

GUIDELINES FOR PROMOTION OF CLINICAL/ADJUNCT NON-PREFIX FACULTY

College of Human Medicine

Introduction

To be considered for promotion, the community-based clinical/adjunct non-prefix faculty member must demonstrate excellence as an academic role model in the areas of 1) Patient Care Service, 2) Clinical and Pre-Clinical Teaching, 3) Scholarly Productivity and Research, and 4) Institutional Services, by meeting all the basic criteria in all four areas of review, in addition to the distinguishing criteria as outlined below:

- For promotion to Associate Professor, meeting all the basic criteria in all four areas of review and one or more of the distinguishing criteria in at least two of the four areas.
- For promotion to Professor, meeting all the basic criteria in all four areas of review and the majority of the distinguishing criteria in three of the four areas.

Four Areas of Review

Patient Care Service

Patient Care Service and Consultation includes those services to patients that occur in affiliated hospitals and clinics in Lansing and the surrounding communities, as well as in the community programs of the colleges.

Clinical and Pre-clinical Teaching

Teaching includes all direct instruction for pre-clinical, clinical, residency and post-graduate programs, as well as faculty development teaching. It includes instructional development that leads to products (articles, textbooks, instructional videotapes, software, etc.) or processes that improve the provision of instructional services. It also includes advising.

Scholarly Productivity and Research

Candidates may demonstrate active and consistent scholarship by the publication of articles, research reports, case studies and other observations in refereed medical and nursing journals and by the publication of books, book chapters and review articles in non-refereed journals.

Institutional Services

Committee and administrative service includes election to standing committees of the department or college, or appointment to ad hoc committee of the department or college, or appointment to a major administrative function within the department or college.

Defining the Reporting Period

The *review period* begins with the date of first appointment/reappointment in the current rank. The *reporting period* is that period reported upon in the Form on Progress and Excellence for Clinical/Adjunct Non-prefix Faculty by the candidate, chairperson, and dean. The reporting period is normally the same as the review period, but this may be

inappropriate in certain extraordinary situations (for instance, due to leaves, change in assignment, or an abnormally short or long review period). In such a case, the candidate, chairperson and dean should agree upon an appropriate reporting period, which they should then justify and support within the body of the form.

Patient Care Service Basic Criteria	Clinical and Pre-Clinical Teaching Basic Criteria	Scholarly Productivity and Research Basic Criteria	Institutional Service Basic Criteria
<p>1.1 Basic Criteria are:</p> <p>1.1.1 Participates as a member of a clinical practice, an affiliated residency practice or a departmental/college group practice</p> <p>1.1.2 Achieves or exceeds practice expectations as defined by the unit</p> <p>1.1.3 Maintains clinical skills/knowledge base through participation in local and national clinical symposia, seminars and courses</p> <p>1.1.4 Participates in local professional societies</p> <p>1.1.5 Contributes as a faculty member in the operation, development and improvement of the department or college patient care services</p> <p>1.1.6 Participates in quality assurance programs and/or other peer review activities related to patient care</p> <p>[CHM Addendum] 1.1.7 <i>Demonstrates satisfaction by patients/clients</i></p>	<p>2.1 Basic Criteria are:</p> <p>2.1.1 Complies with the Michigan State University Code of Teaching Responsibilities</p> <p>2.1.2 Discharges assigned teaching responsibilities competently, including preparation and presentation of material in a well-organized, current and stimulating fashion</p> <p>2.1.3 Accepts teaching assignments routinely and teaches in college programs of instruction on a regular basis</p> <p>2.1.4 Participates in postgraduate educational activities</p> <p>[CHM Addendum] 2.1.5 <i>Engages in two or more of the following:</i></p> <ul style="list-style-type: none"> a. <i>Presents a series of lectures</i> b. <i>Coordinates a course</i> c. <i>Primary instructor for a course</i> d. <i>Teaches in a laboratory or small group session</i> e. <i>Advises students/post-doctoral fellows/residents</i> f. <i>Teaches as attending physician (inpatient or outpatient settings)</i> g. <i>Organizes seminars, journal clubs, or continuing education programs</i> h. <i>Is invited to lecture outside one's own course (e.g. seminars/lectures on campus in the community, and at other institutions)</i> 	<p>3.1 Basic Criteria are:</p> <p>3.1.1. Provides evidence of participation in research and scholarly activities related to the mission of department and college</p> <p>3.1.2 Presents research, scholarly or development efforts to the medical education community, community of the candidate's discipline, and/or to his/her own professional community</p> <p>3.1.3 Participates in professional groups and/or organizations appropriate to research field</p> <p>3.1.4 Publishes in refereed journals</p> <p>[CHM Addendum] 3.1.5 <i>Evidence, through letters of support from outside the university, or recognition by senior colleagues, for independent and original thinking.</i></p>	<p>4.1 Basic Criteria are:</p> <p>4.1.1 Participates as appointed or elected member of department or college committees</p> <p>4.1.2 Provides evidence of productive service in support of college committees, and/or administrative activities</p>

Patient Care Service Distinguishing Criteria	Clinical and Pre-Clinical Teaching Distinguishing Criteria	Scholarly Productivity and Research Distinguishing Criteria	Institutional Service Distinguishing Criteria
<p>1.2 Distinguishing Criteria are:</p> <p>1.2.1 Demonstrates a scientific and scholarly approach to a major field of clinical medicine</p> <p>1.2.2 Serves as Chair, Lead or Director of Section</p> <p>1.2.3 Demonstrates cost-effective practices in the delivery of high-quality patient care</p> <p>1.2.4 Demonstrates excellence as a clinician in the provision of high-quality patient care services in the chosen specialty of the faculty member</p> <p>1.2.5 Coordinates and/or actively participates in activities directed at maintaining or enhancing clinical skills</p> <p>1.2.6 Demonstrates satisfaction by patients/clients</p> <p>1.2.7 Participates and/or collaborates in clinical studies/research sponsored externally</p> <p>1.2.8 Provides leadership on committees of the department, the college, or other committees that deal with patient care issues</p>	<p>2.2 Distinguishing Criteria are:</p> <p>2.2.1 Is assessed to be an effective teacher by learner evaluation</p> <p>2.2.2 Is assessed to be an effective teacher by colleagues and other faculty</p> <p>2.2.3 Provides evidence that teaching activities are based on current literature and the meaningful incorporation of that literature</p> <p>2.2.4 Assumes and effectively discharges responsibilities related to assumption of leadership in instruction or instructional design</p> <p>2.2.5 Provides evidence that he/she is requested as a teacher in college-level programs</p> <p>2.2.6 Demonstrates ability to stimulate trainees towards scholarship in medicine and medical practice</p> <p>2.2.7 Demonstrates ability to evaluate and counsel students (medical, nursing, graduate, undergraduate) and residents.</p> <p>[CHM ADDENDUM]</p> <p>2.2.8 <i>Mentors and trains students/fellows who go on to become highly regarded in their own fields</i></p> <p>2.2.9 <i>Develops and delivers innovative and highly regarded teaching materials such as software, web-based instruction and assessment, electronic presentations, videotapes, course packs, course ware, or workshops</i></p> <p>2.2.10 <i>Receives awards and honors for mentoring and teaching excellence</i></p> <p>2.2.11 <i>Participates in credit and/or non-credit instructional activities such as CME, certificate</i></p>	<p>3.2 Distinguishing Criteria are:</p> <p>3.2.1 Participates in the development of research proposals for external funding</p> <p>3.2.2 Publishes texts, reference materials, monographs or instructional materials which receive favorable review</p> <p>3.2.3 Provides leadership in professional organizations, appointed or elected to positions of leadership in professional organizations</p> <p>3.2.4 Serves as principal investigator (or co-PI) on funded research projects</p> <p>3.2.5 Has significant publication record in a defined area of work</p> <p>3.2.6 Demonstrates lead authorship in his/her curriculum vitae</p>	<p>4.2 Distinguishing Criteria are:</p> <p>4.2.1 Leads or chairs department, or college projects, committees</p> <p>4.2.2 Is appointed for major administrative position, in the department or college</p> <p>4.2.3 Provides intellectual leadership in helping committees, task groups or other organizations develop solutions to significant problems at department/college level</p> <p>4.2.4 Attains leadership positions in relevant state and/or national professional associations or organizations</p> <p>[CHM ADDENDUM]</p> <p>4.2.5 <i>Involvement in external peer review organizations and processes (e.g., study sections, editorial review boards, journal manuscript reviewer)</i></p> <p>4.2.6 <i>Represents Department, College or University to outside agencies, hospitals, or other institutions</i></p>

	<p><i>programs, community programs or extension programming with high ratings</i></p> <p><i>2.2.12 Participates as an instructor at national or international professional meetings</i></p> <p><i>2.2.13 Invitations from other institutions to be visiting professor/lecturer or to share course materials</i></p> <p><i>2.2.14 External recognition and publication of advances in teaching methodology, curriculum development, innovation and evaluation</i></p>		
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Requirements

The applicant provides the following documentation to the department, according to departmentally specified timelines:

1. A current curriculum vitae (CV) – [AAMC format](#) recommended, not required.
2. A [reflective essay](#) detailing accomplishments over the reporting period – 5 pages, firm.
3. A sample of scholarly work (for external reviewers).
4. A list of recommended [external and internal reviewers](#).
5. The [Form on Progress and Excellence for Non-prefix Faculty](#) Section IV, along with ensuring the accuracy of the name and other demographic information at the top of p. 1.
6. An [academic portfolio](#) of evidence (using this [required template](#)) that criteria for the rank sought are met.

The department adds:

7. Internal and external reviewer letters, in accordance with CHM guidelines.
8. Signed annual review letters for each year in the review period.

Following peer review, the chairperson completes the Form on Progress and Excellence Sections I-III by the college deadline.

See the [CHM resource page for non-prefix faculty promotion](#) for additional information and resources.

References

[MSU Faculty Handbook - Adjunct and Clinical Appointments](#)

Endorsement

Criteria, including the CHM interpretation of “excellence as an academic role model” and CHM addenda, were last reviewed and approved at the college and university levels on 6/3/2015.

This document was last updated for clarity by the College of Human Medicine Faculty Affairs office 8/23/2023.

- Shortened introduction, omitting some of the official handbook language for clarity and focusing on the 2015 approved interpretation of this language in the college.
- Updated Requirements section with modernized language (e.g., adding “Form on Progress and Excellence for Non-prefix Faculty”) and links.
- Added References section.