholarship globally, and to leading the advancement of health care delivery in Lebanon and the Middle East.

Faculty of Medicine Vision

The vision of FM at AUB is to be the leading internationally-accredited medical education and research institution in Lebanon and the Middle East through the delivery of educational and training programs responsive to the globally evolving needs in academic medicine and patient care.

Faculty of Medicine Goals

- To obtain international, preferably North American, accreditation for its medical undergraduate and post-doctoral training programs.
- To increase the number of students and clinical trainees commensurate with the expected growth of the American University of Beirut Medical Center (AUBMC) and its clinical affiliates. The vision of AUBMC is to be the leading academic medical center in Lebanon and the region by delivering excellence in patient-centered care, outstanding education, and innovative research.
- To expand and improve the academic programs in Biomedical Sciences.
- To recruit and retain high caliber and exceptional faculty.
- To advance and sustain research excellence.
- To enhance collaborations across campus.

Faculty of Medicine Academic Tracks

The FM at AUB consists of a diverse group of faculty members who are collectively committed to the three missions of academic medicine and basic medical sciences: teaching, research, and service. The contributions of all faculty members are valuable and should continue to be rewarded through merit-based evaluations that include academic promotion and granting tenure when applicable.

According to the Board of Trustees (BOT)-approved Tenure Design Committee (TDC) report (March 2017), only FM faculty members in the Investigator Track (or Track 1) are eligible to apply for tenure. According to the *FM Policy on Tracks, Appointments, and Promotions* (as

approved by the BOT in March 2012), this track applies to all professorial level faculty members holding doctoral (normally PhD, and/or MD, DMD or other) degree(s) and who have primary appointment in either the basic medical sciences departments or in the clinical departments. Track 1 is subdivided into two subtracks: the Scientist-Investigator Subtrack (or Subtrack 1A) and the Physician-Investigator Subtrack (or Subtrack 1B).

The Scientist-Investigator Subtrack (Subtrack 1A) applies to all faculty members within the 'Investigator Track' who do not have formal patient-care or clinical responsibilities. Faculty members in Subtrack 1A are expected to devote the majority of their time and effort in research and teaching. Additionally, faculty members in this track are expected to be engaged in academic and administrative service to the discipline and to the University. (Refer to the *FM Policy on Tracks, Appointments, and Promotions*).

The Physician-Investigator Subtrack (Subtrack 1B) applies to all faculty members within the 'Investigator Track' holding an MD degree and who have primary appointment in the clinical departments. Faculty members in Subtrack 1B are expected to devote approximately 40% of their total effort to research activity, whether basic or clinical. Additionally, faculty members are expected to be engaged in teaching as well as in academic and administrative service to the discipline and to the University. (Refer to the *FM Policy on Tracks, Appointments, and Promotions*).

At FM, faculty members can be appointed on two other tracks: the Physician-Educator Track (or Track 2) or on the Academic-Clinician Track (or Track 3). Faculty members in Tracks 2 and 3 are eligible for long-term contracts, but not for tenure.

Track 2 applies to all professorial level faculty members holding an MD degree (or other doctoral degrees) and who have primary appointment in the clinical departments. Faculty members in Track 2 are expected to devote at least 80% of their total effort to assigned duties in the combined areas of teaching and clinical service. Additionally, faculty members are also expected to demonstrate a good record of research productivity and other scholarly activities and to be engaged in academic and administrative service to the discipline and to the University.

Track 3 applies to professorial level faculty members holding an MD degree (or other doctoral degrees) and who have full time, primary appointment in the clinical departments and with primary assignment in patient care delivery. Faculty members in this track are expected to devote approximately 80% of their total effort to patient care or clinical service. Additionally, faculty members in this track are expected to devote some of their effort in scholarly activities, continuing education, and administrative service.

According to the *FM Policy on Tracks, Appointments, and Promotions*, Faculty members in Tracks 2 and 3 are allowed to switch to Track 1 if they so desire and if they can be expected to fulfill the requirements for promotion and tenure of Track 1.

A switch in tracks requires the recommendation of the Department Chairperson, approval of the Dean, and University approval in accordance with procedures of new appointments including a formal search.

The switch to another track is normally approved at the time of reappointment for a new period of contract. The faculty member will need to spend at least one year in the new track prior to the date of notification of the applicant for the need to apply for promotion to a higher rank. When applying for promotion to the higher rank, the number of years spent in a given rank within the previous track will be counted towards years spent in the new track.

Scholarship in Academic Medicine and Basic Medical Sciences

Scholarship is a primary requirement for tenure and academic advancement. All candidates applying for tenure at FM should have demonstrated significant accomplishment in scholarly endeavors.

Scholarship is the communication of knowledge generated through rigorous inquiry using a range of activities that advance research, teaching, and practice, both within and across disciplinary boundaries. The formal types of scholarship are: discovery scholarship, application scholarship, integration scholarship, and teaching scholarship. The scholarship of discovery refers to the development of new knowledge and theories. The scholarship of application is the interaction between knowledge and its practical use; translation of evidence to practice and evidence-based practice are some examples in the clinical sciences. The scholarship of integration refers to activities on interdisciplinary approaches where theories generally used in one discipline are applied to objects of study that are typically part of a different field. The scholarship of teaching refers to activities for the design and implementation of approaches that promote student learning.

Demonstration of scholarship requires all of the following: 1) A systematic approach of inquiry or development; 2) Public availability or transmission (not necessarily only publication in a journal); and 3) Being subject to peer review. In general, faculty members seeking tenure must demonstrate cumulative achievements in scholarship.

II. Tenure and Promotion Evaluation: Domains of Excellence

Granting tenure is a recognition by one's peers and by the university of achieved distinction in the areas of research, teaching, and service, in the advancement of the mission of the university, and ultimately in the career trajectory of faculty members. Therefore, tenure should be granted to faculty members whose high standards of scholarly achievements in serving the university's mission and potential for effective long-term performance warrant the institution's reciprocal long-term commitment. The process of evaluating candidates for tenure and/or promotion is essentially an inquiry, to evaluate whether they are accomplished scholars and significant contributors to their fields, in comparison with peers at similar points in their careers, while

taking into account the candidate's discipline and working conditions in terms of available resources for research, teaching load, opportunities for service and mentoring support.

This document describes the domains of excellence in research, teaching and service for the evaluation of tenure-eligible faculty members applying to the ranks of tenured associate professor and tenured professor based on the university policy. [In addition, it includes specific indicators, expectations and information that are consistent with FM's context and disciplines.](#)

III. Research Domains of Excellence

In considering a faculty member for tenure and promotion, a comprehensive assessment of contributions, achievements and impact should be conducted based on the below research domains of excellence. The level of excellence should be acknowledged by internal peers and internationally established external experts who can objectively and comprehensively evaluate the candidate's scholarly contributions.

III.A High-Quality Scholarship: Demonstrate excellence via a record of original research output or creative work published or realized in high quality peer reviewed venues, as judged by experts in the discipline. The produced body of scholarship should form the basis for assessment and should advance knowledge in the candidate's respective field(s). In addition, seeking and/or securing external research funding to undertake and expand scholarly contributions should be demonstrated, when applicable in the discipline.

III.B Independent Scholarly Identity: Demonstrate excellence via independent contributions reflecting research or creative work identity. In many fields of research, establishing effective and relevant collaborations with colleagues and international partners, within the discipline or across multiple disciplines, is necessary and highly valued. Nonetheless, it is essential that the candidate's individual intellectual contributions be clearly identifiable and highlighted as part of the assessment process.

III.C Focus and Coherence: Demonstrate excellence via a clear agenda of research or creative work with one or more themes directed towards achieving major objectives and goals. The produced body of scholarship should reflect a level of coherence and purposefulness, and should reflect the candidate's level of expertise in the discipline.

III.D Trajectory of Growth: Demonstrate excellence via continuous development in research or creative work, sustained scholarly output, and potential for effective long-term performance. This should be evidenced via a record showing an increasing level of quality and value over the years in rank, while taking into consideration transitions in the candidate's program of research or creative work in addition to undertaking any major academic appointments or responsibilities. The trajectory of growth should also constitute a clear basis for projecting sustained excellence into the future.

III.E Scholarship of Application: Some disciplines are more oriented than others to the production of research or creative work that addresses real world problems or issues and that aims to contribute to policy, practice, and/or society. If applicable, excellence in this direction can be demonstrated via:

- Knowledge translation, which includes contributions that translate research findings or creative works to the public and key actors to inform and/or influence policy, practice, and/or society.
- Entrepreneurship, which includes contributions that lead to inventions, intellectual property, and/or development of products or prototypes that can be commercialized.
- Scholarship of teaching, which includes scholarly contributions that can advance practices, methodologies, and skills related to teaching and learning in the candidate's discipline.

III.F Leadership/Recognition: Leadership can be demonstrated via recognition by international peers as a prominent scholar at the national, regional and/or international level, based on a body of research or creative work that is well established, respected, authoritative and/or impactful. It can also be demonstrated by launching and leading major initiatives that include securing funding and other needed resources, mobilizing research teams, and collaborating effectively with local, regional and/or international partners.

At FM, the key indicators for assessing the level of achievements by the candidate in the various research domains of excellence include: research publications, research grants, and peer recognition.

In Research Publications

1. All publications should be evaluated according to their originality, novelty, quality of scientific content, and contribution to existing knowledge.
2. An original paper is a full-length manuscript that describes a significant advancement in a particular field of research. Originality implies evidence-based innovation and achievement of new findings based on experimentation, clinical studies, simulations, or other forms of investigative methods. An original paper typically includes an abstract summary, introduction, methods, results, and discussion sections. The work should not have been previously reported except in abstract form. Narrative reviews, case reports, brief letters to the editor, conference reports, and technical reports or communications do not count as original papers. In exceptional cases, those types of publications can qualify as original papers but that has to be considered on a case-by-case basis as assessed by their content.
3. The evaluation procedures should carefully weigh and give considerable emphasis to the quality of publications and their scientific value. Indicators of high quality include, for example, publication in the higher ranked journals in their respective discipline, high

number of citations over time, as well as excellent evaluation of the work in letters of external referees.

4. In assessing the number of articles, articles published between the final submission of an application for promotion and the appointment to a higher rank count as published in the higher rank, unless they were included in the application for promotion as “in press” or “accepted for publication”.

In Research Grants: A competitive research grant refers to a grant awarded by a reputable funding source following a merit-based review process.

In Peer Recognition: A recognition in scholarly research refers to receiving substantive acknowledgment by experts and peers at the national/regional and/or international levels.

IV. Teaching Domains of Excellence

In considering a faculty member for tenure and promotion, a comprehensive assessment of the candidate’s teaching quality, contributions, and impact should be conducted based on the below teaching domains of excellence. These should be described by the candidate in a well-articulated teaching philosophy. The level of achievement should be acknowledged by peers as well as by students and advisees.

Types of Teaching at the Faculty of Medicine

The basic science departments at FM offer Master of Science (MS) and Doctor of Philosophy (PhD) degrees. In addition to graduate students, faculty members in these departments are also engaged in teaching medical students (especially in Med I and II), and delivering graduate courses within the interfaculty programs and undergraduate courses to nursing and health professions’ students (medical laboratory sciences, medical imaging sciences, and medical audiology sciences). The most common types of teaching venues are: lectures, case discussions such as Team-Based Learning (TBL), lab applications, seminars and/or journal club series, comprehensive exams, qualifying exams (PhD level), and theses.

The clinical departments at FM are mainly engaged in the medical educational programs that include the MD program and the postgraduate residency and fellowship training programs. Depending on the specialty, faculty members in these departments contribute to clinical teaching using a number of different venues such as ambulatory clinics, emergency departments, operating rooms, and in-patient units or wards. In addition to bed-side rounds, clinical faculty members may also offer didactic lectures, clinical skills sessions, case-based and laboratory discussions, and TBL sessions to medical students.

FM faculty members, at both the basic science and clinical departments, might also engage in other education responsibilities and activities. These include: developing a major curricular unit (e.g., course or clerkship, rotation, elective), developing a minor curricular unit (e.g., lab session, TBL module), revising a course or clerkship or other unit, developing novel teaching methods or learning tools, developing a syllabus or manual, developing faculty and staff skills (e.g., conducting workshops), developing personal skills and knowledge (e.g., attending teaching and learning workshops), and serving in leadership positions in education (e.g., dean for education, residency or graduate program director, course or clerkship coordinator, etc.).

The process of evaluating teaching is guided by the relevant indicators as listed and described in broad and detailed indicators based on Glassick's criteria. The Glassick's criteria are used to evaluate the quality and scholarly approach of each teaching domain of excellence in terms of: clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique.

[Specific indicators for teaching evaluation will be added after the approval of the report and recommendations of the Senate Committee on Teaching Effectiveness.]

IV.A Teaching and Assessment: Demonstrate level of achievement via:

- A record of teaching strategies that are learner-centered, aligned and appropriate to achieve clear learning outcomes, tailored to provide an environment conducive to learning, and suitable to deliver the knowledge effectively. This should take into account the context of the discipline as well as the type, level and content of offered courses or modules.
- Evidence of utilization of effective student assessment practices that are aligned with the learning outcomes and that provide timely feedback and evaluation to students.
- A record of quality teaching that clearly reveals the candidate's capability to sustain effective teaching, with evidence of students' learning based on appropriate measurable indicators.
- Self-evaluation and improvement of teaching methodology and practices.
- The use of emerging teaching methodologies based on, for example, technology, evidence-based teaching, experiential learning and service/community-based learning, when applicable.

IV.B Course and Curriculum Development: Demonstrate level of achievement via:

- Evidence of substantial revisions of existing courses or development of new courses in the candidate's areas of expertise, with clear student learning outcomes, well-supported rationale, and contemporary content. The revised and/or newly introduced courses should be recognized to have an added value to the academic program.
- Evidence of contributions to the revision of existing programs or participation in the development of new programs, degrees, and/or academic units.

IV.C Mentoring and Advising: Demonstrate level of achievement via effective mentoring and advising approaches, supported by accounts of successful advising that promoted students' academic development as well as the career and professional path of students. Evidence can be reflected through:

- Regularly seeking to interact with students as learners, attending to their needs and supporting them to develop their educational and career pathways.
- Being available, accessible, and proactive in supporting students who seek academic or career advice.
- Supervising, guiding and coaching graduate students and/or post-graduate trainees towards successful completion of their theses, projects, and/or professional clerkships.
- Serving as a role model to students in terms of ethics, values and professionalism.

IV.D Leadership/Recognition: Leadership can be demonstrated via recognition as an effective, impactful and prominent educator and a role model by peers and students. Evidence can be reflected through leading initiatives that advance innovations and address problems of practice, coordination and enhancement of academic programs, contributions to the development of educational policy and programs at the national level, and/or establishing professional networks within the university and/or beyond that aim at improving teaching and learning.

V. Service Domains of Excellence

Faculty members are expected to be engaged in service to the University, Profession and Society in line with AUB's mission and context. This can be expressed in differing ways through various venues, as well as varied forms and levels of engagement that ultimately reflect positively on the university and address needs that are specific to Lebanon and the region. Service provides an opportunity to model the profile of the AUB scholar committed to the ethics of care towards the university, profession and/or society. Faculty members are encouraged to develop a service trajectory that reflects their own interests and passion with potential for positive impact.

Service to the university can be manifested in participation in shared governance at the level of the department, faculty/school and the university as a whole.

Service to the profession includes contributions to advancing one's profession, practice and/or discipline at the national and international levels.

Service to society extends beyond service to the university and the profession to encompass proactive citizenship that is responsive to prevailing and emerging needs of the community, society and beyond.

In considering a faculty member for tenure and promotion, a comprehensive assessment of service activities, contributions and impact should be conducted based on the below service domains of excellence. The level of contribution should be acknowledged by internal/external

peers and/or experts who can objectively and comprehensively evaluate the candidate's service contributions at multiple levels.

V.A Active and Effective Participation: Demonstrate level of achievement via evidence of active and effective engagement in various service activities, including in academic governance venues and initiatives within the University. This can also be demonstrated by showing responsiveness to emerging concerns faced by the university, profession and/or society.

V.B Trajectory of Service: Demonstrate level of achievement via evidence of service engagement for the university, profession, and/or society with a clear purpose and a consistent trajectory over time. This should be directed towards achieving service goals to make a positive difference and advance the collective good aiming at producing tangible and valuable outcomes.

V.C Leadership/Recognition: Leadership can be demonstrated via: i. launching initiatives, ii. mentoring, inspiring and galvanizing others, and/or iii. leading efforts of teams, towards an aim of service to the university, profession, and/or society, with the value recognized by internal/external peers and/or experts. This may also be reflected by developing independent service engagement strategies and advocating for their rationale and implementation, and/or by demonstrating innovation through evidence of utilizing available expertise and resources to offer solutions and engage in novel opportunities that show originality in the way they serve the needs of the university, profession and/or society.

Specific Indicators for Clinical Service at the Faculty of Medicine

As clinicians and practitioners on Subtrack 1B, faculty members carry out the clinical and administrative missions using professional knowledge, attitudes, and skills to provide direct care or to advance clinical and organizational systems. In addition to the guidelines on service presented above, all faculty members on Subtrack 1B are expected to demonstrate a valued record and respected recognition in quality patient care and/or clinical service in their area of specialty. This is quantitatively evident by submitting clinical workload sheets and time and effort analysis. Qualitative advances in patient care and/or clinical service are evident by a growing reputation in the area of medical specialty using satisfaction surveys, clinical care awards, peer evaluation forms, or other quality indicators.

VI. General Requirements for the Evaluation of Tenure and Promotion

In considering applicants for promotion and/or tenure at FM, the complete portfolio of the candidate's contributions in addition to the overall strengths and achievements should be the primary consideration in providing evidence of excellence in research, teaching, and service. The number of published articles included in this section should be viewed as a general guideline and a desired target rather than an absolute requirement for successful promotion and tenure.

VI.A Assistant Professor Applying for Tenure with Promotion to Tenured Associate Professor

Promotion to, or appointment of, an associate professor along with the granting of tenure should be in accordance with the following general requirements:

A successful candidate must have a record of excellent achievement and recognition in scholarly research or creative work in the arts, in addition to an excellent record in either teaching or service, and at least a very good record in the other one.

In considering the application of an assistant professor for promotion with tenure, the following should be conducted:

- A comprehensive assessment of the candidate’s research contributions, achievements and impact with supporting evidence based on the research domains of excellence *III.A to III.D*, in addition to *III.E, if applicable*. Demonstrating elements of leadership and potential of recognition as per domain *III.F* is desirable and will be considered favorably in support of the evaluation of the candidate.
- A comprehensive assessment of the candidate’s teaching contributions, achievements and impact with supporting evidence based on the teaching domains of excellence *IV.A to IV.C*, with special emphasis on *IV.A*. Demonstrating elements of leadership as per domain *IV.D* is desirable and will be considered favorably in support of the evaluation of the candidate.
- A comprehensive assessment of the candidate’s service activities, contributions and impact with supporting evidence based on the service domains of excellence *V.A and V.B*. Demonstrating elements of leadership as per domain *V.C* is desirable and will be considered favorably in support of the evaluation of the candidate.

1. Demonstration of *excellence* in research evidenced by:

- a. A minimum of nine publications as a major contributor since appointment to the rank of Assistant Professor; at least six of the publications as major contributor should be original articles. The quality of publications and their scientific value should receive considerable emphasis.
- b. Successful funding as principal investigator or co-principal investigator on competitive intramural and preferably extramural research grants. Demonstrating efforts in seeking extramural research grants will be considered favorably in support of the applicant.
- c. Elements of leadership with potential for recognition at the national, regional, or international levels will be considered favorably in support of the evaluation of the candidate.

2. Demonstration of *excellence* in teaching evidenced by:

- a. Proficiency in instructing and guiding learners in the development of knowledge, skills, or attitudes and proficiency in providing them with measures of progress and well-documented learning methods; and by at least one of the following proficiency indicators:

- b. Proficiency in developing new or revised courses, modules, rotations, and/or programs; or by
- c. Proficiency in providing counsel and support to mentees/advisees over years and in many contexts; or by
- d. Proficiency in directing a program, major, or specialty and managing its resources.

OR *Demonstration of very good teaching evidenced by:*

- a. Proficiency in instructing and guiding learners in the development of knowledge, skills, or attitudes and proficiency in providing them with measures of progress and well-documented learning methods; in addition to valuable contributions to: developing new or revised courses, modules, rotations, and/or programs; or providing counsel and support to mentees/advisees.

3. *Demonstration of excellence in service evidenced by:*

- a. Chairing and/or playing leading role in committees/taskforces at the level of division, department, hospital, faculty, and/or university; and by at least one of the following indicators:
- b. Chairing and/or playing a leading role in committees, taskforces, or study groups in professional organizations/societies or participating in their governance/operations regionally or internationally; or by
- c. Serving as an editor/associate editor or editorial board member for credible scientific journals or books; or by
- d. Establishing and/or leading outreach service activities.

OR *Demonstration of very good service evidenced by:*

- a. Actively serving on committees/taskforces at the level of division, department, hospital, faculty, and/or university, and participating in their administrative assignments; and by at least one of the following indicators:
- b. Actively participating in committees, taskforces, or study groups in professional organizations/societies regionally or internationally; or by
- c. Reviewing articles for journals and other publications or proposals for extramural funding, and serving on program committee for regional or international conferences, workshops or symposia; or by
- d. Participating effectively in outreach service activities.

VI.B Associate Professor Applying for Tenure Only to Tenured Associate Professor

Granting of tenure to associate professors should be in accordance with the following general requirements:

A successful candidate must have a sustained record of excellent achievement and recognition in scholarly research or creative work in the arts, which is commensurate with the number of years in the professorial ranks, in addition to an excellent record in either teaching or service, and at least a very good record in the other one.

The level of achievement should be in line with tenure and promotion guidelines to the rank of tenured associate professor as per Section V.A, with emphasis on demonstrating a sustained record, while taking into consideration the number of years in the professorial ranks.

1. *Demonstration of excellence in research evidenced by:*

- a. A number of publications as a major contributor commensurate with the number of years in rank as defined above. The majority of these publications as major contributor should be original articles. The quality of publications and their scientific value should receive considerable emphasis. It is expected that an Associate Professor, who has been in rank for 3 years or less, would publish a minimum of three publications as a major contributor; at least two of the publications as major contributor should be original articles. An Associate Professor, who has been in rank for more than 3 years but less than 6 years, is expected to publish a minimum of six publications as a major contributor; at least four of the publications as major contributor should be original articles. However, an Associate Professor, who has been in rank for 6 years or more, is expected to publish a minimum of twelve publications as a major contributor; eight of the publications as major contributor should be original articles.
- b. Successful funding as principal investigator or co-principal investigator on competitive intramural and preferably extramural research grants, commensurate with the number of years in rank.
- c. Elements of leadership with potential for recognition at the national, regional, or international levels are desirable for associate professors who have been in rank for 3 years or less, and a level of leadership with national and regional recognition is expected for associate professors who have been in rank for more than 3 years.

2. *Demonstration of excellence in teaching evidenced by:*

- a. Proficiency in instructing and guiding learners in the development of knowledge, skills, or attitudes and proficiency in providing them with measures of progress and well-documented learning methods; and by any one of the following proficiency indicators:
- b. Proficiency in developing new or revised courses, modules, rotations, and/or programs; or by
- c. Proficiency in providing counsel and support to mentees/advisees over years and in many contexts; or by
- d. Proficiency in directing a program, major, or specialty and managing its resources.

OR *Demonstration of very good teaching evidenced by:*

- a. Proficiency in instructing and guiding learners in the development of knowledge, skills, or attitudes and proficiency in providing them with measures of progress and well-documented learning methods; in addition to valuable contributions to: developing new or revised courses, modules, rotations, and/or programs; or providing counsel and support to mentees/advisees.
3. *Demonstration of excellence in service evidenced by:*
- a. Chairing and/or playing leading role in committees/taskforces at the level of division, department, hospital, faculty, and/or university; and by at least one of the following indicators:
 - b. Chairing and/or playing a leading role in committees, taskforces, or study groups in professional organizations/societies or participating in their governance/operations regionally or internationally; or by
 - c. Serving as an editor/associate editor or editorial board member for credible scientific journals or books; or by
 - d. Establishing and/or leading outreach service activities.

OR *Demonstration of very good service evidenced by:*

- a. Actively serving on committees/taskforces at the level of division, department, hospital, faculty, and/or university, and participating in their administrative assignments; and by at least one of the following indicators:
- b. Actively participating in committees, taskforces, or study groups in professional organizations/societies regionally or internationally; or by
- c. Reviewing articles for journals and other publications or proposals for extramural funding, and serving on program committee for regional or international conferences, workshops or symposia; or by
- d. Participating effectively in outreach service activities.

VI.C Tenured Associate Professor Applying for Promotion to Tenured Professor or Associate Professor Applying for Tenure with Promotion to Tenured Professor

Promotion to the rank of professor with tenure requires that the faculty member has clearly met the criteria for tenure and demonstrated outstanding scholarly achievement combined with international recognition in a particular discipline. Promotion to the rank of professor with tenure should be in accordance with the following general requirements:

A successful candidate must have demonstrated outstanding scholarly achievement in research or creative work in the arts combined with international recognition, and at least an excellent record in either teaching or service, and a very good record in the other one.

In considering promotion to the rank of professor, a comprehensive assessment of the candidate's overall contributions, achievements and impact should be conducted and

supporting evidence provided, based on the research domains of excellence (*III.A to III.D, III.E* as applicable, and *III.F*), teaching domains of excellence (*IV.A to IV.D*), and service domains of excellence (*V.A to V.C*). Promotion to the rank of professor necessitates higher expectations compared to promotion to the rank of associate professor for all domains of excellence, in addition to a sustained trajectory of growth combined with leadership and international recognition especially in the research domain of excellence *III.F*.

Although research, teaching, and service are normally evaluated separately, demonstrating an appropriate level of integration and/or inter-relatedness among these areas of activity is desirable at this rank and will be considered favorably in support of the evaluation of the candidate.

Promotion to professor with tenure builds on the scholarly record in the associate professor rank evidenced by quality and quantity of sustained research output. At the full professor rank, the same indicators of research success are used but with higher expectation in quality, quantity, and impact while emphasizing leadership and international recognition as a requirement.

1. *Demonstration of outstanding scholarly achievement in research evidenced by:*

- a. A minimum of eighteen publications as a major contributor since appointment to the rank of Associate Professor; at least twelve of the publications as major contributor should be original articles. The quality of publications and their scientific value should receive considerable emphasis.
- b. Successful funding as principal investigator or co-principal investigator on competitive intramural and extramural research grants, since appointment as Associate Professor.
- c. Elements of leadership with potential for recognition at the national, regional, and typically international levels are expected.

2. *Demonstration of excellence in teaching evidenced by:*

- a. Proficiency in instructing and guiding learners in the development of knowledge, skills, or attitudes and proficiency in providing them with measures of progress and well-documented learning methods; and by any two of the following proficiency indicators:
- b. Proficiency in developing new or revised courses, modules, rotations, and/or programs; or by
- c. Proficiency in providing counsel and support to mentees/advisees over years and in many contexts; or by
- d. Proficiency in directing a program, major, or specialty and managing its.

OR *Demonstration of very good teaching evidenced by:*

- a. Proficiency in instructing and guiding learners in the development of knowledge, skills, or attitudes and proficiency in providing them with measures of progress and well-documented learning methods; and by any one of the following proficiency indicators:

- b. Proficiency in developing new or revised courses, modules, rotations, and/or programs; or by
 - c. Proficiency in providing counsel and support to mentees/advisees over years and in many contexts; or by
 - d. Proficiency in directing a program, major, or specialty and managing its resources.
3. *Demonstration of excellence in service evidenced by:*
- a. Chairing and/or playing leading role in committees/taskforces at the level of division, department, hospital, faculty, and/or university; and by any two of the following indicators:
 - b. Chairing and/or playing a leading role in committees, taskforces, or study groups in professional organizations/societies or participating in their governance/operations regionally or internationally; or by
 - c. Serving as an editor/associate editor or editorial board member for credible scientific journals or books; or by
 - d. Establishing and/or leading outreach service activities.

OR *Demonstration of very good service evidenced by:*

- a. Actively serving on committees/taskforces at the level of division, department, hospital, faculty, and/or university, and participating in their administrative assignments; and by any two of the following indicators:
- b. Actively participating in committees, taskforces, or study groups in professional organizations/societies regionally or internationally; or by
- c. Reviewing articles for journals and other publications or proposals for extramural funding, and serving on program committee for regional or international conferences, workshops or symposia; or by
- d. Participating effectively in outreach service activities.

VI.D Professor Applying for Tenure Only to Tenured Professor

Granting of tenure to professors should be in accordance with the following general requirements:

A successful candidate: 1) must have a cumulative record of excellent achievement and recognition in scholarly research or creative work in the arts; 2) should have also maintained an excellent record, in the previous five years or longer, of either effective teaching and/or professional service, in a balanced combination of these two activities; and 3) must demonstrate the potential sustainability of continued activity in scholarship, teaching and professional service over the course of the faculty member's career.

The level of achievement in scholarly research or creative work in the arts should be in line with tenure evaluation as per Section V.B, while taking into consideration the overall trajectory of

the candidate and the potential sustainability of continued activity in terms of research, teaching and service, in addition to any major recent academic or administrative appointments and responsibilities.

1. *Demonstration of a cumulative record of excellent achievement and recognition in research evidenced by:*

- a. A growing number of publications as a major contributor commensurate with the number of years in rank. The majority of these publications as major contributor should be original articles. The quality of publications and their scientific value should receive considerable emphasis.
- b. Successful funding as principal investigator or co-principal investigator on competitive intramural and extramural research grants, commensurate with the number of years in rank.
- c. Elements of leadership with potential for recognition at the national, regional, and typically international levels are expected.

2. *Demonstration of excellence in teaching evidenced by:*

- a. Proficiency in instructing and guiding learners in the development of knowledge, skills, or attitudes and proficiency in providing them with measures of progress and well-documented learning methods; and by any two of the following proficiency indicators:
- b. Proficiency in developing new or revised courses, modules, rotations, and/or programs; or by
- c. Proficiency in providing counsel and support to mentees/advisesees over years and in many contexts; or by
- d. Proficiency in directing a program, major, or specialty and managing its resources.

3. *Demonstration of excellence in service evidenced by:*

- a. Chairing and/or playing leading role in committees/taskforces at the level of division, department, hospital, faculty, and/or university; and by any two of the following indicators:
- b. Chairing and/or playing a leading role in committees, taskforces, or study groups in professional organizations/societies or participating in their governance/operations regionally or internationally; or by
- c. Serving as an editor/associate editor or editorial board member for credible scientific journals or books; or by
- d. Establishing and/or leading outreach service activities.