

**Criteria and Guidelines for Louisiana State University Health Sciences Center - Shreveport
Faculty Appointments, Promotion, and Tenure - Table of Contents**

Introduction	2
Initial Appointments and Academic Pathways (Tracks)	4
Compensated Pathways	3
Full-time Affiliate (FTA) Status	5
Voluntary Non-compensated Pathways (Gratis Appointments)	6
Secondary Appointments	6
Annual Evaluation, Reappointments and Promotions	7
Time and Effort Distributions for Compensated Pathways	7
Academic Ranks and General Expectations	9
Steps of Promotion & Tenure Process for Current Faculty	11
Promotion & Tenure Process at the Departmental or Program Level	13
Appeals	13
Tenure, Probationary Period (Tenure Clock), and Suspending the Tenure Clock	16
Changing Academic Pathways (Tracks)	18
Part Time Status, in general, and as it applies to the Tenure-Eligible Pathways	20
Criteria for Appointment and Promotion on Each Compensated Pathway (School of Medicine)	20
Basic Scientist & Basic Science Educator (Tenure Pathway and Non-tenure Pathway)	22-30
Clinical Scientist (Tenure Pathway and Non-tenure Pathway)	31
Clinical Educator (Tenure Pathway and Non-tenure Pathway)	34
Clinical Attending (Non-tenure Pathway)	38
Criteria for Appointment and Promotion on Each Compensated Pathway (School of Allied Health Professions)	41-46
Special Ranks:	
Emeritus Status	47
Appendix A: Examples of Teaching, Scholarly Work and Administrative Service on the Clinical Pathways	48
Appendix B: Criteria for Promotion on the Gratis Clinical Pathway	50
Appendix C: Criteria for Promotion on the Gratis Basic Scientist Pathway	51
Appendix D: Criteria for Promotion on the Gratis Clinical Educator Pathway (SAHP)	52

CRITERIA AND GUIDELINES FOR LOUISIANA STATE UNIVERSITY HEALTH SCIENCES CENTER –SHREVEPORT

FACULTY APPOINTMENTS, PROMOTION, AND TENURE

INTRODUCTION

The mission of LSU Health Sciences Center at Shreveport is to teach, heal, and discover in order to advance the well being of the community. This mission is accomplished through collegial work that manifests the institution's core values of integrity, respect, teamwork, creativity, and excellence. The primary instrument by which this mission is executed for the Schools of Medicine, Graduate Studies and Allied Health Professions is the Faculty. Their success significantly depends on a system that provides adequate recognition and rewards for their work in promoting the mission of LSUHSC-Shreveport (LSUHSC-S).

The purpose of this document is to provide guidance for faculty development to all faculty members, including department chairs, by defining the criteria for promotion at a given rank and for granting tenure. These guidelines set high standards to ensure the success of LSUHSC-S in meeting its mission, and also to support the success of each individual faculty member. The expectations become higher and more stringent as one progresses through the ranks from Instructor to Assistant Professor, Associate Professor, and Professor. The overarching expectation is that each faculty member will define a career characterized by continuous, creative contributions to his or her field(s) of work. The faculty must, through its representatives on the LSUHSC-S Promotion and Tenure Committees, maintain high standards so that only faculty members who have made very substantial contributions are promoted to Associate Professor and those who have made outstanding contributions are promoted to Professor.

These guidelines are deliberately broad in scope because they are to be used throughout LSUHSC-S, in each of its departments and programs. The guidelines will be used by departmental promotion and tenure committees and by the Promotion and Tenure Committee of the School of Medicine and the Promotion and Tenure Committee of the School of Allied Health Professions in making decisions regarding promotion at each rank and the granting of tenure.

The categories of professional endeavors by which each faculty member will be assessed reflect the mission areas of LSUHSC-S: the teaching and mentoring of students and trainees in all programs for which LSUHSC-S has educational responsibility, the provision of direct health care to those who seek care in any of the sites where faculty members practice medicine, pursuits of discovery carried out in any of the facilities where faculty members conduct research, and service to the work of LSUHSC-S, to the citizens of Louisiana, and to many national and international professional organizations and agencies that promote health. In addition, the guidelines specify the need to demonstrate the importance of one's contributions to academic medicine, which are the basis for one's professional reputation, as assessed by experts in one's field. The degree of excellence of a given individual's academic contributions often cannot

be exactly defined. However, an evaluation of the degree of excellence of contribution is a professional judgment, which can best be made initially by members of the discipline itself, subject to a later broader faculty review by one of the Schools' Promotion and Tenure Committees.

LSUHSC-S comprises three Schools, the School of Medicine (SOM), the School of Graduate Studies and the School of Allied Health Professions (SAHP). Since all faculty members in the School of Graduate Studies are also faculty members in the School of Medicine, they receive Promotion and Tenure review by the School of Medicine's Promotion and Tenure Committee. Promotion and Tenure review for faculty in the SAHP is done by the SAHP Promotion and Tenure Committee. No separate Promotion and Tenure Committee exists for the School of Graduate Studies.

Scholarship and scholarly contributions are required for promotion on the Basic Scientist, Clinical Scientist, and Clinical Educator pathways in the SOM and the Didactic Educator in the SAHP. They are encouraged on the Clinical Attending pathway in the SOM and the Clinical Educator pathway in the SAHP.

While individual scholarly contributions are those traditionally considered, it is recognized that, in contemporary academic medicine - at work in the laboratory, in the hospital and ambulatory practice settings, and in a myriad of educational settings – scholarly contributions are often undertaken collaboratively. LSUHSC-S values the contributions of collaborators who clearly demonstrate their critical importance to teambuilding and successful teamwork. Those individuals will merit recognition whether their participation is as a principal investigator, co-principal investigator, or co-investigator. To recognize appropriately and reward faculty members who assume collaborative roles in any or all of the mission areas of LSUHSC-S, the Promotion and Tenure Committees invite and welcome evidence of collaboration and include this as a component in the assessment of a faculty member's contributions. Documentation of collaboration may include and is not limited to participation in multidisciplinary grant proposals, research projects, clinical care teams that create innovations and/or improvements in care, educational activities, and manuscript production. It will be the responsibility of the faculty member to solicit and submit to the Department Chair (SOM) or Program Director (SAHP), letters documenting collaborative activity from colleagues, relevant division chief(s) and/or department chair(s) or program directors to support their promotion and tenure requests.¹

¹ LSUHSC-S gratefully acknowledges the assistance in framing these Guidelines provided by the Policies, Procedures and General Guidelines for Promotion and Tenure of Oregon Health Sciences University and the University of Arkansas for Medical Sciences.

INITIAL APPOINTMENTS AND ACADEMIC PATHWAYS

COMPENSATED PATHWAYS

In the SOM, five broad labels are used to designate the compensated academic pathways: Basic Scientist, Basic Science Educator, Clinical Scientist, Clinical Educator, and Clinical Attending. Within four of these categories there is both a tenure-eligible pathway and a non-tenure-eligible pathway. Each faculty member who is financially compensated for work done on behalf of LSUHSC-S shall be appointed to one of the nine academic pathways: Basic Scientist-Tenure Pathway, Basic Scientist-Non-Tenure Pathway, Basic Science Educator –Tenure Pathway, Basic Science Educator-Non-Tenure Pathway, Clinical Scientist-Tenure Pathway, Clinical Scientist-Non-Tenure Pathway, Clinical Educator-Tenure Pathway, Clinical Educator-Non-Tenure Pathway, and Clinical Attending (a Non-Tenure Pathway).

Table 1: Academic Pathways for School of Medicine

Basic Scientist		Basic Science Educator		Clinical Scientist		Clinical Educator		Clinical Attending
TP	NTP	TP	NTP	TP	NTP	TP	NTP	NTP

In the SAHP, two broad labels are used to designate the compensated academic pathways: Didactic Educator and Clinical Educator. In the first category there is both a tenure-eligible and a non-tenure eligible pathway. The Clinical Educator in the SAHP is a non-tenure pathway only.

Table 2: Academic Pathways for School of Allied Health Professions

Didactic Educator		Clinical Educator
TP	NTP	NTP

Each faculty member’s specific pathway appointment shall be determined by both the faculty member and Department Chair in the SOM or the Program Director in the SAHP and will be based on the person’s credentials, expertise, career goals, and demonstrated potential to succeed. Designation to a specific pathway shall be declared no later than the 3rd year of the faculty appointment, with all subsequent evaluations (by the departmental or program P & T committees as well as the appropriate School’s P & T committee) of progress towards promotion and/or tenure based on this pathway designation. The number of faculty members on each pathway within each department (SOM) or program (SAHP) will be determined by the needs of the School and the department/program. It is the shared responsibility of the Department Chairs in the School of Medicine or Program Directors in the School of Allied Health Professions and the School’s respective Dean to assess and determine these needs.

In the SOM, the criteria that will be used to assess the achievements of Basic Scientists are identical for those on the Basic Scientist-Tenure Pathway and the Basic Scientist-Non-Tenure Pathway. The distinction between the pathways pertains to whether an individual and his/her Department Chair or Program Director determine, with the approval of the Dean, that the individual shall seek tenure or not. The same principle applies to the two available pathways within the labels Clinical Scientist and Clinical Educator. In the SAHP, the same principle applies to the two available pathways within the label Didactic Educator.

Medical library faculty members receive the same consideration for academic promotion and/or tenure as do basic science and clinical faculty. The academic rank and title designations for library faculty can be found in Section 3 of the Faculty Handbook entitled Definition of Faculty: <http://catalog.lsuhsershreveport.edu/content.php?catoid=2&navoid=13> Medical library faculty members are evaluated for academic advancement by a set of criteria delineated in the document entitled [*LSUHSC-Shreveport Tenure/Promotion Document for Medical Library Faculty*](#).

An individual who is to receive an initial appointment at any given rank shall have credentials and experience equivalent to individuals already promoted to that same rank from within the School's faculty. Before the time of initial appointment, the appointing Department Chair in the SOM or Program Director in the SAHP, after careful review of the individual's credentials and qualifications, will meet with the faculty candidate to determine and record his or her work responsibilities, expectations, and career goals, as well as the individual's initial time and effort distribution. These deliberations will determine the Chair (SOM) or Program Director's (SAHP) request to the Dean for the appropriate appointment at a specific rank on one of the designated academic pathways. Requests for initial appointment at the rank of Associate Professor and Professor must also be reviewed and approved by the appropriate School's Promotion and Tenure Committee. In the SOM, the documentation required for review by the School's Promotion and Tenure Committee includes the individual's current curriculum vitae, a letter of request/justification for the requested rank from the department chair, and three letters of recommendation from individuals outside of LSUHSC-S who hold an academic rank at or above that requested for the individual. In the SAHP, the documentation that must be submitted to the School's Promotion and Tenure Committee includes the individual's CV and a letter of justification from the Program Director. Accepted titles for faculty members appointed to all seven compensated pathways in the SOM and three compensated pathways in the SAHP shall be Assistant Professor, Associate Professor and Professor. Instructors play important roles as faculty members. Individuals appointed at the rank and with the title of Instructor are not assigned to a specific academic pathway until a time after promotion to Assistant Professor (see above).

FULL-TIME AFFILIATE (FTA) STATUS

Individuals primarily salaried by an affiliated hospital who have academic responsibilities equivalent to the full-time LSUHSC-S faculty on the Clinical Scientist or Clinical Educator non-tenure pathway may be designated as Full-Time Affiliate Faculty with all the rights and privileges of the faculty. The most common instance in which Full-Time Affiliate status is conferred is in the case of faculty members who are employed by Overton-Brooks VA Medical Center. Full-Time

Affiliate Faculty members are not eligible for tenure and, like other faculty on a non-tenure pathway, receive LSUHSC-S appointment annually. LSUHSC-S faculty whose primary employment is at Overton Brooks VA Medical Center and who are expected to participate in academic duties similar to those outlined for the Clinical Attending pathway shall be considered as gratis LSUHSC-S faculty. A candidate with FTA status may request promotion upon satisfying the criteria specified on the Clinical Scientist or Clinical Educator pathway non-tenure pathway. Acceptable titles for faculty members with FTA status are Instructor – FTA, Assistant Professor – FTA, Associate Professor – FTA, Professor - FTA. LSUHSC-S faculty members who are primarily employed by Overton Brooks VA Medical Center with gratis appointments receive titles as noted in the next section.

VOLUNTARY NON-COMPENSATED PATHWAYS (Gratis Appointments)

LSUHSC-S values the voluntary service of fully qualified individuals to help achieve its mission. It is the shared responsibility of the Department Chairs of the SOM, the Program Directors of the SAHP and the Deans of those Schools to determine the need for specific voluntary services. When such need exists, gratis appointments may be made to one of two pathways in the SOM: Gratis Clinical Pathway and Gratis Basic Scientist Pathway, or the Gratis Clinical pathway in the SAHP. The requirements for appointment and reappointment on these pathways are specified within two documents available through the Office of Academic Affairs: Principles for Gratis Faculty Appointments and Principles for AHEC Gratis Faculty Appointments. These documents are accessible on the LSUHSC-S School of Medicine Academic Affairs webpage. Promotion requirements for gratis LSUHSC-S faculty who maintain their primary employment at Overton Brooks VA Medical Center are as outlined in the Clinical Attending pathway.

A candidate on one of the gratis pathways may request promotion upon satisfying the criteria specified in Appendix B for Gratis Clinical faculty, Appendix C for Gratis Basic Scientist faculty, or Appendix D for Gratis Clinical faculty in the SAHP. Accepted titles for faculty members appointed to the Gratis Clinical Pathway are Gratis Clinical Instructor, Gratis Clinical Assistant Professor, Gratis Clinical Associate Professor and Gratis Clinical Professor. Similarly, accepted titles for faculty members appointed to the Gratis Basic Science Pathway are Gratis Basic Science Instructor, Gratis Basic Science Assistant Professor, Gratis Basic Science Associate Professor, and Gratis Basic Science Professor. For gratis faculty in the SAHP, the accepted titles are Gratis Clinical Instructor, Gratis Clinical Assistant Professor, Gratis Clinical Associate Professor, and Gratis Clinical Professor.

SECONDARY APPOINTMENTS

In the School of Medicine, each faculty member shall have one primary appointment within one of the School of Medicine departments. A faculty member may also be awarded a secondary appointment with the approval of the Chairs of the primary and secondary appointing departments and the Dean. Secondary appointments are appropriate means of acknowledging and rewarding a faculty member's research and/or teaching and/or clinical contributions to both Departments. There are circumstances under which it is appropriate for a faculty member to hold more than one

secondary appointment. When seeking promotion, a faculty member who holds a secondary appointment must apply for that promotion in both his/her primary and secondary departments.

In some circumstances, LSUHSC-S faculty members may also hold secondary appointments across Schools. For example, a faculty member in one of the SAHP Programs may hold a secondary appointment in a SOM Department or a faculty member in one of the SOM Departments may hold a secondary appointment in one of the SAHP Programs. In the case of promotion for such an individual, the faculty member who holds the secondary appointment in another School must submit his/her promotion application for the entire review process utilized by each School.

ANNUAL EVALUATION, REAPPOINTMENTS AND PROMOTION

As seen in Permanent Memorandum-35, <http://www.lsu.edu/administration/policies/permanentmemoranda.php> yearly evaluation of all faculty members is required. It is an important faculty development responsibility of each Department Chair (SOM) or Program Director (SAHP), with assistance of Division/Section Chiefs, as needed, to provide annually to each faculty member, whether tenured or non-tenured, a written review and evaluation of the faculty member's performance and academic progress. Faculty evaluation forms can be accessed on the Academic Affairs webpage of the School of Medicine at <http://www.lsuhschreveport.edu/Education/som/academicaffairs/faculty/facultyevalforms/index> .

Annual reappointment of a non-tenured faculty member to a given rank requires that the individual continue to meet the requirements of that rank and show good year-to-year performance in all aspects of his/her job description. All faculty members appointed on non-tenure pathways as well as faculty members appointed on tenure-eligible pathways, who have not yet been awarded tenure must have their appointments renewed each year. References to these requirements can be found in Section 3 of the Faculty Handbook <http://catalog.lsuhschreveport.edu> and in the LSU Board of Supervisors Bylaws Part II Chapter 2, Section 2.7. <http://www.lsu.edu/administration/policies/bylaws.php>

Annual reappointments are not automatic but should be formally declared by the Department Chair (SOM) or Program Director (SAHP) as part of the annual faculty evaluation process.

To be considered for promotion, a faculty member must have the qualifications of the next rank. A standard time of duration in current rank prior to consideration for promotion to the next rank is 5 years. Under exceptional circumstances, a candidate may merit early promotion. To be promoted to the next rank earlier than this standard duration, the candidate must have achieved, in the shorter period of time, the same milestones and achievements expected for advancement to the higher rank. It is possible to be a valuable faculty member at a certain rank for many years without demonstrating sufficient progress to merit promotion.

TIME AND EFFORT DISTRIBUTIONS FOR COMPENSATED PATHWAYS

Academic success requires careful attention to how a faculty member spends his/her time pursuing work in each of the LSUHSC-S mission areas as per their designated academic pathways (see Tables 3a, 3b, and 3c below). The Promotion and Tenure Committees shall pay serious attention to each faculty member's reported time and effort distribution(s) over the course of the individual's career within LSUHSC-S. The quantity of the individual's contributions to each mission area will be assessed in proportion to the amount of time devoted to each area. A matrix will be used to estimate the approximate faculty effort in each of the main areas of academic endeavor: Teaching, Research, Clinical Service and Leadership/Administrative Service. With advancing rank, faculty members are expected to be involved in increasing levels of teaching as well as leadership and administrative service. Faculty members appointed on any pathway are expected to be mindful of their obligations regarding time and effort as stipulated in any research support for which they are responsible.

Tables 3a and 3b (SOM) and Table 3c (SAHP) depict the range of time & effort that LSUHSC-S faculty members may spend in each mission area, on each compensated academic pathway, and an estimate for a "typical" faculty member on each pathway. Each faculty member and his/her respective Department Chair (SOM) or Program Director (SAHP) share responsibility for ensuring that the individual's job description conforms to these "time and effort guidelines." If an individual's job description differs significantly from these guidelines, the faculty member and chair will need to explain and justify the discrepancies to the appropriate School's Promotion and Tenure Committee when a request for promotion and/or tenure is submitted.

Table 3a: Time and Effort Distribution on the Basic Science Compensated Pathways (School of Medicine)

(in Percents)	Basic Scientist - TP		Basic Scientist - NTP		Basic Science Educator - TP		Basic Science Educator - NTP	
	Range	Typically	Range	Typically	Range	Typically	Range	Typically
Teaching/Mentoring (Total)	10-35	30	0-30	5	50-70	60	80-100	90
Research/Scholarly Activity	50-85	60	90-100	90	20-40	30	0-10	5
Clinical Service (Total)	0	0	0	0	0	0	0	0
Leadership/Administrative Service	0-35	10	0-10	5	0-20	10	0-10	5

Table 3b: Time and Effort Distribution on the Clinical Science Compensated Pathways (School of Medicine)

(in Percents)	Clinical Scientist		Clinical Educator		Clinical Attending	
	Range	Typically	Range	Typically	Range	Typically
Teaching/Mentoring (Total)	1-10	7.5	2-40	30	0-30	10
Didactic Teaching	1-3	2.5	2-10	5	0-2	1
Teaching in Clinical Areas	2-10	5	10-40	20	0-30	20
Research/Scholarly Activity	30-90	50	5-30	5	0-10	2.5

Clinical Service (Total)	5-50	40	10-70	60	70-100	80
Direct Patient Care	10-50	15	40-70	60	70-100	70
Teaching in Clinical Areas	5-10	5	10-40	20	0-30	20
Leadership/Administrative Service	0-10*	2.5	5-20*	5	5-10*	7.5

* Newly appointed junior faculty may have little or no administrative service responsibilities, however, these duties will increase as their careers mature, including within the later years of appointment as Assistant Professor.

For all Clinicians: Total Teaching/Mentoring Time combinations Didactic and Teaching in Clinical Areas

Total Clinical Service Time combines Direct Patient Care and Teaching in Clinical Areas

Note: Time allotted to “Teaching in Clinical Areas” is divided evenly between the categories of Teaching/Mentoring and Clinical Service

Table 3c: Time and Effort Distribution on the Compensated Pathways (School of Allied Health Professions)

(In Percents)	Didactic Educator-TP		Didactic Educator-NTP		Clinical Educator	
	Range	Typically	Range	Typically	Range	Typically
Teaching/Mentoring (Total)	0-80	60	0-100	70	0-15	10
Didactic Teaching	0-60	50	0-80	60	0-15	10
Clinical Teaching	0-20	10	0-20	10	0-15	10
Research	20-30	20	0-20	10	0-10	0
Clinical Service (Total)	0-40	10	0-40	15	0-100	85
Direct Patient Care	0-20	5	0-20	10	0-80	70
Clinical Teaching	0-20	5	0-20	5	0-20	15
Leadership/Admin. Service	0-20	10	0-10	5	0-10	5

ACADEMIC RANKS AND GENERAL EXPECTATIONS

INSTRUCTOR

The rank of Instructor is appropriate for qualified individuals who have limited experience in teaching, research, and/or clinical service. Assignment to one of the academic pathways is anticipated, but not made at the time of appointment as Instructor, allowing the individual time during this appointment to develop his/her interests and competence in order to succeed on the anticipated pathway that best suits his/her career goals, aligned with the needs of his/her Department (SOM) or Program (SAHP).

A faculty member may advance from Instructor to Assistant Professor in any of the tenure-eligible or non-tenure-eligible pathways in the School of Medicine at the request of the individual’s Department Chair, with the approval of the Dean. For

the School of Allied Health Professions, this request would be made by the individual's Program Director and required the approval of that School's Dean. The terms for advancement from the rank of Instructor to that of Assistant Professor may be stipulated in the faculty member's letter of offer. In these cases, the letter of offer contains the requirements that must be met by the faculty member for advancement to the rank of Assistant Professor. For example, a clinician who is specialty board-eligible and enters the faculty at the rank of Instructor may be advanced to the rank of Assistant Professor upon successfully completing specialty board certification. Similarly, a basic scientist with no independent research funding who receives an initial appointment as an Instructor may be advanced to the rank of Assistant Professor after securing a national research grant.

While serving as an Instructor, a person is expected to demonstrate significant professional growth, as evidenced by active involvement as follows:

School of Medicine

- Instructors who are scientists, both basic and clinical, are expected to enhance their research skills and to apply for research support within the period of appointment. The application should be for external support from sources such as a federal agency or a private foundation. Instructors who anticipate progressing on either of the Clinical Scientist pathways, on the Basic Scientist-Tenure pathway and on the Basic Scientist-Non-Tenure pathway (if teaching is to be a measurable aspect of their careers in the latter pathway) are also expected to acquire teaching experience during the period of appointment.
- Instructors who are clinicians are expected to enhance their clinical and teaching skills through active clinical practice, by contributing to teaching programs, by becoming involved in original research and enhancing their research skills, and/or by participating in ongoing institutional research consistent with the anticipated pathway.

School of Allied Health Professions

- Instructors on the Didactic Educator – Tenure pathway or the Didactic Educator – Non-Tenure pathway are expected to enhance their clinical skills and teaching skills during this period of appointment. In addition, they may become involved in original research or enhance their research skills by involvement in ongoing institutional research consistent with the anticipated pathway. Individuals considered for the rank of Instructor on the Didactic Educator non-tenure pathway must have at least a master's degree.

ASSISTANT PROFESSOR

An initial appointment of Assistant Professor may be offered to an individual who has the qualifications for that rank, with the approval of the Dean. While serving as an Assistant Professor, an individual is expected to demonstrate significant development and make substantial contributions to his or her area(s) of academic medicine. For those individuals joining the faculty as an Assistant Professor on the tenure track, the probationary period (tenure clock) begins at the time of appointment or promotion to the rank of Assistant Professor. At the time of initial appointment, an Assistant Professor,

with approval of the Department Chair, may choose his/her specific academic tenure-eligible pathway or may elect to maintain an undifferentiated tenure-eligible designation. If an undifferentiated tenure-eligible status is initially selected, designation to one of the tenure-eligible pathways must occur by the end of the 3rd year from the initial appointment.

Likewise, individuals joining the faculty as non-tenure eligible Assistant Professors may elect an undifferentiated status initially, but must also designate a specific non-tenure pathway by the end of the 3rd year from the initial appointment.

(See Tenure Section on page 16-17, regarding the commencement of the academic year and the accrual of time within the probationary period.)

ASSOCIATE PROFESSOR

An initial appointment of Associate Professor may be offered to an individual who has the qualifications for that rank, with the approval of the appropriate School's Promotion and Tenure Committee, the Dean of that School, and the LSUHSC-S Chancellor. A significant degree of maturity as a scientist, teacher, and/or clinician must be evident for such an initial appointment or for promotion to this rank. It is expected that a candidate for appointment or promotion to Associate Professor on the Basic Scientist, Basic Science Educator, Clinical Scientist, or Clinical Educator pathway in the SOM or either of the Didactic Educator pathways in the SAHP will have established a regional and/or national reputation based on substantial contributions to his/her field(s) of academic work. It is expected that a candidate for appointment or promotion to Associate Professor on the Clinical Attending Pathway in the SOM or the Clinical Educator pathway in the SAHP will have established at least a regional reputation based on substantial contributions to clinical care and/or teaching.

Promotion to Associate Professor is considered to be a very important step for both LSUHSC-S and the faculty member. It would be unusual for a person to be promoted to Associate Professor on any pathway before having completed five years of service at the rank of Assistant Professor.

If an individual has served for several years at the rank of Assistant Professor at another institution before joining the LSUHSC-S faculty, upon review of the individual's academic contributions and with the approval of the Department Chair and the Dean in the School of Medicine or the Program Director and the Dean in the School of Allied Health Professions, some or all of that time may be counted as years in service as Assistant Professor prior to requesting promotion to Associate Professor in the appropriate School.

Individuals who hold the rank of Assistant Professor on one of the tenure-eligible pathways must apply for tenure at the same time as application is made for the rank of Associate Professor.

Individuals who join the LSUHSC-S faculty at the rank of Associate Professor on one of the tenure-eligible pathways must first apply for and be granted tenure prior to any application for the rank of Professor.

PROFESSOR

An initial appointment of Professor may be offered to an individual who has the qualifications for that rank and with the approval of the appropriate School's Promotion and Tenure Committee, that School's Dean and the LSUHSC-S Chancellor. Achieving the rank of Professor is a high University honor reserved for faculty members who have demonstrated outstanding ability and who have made outstanding contributions to their area(s) of expertise within academic medicine. It is expected that a candidate for appointment or promotion to Professor on any of the seven compensated academic pathways will have established a national and typically an international reputation based on substantial contributions to his/her field(s) of academic work. Promotion to the rank of Professor is not based solely on length of time in service as Associate Professor. It is expected that such an individual will have spent considerable time, typically five to ten years, in service at the rank of Associate Professor and within that appointment will have made additional outstanding contributions to the mission of LSUHSC-S.

STEPS OF PROMOTION AND TENURE PROCESS FOR CURRENT FACULTY – School of Medicine

A faculty member's application for promotion to the rank of Associate Professor with or without tenure, Professor with or without tenure, tenure only or transfer to a tenure-eligible pathway must undergo review at all levels of the Promotion and Tenure process. The steps of the review process include the following:

- 1) Departmental Promotion and Tenure Committee,
- 2) Department Chair,
- 3) Preliminary review of all applicant packets for completeness and accuracy by Senior Associate Dean for Academic Affairs,
- 4) School Promotion and Tenure Committee,
- 5) Dean of the School,
- 6) LSUHSC-S Chancellor.

The School's Promotion and Tenure Committee returns a recommendation to the Dean on each applicant. The Dean of the School may agree or disagree with recommendations. Positive committee recommendations, with which the Dean concurs, are submitted to the Chancellor. Negative recommendations by the School's Promotion and Tenure Committee, with which the Dean concurs, are sent to the Department Head or Program Director, who may appeal the decision in accordance with School policy. All of the above decisions are indicated on the Promotion and Tenure Form with appropriate signatures affixed. When the above process has been completed within the School, even if the Dean's recommendation is negative, the recommendation is forwarded to the Chancellor for consideration. The Chancellor's decision is final.

The promotion review process takes place over the course of an academic year. When an application is approved, the faculty member's new rank and/or tenure status becomes effective on July 1st (next academic year).

Each academic year, the Office of Academic Affairs will send out the following announcements via email:

- 1) To all Department Chairs – notice of requirement and deadline for completion of annual faculty evaluations,
- 2) To individual Department Chairs – notice of those faculty members who are entering 6th probationary year on a tenure-eligible pathway (“up-or-out” year),
- 3) Announcement to all faculty about promotion and tenure process including information about access to required application and deadline for submission of P & T applications to Office of Academic Affairs.

Following the annual meeting of the School of Medicine Promotion and Tenure committee for review and vote on all faculty candidate applications, the Office of Academic Affairs will send out the following:

- 4) School of Medicine P & T committee recommendations to the Dean - sent to individual Department Chairs about the specific faculty members in their department who applied for promotion and/or tenure in the current academic year and includes process and timeline for appeal if appropriate,
- 5) Notification of results of the review of any appeal - sent to the Department Chair of the faculty member submitting the appeal,
- 6) Notification of individual faculty members who have received approval of promotion and/or tenure (with copy sent to Department Chair) effective July 1st (next academic year).

Promotion and tenure application forms can be downloaded from the link provided in this document or the LSUHSC-S Academic Affairs webpage. Important dates including the deadline date for submission of applications can also be found on the Office of Academic Affairs webpage.

It should be noted that individuals holding a current faculty position will not be allowed to bypass the promotion and tenure process by applying for a vacant, advertised faculty position of a higher rank in their own (or another appropriate) department, even if they possess the qualifications for that position.

STEPS OF PROMOTION AND TENURE PROCESS FOR CURRENT FACULTY - School of Allied Health Professions

A faculty member’s application for promotion to the rank of Associate Professor with or without tenure, Professor with or without tenure, tenure only or transfer to a tenure-eligible pathway must undergo review at all levels of the Promotion and Tenure process. The steps of the review process include the following:

- 1) Program Director review of draft dossier
- 2) Department Head review of draft dossier
- 3) Formative review of draft dossier by School’s Promotion and Tenure Committee
- 4) Submission of final dossier to School’s Promotion and Tenure Committee,

- 5) Review and recommendation by Dean of the School,
- 6) Forwarded to LSUHSC-S Chancellor for final decision.

The School's Promotion and Tenure Committee returns a recommendation to the Dean on each applicant. The Dean of the School may agree or disagree with committee recommendations. Positive committee recommendations, with which the Dean concurs, are submitted to the Chancellor. Negative recommendations by the School's Promotion and Tenure Committee, with which the Dean concurs, are sent to the Department Head or Program Director, who may appeal the decision in accordance with School policy. All of the above decisions are indicated on the Promotion and Tenure Form with appropriate signatures affixed. When the above process has been completed within the School, even if the Dean's recommendation is negative, the recommendation is forwarded to the Chancellor for consideration. The Chancellor's decision is final.

The promotion review process (steps 4 through 6) takes place over the course of an academic year. When an application is approved, the faculty member's new rank and/or tenure status becomes effective on July 1st (next academic year).

Each academic year, the School's Office of Academic Affairs will send out the following announcements via email:

- 1) To all Program Directors and Department Heads – notice of requirement and deadline for completion of annual faculty evaluations,
- 2) To individual Program Directors – notice of those faculty members who are entering 6th probationary year on a tenure-eligible pathway ("up-or-out" year),
- 3) Announcement to all faculty about promotion and tenure process including information about access to required application and deadline for submission of P & T applications to School's Office of Academic Affairs.

Following the annual meeting of the School's Promotion and Tenure committee for review and vote on all faculty candidate applications,

- The chair of the School's Promotion and Tenure Committee will submit the School's Promotion and Tenure committee recommendations to the Dean.
- The Dean's recommendation is disseminated by Dean to the candidate's Program Director.
 - If a negative recommendation is given, the Program Director will advise candidate about appeals process, if warranted.
 - If an appeal is submitted, the results of the appeal will be sent to the Program Director of the faculty member submitting the appeal.

- Notification of individual faculty members who have received approval of promotion and/or tenure (with copy sent to Department Head) effective July 1st (next academic year).

Promotion and tenure application forms can be downloaded from the link provided in this document or the LSUHSC-S Academic Affairs webpage. The deadline date for submission of applications can also be found on the School's webpage.

PROMOTION AND TENURE PROCESS AT DEPARTMENTAL OR PROGRAM LEVEL

Each Department in the School of Medicine or Program of the School of Allied Health Professions shall have a committee of senior faculty members whose job it is to review the requests for promotion and/or tenure put forward by individual faculty members within the Department or Program. The Department Chair or Program Director may be a member of this committee. After careful study of an individual's promotion and tenure packet, the committee shall vote as to whether the individual has met the criteria for promotion and/or tenure, and shall inform the candidate (and the Department Chair or Program Director should that person not be a member of the committee) about the results of the vote(s). The results of and written justification for the committee's vote along with an assessment of eligibility from the Department Chair (SOM) or Program Director (SAHP) shall also be transmitted to the appropriate School's Promotion and Tenure Committee within the individual's promotion and tenure packet. It is typical that an individual will seek promotion and/or tenure with the approval of the departmental or program committee and the Department Chair (SOM) or Program Director (SAHP), however it is permissible for an individual to request promotion and/or tenure from the appropriate School's Promotion and Tenure Committee without that approval.

In cases in which a department or program has a very small number of senior faculty or tenured faculty, other means may be necessary to obtain the departmental level or program level evaluation of a faculty member's promotion and tenure application. Examples of such situations are when a faculty member is applying for promotion to the rank of Professor with tenure and there are no other Professors with tenure in the department or program. Likewise, it is not appropriate for the Department Chair (SOM) or Program Director (SAHP) to be the sole senior faculty member serving on the departmental or program Promotion and Tenure Committee as that individual also provides the Department Chair's or Program Director's eligibility assessment for the applicant as well. In such cases, a review of the faculty member's promotion and tenure application may be performed by another LSUHSC-S department or program, or may be requested from the comparable department or program at another academic health sciences center.

APPEALS

As noted in the section above, while not typical, a faculty member who does not receive the approval of his/her Department (SOM) or Program (SAHP) promotion and tenure committee and/or that of the Department Chair (SOM) or Program Director (SAHP), may request that his/her application be sent forward for review by the appropriate School's Promotion and Tenure Committee without that approval. It should be noted that the documentation of the Department (SOM) or Program (SAHP) promotion and tenure committee's review and the Department Chair or Program Director's

review of the candidate's application are required components of an application reviewed by each School's Promotion and Tenure Committee.

If the School's Promotion and Tenure Committee delivers an unfavorable recommendation for an applicant, and the Dean concurs, notification of that decision and the reasons for it will be sent to the faculty member's Department Chair (SOM) or Program Director (SAHP). The Chair or Program Director should meet promptly with the faculty member to review the Committee's reasons for the recommendation to deny promotion and/or tenure and to determine whether there is sufficient justification to warrant an appeal to the Chancellor based on the Promotion and Tenure committee's recommendation. Following this meeting between the Department Chair or Program Director and the faculty member, both parties should complete and sign the final page of the notification document sent by the Office of Academic Affairs, indicating that they had met, reviewed the School's Promotion and Committee recommendation and concurrence by the Dean, and specifying whether or not an appeal will take place.

If a determination to appeal the decision is made, the appeal should be addressed to the Chancellor. Appeals to the Chancellor must be in writing and submitted within 10 working days of the notification of the recommendation to deny promotion and/or tenure. Appeals to the Chancellor must either: 1) address specific points raised by the School's Promotion and Tenure committee and demonstrate new information not previously included in the original application packet as support or, 2) describe promotion and tenure procedural violations. Following review of the appeal, the Chancellor's decision will be final.

TENURE

Tenure will be granted to faculty members whose character, achievements in serving the University's missions, and potential for effective long-term performance warrant the institution's reciprocal long-term commitment. The granting of tenure is more significant than promotion in academic rank.

Tenure is the right of continuous appointment, subject to the Bylaws of the LSU Board of Supervisors Part II, Chapter II, Appointments, Promotions, and Tenure. The awarding of tenure is a high honor bestowed by LSUHSC-S upon faculty members who have displayed substantive and continuous contributions that advance the mission of LSUHSC-S, and hence academic medicine. In accordance with LSU System policy, only full time faculty members appointed on the tenure-eligible pathways with the ranks of Associate Professor and Professor are eligible to be awarded tenure. It is required of a tenure-eligible faculty member that a request for promotion to Associate Professor and a request for tenure be submitted simultaneously. Individuals on the non-tenure compensated pathways as well as those in voluntary non-compensated pathways are not eligible to acquire tenure. Tenure is typically awarded to faculty members who have demonstrated their value to LSUHSC-S through at least three years of service within one of the LSUHSC-S Schools. Tenure may be awarded at the time of initial appointment to candidates, with the approval of the appropriate School's Promotion and Tenure Committee, the Dean of that School, and the Chancellor or his/her designee, who are being hired

to fill demonstrably vital, senior roles in the institution and who have records of outstanding accomplishments in other institutions that strongly suggest they will continue to pursue academically productive careers within LSUHSC-S.

Appointment to a tenure-eligible pathway implies a commitment on the part of the faculty member to participate in the full range of academic activities of the department and school in which they are a member throughout their career. The criteria for being awarded tenure include:

- Clear demonstration that the faculty member is valuable to LSUHSC-S and shows evidence of sustained productive activity by having made significant contributions to the LSUHSC-S mission consistent with the pathway-specific requirements for promotion as outlined later in this document.
- Evidence of positive institutional citizenship manifested as effective participation in service activities, mentoring, support of the LSUHSC-S mission and values, professionalism, and leadership initiative.

The academic year begins July 1 and ends June 30. Appointments effective between July 1 and December 31 count as a full year for purposes of probationary year accrual. Appointments effective between January 1 and June 30 do not start the tenure clock until July 1 of the next academic year.

PROBATIONARY PERIOD (TENURE CLOCK)

The term “probationary period” is used to specify the time interval between an individual’s appointment, in full time service, to a tenure-eligible pathway and the time at which tenure is awarded. In accordance with LSUHSC-S policy, the normal probationary period for a faculty member at the rank of Assistant Professor on a tenure-eligible pathway does not extend beyond seven years, except as specifically reflected within this document. For tenure-eligible faculty members who are not awarded tenure before the beginning of the seventh year of their probationary period, the seventh appointment year will be a terminal appointment. The granting of tenure implies that the individual has met the criteria noted above and, as such, has acquired additional procedural rights in the event that dismissal proceedings are filed.

All faculty members on a tenure-eligible pathway must submit an application by the 6th year for the Promotion and Tenure review process.

Individuals who receive initial appointment at the rank of Associate Professor or Professor on a tenure-eligible pathway have a normal probationary period of five years. In these cases, should tenure not be awarded before the beginning of the fifth year of the probationary period, the fifth appointment year will be the terminal appointment.

EXTENDING THE PROBATIONARY PERIOD (STOPPING THE TENURE CLOCK)

During the first six years of the normal (7 year) probationary period, a full- time faculty member at the rank of Assistant Professor appointed on a tenure-eligible pathway may request, for either personal or professional reasons set forth below,

that the probationary period be suspended for as much as one year at a time per request. Any such request should be made within a reasonable period of time related to the circumstances that triggered the request – typically within twelve months. Each request requires the approval of the individual’s Department Chair, the appropriate School’s Promotion and Tenure Committee, the Dean, and the LSUHSC-S Chancellor or his/her designee. It would be unusual that approval would be granted for more than a maximum of two years suspension of an individual’s probationary period for any combination of personal or professional reasons.

Personal reasons for such a request are those required under the Family and Medical Leave Act of 1993: a) the birth of a child to the faculty member or spouse and its care during the first year of life; b) the adoption of a child by the faculty member or placement in the faculty member’s home of a foster child; c) the care of the faculty member’s spouse, child, or parent with a serious health condition; and d) the serious health condition of the faculty member.

Professional reasons for requesting that the probationary period be suspended are described in the LSUHSC-S stop-the-tenure-clock policy.

<http://myhsc.lsuhschsreveport.edu/Uploads/Public/Documents/AcademicAffairs/TenureClockPolicyAgreement.pdf>

This LSUHSC-S policy offers the opportunity to stop the tenure clock for a period of up to two years for Assistant Professors having a perceived high potential for success in at least two mission areas, but who require additional time to meet the criteria required for nomination for tenure and/or promotion. Such a request must be made by the end of the faculty member’s third year on a tenure-eligible pathway and may only be done with the approval of the Department Chair (SOM) or Program Director (SAHP). This option for extending the tenure clock from 7 to 9 years would be justified on the basis of national or institutional (local) factors that impede the ability of the faculty member to meet the expectations for promotion & tenure, such as record low approval rates for research grants, substantial clinical commitment, and inadequate opportunity to demonstrate teaching skills and participation. Faculty that request this tenure clock extension option and have the approval of the Department Chair (SOM) or Program Director (SAHP), Associate Dean for Academic Affairs for the appropriate School, Dean of the appropriate School, and the LSUHSC-S Chancellor are expected to sign a “Stop the Clock” agreement that details the terms for the delay in mandatory tenure review.

CHANGING ACADEMIC PATHWAYS

Appointment to one of the seven compensated academic pathways is a critically important step in a faculty member’s career, as career achievements will be assessed by the appropriate School’s Promotion and Tenure Committee according to the criteria for that specific pathway. There can arise, however, circumstances in the evolution of an individual’s academic career that could warrant a request to change the individual’s academic pathway.

Switching from a non-tenure pathway to a tenure-eligible pathway: A faculty member appointed as an Assistant Professor to any of the seven non-tenure pathways may apply to transfer to an equivalent tenure-eligible pathway before the conclusion of his/her first 36 months of appointment. The decision to apply for transfer to a tenure-eligible pathway should

be made after consultation with the faculty member's Department Chair or Program Director. The process for application to a tenure-eligible track is virtually identical to the application process for advancement to the next academic rank. The applicant must submit an entire Promotion & Tenure application including the same number of letters of support required for the individual's rank. Letters of support must be from individuals with tenure at or above the applicant's current rank and must address the reasons for which the faculty member should be placed on a tenure-eligible pathway. The application must receive the approval of the departmental (SOM) or program (SAHP) Promotion & Tenure committee, the Department Chair (SOM) or Program Director (SAHP), the appropriate School's Promotion and Tenure Committee, the appropriate Dean, and the LSUHSC-S Chancellor.

Individuals who have an initial appointment at the Associate Professor or Professor level on a non-tenure pathway may apply to switch to the equivalent tenure-eligible pathway before the end of his/her first 24 months of appointment and must be awarded tenure by their 5th year of appointment.

Following approval of transfer to the tenure-eligible pathway, the individual's probationary period begins on July 1 of the next academic year. For faculty members who are granted a switch from a non-tenure pathway to a tenure-eligible pathway, the number of years served since the initiation of non-tenure pathway appointment is subtracted from the seven-year tenure clock. For example, a faculty member at the Assistant Professor rank whose switch from a non-tenure to a tenure-eligible pathway begins on July 1st of his/her 4th year of academic appointment has a three year tenure clock (4 years from initial appointment on non-tenure pathway + 3 years on tenure-eligible pathway = 7 years) and would be required to apply for tenure no later than the second year of that three year timeline. The same formula is used to determine the number of available years within the five-year timeline applicable to Associate Professors or Professors who switch from a non-tenure eligible pathway to the equivalent tenure-eligible pathway.

It is recommended that annual departmental or program reviews of each faculty member include careful consideration of the individual's progress toward meeting the requirements for promotion on his/her specific academic pathway. This is of particular importance for faculty members on the tenure-eligible pathways in view of the probationary period. In the School of Medicine, Departmental promotion and tenure committees shall review the accomplishments of each tenure-eligible faculty member during the fourth year of the individual's probationary period. In the SAHP, the School Promotion and Tenure committee shall review tenure-eligible faculty members in the fourth year. The purpose of this review is to provide the basis for guidance about what further accomplishments must be achieved in order for the individual to be awarded promotion to Associate Professor and tenure, typically following the fifth year of the normal probationary period. For individuals placed on the extended (9 yr.) tenure clock, promotion to Associate Professor and tenure should occur no later than 8th year.

Switching from a tenure-eligible pathway to a non-tenure pathway: It is permissible for a faculty member on a tenure-eligible pathway to switch to a non-tenure pathway any time before the beginning of the fifth year of the probationary

period. Switch to a non-tenure pathway should be done with the permission of the Department Chair or Program Director. Once that permission is obtained, documentation of the requested switch to a non-tenure pathway must be done. The faculty member or his/her Department Chair or Program Director must create a document addressed to the Dean of the appropriate School, requesting the switch to a non-tenure eligible pathway and providing the reasons for the request. The document should include three signature lines with dates, one for the faculty member, one for the Department Chair or Program Director, and one for the Associate Dean for Academic Affairs of the School. These three individuals should meet to discuss the implications of the switch from a tenure-eligible pathway for the faculty member and at that meeting, all three individuals should sign the document. Copies of the signed document should be made for all three parties and in addition, a copy should be sent to the LSUHSC-S Human Resources Department to ensure that the pathway switch is documented in the faculty member's file.

Faculty members who switch to a non-tenure pathway may not apply for advancement to the next academic rank earlier than 24 months after the switch has officially taken place.

Faculty members who are given an initial appointment as an Associate Professor or Professor on a tenure-eligible pathway have a five-year probationary timeline. A request to switch to a non-tenure eligible pathway must be made by these individuals before the beginning of the third year of the probationary period.

The switch from a tenure-eligible to a non-tenure pathway is a permanent change that cannot be subsequently reversed.

PART TIME STATUS, in general, and as it applies to Tenure-Eligible Pathways

Part time employment may be an appropriate choice for some faculty members. The availability of part time employment is at the sole discretion of Department Chair and the Dean, and depends on the needs of the School. Only full time faculty members may be appointed on the four tenure-eligible pathways.

Full time faculty members who receive tenure and later wish to work part time in one of the Schools may do so only with the approval of the Department Chair or Program Director and the Dean of their assigned School. The Dean's approval of such part time work status requires that the individual voluntarily relinquish tenure at the time part time work status commences.

CRITERIA FOR APPOINTMENT AND PROMOTION ON EACH COMPENSATED PATHWAY

The ability of LSUHSC-S to meet its mission is dependent on the successful participation of every faculty member, regardless of assigned academic pathway. The seven academic pathways exist because the scope of academic medicine is very broad. The pathways help individual faculty members as well as the Schools' Promotion and Tenure Committees categorize and assess the accomplishments of each faculty member. The pathways adequately describe the expected contributions of the majority of the Schools' faculty members. There are, however, individuals who contribute

significantly to one of the Schools whose work is not easily characterized by any of the pathways. It is the responsibility of the Department Chairs or Program Directors and the appropriate Dean to appoint these individuals, on a case-by-case basis, to the pathway that best fits their expertise, career goals and expected contributions. It is the shared responsibility of these individuals and their Department Chairs or Program Directors to ensure that when these faculty members seek promotion and/or tenure, the value of their contributions is adequately assessed by peers from within and without the School of which they are a faculty member who can clarify for that School's Promotion and Tenure Committee whether these individuals have satisfied the criteria for promotion, appreciating that their field of expertise and expected scholarly contributions are not perfectly described by the criteria of their assigned pathway.

Physician faculty members and board certification - Each LSUHSC-S physician faculty member who is involved in the care of patients is expected to achieve and maintain certification in his/her cognate specialty and/or subspecialty board(s). Physician faculty members who are specialty board eligible shall receive initial appointment to the rank of Instructor and, with the approval of the Department Chair and the SOM Dean, may be advanced to the rank of Assistant Professor upon successful completion of specialty board certification. Non-US trained physician faculty members are encouraged to obtain US board certification in their specialty area if at all possible. Faculty members who trained abroad and who are are not eligible for United States board certification are expected to have attained the equivalent of US board certification in the country in which they trained, as determined by the Department Chair. Those faculty members who are not eligible for US specialty board certification may only be appointed to one of the non-tenure academic pathways and are expected to demonstrate to the School of Medicine Promotion and Tenure Committee, by other means, their ongoing commitment to the maintenance of their clinical excellence. Some US specialty boards allow that a non-US trained physician may be eligible to apply for board certification after demonstration of a specified amount of time spent in US practice prior to submitting the application. At the discretion of the Department Chair and the Dean of the SOM, a non-US trained physician who has attained the equivalent of US board certification in the country in which he/she trained and who is qualified to be US specialty board eligible after a specified number of years of US practice may be appointed to a tenure-eligible pathway. The faculty member will, however, be required to demonstrate successful completion of specialty board certification prior to the beginning of the 5th year of the probationary period. If specialty board certification is not verified by this time, the faculty member will be required to transfer to a non-tenure pathway.

The expectations of the Schools for appointment or promotion at the ranks of Assistant Professor, Associate Professor, and Professor on the eight compensated pathways of the SOM and the three compensated pathways of the SAHP can be seen in the tables below beginning with Table 5. Tables 4 through 13 apply to appointment or promotion in the School of Medicine and Tables 14 through 16 apply to the same in the School of Allied Health Professions. These tables must be interpreted within the context of this entire document and do not stand-alone. In all domains of academic work, the quality of an individual's contributions is of critical importance. Guidance is given in these tables about the generally expected quantity of an individual's contributions. However quantity is not a substitute for quality. LSUHSC-S appreciates, for example, that some individuals will dedicate themselves to extensive periods of study that result in fewer but very

important and high quality science and related publications than are stipulated in these guidelines. Several measures of the quality and importance of such contributions, including and not limited to recognition by experts in an individual’s field of expertise, will be helpful to the Schools’ Promotion and Tenure Committees in assessing such individual’s fulfillment of the criteria for promotion.

The *required* letters of recommendation from experts within the candidate’s field, referenced within the following tables, must be written by academic authorities who have neither trained nor employed the candidate (e.g., letter authors must have been neither teachers, thesis advisors, residency program directors, fellowship program directors, major mentors, supervisors nor employers of the person requesting promotion and/or tenure). Letters of recommendation *in addition to those required* may be submitted from individuals who have taught and/or employed the candidate if these add substantially to the dossier. All letters of recommendation should be addressed to the applicant faculty member’s department chair (SOM) or program director (SAHP).

All faculty members, regardless of rank or pathway, are expected to conduct themselves professionally at all times and to promote the institutional core values of integrity, respect, teamwork, creativity, and excellence.

Table 4: BASIC SCIENTIST and BASIC SCIENCE EDUCATOR - Tenure Pathways and Non-Tenure Pathways

TIME AND EFFORT DISTRIBUTION

	Tenure Pathways				Non-tenure Pathways			
	Scientist		Educator		Scientist		Educator	
	Range	Typically	Range	Typically	Range	Typically	Range	Typically
Teaching/mentoring	10-35	30	50-70	60	0-30	5	80-100	90
Research/Scholarly activity	50-85	60	20-40	30	90 -100	90	0-10	5
Clinical service	0	0	0	0	0	0	0	0
Leadership/Admin. Service	0-35	10	0-20	10	0-10	5	0-10	5

*Note: for promotion and tenure on the Basic Science Educator pathway, the individual must meet similar criteria as other faculty on tenure eligible pathways in terms of publications, presentations of scholarly work, grants and national/international reputation. The major difference is that the publications and grants may be focused on education rather than basic or clinical research.

Basic science research involves the discovery and dissemination of new knowledge or new insights into existing knowledge that results from competent mastery of a scientific discipline. Discovery may also consist of innovative conceptualizations that lead to novel biotechnologies, diagnostic or health solutions.

Basic Scientists and Basic Science Educators on the tenure-eligible pathway are expected to participate in the full range of academic activities of the School, with emphasis placed on research and teaching. Qualifications for appointment and criteria for promotion as a Basic Scientist or Basic Science Educator Tenure Pathway are specified within Table 5.

Qualifications for appointment and the criteria for promotion as a Basic Scientist-Non-Tenure Pathway are specified in Table 6. The criteria are quite similar to those seen on the chart for the Basic Scientist-Tenure Pathway but differ in the extent to which teaching/mentoring and leadership/administrative service are expected. The other major distinction between the Basic Scientist-Tenure Pathway and the Basic Scientist-Non-tenure Pathway is the existence of a probationary period and the potential of being awarded tenure for individuals appointed on the former pathway.

Qualifications for appointment and the criteria for promotion as a Basic Science Educator-Non-Tenure Pathway are specified in Table 7. Emphasis for this pathway is placed on teaching and educational program development and to a lesser extent on research/scholarly activities and leadership/administrative service.

Excellence may be demonstrated and promotion may therefore be awarded without the candidate having fulfilled every single criterion noted on the tables.

Table 5: Criteria for Appointment or Promotion as a Basic Scientist or Basic Science Educator on the Tenure Pathway

Assistant Professor	Associate Professor	Professor
<p>Qualifications: Terminal degree (Ph.D. or equivalent); two or more years of post-doctoral fellowship training is typical for most basic scientists</p>	<p>Qualifications: Service as an Assistant Professor with demonstrated excellence in research/scholarly activity, high quality teaching/mentoring, and contributions in academic service or demonstrated excellence in teaching/mentoring; high quality contributions to research/scholarly activity, and contributions in academic service</p>	<p>Qualifications: Service to all mission areas of the institution as an Associate Professor with a record of outstanding contributions in at least two of the following three mission areas: research/scholarly activity, teaching/mentoring, and contributions to academic service. Typically the two areas of outstanding contributions are research/scholarly activity and teaching/mentoring.</p>
<p>Teaching/Mentoring</p> <ul style="list-style-type: none"> ○ Strong potential as a teacher, mentor, and role model of professional conduct for trainees and colleagues 	<p>Teaching/Mentoring</p> <ul style="list-style-type: none"> ○ Continued participation in local teaching activities including but not limited to lectures, small group teaching sessions, 	<p>Teaching/Mentoring</p> <ul style="list-style-type: none"> ○ Continued high quality teaching in the activities of the School, as specified for Associate Professor

<ul style="list-style-type: none"> ○ Teaching experience at the time of appointment is desirable but not required. ○ During the time of appointment as Assistant Professor - participation in teaching activities including but not limited to lectures, small group teaching sessions, and mentoring activities ○ Commitment to participate as a teacher and in educational development activities that will enhance the candidate's teaching skills. 	<p>one-to-one teaching in the laboratory, and mentoring activities</p> <ul style="list-style-type: none"> ○ Continued favorable evaluations of teaching activities by students, peers, and supervisors ○ Departmental or institutional teaching awards ○ Mentoring activities take on a broader scope at this rank. Evidence of effective mentoring includes co-authorship with trainees on abstracts & manuscripts and evidence of mentees' successful career progression. ○ For the Basic Science Educator, evidence of high quality basic science teaching from formal peer, student and supervisor evaluations ○ For the Basic Scientist Educator, participation in local teaching activities including but not limited to lectures, small group teaching sessions, one-to-one teaching, as well as mentoring of junior faculty in area related to teaching skills, course development, educational processes ○ For the Basic Science Educator, participation in faculty development activities/courses at the departmental level on educational topics as a course instructor or director ○ For the Basic Science Educator, serving as effective educator role model for students and junior faculty ○ For the Basic Science Educator, evidence of effective enhancement of existing educational programs/courses or development of high quality new programs/courses ○ For the Basic Science Educator, development of educational products for education enrichment with evidence of incorporation into local or regional educational programs ○ For the Basic Science Educator, evidence 	<ul style="list-style-type: none"> ○ Continued evidence of local, regional, national, and/or international teaching influence ○ Evaluations from learners and peers documenting that the individual is an outstanding teacher ○ Regional, national, or international teaching awards ○ Continued participation in mentoring activities, with evidence of effective mentoring including documented success of mentees; co-authorship of abstracts, manuscripts, and funding applications. ○ For the Basic Science Educator, participation in faculty development activities/courses at the institutional level on education as an instructor or course director
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	<p>of regional teaching influence through educational presentations at professional organizations and/or dissemination of innovative curriculum materials beyond the individual's School.</p>	
<p>Research/Scholarly Work</p> <ul style="list-style-type: none"> ○ Demonstrated potential for excellence in creative research ○ Demonstrated promise to obtain peer-reviewed research funding awards as a Principal Investigator ○ Demonstrated ability to collaborate effectively ○ Publication in peer-reviewed journals with consideration of quality as well as quantity 	<p>Research/Scholarly Work</p> <ul style="list-style-type: none"> ○ Principal Investigator (PI) on a major extramural research grant and/or leader of a major project of a program grant (or the equivalent), or alternatively substantial and clearly documented contributions as a Co-I on multiple extramurally funded research grants ○ Evidence of research productivity manifest as 1 – 3 first, second, third or senior author peer reviewed publications per year in rank as Assistant Professor. Note that the quality of publications will be considered to be as important as the quantity. ○ Regional and/or national reputation for excellence in research/scholarly activity demonstrated through scientific presentations at meetings of professional organizations and/or invitations to serve as a visiting scholar at other academic institutions. ○ For the Basic Science Educator, the candidate should show evidence of obtaining or actively seeking extramural financial support for educational activities & innovations as the PI or Co-I, and publish the peer reviewed results of the innovative educational activities ○ For the Basic Science Educator, evidence of research productivity manifested as 1 – 3 first, second, third or senior author peer reviewed publications on educational research or other related topics per year in rank as Assistant Professor. Note that the quality of publications will be considered to be as important as the quantity ○ For Basic Science Educators, evidence of regional and/or national teaching influence through educational presentations at 	<p>Research/Scholarly Work</p> <ul style="list-style-type: none"> ○ Robust record of extramural funding for research as demonstrated by being awarded at least two major extramural research grants (e.g., R01 or equivalent) or a single major grant that has been competitively renewed, or alternatively continued substantial and clearly documented contributions as a Co-I on multiple extramurally funded research grants. ○ Evidence of outstanding contributions to the individual's field(s) of expertise with typically 30 – 50 peer reviewed journal publications of original and innovative research findings of basic, clinical or translational studies, on roughly half of which the individual is first or senior author. Note that the quality of the publications will be considered to be as important as the quantity. ○ Regional, national & typically international reputation for excellence in research/scholarly activity with recognition as an authority in one's area(s) of expertise. ○ National and/or international invitations to present one's research findings ○ For Basic Science Educators, evidence of outstanding contribution to medical or biomedical science education research with typically 25-40 peer reviewed journal publications of original and innovative educational research, on roughly half of which the individual is the first, second, or senior author. Note that the quality of the publications will be considered to be as important as the quantity. ○ For the Basic Science Educators, the

	<p>regional or national meetings of professional and educational organizations and/or dissemination of innovative curriculum materials beyond LSUHSC-S.</p>	<p>candidate should demonstrate success in obtaining extramural financial support for educational activities & innovations as the PI or Co-I, and publish the peer reviewed results of the innovative educational activities.</p> <ul style="list-style-type: none"> ○ For Basic Science Educators, national and/or international invitations to present one's educational research findings or deliver lectures, workshops on medical education topics
<p><u>Leadership/Administrative Service</u></p> <ul style="list-style-type: none"> ○ Potential to contribute positively to the function of the Department, School, and/or Institution 	<p><u>Leadership/Administrative Service</u></p> <ul style="list-style-type: none"> ○ Active participation in one or more committees at the Department, School and/or institutional level ○ For Basic Science Educators, significant achievements include successful leadership of teaching programs for medical students and/or graduate students, and/or leadership roles in planning, implementing, and evaluating curriculum innovations. ○ May serve on editorial boards and/or as peer reviewer for journals in one's discipline ○ For Basic Science Educators, may serve on editorial boards and/or as peer reviewer for medical education journals ○ May serve on study sections and equivalent bodies that peer review grant proposals ○ May serve as an advocate for science, science education, and/or health care policy 	<p><u>Leadership/Administrative Service</u></p> <ul style="list-style-type: none"> ○ Demonstration of leadership in Department, School or institution ○ Active involvement in appropriate administrative committees at the School and/or institutional level, including service as chair of some committees ○ Leadership, service or committee work for regional, national or international professional organizations ○ Service, sometimes as chair, on study sections and equivalent bodies that review major grant proposals (e.g., NIH, NSF, major foundations review panels) ○ Service on external advisory committees of other academic institutions and/or commercial firms ○ For the Basic Science Educators, long-standing leadership of one or more major graduate or medical student courses and/or administrative leadership at the School level in curriculum planning & implementation ○ For Basic Science Educators, leadership, service or committee work for regional, national or international medical or biomedical education organizations ○ For Basic Science Educators, advisory service for commercial education technology firms
	<p><u>Professional Recognition</u></p> <ul style="list-style-type: none"> ○ The Department Chair, on behalf of a candidate for promotion to Associate Professor, must present to the Promotion & 	<p><u>Professional Recognition</u></p> <ul style="list-style-type: none"> ○ The Department Chair, on behalf of a candidate for promotion to Professor, must present to the Promotion & Tenure

	Tenure Committee at least five letters of recommendation, based on assessment of the candidate's contributions to academic medicine, from recognized authorities in candidate's field outside LSUHSC-S, typically Professors (but may be Associate Professors with tenure), who have neither trained nor employed the candidate.	Committee at least seven letters of recommendation, based on assessment of the candidate's contributions to academic medicine, from recognized authorities in their field(s) outside LSUHSC-S, all Professors, who have neither trained nor employed the candidate.
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Basic Scientists and Basic Science Educators on the Non-Tenure Pathway are expected, with the concurrence of the Department Chair and Dean of the School of Medicine, to develop a major area of focus and excellence in research or teaching respectively. The Time and Effort distributions for both pathways are specified in Table 4.

Qualifications for appointment & promotion on the Basic Scientist Non-Tenure Pathway are specified in Table 6. Qualifications for appointment & promotion on the Basic Science Educator Non-Tenure Pathway are specified in Table 7.

Excellence may be demonstrated and promotion may therefore be awarded without the candidate having fulfilled every single criterion noted on the table.

Table 6: Criteria for Appointment or Promotion as a Basic Scientist on the Non-Tenure Pathway

Assistant Professor	Associate Professor	Professor
<p>Qualifications: Terminal degree (Ph.D. or equivalent); two or more years of post-doctoral fellowship training is typical for most basic scientists</p>	<p>Qualifications: Service as an Assistant Professor with demonstrated excellence in the individual's stated primary mission area: research/scholarly activity or teaching/mentoring of trainees</p>	<p>Qualifications: Service as an Associate Professor with outstanding contributions in the candidate's area of primary focus: research/scholarly activities or teaching/mentoring</p>
<p>Teaching/Mentoring</p> <ul style="list-style-type: none"> ○ The candidate may have experience in teaching and/or mentoring interactions with trainees at the time of appointment as Assistant Professor. ○ Demonstrated potential to be a good teacher ○ Commitment to participate as a teacher and in educational development activities that will enhance the candidate's teaching skills. 	<p>Teaching/Mentoring – if these activities are part of the candidate's work portfolio:</p> <ul style="list-style-type: none"> ○ Participation in local teaching activities including but not limited to lectures, small group teaching sessions, one-to-one teaching in the laboratory, and mentoring activities ○ Mentoring activities take on a broader scope at this rank. Evidence of effective mentoring includes co-authorship with trainees on abstracts & manuscripts and evidence of mentees' successful career progression. 	<p>Teaching/Mentoring – if these activities are part of the candidate's work portfolio:</p> <ul style="list-style-type: none"> ○ Continued participation in teaching activities of the faculty member's School as specified for Associate Professor ○ Continued participation in mentoring activities, with evidence of effective mentoring including documented success of mentees who may be students, fellows, and/or junior faculty. Co-authorship of abstracts, manuscripts, and funding applications also serves as evidence of mentoring

		<ul style="list-style-type: none"> o Continued evidence of local, regional, national, and/or international teaching influence
<p><u>Research/Scholarly Work</u></p> <ul style="list-style-type: none"> o Demonstrated potential to conduct independent research o Evidence on scholarly activity as manifest by publication in peer reviewed journals with consideration of quality as well as quantity o Demonstrated ability to collaborate effectively 	<p><u>Research/Scholarly Work</u></p> <ul style="list-style-type: none"> o Principal investigator (PI) on a major extramural research grant and/or leader of a major project of a program grant, or the equivalent, or alternatively substantial and clearly documented contributions as a Co-I on multiple extramurally funded research grants o Evidence of research productivity manifested as 1 – 3 first-author or senior author peer reviewed publications per year in rank as Assistant Professor. Note that the quality of publications will be considered to be as important as the quantity. o May be invited to present research findings at other institutions and/or regional and/or national professional organizations o May participate actively, including leadership roles, in national professional scientific organizations 	<p><u>Research/Scholarly Work</u></p> <ul style="list-style-type: none"> o Robust record of extramural funding for research as demonstrated by being awarded at least two major extramural research grants (e.g., R01 or equivalent) or a single major grant that has been competitively renewed, or alternatively continued substantial and clearly documented contributions as a Co-I on multiple extramurally funded research grants. o Evidence of outstanding contributions to the individual's field(s) of expertise with typically 30 – 50 peer reviewed journal publications of original and innovative research findings of basic, clinical or translational studies, on roughly half of which the individual is first or senior author. Note that the quality of the publications will be considered to be as important as the quantity. o Regional, national and typically international reputation for excellence in research/scholarly activity with recognition as being an authority in one's area(s) of expertise o National and/or international recognition may also be demonstrated through invitations to present research findings
<p><u>Leadership/Administrative Service</u></p>	<p><u>Leadership/Administrative Service</u></p> <ul style="list-style-type: none"> o Active participation in one or more committees at the departmental, school, and/or institutional level is typical. o May serve on editorial boards and/or as peer reviewer for journals in one's discipline o May serve on study sections and equivalent bodies that peer review grant proposals o May serve as an advocate for science and/or health care policy 	<p><u>Leadership/Administrative Service</u></p> <ul style="list-style-type: none"> o Active involvement, including some leadership service on appropriate administrative committees of the Department, School, and/or Institution.
	<p><u>Professional Recognition</u></p> <ul style="list-style-type: none"> o The Department Chair, on behalf of a candidate for promotion to Associate 	<p><u>Professional Recognition</u></p> <ul style="list-style-type: none"> o The Department Chair, on behalf of a candidate for promotion to Professor, must

	<p>Professor, must present Promotion & Tenure Committee at least five letters of recommendation, based on assessment of the candidate's contributions to academic medicine, from recognized authorities in candidate's field from within or outside of LSUHSC-S, typically Professors (may be Associate Professors), who have neither trained nor employed the candidate. At least one letter of recommendation must be from outside LSUHSC-S and attest to the candidate's institutional value and/or regional reputation.</p>	<p>present to the Promotion & Tenure Committee at least seven letters of recommendation, based on assessment of the candidate's contributions to academic medicine, from recognized authorities in their field(s) from within or outside of LSUHSC-S, all Professors, who have neither trained nor employed the candidate. At least two letters of recommendation must be from outside LSUHSC-S and attest to the candidate's national reputation and contributions.</p>
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Table 7: Criteria for Appointment or Promotion as a Basic Science Educator on the Non-Tenure Pathway

Assistant Professor	Associate Professor	Professor
<p>Qualifications: Terminal degree (Ph.D. or equivalent); two or more years of post-doctoral fellowship training is typical for most basic scientists</p>	<p>Qualifications: Service as an Assistant Professor with demonstrated excellence in the individual's stated primary mission area of teaching.</p>	<p>Qualifications: Service as an Associate Professor with outstanding contributions in the candidate's stated primary area of focus: teaching.</p>
<p>Teaching/Mentoring</p> <ul style="list-style-type: none"> ○ The candidate should have experience in teaching at the time of appointment as Assistant Professor. ○ Demonstrated potential to be a good teacher. ○ Commitment to participate as a teacher and in educational development activities that will enhance the candidate's teaching skills. 	<p>Teaching/Mentoring</p> <ul style="list-style-type: none"> ○ Evidence of high quality basic science teaching from formal peer and student and supervisor evaluations ○ Participation in local teaching activities including but not limited to lectures, small group teaching sessions, one-to-one teaching, and mentoring activities related to teaching for junior faculty ○ Participation in faculty development activities/courses at the departmental level on educational topics as an instructor or course director ○ Departmental or institutional teaching awards ○ Serving as effective educator role model for students and junior faculty ○ Effective enhancement of existing educational programs/courses or 	<p>Teaching/Mentoring</p> <ul style="list-style-type: none"> ○ Continued participation in teaching activities of the faculty member's School as specified for Associate Professor ○ Participation in faculty development activities/courses at the institutional level on education as an instructor or course director ○ Co-authorship of abstracts, manuscripts, and funding applications related to education and educational research ○ Continued evidence of local, regional, national, and/or international teaching influence ○ Evaluations from learners and peers should document that the individual is an outstanding teacher ○ Regional, national, or international teaching awards.

	<ul style="list-style-type: none"> development of new programs/courses ○ Development of educational products for education enrichment with evidence of incorporation into local or regional educational programs ○ Evidence of regional teaching influence through educational presentations at professional organizations and/or dissemination of innovative curriculum materials beyond the individual's School. 	
	<p>Encouraged, but not required: Research/Scholarly Work</p> <ul style="list-style-type: none"> ○ Collaboration in education research ○ Co-author of papers/reports on educational research, including development and/or implementation of innovative educational methods, innovative implementation of technology in education ○ Co-PI or Contributor on extramural educational research grant 	<p>Encouraged, but not required: Research/Scholarly Work</p> <ul style="list-style-type: none"> ○ Collaboration in education research ○ Co-author of papers/reports on educational research, including development and/or implementation of innovative educational methods, innovative implementation of technology in education ○ Co-PI or Contributor on extramural educational research grant
Leadership/Administrative Service	<p>Leadership/Administrative Service</p> <ul style="list-style-type: none"> ○ Active participation in one or more committees at the departmental, school, and/or institutional level. ○ Significant achievements include successful leadership of teaching programs for medical students and/or graduate students, and/or leadership roles in planning, implementing, and evaluating curriculum innovations. ○ Participation, including leadership roles, in national professional organizations the focus of which is medical student or graduate student education 	<p>Leadership/Administrative Service</p> <ul style="list-style-type: none"> ○ Active involvement, including some leadership service on appropriate administrative committees of the Department, School, and/or Institution. ○ Long-standing leadership of one or more major graduate or medical student courses and/or administrative leadership at the School level in curriculum planning and implementation. ○ Leadership roles in national professional organizations the focus of which is medical student or graduate student education
	<p>Professional Recognition</p> <ul style="list-style-type: none"> ○ The Department Chair, on behalf of a candidate for promotion to Associate Professor, must present Promotion & Tenure Committee at least five letters of recommendation, based on assessment of the candidate's contributions to academic medicine, from recognized authorities in candidate's field and/or medical or biomedical sciences educators typically Professors (may be Associate Professors), 	<p>Professional Recognition</p> <ul style="list-style-type: none"> ○ The Department Chair, on behalf of a candidate for promotion to Professor, must present to the Promotion & Tenure Committee at least seven letters of recommendation, based on assessment of the candidate's contributions to academic medicine, from recognized authorities in their field(s) outside LSUHSC-S, all Professors, who have neither trained nor employed the candidate. At least two letters of

	who have neither trained nor employed the candidate. At least one letter of recommendation must be from outside LSUHSC-S and attest to the candidate's institutional value and/or regional reputation in medical or biomedical science education.	recommendation must be from outside LSUHSC-S and attest to the candidate's national reputation and contributions.
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CLINICAL SCIENTIST Tenure Pathway and CLINICAL SCIENTISTS Non-Tenure Pathway

Table 8: Clinical Scientist Time and Effort Distribution

	Range	Typically
Teaching/Mentoring (Total)	5-10	7.5
Didactic Teaching	1-3	2.5
Teaching in Clinical Areas	2-10	5
Research	30-90	50
Clinical Service (Total)	20-50	40
Direct Patient Care	10-50	15
Teaching in Clinical Areas	5-10	5
Leadership/Admin. Service	0-10*	2.5

Total Teaching/Mentoring Time combinations Didactic Teaching and Teaching in Clinical Areas

Total Clinical Service Time combines Direct Patient Care and Teaching in Clinical Areas

Note: Time allotted to “Teaching in Clinical Areas” is divided evenly between the categories of Teaching/Mentoring and Clinical Service

Clinical Scientists play fundamental and vital roles linking research and discovery from “bench to bedside” as well as from bedside to the community at large. Clinical Scientists are expected to participate in the full range of academic activities of the College, typically with emphasis placed on research and clinical care, and scholarship related to either or both of those mission areas. Qualifications for appointment and criteria for promotion on the Clinical Scientist Tenure Pathway and the Clinical Scientist Non-tenure Pathway to the ranks of Assistant, Associate, and Professor are specified within Table 7. The distinction between the Clinical Scientist-Tenure Pathway and the Clinical Scientist-Non-tenure Pathway is the existence of a probationary period and the potential of being awarded tenure for individuals appointed on the former pathway. The criteria for promotion on both of these pathways are identical. Excellence may be demonstrated and promotion may therefore be awarded without the candidate having fulfilled every single criterion noted on the table.

Table 9: Criteria for Appointment or Promotion as a Clinical Scientist

Assistant Professor	Associate Professor	Professor
<p>Qualifications: Terminal degree (M.D. +) and appropriate residency/fellowship; may also hold Ph.D. with appropriate postdoctoral training; the candidate should ideally have completed at least one year of research training during the course of his/her residency or fellowship or after residency/fellowship training (which may include mentored research experience as an Instructor)</p>	<p>Qualifications: Service as an Assistant Professor with demonstrated excellence in laboratory, clinical and/or translational research, and demonstration of successful participation in teaching</p>	<p>Qualifications: Candidates must meet all of the criteria outlined for the rank of Associate Professor and have demonstrated excellence in independent research and successful continued participation in teaching.</p>
<p>Teaching/Mentoring</p> <ul style="list-style-type: none"> ○ Demonstrated potential to be an effective participant in medical and/or graduate student teaching 	<p>Teaching/Mentoring</p> <ul style="list-style-type: none"> ○ Active and effective participation in medical and/or graduate student education with favorable objective evaluations by students, peers, and supervisors ○ Evidence of being an effective role model and mentor for students, residents, fellows, graduate students, and colleagues, with good evaluations from those formally mentored 	<p>Teaching/Mentoring</p> <p>The teaching performance of a candidate for Professor should serve as a standard of excellence for colleagues.</p> <ul style="list-style-type: none"> ○ Active and effective participation in medical/graduate student education, including mentoring, with favorable objective evaluations by students, peers, and supervisors ○ Continued service as an effective role model and mentor for students, residents, fellows, graduate students, and colleagues, with good evaluations from those formally mentored ○ Impact of teaching and mentoring excellence may also be recognized by the success/stature of trainees
<p>Research/Scholarly Work</p> <ul style="list-style-type: none"> ○ A minimum of one peer-reviewed high quality journal publication as first or senior author ○ Demonstrated serious commitment to original and independent basic and/or clinical research 	<p>Research/Scholarly Work</p> <ul style="list-style-type: none"> ○ Evidence of research productivity manifest as 1 – 3 peer reviewed journal publications per year in rank as Assistant Professor demonstrating seniority or major contribution to development of research ideas and their implementation. Note that the quality of the publications will be considered to be as important as the quantity. ○ Recognition as an original independent investigator (PI) as demonstrated by the ability to generate financial support from external peer-reviewed funding agencies, 	<p>Research/Scholarly Work</p> <ul style="list-style-type: none"> ○ Robust record of sustained extramural funding for research as demonstrated by being awarded at least two major extramural research grants (e.g., R01 or equivalent) or a single major grant that has been competitively renewed ○ Evidence of outstanding contributions to the individual's field(s) of expertise with typically 30 – 50 peer reviewed journal publications of original and innovative research findings of basic, clinical or translational studies, on roughly half of which the individual is first or

	<p>whether federal or private foundations (e.g., NIH R01 or equivalent, CDC, NSF; Robert Wood Johnson Foundation, American Heart Association, etc.) Career development awards & other mentored funding mechanisms demonstrate a path toward research independence. Career development or mentored awards should be considered along with other factors for promotion to Associate Professor.</p> <ul style="list-style-type: none"> ○ Alternatively, substantial and clearly documented contributions as a Co-I on multiple extramurally funded research grants ○ Establishment of professional recognition and reputation beyond LSUHSC-S through active participation and/or leadership roles in local, regional, and/or national professional organizations 	<p>senior author. Note that the quality of the publications will be considered to be as important as the quantity.</p> <ul style="list-style-type: none"> ○ Regional, national and typically international reputation for excellence in research/scholarly activity with recognition as being an authority in one's area(s) of expertise ○ National and/or international recognition may also be demonstrated through invitations to present research findings
<p>Clinical Service</p> <ul style="list-style-type: none"> ○ Evidence of a high level of competence in a clinical area ○ Board certification – see text within page 19 of this document 	<p>Clinical Service</p> <ul style="list-style-type: none"> ○ Continued evidence of a high level of competence in a clinical area ○ Maintenance of board certification – see text within page 19 of this document ○ Active participation and/or leadership in local, regional, or national medical and/or scientific professional organizations 	<p>Clinical Service</p> <ul style="list-style-type: none"> ○ Continued evidence of a high level of competence in a clinical area ○ Maintenance of board certification – see text within page 19 of this document ○ Continued active participation and/or leadership in local, regional, or national medical and/or scientific professional organizations
<p>Leadership/Administrative Service</p> <ul style="list-style-type: none"> ○ Recognized interest in service to the academic institution, local and/or national organizations, and/or community organizations that foster health. 	<p>Leadership/Administrative Service</p> <ul style="list-style-type: none"> ○ Active participation in one or more committees at the departmental, school or institutional level ○ May have leadership role in department or hospital ○ May serve on editorial boards or as peer reviewer for journals in one's discipline ○ May serve on study sections or equivalent bodies that peer review grant applications <p>May serve as an advocate for science and health care policy</p>	<p>Leadership/Administrative Service</p> <ul style="list-style-type: none"> ○ Demonstration of leadership within the department, school, and/or institution ○ May have leadership role in the department or hospital ○ Leadership, service or committee work for professional organizations ○ National and typically international reputation for excellence in research as evidenced by service on editorial boards and/or as peer reviewer for journals and/or reviewer on study sections <p>May serve on external advisory committees for other academic institutions or commercial firms</p>
	<p>Professional Recognition</p> <ul style="list-style-type: none"> ○ The Department Chair, on behalf of a 	<p>Professional Recognition</p> <ul style="list-style-type: none"> ○ The Department Chair, on behalf of a

	<p>candidate for promotion to Associate Professor, must present to the Promotion & Tenure Committee at least five letters of recommendation, based on assessment of the candidate's contributions to academic medicine, from recognized authorities in candidate's field outside LSUHSC-S. For faculty on the Clinical Scientist pathway and on the tenure track, letters are typically from tenured Professors but may be from tenured Associate Professors, who have neither trained nor employed the candidate. All must be from outside LSUHSC-S. For faculty on the Clinical Scientist pathway, non-tenure track, letters may be from tenured or non-tenured Professors but may be from tenured or non-tenured Associate Professors, who have neither trained nor employed the candidate. At least three of the five required letters of recommendation (for a non-tenure track applicant) must be from outside LSUHSC-S.</p>	<p>candidate for promotion to Professor, must present to the Promotion & Tenure Committee at least seven letters of recommendation, based on assessment of the candidate's contributions to academic medicine, from recognized authorities in their field(s) outside LSUHSC-S. For faculty on the Clinical Scientist pathway and on the tenure track, all letters are to be from tenured Professors outside of LSUHSC-S who have neither trained nor employed the candidate. For faculty on the Clinical Scientist pathway, non-tenure track, letters must all be from Professors (may be from non-tenured Professors), who have neither trained nor employed the candidate. At least five of the seven required letters of recommendation (for a non-tenure track applicant) must be from outside LSUHSC-S.</p>
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CLINICAL EDUCATOR Tenure Pathway and CLINICAL EDUCATOR Non-tenure Pathway

Table 10: Clinical Educator Time and Effort Distribution

	Range	Typically
Teaching/Mentoring (Total)	10-50	30
Didactic Teaching	2-10	5
Teaching in Clinical Areas	10-40	20
Research	5-30	5
Clinical Service (Total)	40-80	60
Direct Patient Care	40-60	60
Teaching in Clinical Areas	10-40	20
Leadership/Admin. Service	5-20*	5

Total Teaching/Mentoring Time combinations Didactic Teaching + Teaching in Clinical Areas

Total Clinical Service Time combines time spent in Direct Patient Care and time spent in Teaching in Clinical Areas

Note: Time allotted to "Teaching in Clinical Areas" is divided evenly between the categories of Teaching/Mentoring and Clinical Service

Clinical Educators are expected to participate in the full range of academic activities of the School, typically with emphasis placed on teaching, clinical care, and scholarship related to either or both of those mission areas. Examples of teaching, scholarly work, clinical service and leadership & administrative service on the Clinical Educator and Clinical Attending Pathways are provided in Appendix A. No single faculty member is expected to achieve all of the examples. The list serves to demonstrate the variety of activities that might support promotion.

Useful guidance about educational scholarship is provided in the Summary Report and Findings from the 2006 AAMC/Group on Educational Affairs Consensus Conference on Educational Scholarship. Faculty members engage in educational scholarship by drawing upon resources and best practices in the field and by contributing resources to the field. Documentation of educational scholarship begins by demonstrating that the educational activity product is publicly available to the education community in a form upon which others can build. The product may be public at a local level or at regional, national and/or international levels. Once the educational activity product is public and in a form upon which others can build, peers can assess its value to the community. Educators seeking academic promotion may present evidence focused on a single education activity category or in multiple categories (e.g., curriculum design and development, learner assessment, leadership, etc.). Consistent across all categories is that documentation of progression for academic advancement as an educator starts with evidence of quantity and quality of local educational activities and contributions and moves increasingly toward evidence of incorporating a scholarly approach to educational activity and productive educational scholarship as demonstrated by contribution to the larger medical education community.²

Qualifications for appointment and criteria for promotion on the Clinical Educator Tenure Pathway and the Clinical Educator Non-tenure Pathway to the ranks of Assistant, Associate, and Professor are specified within Table 11. The distinction between the Clinical Educator Tenure Pathway and the Clinical Educator Non-tenure Pathway is the existence of a probationary period and the potential of being awarded tenure for individuals appointed on the former pathway. The criteria for promotion on both of these pathways are identical. Excellence may be demonstrated and promotion may therefore be awarded without the candidate having fulfilled every single criterion noted on the table

Table 11: Criteria for Appointment or Promotion as a Clinical Educator

Assistant Professor	Associate Professor	Professor
Qualifications: Terminal degree (M.D., Ph.D., etc.); appropriate residency/fellowship or post-doctoral training	Qualifications: Service as an Assistant Professor with a record of significant accomplishments in teaching/mentoring, research/scholarly work, clinical service, and educational	Qualifications: Service to all mission areas of LSUHSC-S as an Associate Professor with a record of significant contributions in teaching/mentoring, research/scholarly work, clinical service, and

² As cited by Advancing Educators and Education: Defining the Components and Evidence of Educational Scholarship (Summary Report and Findings from the AAMC Group of Educational Affairs Conference on Educational Scholarship; 2007) February 9 – 10, 2006

	leadership/administrative service. Excellence is expected in at least two of these four areas, one of which must be teaching/mentoring or educational leadership/administrative service. ³	educational leadership/administrative service. Outstanding contributions are expected in at least three of these four areas.
<p>Teaching/Mentoring</p> <ul style="list-style-type: none"> ○ Demonstrated potential to be a good teacher ○ Commitment to participation as a teacher and to educational development activities that will enhance the candidate's teaching skills 	<p>Teaching/Mentoring</p> <ul style="list-style-type: none"> ○ Evidence of high quality teaching demonstrated through formal peer and trainee evaluations and/or teaching awards ○ Teaching should be recognized beyond local level as evidenced by invitations to teach at other institutions, within programs of professional societies, and/or within CME courses. ○ Evidence of being an effective role model and mentor for students, residents, fellows and/or colleagues, with good evaluations from those formally mentored ○ Development of innovative educational curricula for patients or healthcare professionals 	<p>Teaching/Mentoring</p> <p>The teaching performance of a candidate for Professor should serve as a standard of excellence for colleagues</p> <ul style="list-style-type: none"> ○ Recognition for being an exceptional teacher of medical students, residents, fellows or continuing medical education participants ○ Impact of teaching should be apparent regionally, nationally and typically internationally as demonstrated by invitations to serve as visiting teacher or to teach in specialty societies and national continuing medical education courses ○ Impact of teaching and mentoring excellence may also be recognized by success/stature of trainees ○ Evidence of being an effective role model and mentor for students, trainees and colleagues, with good evaluations from those formally mentored
<p>Research/Scholarly Work</p> <ul style="list-style-type: none"> ○ Demonstrated potential to participate in the development of teaching materials including lectures or other educational programs. ○ May have published clinical case reports and clinical analytic studies. ○ May play a role in clinical trials/clinical investigation 	<p>Research/Scholarly Work</p> <p>Peer-review is required of educational scholarship, appreciating that some local contributions may obtain local rather than national peer-review.</p> <ul style="list-style-type: none"> ○ Demonstration of scholarship by publication of analytical studies, reviews, chapters, or clinical observations ○ Development and dissemination of teaching materials including new curricular offerings, educational programs, textbooks, syllabi, or electronic media that significantly improve methods or quality of instruction ○ Participation in clinical trials or clinical 	<p>Research/Scholarly Work</p> <ul style="list-style-type: none"> ○ Demonstration of outstanding scholarship by development and dissemination of original teaching materials, such as widely used textbooks, new curricular offerings, educational program, syllabi, or electronic media ○ May have ongoing leadership role in clinical trials or clinical investigations ○ Publication of analytic clinical studies, clinical observations, comprehensive clinical reviews, textbooks or chapters ○ May continue to pursue and/or lead structured quality improvement projects or

³ See Appendix A, page 30. All aspects of leadership/administrative service are important to the School of Medicine. On the Clinical Educator Pathway, educational leadership/administrative service is of special importance and value if this is one of the two areas of excellence demonstrated by a specific candidate for promotion.

	<ul style="list-style-type: none"> investigations as investigator or collaborator ○ Structured quality improvement projects or clinical pathways that are monitored by measurable outcomes ○ Development, implementation, and publication of clinical practice guideline(s), standards of patient care, and/or health care policy ○ Active in the dissemination of scholarly work to the clinical setting, modeling the practice of evidenced-based medicine ○ Ordinarily, a candidate for promotion to Associate Professor will have published, on average, at least one peer-reviewed, scholarly work annually during the appointment as Assistant Professor. 	<ul style="list-style-type: none"> clinical pathways that are monitored by measurable outcomes ○ May continue to pursue and/or lead in the development, implementation, and publication of clinical practice guideline(s), standards of patient care, and/or health care policy ○ May remain active in the dissemination of scholarly work to the clinical setting, modeling the practice of evidenced-based medicine ○ Ordinarily, a candidate for promotion to Professor will have published, on average, at least one peer-reviewed scholarly work annually during the appointment at Associate Professor.
<p>Clinical Service</p> <ul style="list-style-type: none"> ○ Evidence of a high level of competence in a clinical area ○ M.D.s – board certification – see text within page 19 of this document 	<p>Clinical Service</p> <ul style="list-style-type: none"> ○ Continued evidence of a high level of competence and diligence in a clinical area ○ M.D.'s - board certification – see text within page 19 of this document ○ Demonstrated excellence in clinical care as documented in clinical outcomes, patient and peer feedback ○ Development / implementation / evaluation of innovative approaches to patient care and/or development of standards for patient care and/or improved quality of patient care ○ Development of a regional and/or national reputation as an authority in a clinical field as evidenced by patient referrals and invited presentations ○ Active participation and/or leadership in local, regional, and/or national professional organizations 	<p>Clinical Service</p> <ul style="list-style-type: none"> ○ Continued evidence of a high level of competence and diligence in a clinical area ○ M.D.'s - board certification – see text within page 19 of this document ○ Continued demonstration of excellence in clinical care as documented in clinical outcomes, patient and peer feedback ○ Recognized clinical leader in department, hospital, or healthcare system ○ Regional, national and typically international reputation for excellence in clinical practice and/or as an authority in a clinical field ○ Continued active participation and/or leadership in local, regional, and/or national professional organizations.
<p>Leadership/Administrative Service</p> <ul style="list-style-type: none"> ○ Recognized interest in service to the academic institution, local or national organizations, and/or community organizations that foster health 	<p>Leadership/Administrative Service</p> <ul style="list-style-type: none"> ○ Leadership role in section, hospital, or department ○ For Clinician Educators whose primary emphasis is education - successful and sustained leadership of a training program such as clerkship, residency or fellowship program ○ Work on significant committees – local, 	<p>Leadership/Administrative Service</p> <ul style="list-style-type: none"> ○ Demonstration of collegiality, professionalism, and leadership in department or institution ○ Leadership role in department or hospital, such as section or clinical division head, or medical staff representative ○ Active involvement in appropriate administrative committees in the affiliated

	<p>regional and/or national</p> <ul style="list-style-type: none"> ○ Service on editorial boards and/or service as peer reviewer for journals ○ Providing service to the professional or lay community through education, consultation, and/or other roles ○ Advocacy for patient groups or health care policy 	<p>hospitals and the individual's School, including serving as chair of some committees</p> <ul style="list-style-type: none"> ○ Leadership, service or committee work for regional, national or international professional organizations including medical education organizations ○ Editor/editorial board of textbooks or journals ○ Sustained community service that fosters health
	<p><u>Professional Recognition</u></p> <ul style="list-style-type: none"> ○ The Department Chair, on behalf of a candidate for promotion to Associate Professor, must present to the Promotion & Tenure Committee at least five letters of recommendation, based on assessment of the candidate's contributions to academic medicine, from recognized authorities in candidate's field outside of LSUHSC-S. For faculty on the Clinical Educator pathway and on the tenure track, letters are typically from tenured Professors but may be from tenured Associate Professors, who have neither trained nor employed the candidate. All must be from outside LSUHSC-S. For faculty on the Clinical Educator pathway, non-tenure track, letters may be from tenured or non-tenured Professors but may be from tenured or non-tenured Associate Professors, who have neither trained nor employed the candidate. At least three of the five required letters of recommendation (for a non-tenure track applicant) must be from outside LSUHSC-S. 	<p><u>Professional Recognition</u></p> <ul style="list-style-type: none"> ○ The Department Chair, on behalf of a candidate for promotion to Professor, must present to the Promotion & Tenure Committee at least seven letters of recommendation, based on assessment of the candidate's contributions to academic medicine, from recognized authorities in their field(s) outside of LSUHSC-S. For faculty on the Clinical Educator pathway and on the tenure track, all letters are to be from tenured Professors outside of LSUHSC-S who have neither trained nor employed the candidate. For faculty on the Clinical Educator pathway, non-tenure track, letters must all be from Professors (may be from non-tenured Professors), who have neither trained nor employed the candidate. At least five of the seven required letters of recommendation (for a non-tenure track applicant) must be from outside LSUHSC-S.

CLINICAL ATTENDING – Non-Tenure Pathway

Table 12: Clinical Attending Time and Effort Distribution

	Range	Typically
Teaching/Mentoring (Total)	0-30	10
Didactic Teaching	0-2	1
Teaching in Clinical Areas	0-30	20
Research	0-10	2.5
Clinical Service (Total)	70-100	80
Direct Patient Care	70-100	70
Teaching in Clinical Areas	0-30	20
Leadership/Admin. Service	5-10*	7.5

Total Teaching/Mentoring Time combinations Didactic Teaching + Teaching in Clinical Areas

Total Clinical Service Time combines Direct Patient Care and Teaching in Clinical Areas

Note: Time allotted to “Teaching in Clinical Areas” is divided evenly between the categories of Teaching/Mentoring and Clinical Service

Clinical Attendings are expected to excel in clinical work. They often play critically important roles in the clinical teaching mission of the College, and may also participate in clinical research. Scholarly work in any of these areas is encouraged but is not required. Examples of teaching, scholarly work, clinical service and leadership & administrative service on the Clinical Educator and Clinical Attending Pathways are provided in Appendix A. No single faculty member is expected to achieve all of the examples. The list serves to demonstrate the variety of activities that might support promotion. Qualifications for appointment or promotion on the Clinical Attending Pathway are specified within Table 13. Excellence may be demonstrated and promotion may therefore be awarded without the candidate having fulfilled every single criterion noted on the table.

Table 13: Criteria for Appointment of Promotion as a Clinical Attending

Assistant Professor	Associate Professor	Professor
<p>Qualifications: Terminal degree (M.D., Ph.D. etc.); appropriate residency/fellowship or postdoctoral training</p>	<p>Qualifications: Service as an Assistant Professor with a record of significant accomplishments and demonstrated excellence in clinical efforts. The faculty member should have developed an active, productive clinical practice with evidence of skill, high quality, efficiency, and cost effectiveness. For positions with significant expectations for teaching, evidence of high quality teaching will be required.</p>	<p>Qualifications: Promotion to the rank of Professor is an honor conferred on those who have demonstrated a consistent and high quality of clinical practice over many years. Candidates must meet all of the criteria outlined for the rank of Associate Professor and have accomplishments in clinical service and/or teaching/mentoring and leadership/administrative service. Scholarship is encouraged.</p>

<p>If to have a role in teaching: Teaching/Mentoring</p> <ul style="list-style-type: none"> ○ Demonstrated potential to be a good teacher ○ Commitment to participate as a teacher and in educational development activities that will enhance the candidate's teaching skills ○ May be involved in clinical scholarship or an administrative role in teaching 	<p>If to have a role in teaching: Teaching/Mentoring</p> <ul style="list-style-type: none"> ○ Evidence of high quality clinical teaching from formal peer and trainee evaluations ○ Serving as an effective role model of a practicing physician and mentor for students, residents, fellows and colleagues. ○ Teaching awards ○ Educational programs/products for patients and community 	<p>If to have a role in teaching: Teaching/Mentoring</p> <ul style="list-style-type: none"> ○ Recognition for being an excellent teacher of medical students, residents, fellows or continuing medical education participants. ○ Continued evidence of being an effective role model and mentor for students, trainees and colleagues.
	<p>Encouraged, but not required: Research/Scholarly Work</p> <ul style="list-style-type: none"> ○ Collaboration in clinical research, including recruitment of patients for clinical trials ○ Co-author of reviews, case reports, reports of clinical investigation ○ Development of curricular or other teaching materials, including materials for patients and families 	<p>Encouraged, but not required: Research/Scholarly Work</p> <ul style="list-style-type: none"> ○ Collaboration in clinical research, including recruitment of patients for clinical trials ○ Co-author of reviews, case reports, reports of clinical investigation ○ Development of curricular or other teaching materials, including materials for patients and families
<p>Clinical Service</p> <ul style="list-style-type: none"> ○ Evidence of a high level of competence in a clinical area ○ M.D.s – board certification – see text within page 19 of this document 	<p>Clinical Service</p> <ul style="list-style-type: none"> ○ A high level of competence and diligence in a clinical area as evidenced by recognition from peers and patients as an outstanding clinician ○ M.D.s – board certification – see text within page 19 of this document ○ Demonstrated practice of current standards of patient care and/or development of standards for patient care ○ Local, and/or regional reputation for excellent clinical skills as evidenced by patient referrals and/or invited presentations <p>Clinical Service (continued)</p> <ul style="list-style-type: none"> ○ Active participation and/or leadership in local, regional, and/or national professional organizations 	<p>Clinical Service</p> <ul style="list-style-type: none"> ○ Highly regarded as a leader in a clinical practice, department, hospital, healthcare system ○ M.D.s – board certification – see text within page 19 of this document ○ Local, regional, and national reputation for excellence in clinical practice and/or as an authority in a clinical field ○ Demonstrated excellence in clinical care as documented in clinical outcomes, and/or patient and peer feedback <p>Clinical Service (continued)</p> <ul style="list-style-type: none"> ○ Demonstrated practice of current standards of patient care and/or development of standards for patient care ○ Continued active participations and/or leadership is local, regional, and/or national professional organizations
<p>Leadership/Administrative Service</p> <ul style="list-style-type: none"> ○ Interest in service to the academic institution, local or national organizations, and/or community organizations that foster health. 	<p>Leadership/Administrative Service</p> <ul style="list-style-type: none"> ○ Participation in section, hospital or department administration ○ Work on committees – local or regional ○ Providing service to the professional or lay community through education, consultation 	<p>Leadership/Administrative Service</p> <ul style="list-style-type: none"> ○ Demonstration of collegiality and leadership in arena of practice, department or institution. ○ Leadership role in provision of clinical care in department or hospital

	<ul style="list-style-type: none"> and/or other roles ○ Active in the development and/or implementation of clinical practice guidelines and/or serving to help develop health care policy ○ Advocate for patient groups or health care policy 	<ul style="list-style-type: none"> ○ Active involvement in appropriate administrative committees in the affiliated hospitals and the School of Medicine ○ Leadership, service or committee work for local, regional, and/or national professional organizations ○ Sustained community service
	<p>Professional Recognition</p> <ul style="list-style-type: none"> ○ The Department Chair, on behalf of a candidate for promotion to Associate Professor, must present to the Promotion & Tenure Committee at least five letters of recommendation, based on assessment of the candidate's contributions to academic medicine, from recognized authorities in candidate's field from within or outside of LSUHSC-S. Letters are typically from non-tenured Professors but may be from non-tenured Associate Professors, who have neither trained nor employed the candidate. At least two letters of recommendation must be from outside LSUHSC-S. 	<p>Professional Recognition</p> <ul style="list-style-type: none"> ○ The Department Chair, on behalf of a candidate for promotion to Associate Professor, must present to the Promotion & Tenure Committee at least seven letters of recommendation, based on assessment of the candidate's contributions to academic medicine, from recognized authorities in candidate's field from within or outside of LSUHSC-S, typically Professors, who have neither trained nor employed the candidate. At least three letters of recommendation must be from outside LSUHSC-S and attest to the candidate's national reputation and contributions.

SCHOOL OF ALLIED HEALTH PROFESSIONS

For each of the tables that follow, excellence may be demonstrated and promotion may therefore be awarded without the candidate having fulfilled every single criterion noted on the table.

Table 14: Criteria for Appointment or Promotion as a Didactic Educator -Tenure Pathway

Assistant Professor	Associate Professor	Professor
<p>Qualifications</p> <p>Academic or clinical doctoral degree (PhD, EdD, DrPH, ScD, DHSc, DPT, OTD, MD, SLPD, etc.)</p>	<p>Qualifications</p> <p>Service as an Assistant Professor with demonstrated excellence in research / scholarly activity, high quality teaching/mentoring, and contributions in service.</p>	<p>Qualifications</p> <p>Candidates must meet all of the criteria outlined for the rank of Associate Professor & have demonstrated excellence in independent research and successful continued participation in teaching and service.</p>
<p>Teaching/Mentoring</p> <ul style="list-style-type: none"> ○ Strong potential as a teacher, mentor, and role model of professional conduct for students and colleagues. ○ Teaching experience, didactic or clinical, 	<p>Teaching/Mentoring</p> <ul style="list-style-type: none"> ○ Active and effective participation in student education with favorable objective evaluations by students, peers, and supervisors 	<p>Teaching/Mentoring</p> <p>The teaching performance of a candidate for Professor should serve as a standard of excellence for colleagues.</p> <ul style="list-style-type: none"> ○ Continued high quality teaching in the

Assistant Professor	Associate Professor	Professor
<p>at the time of faculty appointment is desirable.</p>	<ul style="list-style-type: none"> ○ Evidence of being an effective role model and mentor for students and colleagues. 	<p>activities of the School, as specified for Associate Professor</p> <ul style="list-style-type: none"> ○ Continued participation in mentoring activities, with evidence of effective mentoring including documented success of mentees; co-authorship of abstracts, manuscripts, and funding applications. ○ Continued evidence of local, regional, national, and/or international teaching influence ○ Evaluations from learners & peers documenting that the individual is an outstanding teacher.
<p>Research/Scholarly Work</p> <ul style="list-style-type: none"> ○ Demonstrate a potential for excellence in creative research ○ Demonstrate a potential to obtain peer-reviewed research funding awards as a Principal Investigator ○ Demonstrate ability to collaborate effectively ○ Demonstrate a potential for scholarly writing with publication in quality, peer-reviewed journals 	<p>Research/Scholarly Work</p> <ul style="list-style-type: none"> ○ Principal Investigator (PI) on research projects, grant-driven projects, or substantial and clearly documented contributions as a Co-I on research projects. ○ Evidence of research productivity manifested as 1 – 3 first-author or senior author peer reviewed publications typically per year in rank as Assistant Professor. ○ Regional and/or national reputation for excellence in research/scholarly activity demonstrated through presentations at meetings of professional organizations and/or invitations to participate in academic collaborations at outside institutions. 	<p>Research/Scholarly Work</p> <ul style="list-style-type: none"> ○ Authorship of textbook or textbook chapters ○ Funding for research as demonstrated by being awarded at least two grants (internal or external sources) or a single grant that has been competitively renewed, or alternatively continued substantial and clearly documented contributions as a Co-I on multiple research grants. ○ Evidence of outstanding contributions to the individual's field(s) of expertise with typically 10 - 20 peer reviewed journal publications of original and innovative research findings of basic, clinical or translational studies, on roughly half of which the individual is first or senior author. Note that the quality of the publications will be considered to be as important as the quantity. ○ Regional, state, and national reputation for excellence in research/scholarly activity with recognition as being an authority in one's area(s) of expertise. ○ National presentations of one's research findings or expertise.
<p>Service</p> <ul style="list-style-type: none"> ○ Potential to contribute to the good 	<p>Service</p> <ul style="list-style-type: none"> ○ Active participation in one or more 	<p>Service</p> <ul style="list-style-type: none"> ○ Demonstration of leadership in School or

Assistant Professor	Associate Professor	Professor
<ul style="list-style-type: none"> functioning of the School and/or Institution Recognized interest in service to the academic institution, local, state, and/or national organizations, and/or community organizations and services. 	<ul style="list-style-type: none"> committees of the School and University May serve on editorial boards and/or as peer reviewer for journals May serve on peer review committees that review grant proposals May serve as an advocate for science and/or health care policy and services Service on an outside advisory board for academic or community programs 	<ul style="list-style-type: none"> University Active involvement in appropriate administrative committees in the School and/or University, including service as chair of some committees Service, sometimes as chair, in committees that review grant proposals Continued community service
	<p>Professional Recognition The candidate's Department Head and Program Director, on behalf of a candidate for promotion to Associate Professor, must present to the SAHP Promotion & Tenure Committee at least <u>five</u> letters of recommendation, based on assessment of the candidate's contributions in research, teaching, and service, from recognized authorities outside LSUHSC-S, typically tenured Professors (but may be tenured Associate Professors), who have neither trained nor employed the candidate.</p>	<p>Professional Recognition The candidate's Department Head and Program Director, on behalf of a candidate for promotion to Professor, must present to the SAHP Promotion & Tenure Committee at least <u>seven</u> letters of recommendation, based on assessment of the candidate's contributions in research, teaching, and service, from recognized authorities outside LSUHSC-S, typically tenured Professors who have neither trained nor employed the candidate.</p>

SCHOOL OF ALLIED HEALTH PROFESSIONS

Table 15: Criteria for Appointment or Promotion as a Didactic Educator –Non -Tenure Pathway

Assistant Professor	Associate Professor	Professor
<p>Qualifications:</p> <ul style="list-style-type: none"> Masters degree or academic/clinical doctoral degree 	<p>Qualifications:</p> <ul style="list-style-type: none"> Academic or clinical doctoral degree (PhD, EdD, DrPH, ScD, DHSc, DPT, OTD, MD, SLPD, etc.) Service as an Assistant Professor with demonstrated excellence in teaching/mentoring, high quality service, and contributions in scholarly activities and research. 	<p>Qualifications:</p> <p>Candidates must meet all of the criteria outlined for the rank of Associate Professor and have demonstrated continued excellence in teaching, successful contributions in service, and executed independent research.</p>
<p>Teaching/Mentoring</p> <ul style="list-style-type: none"> Strong potential as a teacher, mentor, and role model of professional conduct for 	<p>Teaching/Mentoring</p> <ul style="list-style-type: none"> Active and effective participation in student education with favorable objective 	<p>Teaching/Mentoring</p> <p>The teaching performance of a candidate for Professor should serve as a standard of</p>

Assistant Professor	Associate Professor	Professor
<p>students and colleagues.</p> <ul style="list-style-type: none"> ○ Teaching experience, didactic or clinical, at the time of faculty appointment is desirable. 	<p>evaluations by students, peers, and supervisors</p> <ul style="list-style-type: none"> ○ Evidence of being an effective role model and mentor for students and colleagues, with good evaluations from those formally mentored 	<p>excellence for colleagues.</p> <ul style="list-style-type: none"> ○ Continued high quality teaching in the activities of the School, as specified for Associate Professor ○ Continued participation in mentoring activities, with evidence of effective mentoring including documented success of mentees; co-authorship of abstracts, manuscripts, and funding applications. ○ Continued evidence of local, regional, national, and/or international teaching influence ○ Evaluations from learners & peers documenting that the individual is an outstanding teacher.
<p>Research/Scholarly Work</p> <ul style="list-style-type: none"> ○ Demonstrate a potential for excellence in creative research ○ Demonstrate ability to collaborate effectively ○ Demonstrate a potential for scholarly writing with publication in quality, peer-reviewed journals 	<p>Research/Scholarly Work</p> <ul style="list-style-type: none"> ○ Principal Investigator (PI) or Co-I on research projects and/or grant-driven projects ○ Evidence of research productivity manifested as 1 – 3 first-author or senior author peer reviewed publications in rank as Assistant Professor. ○ Regional and/or national reputation for excellence in teaching and scholarly activity demonstrated through presentations at meetings of professional organizations and/or invitations to participate in academic collaborations at outside institutions. 	<p>Research/Scholarly Work</p> <ul style="list-style-type: none"> ○ Authorship of textbook or textbook chapters ○ Continued success as principal Investigator (PI) or Co-I on research projects and/or grant-driven projects ○ Evidence of outstanding contributions to the individual's field(s) of expertise with typically 10 - 20 journal publications of original and innovative scholarly findings of basic, educational, clinical or translational studies, on roughly half of which the individual is first or senior author. ○ Regional, state, and national reputation for excellence in research/scholarly activity with recognition as being an authority in one's area(s) of expertise. ○ National presentations of one's research findings or expertise.
<p>Service</p> <ul style="list-style-type: none"> ○ Potential to contribute to the good functioning of the School and/or Institution ○ Recognized interest in service to the academic institution, local, state, and/or national organizations, and/or community organizations and services. 	<p>Service</p> <ul style="list-style-type: none"> ○ Active participation in one or more committees of the School and University ○ May serve on editorial boards and/or as peer reviewer for journals ○ May serve on peer review committees that review grant proposals 	<p>Service</p> <ul style="list-style-type: none"> ○ Demonstration of leadership in School or University ○ Active involvement in appropriate administrative committees in the School and/or University, including service as chair of some committees

Assistant Professor	Associate Professor	Professor
	<ul style="list-style-type: none"> ○ May serve as an advocate for science and/or health care policy and services ○ Service on an outside advisory board for academic or community programs 	<ul style="list-style-type: none"> ○ Service, sometimes as chair, in committees that review grant proposals ○ Continued community service
	<p>Professional Recognition</p> <ul style="list-style-type: none"> ○ The candidate's Department Head and Program Director, on behalf of a candidate for promotion to Associate Professor, must present to the SAHP Promotion & Tenure Committee at least <u>five</u> letters of recommendation, based on assessment of the candidate's contributions in research, teaching, and service, from recognized authorities outside LSUHSC-S, typically Professors (but may be Associate Professors), who have neither trained nor employed the candidate. 	<p>Professional Recognition</p> <ul style="list-style-type: none"> ○ The candidate's Department Head and Program Director, on behalf of a candidate for promotion to Professor, must present to the SAHP Promotion & Tenure Committee at least <u>seven</u> letters of recommendation, based on assessment of the candidate's contributions in research, teaching, and service, from recognized authorities outside LSUHSC-S, typically Professors who have neither trained nor employed the candidate.

SCHOOL OF ALLIED HEALTH PROFESSIONS

Table 16: Criteria for Appointment or Promotion as a Clinical Educator –a Non -Tenure Pathway

Assistant Professor	Associate Professor	Professor
<p>Qualifications:</p> <ul style="list-style-type: none"> ○ Masters degree or academic/clinical doctoral degree 	<p>Qualifications:</p> <ul style="list-style-type: none"> ○ Academic or clinical doctoral degree (PhD, EdD, DrPH, ScD, DHSc, DPT, OTD, MD, SLPD, etc.) ○ Service as an Assistant Professor with demonstrated excellence in teaching/mentoring, high quality service, and contributions in scholarly activities and research. 	<p>Qualifications:</p> <p>Candidates must meet all of the criteria outlined for the rank of Associate Professor and have demonstrated continued excellence in teaching, successful contributions in service, and executed independent research.</p>
<p>Teaching/Mentoring</p> <ul style="list-style-type: none"> ○ Strong potential as a teacher, mentor, and role model of professional conduct for students and colleagues. ○ Teaching experience, didactic or clinical, at the time of faculty appointment is desirable. 	<p>Teaching/Mentoring</p> <ul style="list-style-type: none"> ○ Active and effective participation in student education with favorable objective evaluations by students, peers, and supervisors ○ Evidence of being an effective role model and mentor for students and colleagues, 	<p>Teaching/Mentoring</p> <p>The teaching performance of a candidate for Professor should serve as a standard of excellence for colleagues.</p> <ul style="list-style-type: none"> ○ Continued high quality teaching in the activities of the School, as specified for Associate Professor

Assistant Professor	Associate Professor	Professor
	with good evaluations from those formally mentored	<ul style="list-style-type: none"> ○ Continued participation in mentoring activities, with evidence of effective mentoring including documented success of mentees; co-authorship of abstracts, manuscripts, and funding applications. ○ Continued evidence of local, regional, national, and/or international teaching influence ○ Evaluations from learners & peers documenting that the individual is an outstanding teacher.
<p>Research/Scholarly Work</p> <ul style="list-style-type: none"> ○ Demonstrate a potential for excellence in creative research ○ Demonstrate ability to collaborate effectively ○ Demonstrate a potential for scholarly writing with publication in quality, peer-reviewed journals 	<p>Research/Scholarly Work</p> <ul style="list-style-type: none"> ○ Principal Investigator (PI) or Co-I on research projects and/or grant-driven projects ○ Evidence of research productivity manifested as 1 – 3 first-author or senior author peer reviewed publications in rank as Assistant Professor. ○ Regional and/or national reputation for excellence in teaching and scholarly activity demonstrated through presentations at meetings of professional organizations and/or invitations to participate in academic collaborations at outside institutions. 	<p>Research/Scholarly Work</p> <ul style="list-style-type: none"> ○ Authorship of textbook or textbook chapters ○ Continued success as principal Investigator (PI) or Co-I on research projects and/or grant-driven projects ○ Evidence of outstanding contributions to the individual's field(s) of expertise with typically 10 - 20 journal publications of original and innovative scholarly findings of basic, educational, clinical or translational studies, on roughly half of which the individual is first or senior author. ○ Regional, state, and national reputation for excellence in research/scholarly activity with recognition as being an authority in one's area(s) of expertise. ○ National presentations of one's research findings or expertise.
<p>Service</p> <ul style="list-style-type: none"> ○ Potential to contribute to the good functioning of the School and/or Institution ○ Recognized interest in service to the academic institution, local, state, and/or national organizations, and/or community organizations and services. 	<p>Service</p> <ul style="list-style-type: none"> ○ Active participation in one or more committees of the School and University ○ May serve on editorial boards and/or as peer reviewer for journals ○ May serve on peer review committees that review grant proposals ○ May serve as an advocate for science and/or health care policy and services ○ Service on an outside advisory board for academic or community programs 	<p>Service</p> <ul style="list-style-type: none"> ○ Demonstration of leadership in School or University ○ Active involvement in appropriate administrative committees in the School and/or University, including service as chair of some committees ○ Service, sometimes as chair, in committees that review grant proposals ○ Continued community service

Assistant Professor	Associate Professor	Professor
	<p>Professional Recognition</p> <ul style="list-style-type: none"> The candidate's Department Head and Program Director, on behalf of a candidate for promotion to Associate Professor, must present to the SAHP Promotion & Tenure Committee at least <u>five</u> letters of recommendation, based on assessment of the candidate's contributions in research, teaching, and service, from recognized authorities outside LSUHSC-S, typically Professors (but may be Associate Professors), who have neither trained nor employed the candidate. 	<p>Professional Recognition</p> <ul style="list-style-type: none"> The candidate's Department Head and Program Director, on behalf of a candidate for promotion to Professor, must present to the SAHP Promotion & Tenure Committee at least <u>seven</u> letters of recommendation, based on assessment of the candidate's contributions in research, teaching, and service, from recognized authorities outside LSUHSC-S, typically Professors who have neither trained nor employed the candidate.

SPECIAL RANKS: Emeritus Status

EMERITUS STATUS - Faculty, at any rank on any academic pathway, retiring after distinguished service to LSUHSC-S may be awarded emeritus status. This status is not routinely awarded but represents an honor for a career characterized by the highest academic abilities and devotion to the advancement of LSUHSC-S. Emeritus faculty members are expected to assist and support their School and LSUHSC-S in their areas of competence, particularly in an advisory capacity, when requested to do so.

Upon recommendation by a Department Chair (SOM) or Program Director (SAHP), and approval of the LSUHSC-S Chancellor, the title Professor Emeritus shall be conferred upon all persons who upon retirement have attained the title of Professor and who have been in the service of the University for a period of at least ten (10) years. The said title may also be conferred, upon recommendation of the department or program, upon a person who upon retirement has attained the title of Professor even though the period of service is less than ten (10) years, if it is determined that the person has made outstanding contributions to LSUHSC-S in either the field of scholarship or public service.

Any person who has held the position of academic dean, director, or department head for a period of ten (10) years may, upon retirement, be conferred with the title Dean, Director, or Department Head Emeritus by the Chancellor.

Where applicable to other positions within the LSUHSC-S, an Emeritus title may be conferred at the discretion of the LSUHSC-S Chancellor as described in Part II, Chapter 4, Section 4-5 of LSU Board of Supervisor Bylaws.

<http://www.lsu.edu/administration/policies/bylaws.php>

Appendix A

Examples of Teaching, Scholarly Work, and Service on the Clinical Pathways

Examples of Teaching

- Effectively documented education and supervision of trainees, including students, residents, fellows, and/or other health care professionals. Settings can include:
 - Ambulatory care setting
 - Inpatient service
 - Procedural skills facilities
- Mentorship of colleagues and trainees and service as a role model
- Developing/ presenting effective CME or other professional programs
- Clerkship director
- Program Director for Residency or Fellowship programs
- Design, organize, coordinate and evaluate a course or series of lectures
- Acquisition or development of new knowledge of teaching methods
- Demonstration of innovation in teaching methods
- Presenting/instruction to the public or non-health care professionals
 - Invited Lectureships
 - Media Interviews
 - Volunteer organizations

Examples of Scholarly Work

- Ongoing role in clinical trials, clinical investigations, educational projects
- Publication of independent research findings and scholarly papers in peer-reviewed journals
- Obtaining grants and/or contracts for support of research or educational initiatives
- Presentation of research and other scholarly findings at scientific and professional meetings
- Publication of papers and/or presentations at professional meetings on topics related to education
- Collaboration and serving essential roles in research with other investigators
- Development of new curriculum
- Production of texts, educational software or courseware

Examples of Clinical Service

- Exemplary provider of patient care as evidenced through metrics such as -
 - peer assessment
 - patient satisfaction scores
 - referring physician satisfaction
 - compliance with preventive care guidelines
 - outcomes assessments
 - productivity and efficiency
 - cost-effective provider
 - program growth
- Leadership in a practice or hospital setting
- Recognition by peers as a skilled clinician
- Utilization and/or initiator of new diagnostic or treatment modalities
- Development of evidence-based clinical practice guidelines
- Development and/or effective implementation of quality improvement projects or programs

Examples of Leadership and Administrative Service

- Service on committees within the department, school, university and/or affiliated institutions
- Leadership roles (e.g., chair) on those committees
- Service on committees to develop clinical practice guidelines or to formulate healthcare policies
- Service to the professional or lay community through education, consultation or other roles
- Service on editorial boards of professional publications
- Participation in state, regional, national, and international groups in the faculty member's area of competence, including acceptance and execution of committee assignments and leadership offices

Examples of Educational Leadership and Administrative Service

- Service as a Medical Student Course or Clerkship Director
- Service as a Residency or Fellowship Director
- Service as a Graduate School Course Director
- Service as a Continuing Medical Education Course Director
- Service as an Associate Dean of some level of medical education (e.g., UME, GME, CME, Academic Affairs)
- Creation and/or Direction of a significant community health education program
- Service as an educational leader/administrator within an allied health field
- Service on regional, national, or international educational committees or boards

Appendix B

Criteria for Promotion on Gratis Clinical Pathway

Gratis Associate Professor – exhibit high levels of skill as practitioners and /or teachers; contribute actively to the educational and/or clinical programs of the College of Medicine; demonstrate the ability to stimulate students and trainees toward a scholarly approach to medical practice; provide high-quality patient care as judged by their peers; willingly involve their patients in teaching activities

Examples of teaching and professional service (candidates are not expected to fulfill all of these)

- Recognition as a clinical role model and mentor for medical and allied health students and house staff
- Participation as a teacher in medical courses, clinical rotations, and residency programs in conferences, lectures, seminars, and in clinical areas
- Demonstrated enthusiasm and capability in involving patients in the teaching setting
- Provision of skilled, high-quality and compassionate medical service
- Participation in lay and community services, when appropriate
- Preparation and presentation of material in a well-organized, current and stimulating fashion as viewed by peers, medical, allied health, and graduate students and/or house staff
- Ability to counsel medical students or house staff and others assigned to teaching responsibilities

Gratis Professor – has achieved undisputed recognition as outstanding clinician and/or teacher. An adjunct professor should demonstrate efficiency in design, organization and presentation of material, and should continue to contribute to the formal teaching programs of the College of Medicine. The candidate should demonstrate a more distinguished level of accomplishment and a longer record of academic involvement than an Adjunct Associate Professor

For Promotion in the adjunct pathway, documentation of activities as well as time commitment to the College should be submitted to the College Promotion and Tenure Committee for review.

Appendix C

Criteria for Promotion on Gratis Basic Scientist Pathway

Gratis Associate Professor – exhibit high levels of skill as a researcher and/or teacher; contribute actively to the research and/or educational programs of the College of Medicine; participate in the mentorship of students and trainees in research; willingly allow students and trainees to participate in their research activities.

Examples of research and educational activities (candidates are not expected to fulfill all of these)

- Recognition as a research and/or educator role model for students and trainees
- Participation in mentoring, graduate courses, research lab rotations, conferences, lectures, and seminars
- Show evidence of research productivity including peer-reviewed publications
- Preparation and presentation of high quality material in a well-organized, current and stimulating fashion as viewed by peers, medical, allied health students and trainees

Gratis Professor – has achieved high recognition as an outstanding researcher, teacher or leader. An adjunct professor should demonstrate leadership qualities that enhance the teaching and mentoring programs of the College of Medicine. The candidate should demonstrate a distinguished level of accomplishments and a strong record of academic, scientific and/or professional achievements.

For promotion in the adjunct pathway, documentation of contributions and activities as well as time commitment to the College should be submitted to the College Promotion and Tenure Committee for review.

Appendix D

Criteria for Promotion on Gratis Pathway for School of Allied Health Professions

For gratis faculty in the SAHP, the accepted titles are Gratis Clinical Instructor, Gratis Clinical Assistant Professor, Gratis Clinical Associate Professor, and Gratis Clinical Professor.

Gratis Clinical Associate Professor – the candidate holds an Academic or clinical doctoral degree and exhibit high levels of skill as a teacher and/or researcher; contribute actively to the educational and/or research programs of the School of Allied Health; participate in the mentorship of students and faculty in teaching and research; willingly allow students and trainees to participate in their research activities.

Examples of research and educational activities (candidates are not expected to fulfill all of these)

- Active and effective participation in student clinical education with favorable objective evaluations by students, peers, and supervisors
- Evidence of being an effective role model and mentor for students and colleagues.
- Clearly documented contributions in scholarly activity
- Evidence of scholarly productivity manifest as first-author or co-author in publications.
- Regional reputation for excellence in education and/or clinical service demonstrated through presentations at meetings of professional organizations and/or invitations to participate in collaborations at outside institutions.

Gratis Clinical Professor – the candidate holds an academic or clinical doctoral degree and has achieved high recognition as an outstanding researcher, teacher or leader. A gratis professor should demonstrate leadership qualities that enhance the teaching and mentoring programs of the SAHP. The candidate should demonstrate a distinguished level of accomplishments and a strong record of scholarly and/or professional achievements.

Examples of research and educational activities (candidates are not expected to fulfill all of these)

- The teaching performance of a candidate for Gratis Professor should serve as a standard of excellence for colleagues.
- Continued high quality clinical teaching in the activities of the School, as specified for Associate Professor
- Continued participation in mentoring activities, with evidence of effective mentoring including documented success of mentees; co-authorship of abstracts and manuscripts.
- Continued evidence of local, regional, national, and/or international clinical teaching influence
- Evaluations from learners & peers documenting that the individual is an outstanding clinical teacher.

- Authorship of chapters in textbooks
- Evidence of outstanding contributions to the individual's field(s) of expertise with typically 10 - 20 publications of original and innovative scholarly findings of basic, clinical or translational studies, on roughly half of which the individual is first or senior author. Note that the quality of the publications will be considered to be as important as the quantity.
- Regional, state, and national reputation for excellence in research/scholarly activity with recognition as being an authority in one's area(s) of expertise.
- National presentations of one's research findings or expertise.