

Point Criteria of the Appointments, Promotion and Tenure Committee  
Stony Brook School of Medicine

Promotion Tracks at Stony Brook Medicine

Title	Track	Tenure	Minimum Points	Minimum scholarship	Additional Requirements
Associate Professor	Research Scholar	yes	5	3	
Professor	Research Scholar	yes	7	3	
Associate Professor	Clinician Scholar	yes	5	2	
Professor	Clinician Scholar	yes	7	2	
Associate Professor	Educator Scholar	yes	5	2	Requires educator portfolio
Professor	Educator Scholar	yes	7	2	Requires educator portfolio
Research Associate Professor	Research	no	4	2	
Research Professor	Research	no	5	3	
Clinical Associate Professor	Clinical Educator	no	4	1a	Requires scholarly activity portfolio
Clinical Professor	Clinical Educator	no	5	1b	
Associate Professor	Basic Science Educator	no	4	1a	Requires scholarly activity portfolio At least 2 points, related to teaching
Professor	Basic Science Educator	no	5	1b	At least 2 points, related to teaching

## Point Assessment Guidelines

For promotion from Associate Professor to Professor on non-tenure or tenure tracks, ongoing scholarship will be assessed since the faculty member's most recent promotion.

Points	Research/Scholarship Criteria
1	<p><b>For promotion from Assistant to Associate Professor on the Clinical Educator track (non-tenure) or Basic Science Educator track (non-tenure):</b> The candidate must demonstrate an on-going pattern of scholarly activity. Such activities involve the creation or synthesis of knowledge to generate a scholarly product. Scholarly activity may be disseminated through print or alternative media (e.g. video, audio, web-based formats). Although it is recommended that scholarship be published in peer-reviewed journals, other dissemination formats may also be considered (e.g., book chapters, monographs, abstracts presented at national meetings, published curricula, computer software). Scholarly activities may involve scientific, clinical, and/or educational research. They may also include, but are not limited to, quality improvement initiatives; creation of educational materials for patients, families or the public; construction and testing of rating scales or other instruments for clinical assessment; or development of clinical practice guidelines or evidence-based health policy documents. The specific intellectual contribution of the faculty member to each scholarly activity must be made clear by submission of an electronic portfolio that includes a copy of each scholarly activity (or active web-link) and a description of the role that the faculty member played in the key elements of each activity (e.g., conception, design, data collection, data analysis and interpretation, drafting or critical revision of written materials) or in any funded grants.</p>
1b	<p><b>For promotion from Associate Professor to Professor on the Clinical Educator (non-tenure) or Basic Science Educator track (non-tenure):</b> The candidate must participate in a research program or demonstrate a pattern of scholarship leading to publications in peer reviewed journals. The publications may involve scientific, clinical, and/or educational research or other forms of recognized scholarship. The specific role in collaborative work and publications must be made clear. Case reports or course materials generally will count for little here unless appearing in critically reviewed journals with a clearly defined and significant contribution from the candidate. *</p>
2	<p>The candidate must conduct a research program or demonstrate a pattern of scholarship with a steady or improving rate of publication in critically refereed journals. This could include significant review articles, book chapters, monographs, published curricula, computer software, and other modes of scholarship amenable to peer review. There should also be evidence of invited lectures at major symposia and professional or scientific meetings.</p>
3	<p>The candidate supervises an independent, productive research program or demonstrate a pattern of scholarship that addresses major and significant problems or topics. There should be a solid record of original and important publications in top peer-reviewed journals in the candidate's field, or first or senior author publications in books, or other recognized intellectual products that can be objectively evaluated on a retrospective basis. The candidate should also attract students and fellows. There must be evidence of a strong national reputation and respect among peers documented through such vehicles as letters of recommendation, invited lectures, extensive citation or use of published work, as well as serving as a Principal Investigator of a competitively reviewed grant; a lead investigator in a significant study; or equivalent, such as an independent, essential contribution to highly collaborative research.</p>
4	<p>In addition to the above, the candidate should achieve a wide national and international reputation for research or other scholarly contributions and be recognized as a major influence in his/her academic discipline. Recognition can take the form of national awards and honors.</p>

### Teaching Levels

Points	Criteria
1	The candidate must contribute to the university's teaching mission and should carry out teaching duties in a competent, effective and responsible fashion. He/she must relate well with learners and teaching colleagues. The candidate may submit comparative quantitative and qualitative evidence from student, peer and course director evaluations.
2	The candidate must present evidence that he/she is an exceptional instructor with substantial teaching responsibility. The former can be shown by receipt of university awards for teaching or through comparative quantitative and qualitative evidence from student, peer and course director evaluations. Substantial teaching responsibility should be documented with syllabi, lesson plans, lecture notes, case presentations, etc. In addition, the candidate should assume significant responsibility for course planning and administration.
3	In addition to the criteria in 2, the candidate should present evidence of innovative and creative teaching methods and/or curricular materials. Moreover, these materials must be publicly available and critically acclaimed either in professional publications or by external evaluators, or as evidenced by extensive use at other institutions.
4	In addition to 2 and 3 above, the candidate should achieve a wide national or international reputation for his/her educational contributions and be recognized as having a major influence in the educational leadership of his or her field. Such recognition can take the form of national awards and/or honors.

### Professional Service Levels

Points	Criteria
1	The candidate must accept and perform well a reasonable share of clinical or administrative and governance duties and interact in a positive way with faculty and students.
2	The candidate should do substantial amounts of service and make an outstanding contribution to administration, governance, and/or clinical services at the university. He/she should also participate in significant professional service outside SUSB the university (i.e. membership in editorial boards of major journals, membership in standing NIH study sections, or a significant role in professional or scientific societies).
3	In addition to the criteria in 2, the candidate must show substantial evidence of leadership within the university and/or outside. This would include chairing important university committees, serving as an officer in a national professional organization, managing a major clinical service, etc.