

Creighton University School of Medicine

Faculty expectations, benefits and promotion guidelines

2021

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Mission Statement

In Creighton's Jesuit, Catholic tradition, the mission of the School of Medicine is to improve the human condition with a diverse body of students, faculty and staff who provide excellence in educating learners, health care professionals, and the public; advancing knowledge; and, providing comprehensive patient care.

Faculty expectations

All faculty are expected to adhere to the expectations listed below, which advance the mission of Creighton University and our academic healthcare system. All full-time faculty are expected to commit a *minimum* of 100 hours of their time per year to teaching and scholarship. While all full-time faculty must be active in scholarship for promotion, the major defining criteria between Tenure track and non-Tenure track is the amount scholarly output (please see guidelines for promotion starting on page 11 for more detail). All Department Chairs and ACGME Core faculty are required to be in the Full Time Tenure Track category.

1. I have read and agree to adhere to the Creighton University policy on Learner Mistreatment.
2. I have reviewed the School of Medicine:
 - a. Student Handbook
 - b. Creighton University Faculty Handbook
 - c. Protocol for a Positive Learning Environment<https://medschool.creighton.edu/about/guidelines-and-policies>
3. In fulfilling my responsibility to nurture both the intellectual and the personal development of learners. I commit to fostering academic excellence, exemplary professionalism, cultural sensitivity, and a commitment to maintaining competence through life-long learning.
4. In fulfilling the essential responsibility I have to my patients, I will ensure that all learners will receive appropriate supervision for all of the care they provide during their training.
5. I will abide by the LCME and ACGME imposed duty hours, fatigue management, and mitigation regulations for the medical students and house staff physicians and work with my colleagues to ensure that they are implemented appropriately.
6. I will nurture and support house staff physicians in their role as teachers of other house staff physicians and of medical and physician assistant students.
7. I will provide house staff physicians with opportunities to exercise graded, progressive responsibility for the care of patients, so that they can learn how to practice their specialty and recognize when, and under what circumstances, they should seek assistance from colleagues. I will do my utmost to prepare house staff physicians to function effectively as members of healthcare teams.
8. I will do my utmost to ensure that house staff physicians have opportunities to participate in patient care activities of sufficient variety and with sufficient frequency to achieve the competencies required by their chosen discipline. I also will do my utmost to ensure that house staff physicians are not assigned

excessive clinical responsibilities and are not overburdened with services of little or no educational value.

9. I understand all of my required faculty activities and agree to perform them in a timely manner.
10. I agree to submit required student and house staff evaluations following course completion.
11. I agree to meet and be evaluated on my faculty performance including the effectiveness of my teaching skills on an annual basis.
12. I understand that I may be required to meet in-person or via conference-call with the course supervisor to ensure a comparable learner experience among our faculty members.
13. I agree that my personal appearance and communications with learners will always reflect a high degree of professionalism.
14. I understand that my faculty activities should always reflect favorably upon myself and my colleagues within the Creighton University School of Medicine.
15. I agree to maintain my Faculty Appointment in good standing (as applicable):
 - a. Maintain data in the Provost's data base. a current Curriculum Vitae.
 - b. Maintain a current and unrestricted license to practice medicine or a health-care specialty in the State of Nebraska or such other states as required by clinical assignments.
 - c. Maintain eligibility to participate in federal health care programs, including Medicare and Medicaid.
 - d. Maintain board eligibility/board certification.
 - e. Maintain my medical staff appointment in my respective specialty
 - f. Maintain an annual evaluation rating of "meets" or "exceeds standards".
 - g. Participate in faculty development.
 - h. Participate in academic professional society meeting regularly.
 - i. Maintain an environment of inquiry and scholarship and will meet my expectation by the LCME / ACGME for scholarly activity. I agree to mentor learners while doing this activity.
 - j. Participate in organized clinical discussions, journal clubs and conferences.
 - k. Provide integrated academic instruction as directed by the Chair that may include, but is not limited to; small group learning, didactic lectures, clinical preceptorship, or attending rounds.
 - l. Attend Departmental meetings.
 - m. Attend CUSOM fall and spring faculty meetings in person or electronically.
 - n. Encouraged to attend CUSOM white coat, hooding, & commencement ceremonies.

Faculty Benefits

For complete list of faculty benefits, please contact the Office of Academic and Faculty Affairs.

	Full time faculty			
	Employed by Creighton	CHI Health employed Legacy ¹	Clinical affiliate employed	Contributed Service Faculty
University Benefits Eligible	Y	N	N	N
Creighton University				
Athletic Ticket Discounts	Y	N	N	N
Bookstore on Campus	Y	Y	N	N
Credit Union on Campus	Y	Y	Y	Y
Compass Professional Development: Leadership Dev., Management Dev., eLearning	Y	N	N	N
Child Development Center on Campus	Y	N	N	N
CU Official Email Distribution List	Y	Y	Y	Y
Fitness Center Discount	Y	N	N	N
ID - Issued by Card Services	Y	Y	Y	Y
University Software Discounts	Y	Y	N	N
DoIT				
Accounts and Passwords for Blue	Y	Y	Y	Y
BlueLine (Canvas)	Y	Y	Y	Y
Computer Purchases	Y	Y	N	N
Email (creighton.edu)	Y	Y	Y	Y
Wireless	Y	Y	Y	Y
Health Sciences Library & Resource Center				
Catalog	Y	Y	Y	Y
Computer Resources	Y	Y	Y	Y
Library Access	Y	Y	Y	Y
Library Liaisons	Y	Y	Y	Y
Office of Continuing Medical Education				
CME Learning from Teaching Category 1 Credit	Y	Y	Y	Y

Office of Medical Education

M1&M2 Course Support	Y	Y	Y	Y
M3&M4 Clerkship/Course Support	Y	Y	Y	Y
Clerkship Director Development & Guidelines	Y	Y	Y	Y
Faculty Awards and Recognition Programs	Y	Y	Y	Y
Oasis Support	Y	Y	Y	Y

OME - Faculty Development & Assessment

Faculty Development Services and Support	Y	Y	Y	Y
IAMSE Webinar	Y	Y	Y	Y
Program Evaluation	Y	Y	Y	Y
National Board of Medical Examiner Item-writing Workshop Mon Oct 14, 2013	Y	Y	Y	Y
Summer initiative for teaching excellence (SITE)	Y	Y	Y	Y
Teaching and Learning Update: Programs & Resources to Improve Your Teaching	Y	Y	Y	Y

¹ CHI Health employed and previously employed by Creighton prior to November 2012 transition.

Department Chair Expectations & Responsibilities

Vision and Direction:

Creighton affiliated academic chair

The Chair must communicate and by action demonstrate a vision for the department that aspires to excellence and supports the Jesuit Catholic mission of Creighton University as well as the respective academic healthcare systems. The Chair is responsible for developing and maintaining an atmosphere of creativity and scholarly interest, ensuring that faculty are able to build rewarding careers, and balancing the competing interests of undergraduate and graduate medical education, clinical and community needs and the provision of service to the institution. Further, the Chair must collaborate effectively with our other clinical affiliates.

Mentor the academic careers of faculty:

Utilizing the resources of Creighton University, the Chair will help faculty receive initial orientation to, and ongoing formation in, Creighton's mission. Coaching, mentoring, and supporting faculty throughout their careers are crucial to faculty retention, and to maximizing productivity. Recognizing the strengths and weaknesses of faculty members can help an experienced Chair use these to the department's advantage. Chairs play a *key role in leadership development within the department*. Seeking out and selecting appropriate opportunities for both learners and faculty inside and outside of the institution is enhanced by the Chair's experience, relationships and standing within the academic community. Additional examples would include, but not be limited to, assistance in the development of research protocols, preparation and submission of grant applications, critical review of manuscripts, oversight of clinical and/or laboratory research, proposing faculty for membership in scholarly societies, and, facilitating appropriate faculty participation in regional, national and international academic activities.

Evaluation of faculty performance:

This would include, a performance review of the faculty staff in consultation with the designated representatives of the faculty member's clinical affiliate organization, establishing faculty expectations in teaching, clinical and/or research responsibilities, evaluating performance in accord with those expectations in such a way that both exceptional and below expectation performance can be identified, counseling faculty regarding sub-standard performance, and, rewarding faculty for exceptional performance. This also includes tracking faculty progress over time in regard to appointment, reappointment, promotion, and tenure.

Maintain strong, successful clinical programs:

In collaboration with the clinical affiliate's leadership, the Chair will participate in governance and management structure in the respective clinical affiliate. The Chair will be engaged in departmental planning, recruitment, compensation design, work standards development, clinical operations and clinical programs planning that meet the needs of the undergraduate and graduate students. The Chair will work closely with the

clinical affiliate partners to ensure that faculty activity at these sites is supportive of the mission of CUSOM and the academic healthcare system enterprise wide.

Develop and maintain excellent educational programs for UME, GME and CME:

This would include, but not be limited to, ensuring that the department obtains excellent learner evaluations in the discipline including outpatient and inpatient areas, formal lectures and conferences, and continuing medical education. Other duties include evaluating curricula and developing new curricular initiatives that advance the practice of medicine and enhance learner success in the passage of certifying examinations.

Participate in key SOM/Departmental activities:

The Chair should have regularly scheduled faculty meetings to provide information on SOM activities and to foster collegial relationships. The Chair may serve on appropriate standing committees of the clinical partner hospitals and School of Medicine; serve on special task forces or councils as appointed by the Dean; and, attend regularly scheduled departmental activities such as Grand Rounds and research conferences. The Chair, in conjunction with the CUSOM office of Medical Education and Graduate Medical Education, is responsible for filling the requested medical student and residency slots for the CUSOM.

Provide leadership in program planning and implementation for the academic mission:

This would include developing recommendations for long-range goals of the academic mission in conjunction with the Program Director, Course Directors, and core faculty. The Chair will develop and communicate a Chair's Academic Dashboard to bring full transparency of the Department's academic performance. The Chair's Academic Dashboard and action planning will be reviewed regularly with the leadership and departmental levels within CHI Health/Physician Enterprise. The Chair, in conjunction with the CUSOM Office of Medical Education, is responsible for securing student related opportunities in the clinical environment.

Goals and objectives for new programming would be agreed upon and the Chair would ensure that the faculty charged with the goals are accountable.

Participate in the recruitment of faculty:

The Chair will participate in the process for the recruitment of faculty members and clinical affiliates. Strategic planning will identify needed teaching and clinical positions, and such planning will identify the appropriate amount of academic faculty that are needed for teaching. The Chair should participate in the interview process of all provider candidates (teaching, research, and clinical candidates).

Scholarly Activity/ Research:

Chairs should be a model to their faculty and thus should pursue some scholarly activity, consistent with the requirements for career advancement at Creighton University. Collaboration with other faculty members to pursue clinical investigations as a part of academic activity is encouraged.

Financial and Facilities management:

The Chair is responsible for the Department's CUSOM budget planning, management and reporting for each fiscal academic year as well as managing the department's physical facilities, the assignment of space and the maintenance of department equipment.

Full Time Faculty Promotion & Tenure Guidelines

Full time faculty are expected to contribute to the teaching, scholarship and service goals of the University. The following criteria should be used as a guideline, but not checklist, in order to apply for promotion and/or tenure. Please note the differences in criteria that exist between tenure and non-tenure track faculty. For complete information on the rank and tenure process, please see the current Creighton University Faculty Handbook.

Guidelines for Tenure

For both Teaching-Research faculty category and Clinician-Educator faculty category, the minimum accomplishments necessary for conferral of tenure to School of Medicine faculty include ongoing (i.e., from the time of appointment at Creighton University to the present) evidence of successful performance of the terms of the faculty member's job description as stated in the initial contract or subsequently amended by mutual agreement between the faculty member and the University and a record of achievement at Creighton University. (guidelines below are from the 2020 Faculty Handbook)

1. Successful performance of the terms of the faculty member's job description as stated in the initial contract or subsequently amended by mutual agreement between the faculty member and the University.
2. A record of achievement at Creighton University.
3. A record of achievement at previous institutions, provided the record of achievement has continued while at Creighton University.
4. An expectation that the record of achievement will be maintained or expanded in the future.
5. The determination that the granting of tenure fits into the Mission, needs, plans and goals of the Department, the College or School, and the University.

Promotion to Associate Professor – Teaching Research – Clinical Science

Teaching Performance (both tenure and non-tenure track)

1. Demonstrates competency in knowledge and skill in teaching as evidenced by student or peer evaluations.
2. Demonstrates clinical excellence through continued learning from continuing education presentations, clinical practice, and/or periodic clinical skills reassessment.
3. Supports innovative and effective teaching methods, approaches and evaluations, and participates in the implementation of course and curriculum development.
4. Serves as a mentor for student academic activity.
5. Serves as a mentor to junior staff (including faculty members, post-doctoral research fellows, clinical fellows).

Scholarly Performance:

Tenure-track

1. Holds a terminal degree and maintains appropriate specialty certification.
2. Develops a scholarly focus, maintains regionally-recognized scientific and/or technical competence, and conducts funded scholarly investigation (basic or clinical, including outcome study or case study); makes continuing efforts to secure external funding for support of scholarly or other creative activity.
3. Makes presentations at research-oriented regional meetings on the average of at least once per year.
4. Develops and/or teaches in a continuing education program on the average of at least once every year.
5. Is a primary, senior, or corresponding author of scholarly publications an average of at least once every year in a major nationally-recognized refereed (peer-reviewed) journal or online publication (indexed by NLM [PubMed] or similarly recognized organization); editorship of book or authorship of book chapter or book is also acceptable.
6. Is a reviewer for scholarly material (refereed journal, grants, studies, scientific meeting abstracts).

Non-tenure-track

1. Holds a terminal degree and maintains appropriate specialty certification. .
2. Develops a scholarly focus, maintains regionally-recognized scientific and/or technical competence, and conducts scholarly investigation (basic or clinical, including outcome study or case study).
3. Makes presentations at research-oriented regional meetings on the average of once per year.
4. Develops and/or teaches in a continuing education program on the average of at least once every year.

5. Is a primary, senior, or corresponding author of scholarly publications an average of at least once every other year in a major nationally-recognized refereed (peer-reviewed) journal or online publication (indexed by NLM [PubMed] or similarly recognized organization); editorship of book or authorship of book chapter or book is also acceptable.
6. Is a reviewer for scholarly material (refereed journal, grants, studies, scientific meeting abstracts).

Service Performance (both tenure and non-tenure track)

1. Clinical service: excels in clinical care and service to patients; devotes major portion of time to clinical service activities; collaborates with other health care providers to facilitate optimal patient care; important roles in development and implementation of clinical programs; regional recognition for clinical expertise; mentoring junior faculty, residents/fellows, and students in clinical service activities.
2. Demonstrates involvement in the implementation and support of department/school goals, mission, policies and procedures, and serves on University and/or School of Medicine committees.
3. Participates in School of Medicine ceremonies and events.
4. Maintains membership in appropriate professional organizations and attends appropriate local, state, national and/or international meetings, and contributes to the leadership or organizational activities of appropriate professional societies.
5. Participates in community service.

Promotion to Professor – Teaching Research – Clinical Science

Teaching Performance (both tenure and non-tenure track)

1. Demonstrates excellence in knowledge and skill in teaching as evidenced by student or peer evaluations.
2. Demonstrates clinical excellence through continued learning from continuing education presentations, clinical practice, and/or periodic clinical skills reassessment.
3. Develops innovative, effective teaching methods, approaches, and evaluations, and provides leadership and assumes assigned responsibility for curriculum implementation and course management.
4. Serves as an academic advisor for students and a mentor for student academic activity.
5. Serves as a mentor to other faculty members.

Scholarly Performance:

Tenure-track

1. Holds a terminal degree and maintains appropriate specialty certification.
2. Develops a scholarly focus, maintains nationally/internationally-recognized scientific and/or technical competence, and secures as a primary investigator and maintains external funding to conduct scholarly investigation (basic or clinical, including outcome study or case study).
3. Makes presentations at national/international meetings on the average of at least once per year.
4. Develops and/or teaches in a continuing education program on the average of two every year.
5. Is a primary, senior, or corresponding author of scholarly publications an average of more than one per year in a major nationally-recognized refereed (peer-reviewed) journal or online publication (indexed by NLM [PubMed] or similarly recognized organization); editorship of book or authorship of book chapter or book is also acceptable.
6. Is a reviewer for scholarly material (refereed journal, grants, studies, scientific meeting abstracts).

Non-tenure-track

1. Holds a terminal degree and maintains appropriate specialty certification.
2. Develops a scholarly focus, maintains nationally/internationally-recognized scientific and/or technical competence, and conducts scholarly investigation as the primary investigator (basic or clinical, including outcome study or case study) and serves as a collaborator with other investigators.
3. Is a primary, senior, or corresponding author of scholarly publications an average of at least once every year in a major nationally-recognized

refereed (peer-reviewed) journal or online publication (indexed by NLM [PubMed] or similarly recognized organization); editorship of book or authorship of book chapter or book is also acceptable.

4. Makes presentations at national/international meetings on the average of at least once per year.
5. Develops and/or teaches in a continuing education program on the average of at least two every year.
6. Is a reviewer for scholarly material (refereed journal, grants, studies, scientific meeting abstracts).

Service Performance (both tenure and non-tenure track)

1. Clinical service: excels in clinical care and service to patients; devotes major portion of time to clinical service activities; collaborates with other health care providers to facilitate optimal patient care; leadership roles in development and implementation of clinical programs; national and/or international recognition for clinical expertise; mentors faculty, residents/fellows, and students in clinical service activities.
2. Demonstrates leadership in the development, implementation and support of department/school goals, mission, policies and procedures, and serves in a leadership role on University and/or School of Medicine committees.
3. Participates in University and School of Medicine ceremonies and events.
4. Maintains membership in appropriate professional organizations and attends appropriate local, state, national and/or international meetings, and contributes to the leadership or organizational structure of appropriate professional societies.
5. Provides leadership in community service.

Promotion to Associate Professor – Teaching/Research – Basic Science

Teaching Performance

1. Demonstrates competency in knowledge and skill in teaching as evidenced by student or peer evaluations.
2. Assumes responsibility for management of classroom and/or laboratory courses, provides leadership in course development and implementation as well as curriculum development, and develops innovative teaching materials and/or methods.
3. Supervises students with independent studies and special projects.
4. Serves as an academic advisor and mentor to students.
5. Serves as a mentor to junior staff (including faculty members, post-doctoral research fellows).

Scholarly Performance

1. Holds a terminal degree.
2. Secures as principal investigator nationally recognized external peer-reviewed funding (preferably Federal) for support of scholarly or other creative activity.
3. Is a primary, senior, or corresponding author of scholarly publications an average of at least once every year in a major nationally-recognized refereed (peer-reviewed) journal or online publication (indexed by (indexed by NLM [PubMed] or similarly recognized organization); editorship of book or authorship of book chapter or book could also be acceptable).
4. Presents results of scholarly or other creative activity at national, or regional, meetings an average of at least once every year.
5. Maintains continued scientific and technical competence in his/her discipline, and is regionally recognized as an expert in his/her discipline.
6. Is an active participant in accredited educational programs.

Service Performance

1. Serves as a consultant and/or speaker in his/her area of expertise.
2. Actively contributes to the implementation of department/school goals, mission, policies and procedures, and demonstrates active participation on committees within the Department, School of Medicine, and/or the University.
3. Participates in University and School of Medicine ceremonies and events.
4. Demonstrates active participation in appropriate professional organizations and attends appropriate local, state, national and/or international meetings.
5. Participates in community service.

Promotion to Professor – Teaching/Research – Basic Science

Teaching Performance

1. Demonstrates competency in knowledge and skill in teaching as evidenced by student or peer evaluations.
2. Assumes responsibility for development, implementation, and management of classroom and/or laboratory courses, provides leadership in curriculum development, and develops innovative teaching materials and/or methods.
3. Supervises and mentors students with independent studies and special projects.
4. Serves as academic advisor to students and major advisor to graduate students within the department in which he/she participates.
5. Serves as a mentor for other faculty.

Scholarly Performance

1. Holds a terminal degree.
2. Secures and maintains as principal investigator nationally-recognized external peer-reviewed funding (preferably Federal) for support of scholarly or other creative activity.
3. Is a primary, senior, or corresponding author of scholarly publications an average of at least twice every year in a major nationally-recognized refereed (peer-reviewed) journal or online publication (indexed by NLM [PubMed] or similarly recognized organization); editorship of book or authorship of book chapter or book could also be acceptable.
4. Presents results of scholarly or other creative activity at national meetings an average of at least once every year.
5. Maintains continued scientific and technical competence in his/her discipline, and is nationally/internationally recognized as an expert and leader in his/her discipline.
6. Develops and participates in accredited educational programs.

Service Performance

1. Serves as a consultant and/or speaker in his/her area of expertise.
2. Demonstrates leadership in the implementation of department/school goals, mission, policies and procedures, and demonstrates leadership on committees within the Department, School of Medicine, and/or the University.
3. Participates in University and/or School of Medicine ceremonies and events.
4. Demonstrates leadership in appropriate professional organizations and attends appropriate local, state, national and/or international meetings.
5. Provides leadership in community service.

Promotion to Associate Professor – Clinician Educator – Full Time

Teaching Performance (both tenure and non-tenure track)

1. Demonstrates competency in knowledge and skill in teaching evidenced by student or peer evaluations.
2. Demonstrates clinical excellence through continued learning from continuing education presentations, clinical practice, and/or periodic clinical skills reassessment.
3. Supports innovative and effective teaching methods, approaches and evaluations, and participates in the implementation of course and curriculum development.
4. Serves as a mentor for student academic activity.
5. Serves as a mentor to junior staff (including faculty members, post-doctoral research fellows, clinical fellows).

Scholarly Performance

Tenure-track

1. Holds a terminal degree and maintains appropriate specialty certification.
2. Participates in scholarly investigation (basic or clinical, including outcome study, medical education study, or case study).
3. Makes presentations at regional meetings on the average of at least once every year.
4. Develops and maintains a scholarly focus and maintains regionally-recognized scientific and/or technical competence.
5. Develops and/or teaches in a continuing education program on the average of at least once every year.
6. Is a primary, senior, or corresponding author of scholarly publications an average of at least once every other year in a major nationally-recognized refereed (peer-reviewed) journal or online publication (indexed by NLM [PubMed] or similarly recognized organization); editorship of book or authorship of book chapter or book is also acceptable.
7. Is a reviewer for scholarly material (refereed journal, grants, studies, scientific meeting abstracts).

Non-tenure-track

1. Holds a terminal degree and maintains appropriate specialty certification.
2. Makes presentations at regional meetings on the average of at least once per year.
3. Develops and maintains a scholarly focus and maintains regionally-recognized scientific and/or technical competence.
4. Is an author of some scholarly publications including articles, books, and book chapters.
5. Develops and/or teaches in continuing education program on the

average of at least once every year.

Service Performance (both tenure and non-tenure track)

1. Clinical service: excels in clinical care and service to patients; devotes major portion of time to clinical service activities; collaborates with other health care providers to facilitate optimal patient care; serves important roles in development and implementation of clinical programs; regional recognition for clinical expertise; mentors junior faculty, residents/fellows, and students in clinical service activities.
2. Demonstrates involvement in the implementation and support of department/school goals, mission, policies and procedures, and serves on University and/or School of Medicine committees.
3. Participates in School of Medicine ceremonies and events.
4. Maintains membership in appropriate professional organizations, attends appropriate local, state, national and/or international meetings, and contributes to the leadership or organizational activities of appropriate professional societies.
5. Participates in community service.

Promotion to Professor – Clinician Educator – Full Time

Teaching Performance (both tenure and non-tenure track)

1. Demonstrates excellence in knowledge and skill in teaching, as evidenced by student or peer evaluations.
2. Demonstrates clinical excellence through continued learning from continuing education presentations, clinical practice, and/or periodic clinical skills reassessment.
3. Develops innovative, effective teaching methods, approaches and evaluations, and provides leadership and assumes assigned responsibility for curriculum implementation.
4. Serves as a mentor for student academic activity.
5. Serves as a mentor to other faculty members.

Scholarly Performance

Tenure-track

1. Holds a terminal degree and maintains appropriate specialty certification.
2. Develops and conducts scholarly investigation as the primary investigator (basic or clinical, including outcome study, medical education study, or case study) and serves as a collaborator with other investigators.
3. Makes presentations at national/international professional meetings on the average of at least once per year.
4. Evidences a scholarly focus with nationally/internationally-recognized scientific and/or technical competence and assumes leadership roles at a national/international level.
5. Develops and/or teaches in a continuing education program on the average of at least once per year.
6. Is a primary, senior, or corresponding author of scholarly publications an average of at least once every year in a major nationally-recognized refereed (peer-reviewed) journal or online publication (indexed by NLM [PubMed] or similarly recognized organization); editorship of book or authorship of book chapter or book is also acceptable.
7. Is a reviewer for scholarly material (refereed journal, grants, studies, scientific meeting abstracts).

Non-tenure-track

1. Holds a terminal degree and maintains appropriate specialty certification.
2. Makes presentations at national/international professional meetings on the average of at least once per year.
3. Evidences a scholarly focus with nationally/internationally-recognized scientific and/or technical competence and assumes leadership roles at a national/international level.
4. Is an author of some scholarly publications including articles, books,

and book chapters.

5. Develops and/or teaches in a continuing education program on the average of at least once per year.

Service Performance (both tenure and non-tenure track)

1. Clinical service: excels in clinical care and service to patients; devotes major portion of time to clinical service activities; collaborates with other health care providers to facilitate optimal patient care; leadership roles in development and implementation of clinical programs; national and/or international recognition for clinical expertise; mentors faculty, residents/fellows, and students in clinical service activities.
2. Demonstrates leadership in the development, implementation and support of department/school goals, mission, policies and procedures, and serves in a leadership role on University and/or School of Medicine committees.
3. Participates in University and School of Medicine ceremonies and events.
4. Maintains membership in appropriate professional organizations, attends appropriate local, state, national and/or international meetings, and contributes to the leadership or organizational structure of appropriate professional societies.
5. Provides leadership in community service.

Contributed-Service Faculty Promotion Guidelines

The Creighton University School of Medicine (CUSOM) values the voluntary service of fully qualified Contributed-Service (CS) Faculty members to help achieve its educational, research and service missions. Such faculty members are eligible for promotion to the academic ranks of Assistant Clinical Professor, Associate Clinical Professor and Clinical Professor. All requests for promotion must be accompanied by a current and updated CV.

While all CS faculty members are expected to be committed to the mission and goals of CUSOM, the following additional criteria must be fulfilled in order to apply for promotion.

Promotion to Clinical Assistant Professor

1. Must have received Board Certification and licensure in his/her discipline as applicable.
2. Must be contributing to CUSOM mission and goals.
3. Request for promotion must be accompanied by letter from Department Chair confirming the above.

Promotion to Clinical Associate Professor

1. Time in rank: at least 5 years of service as Clinical Assistant Professor. Consistency of effort over this period of time must be demonstrated. In exceptional cases, earlier application for advancement is permitted.
2. Current and knowledgeable about recent developments in specialty – Evidence includes:
 - a. Board certification and licensure (if applicable).
 - b. Active engagement in clinical practice or discipline as applicable.
 - c. Regular participation in high quality continuing education programs pertinent to the specialty, e.g. Grand Rounds, regional/national programs.
3. Commitment to excellent education, research and/or institutional service - Evidence includes:
 - a. Providing teaching/precepting/mentoring to 1-2 students/residents/fellows (annualized).
 - b. Participation in at least 2 lectures/small group discussions with students/residents/fellows (annualized).
 - c. Development/dissemination of educational materials.
 - d. Service in research or administration e.g. on CUSOM committees.
 - e. Excellent relevant evaluations, e.g. from students, residents and/or fellows.
 - f. Receipt of teaching, research or service awards.
 - g. Documentation of community service and/or teaching.
4. Emerging regional reputation as excellent clinician, educator/supervisor and/or researcher - Evidence includes:
 - a. Presentations at local/regional continuing education conferences/seminars.
 - b. Successful grant application/manuscript publication/participation in research projects.
 - c. If area of contribution is clinical education, letters of support from community and hospital-based physicians (at least 1) and academic colleagues (at least 1).
 - d. If area of contribution is educational expertise, letters of support from educators at CUSOM and/or other comparable institutions, at least 2.
 - e. If area of contribution is research, letters of support from researchers at CUSOM and/or other comparable institutions, at least 2.
 - f. At least 1 letter of support from a student/resident/fellow.
5. Letter of support for promotion from Department Chair.
 - a. -If a candidate is recommended for promotion and does not meet these criteria, the Department Chair must state in his/her letter which standards are not met, and why this exception is being requested.

Promotion to Clinical Professor

1. Time in rank: at least 5 years of service as Clinical Associate Professor. Consistency of effort over this period of time must be demonstrated. In exceptional cases, earlier application for advancement is permitted.
2. Current and knowledgeable about recent developments in specialty - Evidence includes:
 - a. Board certification and licensure (if applicable).
 - b. Active engagement in clinical practice or discipline as applicable.
 - c. Regular participation in high quality continuing education programs pertinent to the specialty, e.g. Grand Rounds, national/international programs.
3. Commitment to excellent education, research and/or institutional service- Evidence includes:
 - a. Providing teaching/precepting/mentoring to 1-2 students/residents/fellows (annualized)
 - b. Participation in at least 2 lectures/small group discussions with students/residents/fellows (annualized).
 - c. Development/dissemination of educational materials.
 - d. Service in research or administration e.g. on CUSOM committees, and/or as an officer or committee member of a local, regional, state or national professional organization.
 - e. Excellent relevant evaluations, e.g. from students, residents and/or fellows.
 - f. Receipt of teaching, research or service awards.
 - g. Documentation of community service and/or teaching.
4. Solid regional and emerging national/international reputation as excellent clinician, educator/supervisor and/or researcher- Evidence includes:
 - a. Presentations at regional/national/international continuing education conferences/seminars
 - b. Successful grant application/manuscript publication/participation in research projects
 - c. If area of contribution is clinical education, letters of support from community and hospital-based physicians (at least 1) and academic colleagues (at least 1)
 - d. If area of contribution is educational expertise, letters of support from educators at CUSOM and/or other comparable institutions, at least 2.
 - e. If area of contribution is research, letters of support from researchers at CUSOM and/or other comparable institutions, at least 2.
 - f. At least 1 letter of support from a student/resident/fellow.
5. Letter of support for promotion from Department Chair.

- a. -If a candidate is recommended for promotion and does not meet these criteria, the Department Chair must state in his/her letter which standards are not met, and why this exception is being requested.