

Promotion Process & Criteria

Emily Green, PhD, MA

Associate Vice Provost for Faculty Development



Office of
Faculty Affairs

1

**Promotion & the
Promotion Process**

2

**Criteria for
Promotion**

3

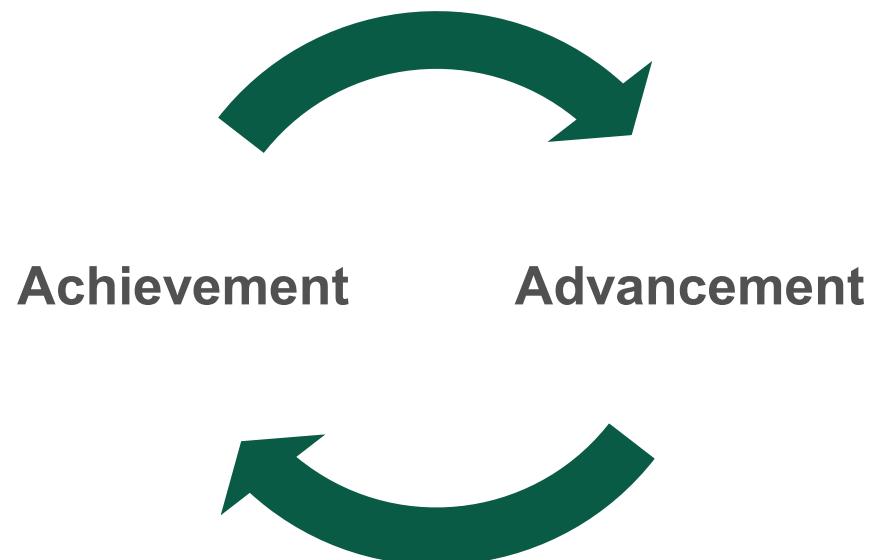
**Preparing for
Promotion**

Academic advancement requires effort above and beyond doing the job for which you were hired.

Given this, why should you pursue promotion?

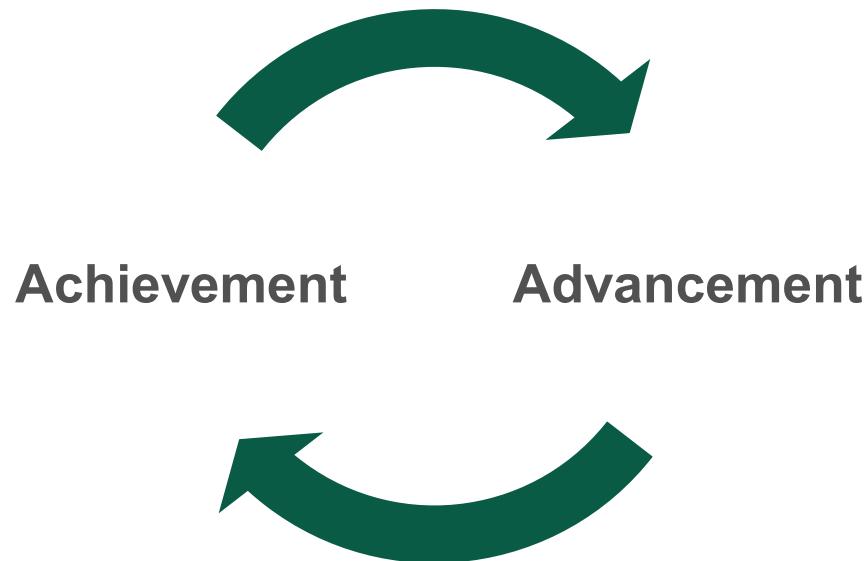
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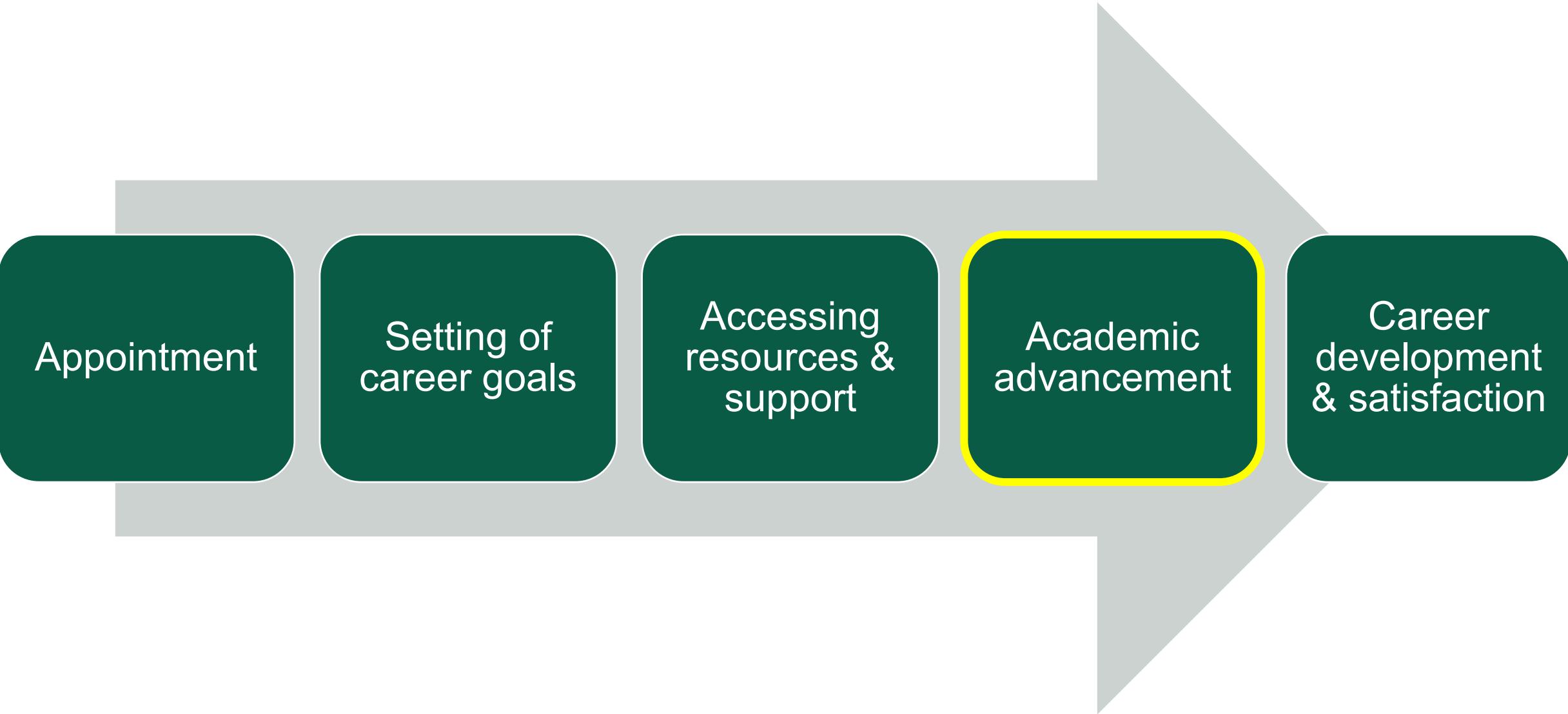
Academic advancement requires effort above and beyond doing the job for which you were hired.

Given this, **why should you pursue promotion?**



- Validation of scholarship
- Recognition within the institution
- Recognition within your profession
- Increased influence & impact
- Career & leadership opportunities
- Potential financial benefits*

*Salary benchmarking is often tied to academic rank



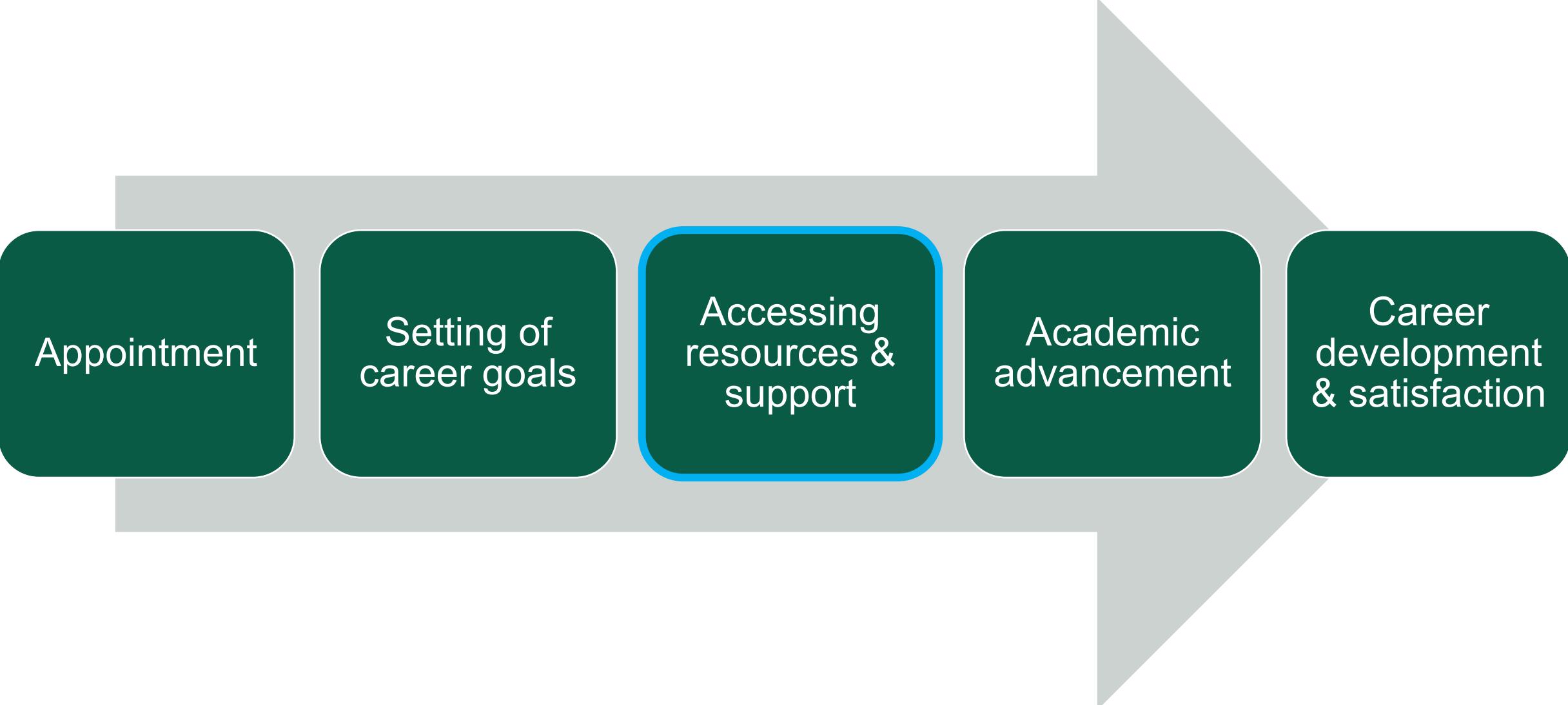
Appointment

Setting of
career goals

Accessing
resources &
support

Academic
advancement

Career
development
& satisfaction



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Career
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& satisfaction



Faculty Development

The Office of Faculty Affairs strives to support UMass Chan faculty and to facilitate their academic growth and advancement. We want every faculty member to have access to the support they need to meet their professional development goals across their career.

Find a UMass Chan program that is right for you! Click on a program inventory, or explore the opportunities and resources below.

[ROADMAP of Professional Development](#)

[Programs for Basic Science Faculty](#)

[Programs for Clinical Faculty](#)

[Programs Offered Virtually](#)

[Programs Offered In-Person](#)

[Tuition-Free Programs](#)

Opportunities and resources for new and junior faculty



New Faculty Orientation

A virtual program offered 3x per year to help orient new faculty

Junior Faculty Development Program

A longitudinal professional development program for junior faculty

Investigator Career Advancement Program

A professional development program for incoming tenure-track junior faculty

Finding a Mentor

Information about finding a faculty mentor



<https://www.umassmed.edu/ofa/development/>

NewsWire Newsletter



Office of
Faculty Affairs



January 1, 2026 Edition

RESOURCE HIGHLIGHTS



UMass Chan
MEDICAL SCHOOL

HEALL

HEALTH EDUCATION ACADEMY
FOR LEADERSHIP AND LEARNING

HEALL Peer Consultations for Educators

The Peer Consultations for Educators program at UMass Chan connects experienced faculty with colleagues seeking to grow in teaching, curriculum design, educational research, or leadership. Through one or two targeted sessions, educators receive expert guidance to help them make informed decisions, pursue scholarship, and explore new opportunities. This initiative supports individual career development while advancing the institution's broader educational mission.

[For More Information](#)

ANNOUNCEMENTS



December Faculty Promotions

Daniel Caroff, MD, MPH

Associate Professor, Department of Medicine - UMass Chan at Lahey

Karim Fikry, MD

Associate Professor, Department of Anesthesiology - UMass Chan at Lahey

Jessica Griffin, PsyD

Using Generative AI IN TEACHING



Using Generative AI (GenAI) in Teaching

Date(s): Five Wednesdays in Feb & March

Time(s): see below

Location: UMass Chan Worcester Campus

Presenters: Andrea Delaney EdM, Melissa Fischer MD MEd, Julie LeMoine PhD, Ricardo Poza PhD MEd

Come and join iCELS for a 5-session workshop leveraging Generative AI (GenAI) to improve teaching. We will cover GenAI concepts and principles, including ethical use and power prompting, all while using tools already available at UMass Chan. Explore ways to engage learners with GenAI: such as active learning activities, role-plays, and competency development; all within a supportive, inter-professional group. Limited to 12 participants. 2/25 (12-1pm note the different time) and then 3/4, 3/11, 3/18 and 4/1 (5:00-6:30 pm). Optional 'office hours' session on 3/25.

[Register](#)

FUNDING OPPORTUNITIES



Funding Opportunity for Early Stage Investigators in Learning Health Systems

The Massachusetts Institute for Excellence and Quality in Learning Health Systems (Mass EQLHS) announces a funding opportunity for early career faculty committed to conducting research as embedded scientists in learning health systems. Health care organizations across Massachusetts have united under a federally funded grant to train a workforce, advance learning health system science, and improve healthcare outcomes.

[For More Information](#)



Advancing
Health
Together

Private Funding Opportunities

The Corporate and Foundation Relations (CFR) team distributes via email a bi-weekly digest summarizing upcoming private funding opportunities to the UMass Chan Medical School community.

Sign up to receive the bi-weekly digest by clicking [here](#).

[Office of Advancement](#)



Advocacy 101 for Healthcare Professionals

[REGISTER](#)

December 16 | 12:00-1:00pm
Presenter: Manju Mahajan MD, FAAFP; Assistant Professor of Family Medicine & Community Health

Healthcare professionals are uniquely positioned to influence change, not only at the bedside, but also at the systems and policy level. Yet many clinicians feel unprepared or intimidated by the idea of "advocacy," assuming it requires political expertise or significant time investment. In today's healthcare environment, marked by widening disparities, structural inequities, and rapidly shifting policies, clinician advocacy is more critical than ever. This session will empower faculty to embrace their roles as advocates by framing advocacy as a core element of professionalism and patient care. My aim is to normalize advocacy as a practical, sustainable, and essential part of modern medical and nursing practice and to inspire a generation of faculty and trainees to lead with purpose beyond the exam room.



Developing a Career as an Educator: Creating the History of your Future

[REGISTER](#)

December 17 | 12:00-1:00pm
In-Person, Medical School S1-123
Presenter: Stacy Potts, MD, MEd

This workshop is designed for dedicated educators— aspiring, new, or experienced—ready to take control of their professional journey. Walk away from this session not just with a plan, but with the courage, clarity, and community you need to build a career that truly matters—one that will be a compelling history for the generations you inspire. If you are wondering what your next steps are as an educator at UMass Chan Medical School or beyond, this workshop will help you imagine your path and identify actionable steps to advance your trajectory as an educator.

Co-sponsored by the Office of Faculty Affairs and the Health Education Academy for Leadership & Learning (HEALL), this workshop is part of a Core Series designed to support faculty in their educational endeavors and to help hone their instructional skills.



****NEW** Small Groups, Big Thinking: Designing Engaging Learning in Health Professions Education**

[REGISTER](#)

January 21 | 12:00-1:00pm



Soup-to-Nuts: Design and Delivery of Academic Presentations for Biomedical Faculty

[REGISTER](#)

January 27 | 12:00-1:00pm
Presenter: Emily Green, PhD, MA; Associate Vice Provost for Faculty Development

The ability to communicate complex information clearly and in a way that facilitates comprehension and retention on the part of your audience is an essential academic skill. This annual session on academic presentations will cover the design and delivery process soup-to-nuts! **Particular attention will be paid to the use of cases, and how a well-structured case can give a presentation an engaging and learner-centric structure.**

Participants will leave with practical, evidence-based tips to improve their lectures, conference talks, grand round presentations and more.



Getting Started: Qualitative Research Methods

[REGISTER](#)

February 24 | 12:00-1:00pm
Presenter: Catherine Dubé, EdD; Professor of Population and Quantitative Health Sciences

Thinking about a publication-quality qualitative research project and not sure where to start? This session will review the initial steps and quality guidelines that can be used to plan your qualitative project. The focus will be on projects that will employ a thematic analysis approach.



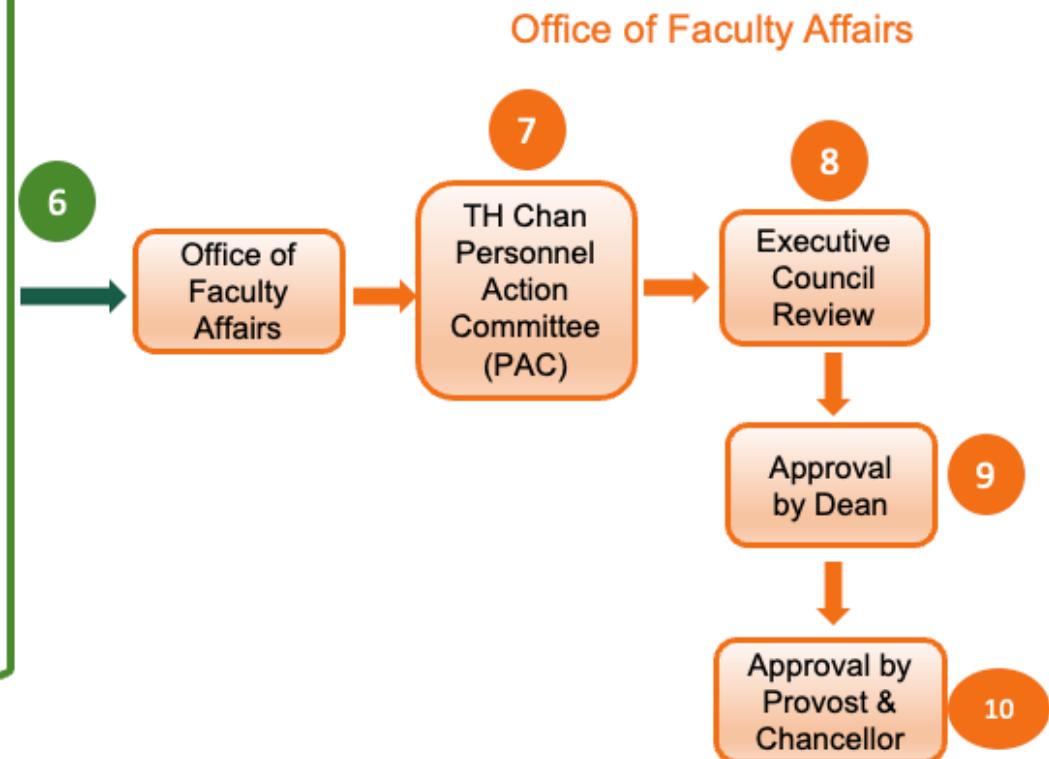
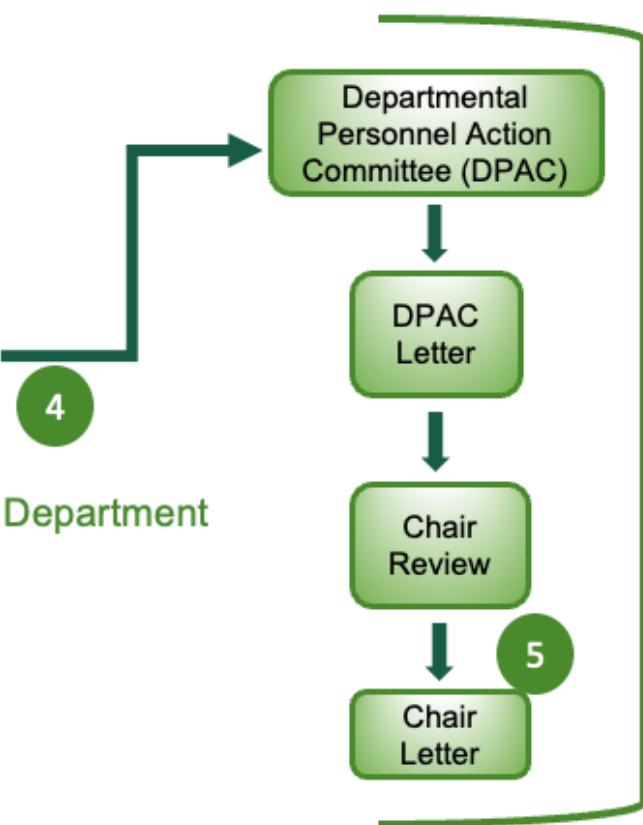
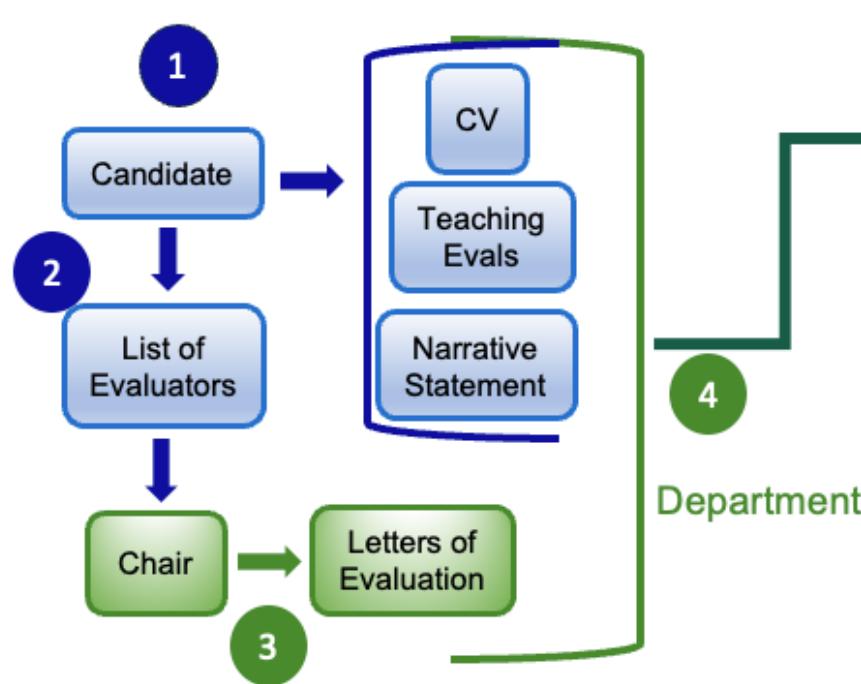
****NEW** Power Prompting with GenAI**

[REGISTER](#)

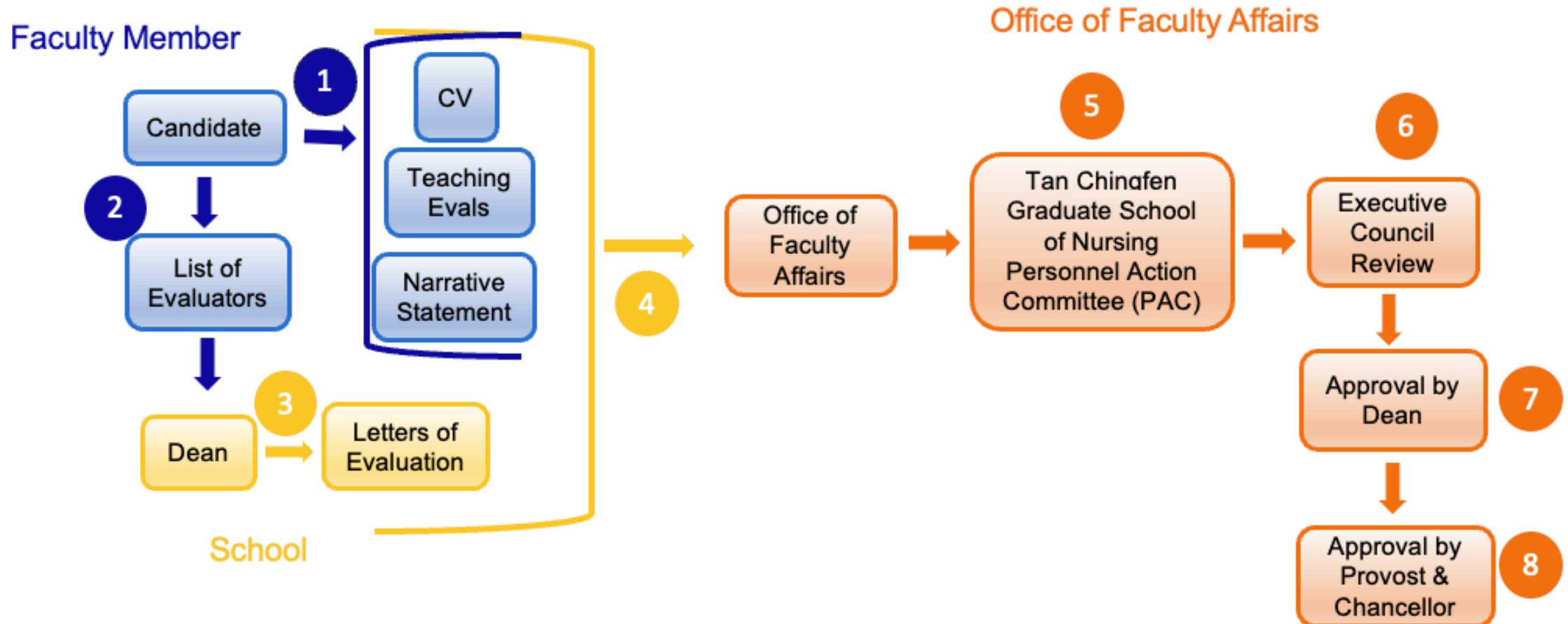
February 25 | 12:00-1:00pm
In-Person, Medical School S1-123
Presenter: Julie LeMoine, PhD

This workshop offers a practical, hands-on introduction to power prompting tailored for medical educators, clinicians, and researchers. Participants will master essential end user Generative AI (GenAI) concepts, learn best-practice prompting strategies and break down the parts of high-quality prompts. The workshop includes a discussion of bias and ethical considerations. Through discussion and guided, hands-on examples, participants will immediately apply learned concepts and gain confidence in using GenAI as an essential tool in their work. Bring your

Faculty Member



Tan Chingfen Graduate School of Nursing



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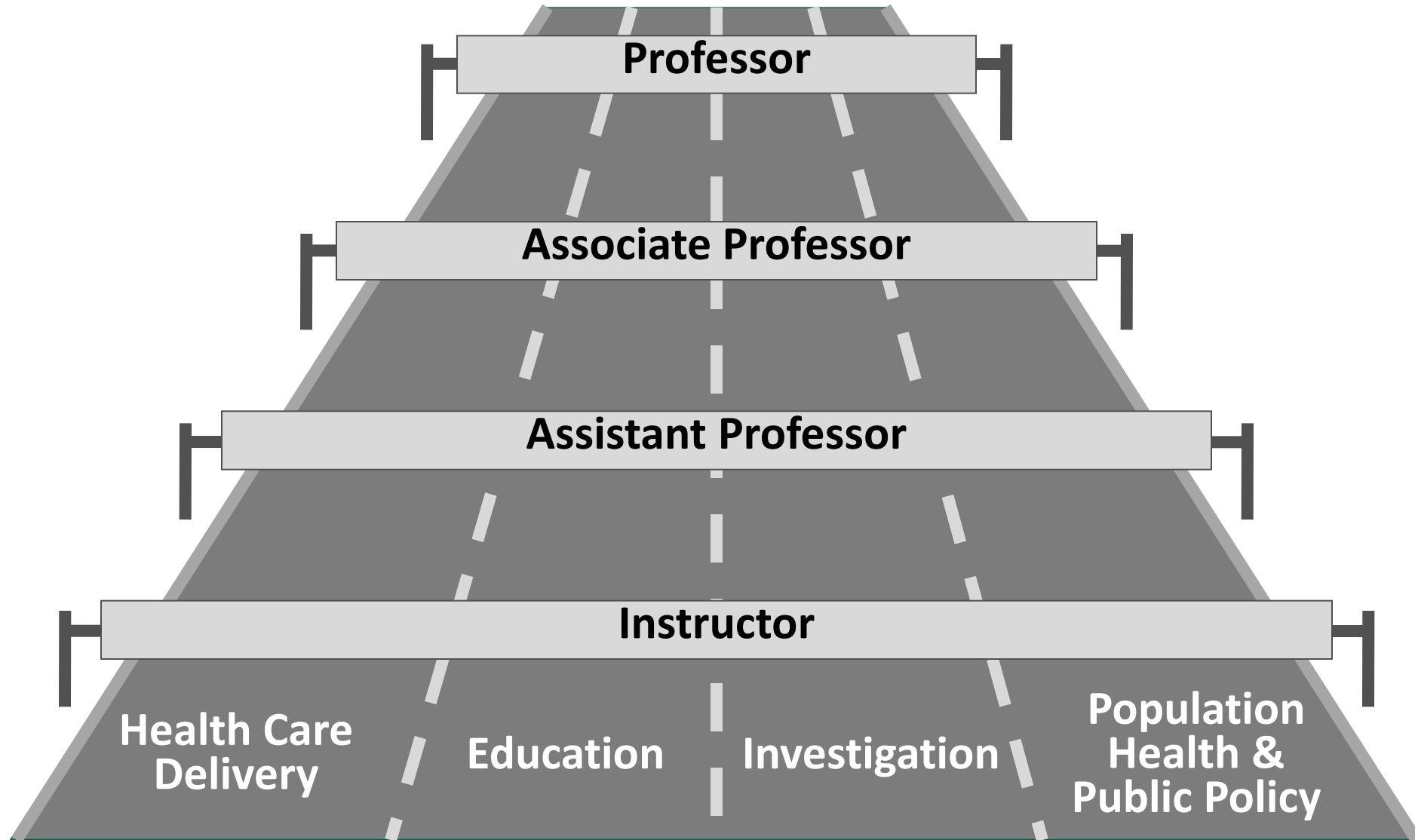
**ACADEMIC PERSONNEL POLICY
OF THE
UNIVERSITY OF MASSACHUSETTS MEDICAL SCHOOL**

Document T95-022
as Amended by the Board of Trustees
December 8, 2017

A little light reading for you...

- Provides definition of academic ranks
- Defines criteria for appointment, promotion and tenure
- Describes procedures for review and decisions
- Defines employment terms and conditions

4 Areas of Distinction



Criteria for promotion includes:

*Within your
Area of
Distinction*

- Activities that demonstrate **Excellence**
- A record of **Scholarship**
- Academic **Reputation** (local, regional, national, international)
- **Education**
- **Academic Service**

Scholarship is required in each Area of Distinction

Examples:

- ✓ peer-reviewed publications
- ✓ books, book chapters, textbooks and reviews
- ✓ evidence-based products such as policy statements, safety and quality studies, innovations in patient care, and clinical guidelines

Scholarship is required in each Area of Distinction

Examples:

- ✓ peer-reviewed publications
- ✓ books, book chapters, textbooks and reviews
- ✓ evidence-based products such as policy statements, safety and quality studies, innovations in patient care, and clinical guidelines
- ✓ innovative educational materials published in print or other media
- ✓ patents, new therapies and technologies
- ✓ invited presentations and presentations at professional meetings
- ✓ Other

Evidence of academic reputation is required in each AOD

- Invited presentations and presentations at meetings
- Honors and Awards
- Academic Service activities
- External Letters of Evaluation

Evidence of academic reputation is required in each AOD

- Invited presentations and presentations at meetings
- Honors and Awards
- Academic Service activities
- External Letters of Evaluation

Academic reputation is expected to expand with academic rank

Local	within UMass Chan and its affiliates including Baystate, Lahey, Cape Cod, etc.
Regional	New England (CT, MA, ME, NH, RI, VT), including Worcester (e.g., WPI)
National	within USA including national meetings in NE
International	outside USA including international meetings in USA

Table 1. Examples that Provide Evidence of Achievement at Each Level in Health Care Delivery

Entry Level
<ul style="list-style-type: none"> • Competence in a clinical specialty, as demonstrated by <i>local</i> recognition for contributions to health care delivery • Advanced degrees (e.g., MPH, MHA) and/or certification in clinical practice or related areas • A record of scholarship* that may include, but is not limited to, the following: <ul style="list-style-type: none"> ◦ Peer-reviewed publications, usually as first and middle author, case reports, book chapters and/or reviews ◦ Invited presentations and presentations at professional meetings
Established Level
<ul style="list-style-type: none"> • Expertise in a clinical specialty, as demonstrated by <i>local/regional</i> recognition for contributions to health care delivery • Clinical consulting and referrals <i>locally/regionally</i> • Major responsibility for and/or leadership of a clinical program and/or quality improvement initiative(s) • Development and implementation of innovative approaches that improve safety, quality and/or efficacy of healthcare delivery, and/or coordination of care across disciplines, with <i>local/regional impact</i> • Development and implementation of a unique clinical program, diagnostic test, and/or intervention with documented outcomes and <i>local/regional impact</i> • Funding to support innovations that influence clinical practice and/or health care or to support clinical or translational research as a contributor to team projects • A contributing role in patient-oriented or other area of research, including industry-supported clinical trials • Collaborations or defined role in team or multi-center projects or programs in health care delivery, <i>locally/regionally</i> • Identification by peers as a role model in clinical practice and professionalism • <i>Local/regional</i> honors and awards for health care delivery or clinical practice • A record of scholarship* that may include, but is not limited to, the following: <ul style="list-style-type: none"> ◦ Peer-reviewed publications, usually as first and senior author, case reports, book chapters and/or reviews ◦ Invited presentations and presentations at professional meetings ◦ Guidelines and/or protocols for patient treatment or delivery of care ◦ Evidence-based products such as safety and quality studies, standards of care, policies, protocols, and/or models of care coordination
Senior Level
<ul style="list-style-type: none"> • Expertise in a clinical specialty, as demonstrated by <i>national/international</i> recognition for contributions to health care delivery • Clinical consulting and referrals <i>regionally/nationally</i> • Leadership of a clinical program and/or quality improvement initiative(s) • Development and implementation of innovative approaches that improve safety, quality and/or efficacy of healthcare delivery, and/or coordination of care across disciplines and institutions, with <i>regional/national impact</i> • Development and implementation of a unique clinical program, diagnostic test, and/or intervention with documented outcomes and <i>regional/national impact</i> • Funding to support innovations that influence clinical practice and/or health care or to support clinical or translational research as the principal investigator • Leading role, often as principal investigator, in patient-oriented or other area of research, including industry-supported clinical trials • Collaborations and/or defined role and/or leadership in design of studies, conduct of study and/or analysis of data for team or multi-center studies, <i>regionally/nationally</i> • Identification by peers as a role model in clinical practice and professionalism • <i>National and/or international</i> honors and awards • A sustained record of scholarship* that may include, but is not limited to, the following: <ul style="list-style-type: none"> ◦ Peer-reviewed publications, usually as first and senior author ◦ Books, book chapters and/or reviews ◦ Invited presentations and presentations at professional meetings, <i>nationally and/or internationally</i> ◦ Guidelines and/or protocols for patient treatment or delivery of care ◦ Evidence-based products such as safety and quality studies, standards of care, policies, protocols, and/or models of care coordination

* The record of scholarship may include defined contributions to the scholarship of team projects

Table 1. Health Care Delivery

Table 2. Education

Table 3. Investigation

Table 4. Population Health & Public Policy



Table 1. Examples that Provide Evidence of Achievement at Each Level in Health Care Delivery

Entry Level

- Competence in a clinical specialty, as demonstrated by *local* recognition for contributions to health care delivery
- Advanced degrees (e.g., MPH, MHA) and/or certification in clinical practice or related areas
- A record of scholarship* that may include, but is not limited to, the following:
 - Peer-reviewed publications, usually as first and middle author, case reports, book chapters and/or reviews
 - Invited presentations and presentations at professional meetings

Established Level

- Expertise in a clinical specialty, as demonstrated by *local/regional* recognition for contributions
- Clinical consulting and referrals *locally/regionally*
- Major responsibility for and/or leadership of a clinical program and/or quality improvement initiative
- Development and implementation of innovative approaches that improve safety, quality and/or delivery, and/or coordination of care across disciplines, with *local/regional impact*
- Development and implementation of a unique clinical program, diagnostic test, and/or intervention with documented outcomes and *local/regional impact*
- Funding to support innovations that influence clinical practice and/or health care delivery as a contributor to team projects
- A contributing role in patient care
- Collaborations or defined role in team
- Identification by peers as a role model in clinical practice
- Local/regional honors and awards for health care delivery
- A record of scholarship* that may include, but is not limited to:
 - Peer-reviewed publications, usually as first and senior author
 - Invited presentations and presentations at professional meetings
 - Guidelines and/or protocols for patient treatment or delivery of care
 - Evidence-based products such as safety and quality studies, standards of care, policies, models of care coordination

Senior Level

- Expertise in a clinical specialty, as demonstrated by *national/international* recognition for contributions to health care delivery
- Clinical consulting and referrals *regionally/nationally*
- Leadership of a clinical program and/or quality improvement initiative(s)
- Development and implementation of innovative approaches that improve safety, quality and/or delivery, and/or coordination of care across disciplines and institutions, with *regional/national impact*
- Development and implementation of a unique clinical program, diagnostic test, and/or intervention with documented outcomes and *regional/national impact*
- Funding to support innovations that influence clinical practice and/or health care delivery or to support research as the principal investigator
- Leading role, often as principal investigator, in patient-oriented or other area of research, including clinical trials
- Collaborations and/or defined role and/or leadership in design of studies, conduct of study and/or team or multi-center studies, *regionally/nationally*
- Identification by peers as a role model in clinical practice and professionalism
- National and/or international honors and awards
- A sustained record of scholarship* that may include, but is not limited to, the following:
 - Peer-reviewed publications, usually as first and senior author
 - Books, book chapters and/or reviews
 - Invited presentations and presentations at professional meetings, *nationally and/or internationally*
 - Guidelines and/or protocols for patient treatment or delivery of care
 - Evidence-based products such as safety and quality studies, standards of care, policies, models of care coordination

* The record of scholarship may include defined contributions to the scholarship of team projects

Promotion to Associate Professor Health Care Delivery AOD

Established Level in Health Care Delivery

Excellence in a clinical specialty with *local/regional impact*:

- Major responsibility for and/or leadership of a clinical program and/or quality initiative
- A unique clinical program, diagnostic test, and/or intervention with documented outcomes
- Innovative approaches that improve safety, quality, and/or efficacy of healthcare delivery
- A defined role in patient-oriented or other area of research
- Funding for innovations in health care delivery, clinical, and/or translational research as a principal investigator, co-investigator, or contributor to team projects
- A defined role and/or leadership in team or multi-center projects in health care delivery
- Identification by peers as a role model in clinical practice and professionalism

A record of scholarship that may include:

- Peer-reviewed publications, usually as first and senior author, case reports, book chapters, and/or reviews
- Safety and quality studies, standards of care, policies, models of care coordination, guidelines, and/or protocols for patient treatment or delivery of care

Local/regional recognition for clinical expertise/health care delivery:

- Clinical consulting and referrals
- Honors and awards for clinical expertise and/or health care delivery
- Invited presentations and presentations at professional meetings

1

**Promotion & the
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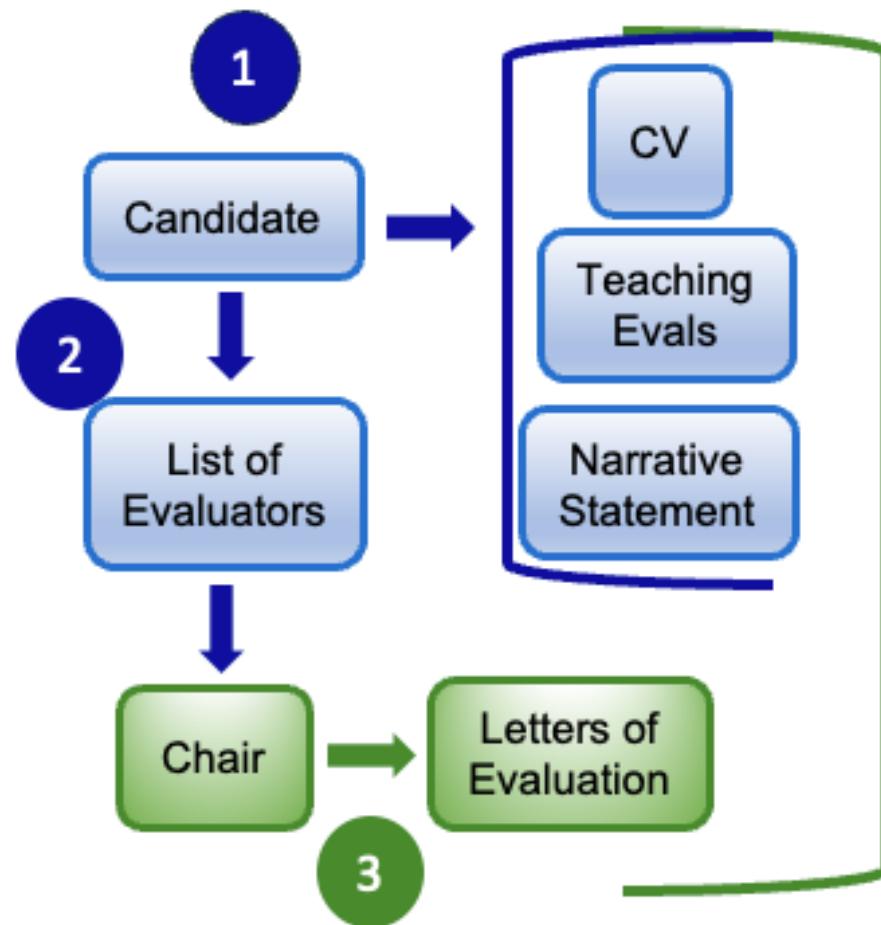
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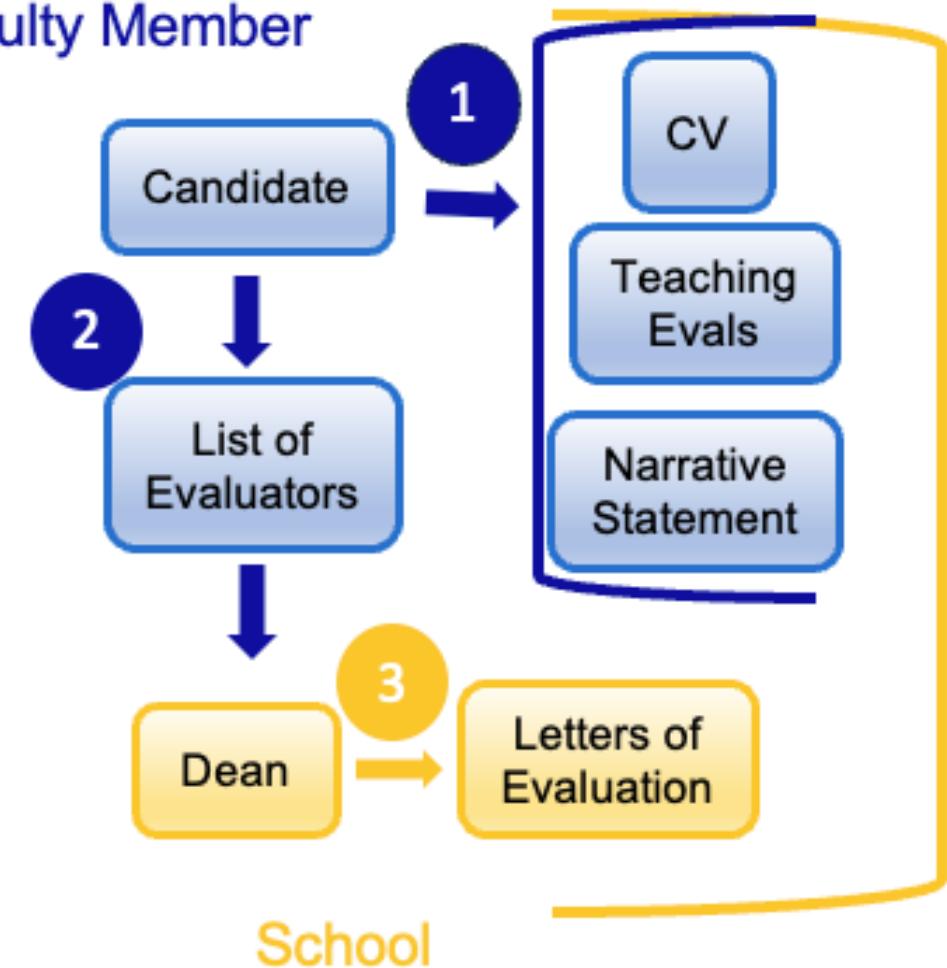
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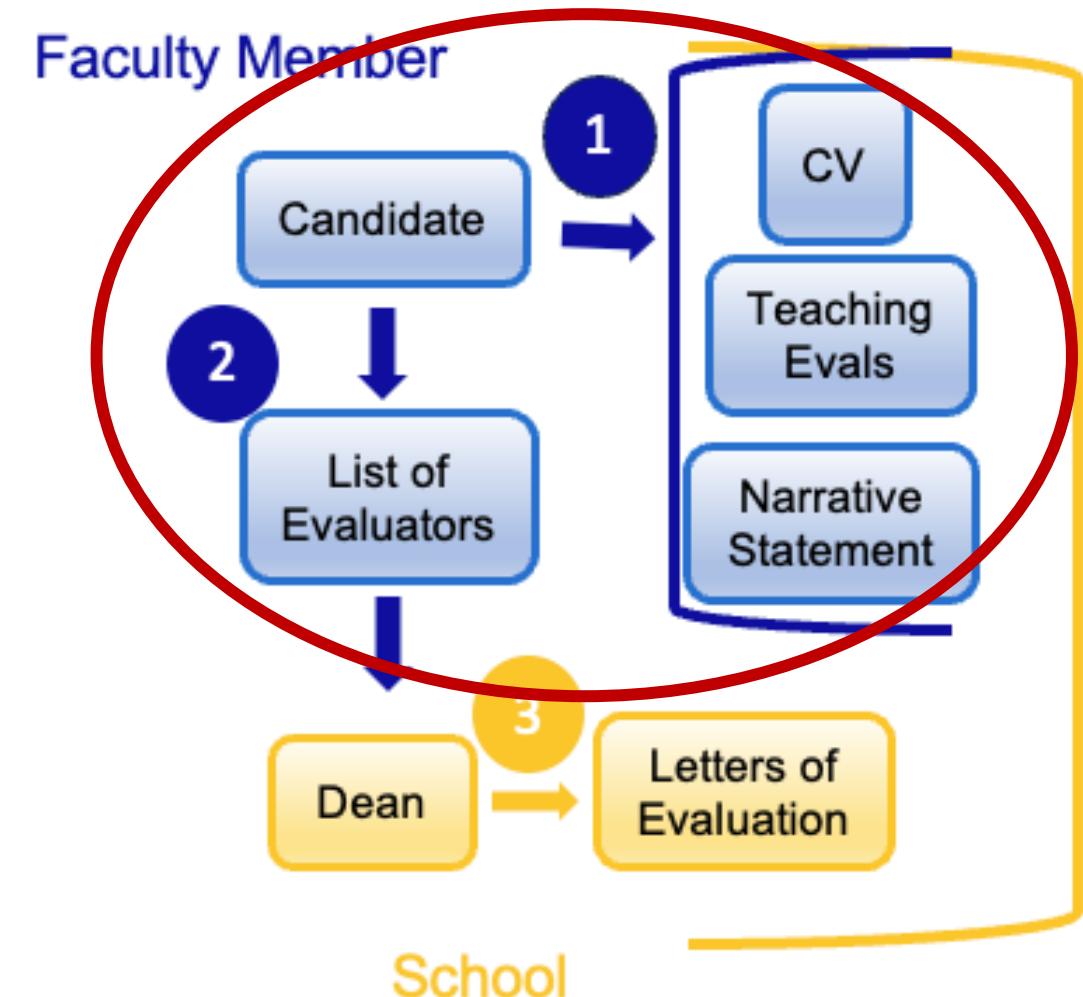
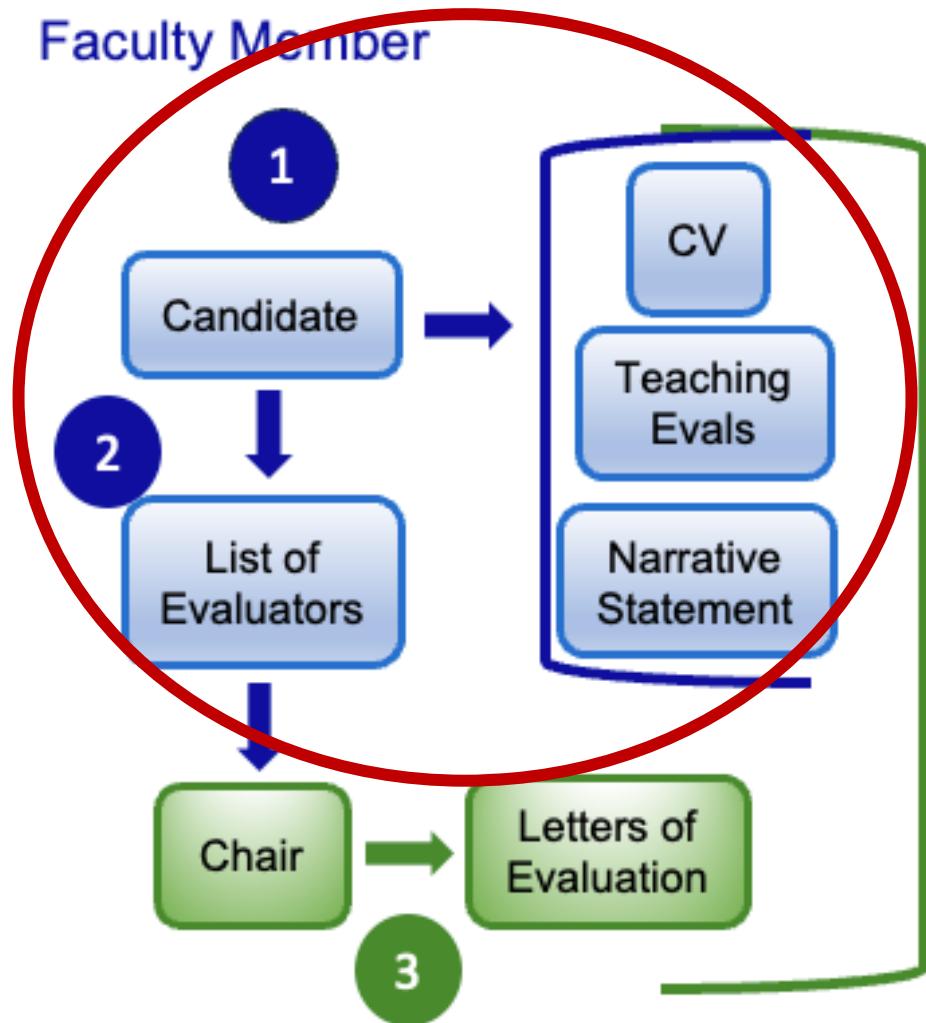
**Preparing for
Promotion**

Faculty Member

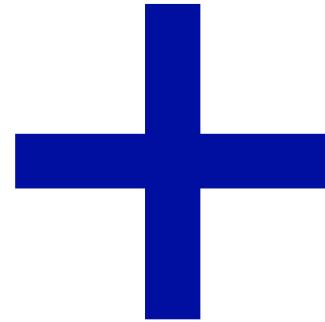
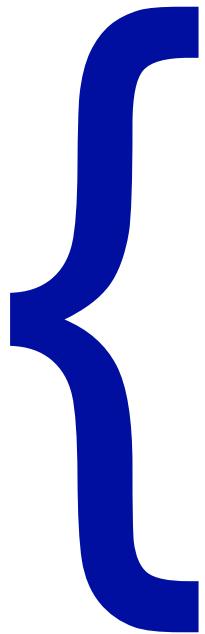


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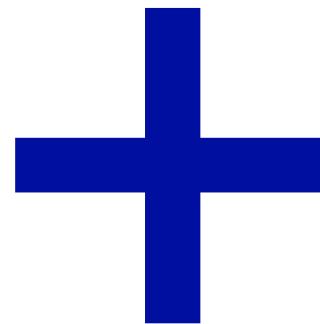
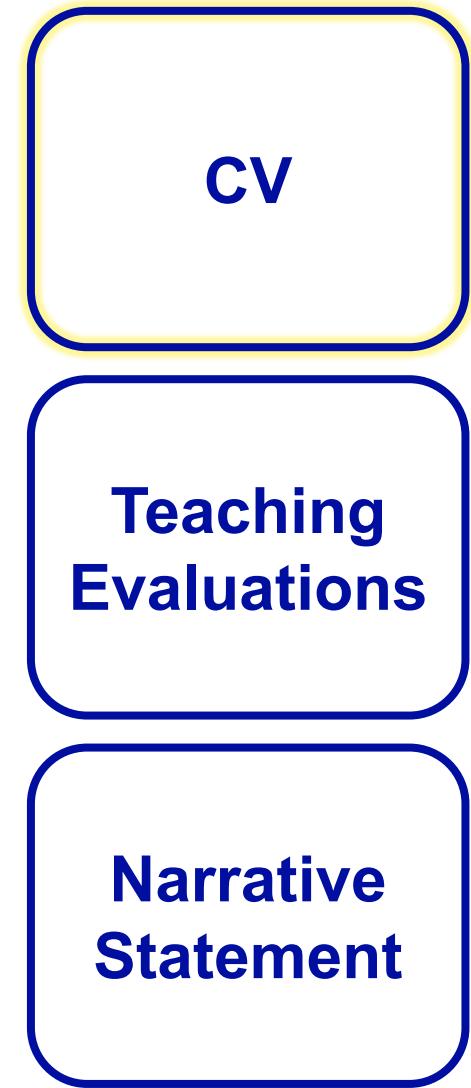
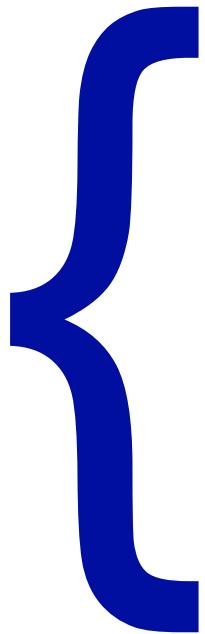




“Basic File”



“Basic File”



Your CV is a comprehensive record of your achievements

Using the institutional format allows for fair & equitable review across all faculty



Susan A. Jones, M.D., Ph.D.

Department of Community Medicine
UMass Chan Medical School
55 Lake Avenue North
Worcester, MA 01655
Phone: (508) 856-1301
susan.j@gmail.com

Only include professional address and contact information

Education

M.D., University of Massachusetts Medical School, Worcester, MA

6/2005

Ph.D. (Neuroscience), Graduate School of Biomedical Sciences, University of Massachusetts Medical School, Worcester, MA

6/2003

Thesis: "The function of dopamine in regulating cerebral blood flow" Advisor: Dudley Cook, PhD

Uses institutional naming that was correct at that time

B.S., Psychology (magna cum laude), Allegheny University, Pittsburgh, PA

5/1998

Postdoctoral Training

Postdoctoral Scholar, Department of Biochemistry, University of Pittsburgh School of Medicine, Pittsburgh, PA. Supervisor: Lucinda Earle, PhD

7/2009–6/2012

Residency in Family Medicine, Lancaster General Hospital, Lancaster, MA

7/2005–6/2008

Academic Appointments

Assistant Professor, Departments of Community Medicine and Genetics, UMass Chan Medical School, Worcester, MA

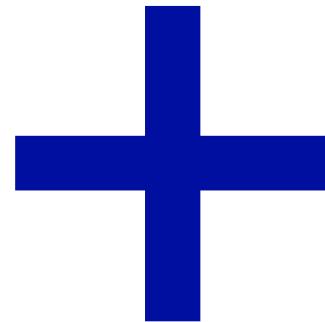
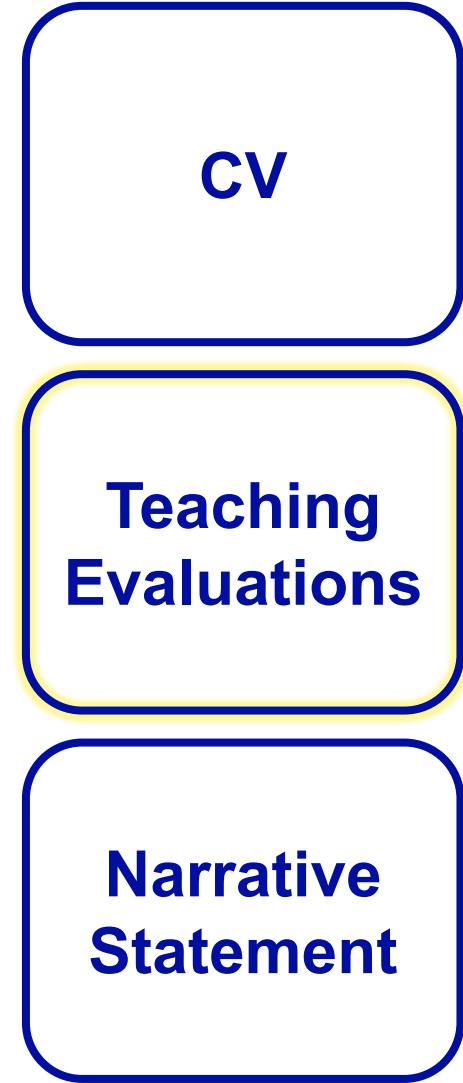
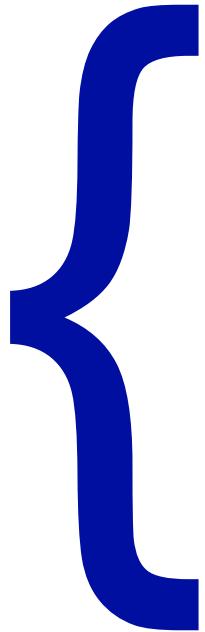
7/2012–present

Other Positions and Employment

Staff Physician, Franklin Health Clinic, Lancaster, MA

7/2008–6/2009

“Basic File”



Teaching evaluations provide evidence of educational effectiveness

CV = list of educational activities
(i.e. contribution to the educational mission of the institution)

Susan A. Jones, M.D., Ph.D. Department of Community Medicine University of Massachusetts Medical School 55 Lake Avenue North Worcester, MA 01655 Phone: (508) 855-1321 FAX: (508) 855-2129 susan.jones@umassmed.edu
Education
Residency in Family Medicine, Lancaster General Hospital, Lancaster, MA M.D., University of Massachusetts Medical School, Worcester, MA Ph.D. Hemispherical, Graduate School of Biomedical Sciences, University of Massachusetts Medical School, Worcester, MA Thesis: "The function of dopamine in regulating ventral visual flow" Advisors: Mark Gulyas, PhD B.S. in Psychology (magna cum laude), Allegheny University, Pittsburgh, PA
2001-2004 2001 1998 1998 1998
Appointments
Associate Medical Director, Copley Avenue Health Center, Worcester, MA Associate Professor, Department of Community Medicine and Genetics, University of Massachusetts Medical School, Worcester, MA Postdoctoral Researcher, Department of Family Medicine, University of Pittsburgh School of Medicine, Pittsburgh, PA, Supervisor: Lorinda Eure, PhD
2010-present 2008-present 2008-2007
Other Positions and Employment
Staff Physician, Franklin Health Clinic, Lancaster, MA
2004-2005
Certification and Licensure
Diplomate, American Board of Family Medicine Commonwealth of Massachusetts, Medical License
2004 2001
Honors and Awards
Alpha Omega Alpha Inductee, Massachusetts, 12th Chapter University of Massachusetts School of Medicine Outstanding Dissertation Award, Graduate School of Biomedical Sciences, University of Massachusetts Medical School, Worcester, MA
2001 1998
Professional Memberships and Activities
Massachusetts Academy of Family Physicians Medical Research Committee American Academy for Family Physicians Society for Neuroscience
2004-present 2008-present 2001-present 1998-present
Editorial Responsibilities
Reviewer, Brain Research
2010-present

Teaching evaluations provide evidence of educational effectiveness

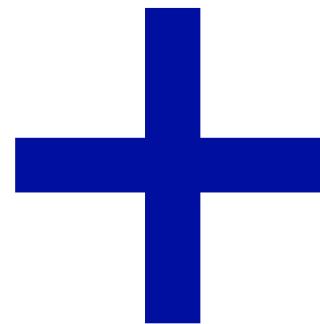
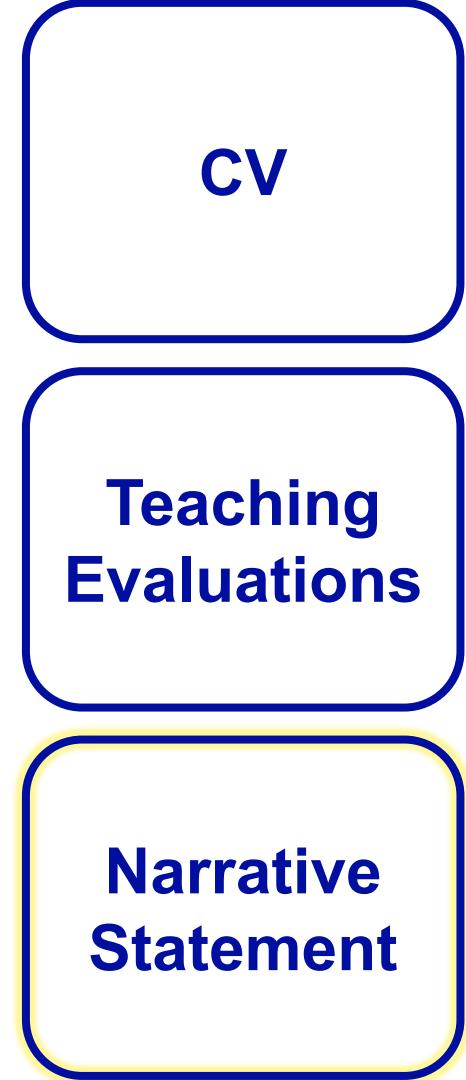
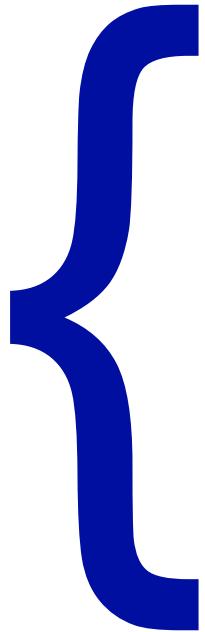
CV = list of educational activities
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<p>Susan A. Jones, M.D., Ph.D. Department of Community Medicine University of Massachusetts Medical School 55 Lake Avenue North Worcester, MA 01655 Phone: (508) 855-1321 FAX: (508) 855-2129 susan.jones@umassmed.edu</p> <p>Education</p> <p>Residency in Family Medicine, Lancaster General Hospital, Lancaster, MA 2001-2004 M.D., University of Massachusetts Medical School, Worcester, MA 2001 (Ph.D. Neuroscience, Graduate School of Biomedical Sciences, University of Massachusetts Medical School, Worcester, MA 1998 Dissertation Title: "The function of dopamine in regulating dendriti</p> <p>Appointments</p> <p>Associate Medical Director, Cocco Avenue Health Center, Worcester, MA 2010-present Associate Professor, Department of Community Medicine and Genetics, University of Massachusetts Medical School, Worcester, MA 2008-present (Postdoctoral Fellow, Department of Psychiatry, University of Pittsburgh School of Medicine, Pittsburgh, PA; Supervisor: Leoniore Cane, PhD 2005-2007</p> <p>Other Positions and Employment</p> <p>Staff Physician, Franklin Health Clinic, Lancaster, MA 2004-2005</p> <p>Certification and Licenses</p> <p>Diplomate, American Board of Family Medicine Commonwealth of Massachusetts, Medical License 2004</p> <p>Honors and Awards</p> <p>Alpha Omega Alpha Inductee, Massachusetts, Eta Chapter 2001 Outstanding Dissertation Award, Graduate School of Biomedical Sciences, University of Massachusetts Medical School, Worcester, MA 1998</p> <p>Professional Memberships and Activities</p> <p>Massachusetts Academy of Family Physicians 2004-present Medical Research Committee 2006-present American Academy for Family Physicians 2007-present Society for Neuroscience 1998-present</p> <p>Editorial Responsibilities</p> <p>Reviewer, Brain Research 2009-present</p>
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Teaching evaluations = those activities have been effective

<p>ME 700 Lecture Format Open 1-4 Class 3-16 100 Spring 2010 Course: ME50210 - Health & Behavior Science 120 Children: 100% 100% Responsible Faculty: Dr. Thomas Pritchett Dr. Christopher Subrahmanyam Section#: Week 1 (2011-2012) - Week 1 (2011-2012)</p> <p>Evaluation of lecturer</p> <table border="1"><tr><td>Responses</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td><td>61</td><td>62</td><td>63</td><td>64</td><td>65</td><td>66</td><td>67</td><td>68</td><td>69</td><td>70</td><td>71</td><td>72</td><td>73</td><td>74</td><td>75</td><td>76</td><td>77</td><td>78</td><td>79</td><td>80</td><td>81</td><td>82</td><td>83</td><td>84</td><td>85</td><td>86</td><td>87</td><td>88</td><td>89</td><td>90</td><td>91</td><td>92</td><td>93</td><td>94</td><td>95</td><td>96</td><td>97</td><td>98</td><td>99</td><td>100</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td><td>61</td><td>62</td><td>63</td><td>64</td><td>65</td><td>66</td><td>67</td><td>68</td><td>69</td><td>70</td><td>71</td><td>72</td><td>73</td><td>74</td><td>75</td><td>76</td><td>77</td><td>78</td><td>79</td><td>80</td><td>81</td><td>82</td><td>83</td><td>84</td><td>85</td><td>86</td><td>87</td><td>88</td><td>89</td><td>90</td><td>91</td><td>92</td><td>93</td><td>94</td><td>95</td><td>96</td><td>97</td><td>98</td><td>99</td><td>100</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td><td>61</td><td>62</td><td>63</td><td>64</td><td>65</td><td>66</td><td>67</td><td>68</td><td>69</td><td>70</td><td>71</td><td>72</td><td>73</td><td>74</td><td>75</td><td>76</td><td>77</td><td>78</td><td>79</td><td>80</td><td>81</td><td>82</td><td>83</td><td>84</td><td>85</td><td>86</td><td>87</td><td>88</td><td>89</td><td>90</td><td>91</td><td>92</td><td>93</td><td>94</td><td>95</td><td>96</td><td>97</td><td>98</td><td>99</td><td>100</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td><td>51</td><td>52</td><td>53</td><td>54</td><td>55</td><td>56</td><td>57</td><td>58</td><td>59</td><td>60</td><td>61</td><td>62</td><td>63</td><td>64</td><td>65</td><td>66</td><td>67</td><td>68</td><td>69</td><td>70</td><td>71</td><td>72</td><td>73</td><td>74</td><td>75</td><td>76</td><td>77</td><td>78</td><td>79</td><td>80</td><td>81</td><td>82</td><td>83</td><td>84</td><td>85</td><td>86</td><td>87</td><td>88</td><td>89</td><td>90</td><td>91</td><td>92</td><td>93</td><td>94</td><td>95</td><td>96</td><td>97</td><td>98</td><td>99</td><td>100</td></tr><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td><td>51</td><td>52</td>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“Basic File”



The Narrative Statement is an opportunity to highlight your accomplishments and put them into context

Personnel Action Committees won't necessarily know who you are or what you do.

Introduce yourself.

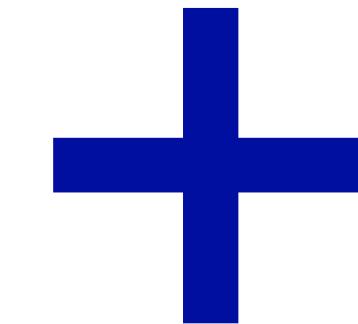
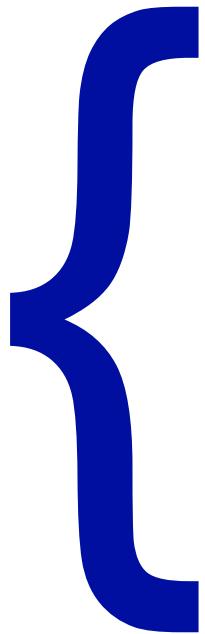
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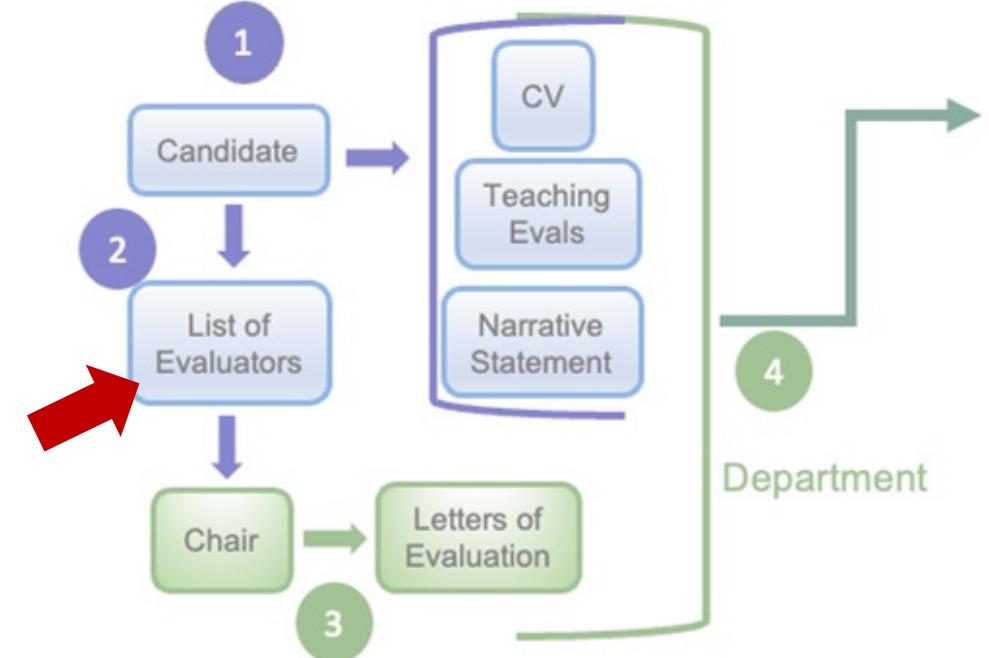
Introduce yourself.

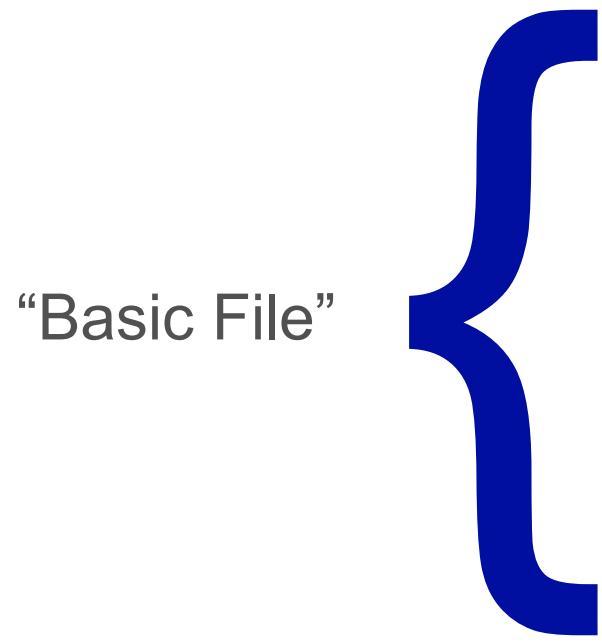
- ✓ Describe your accomplishments & their significance
- ✓ Highlight accomplishments briefly noted in your CV
- ✓ Explain any changes in career direction or pathway
- ✓ Provide a summary of your role within the organization

“Basic File”

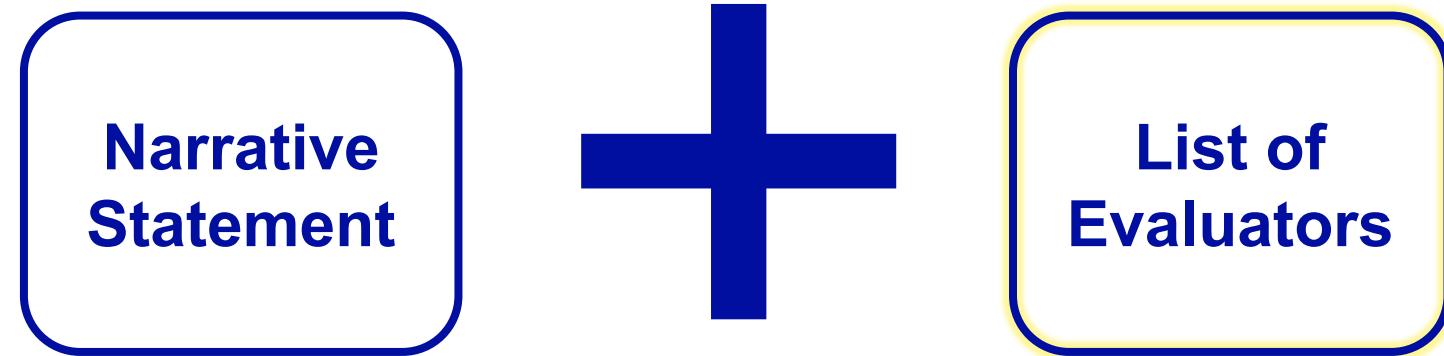
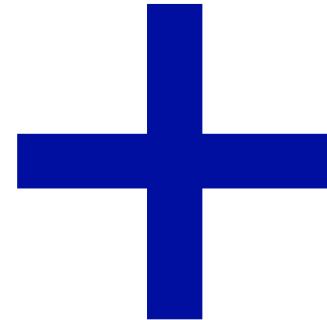
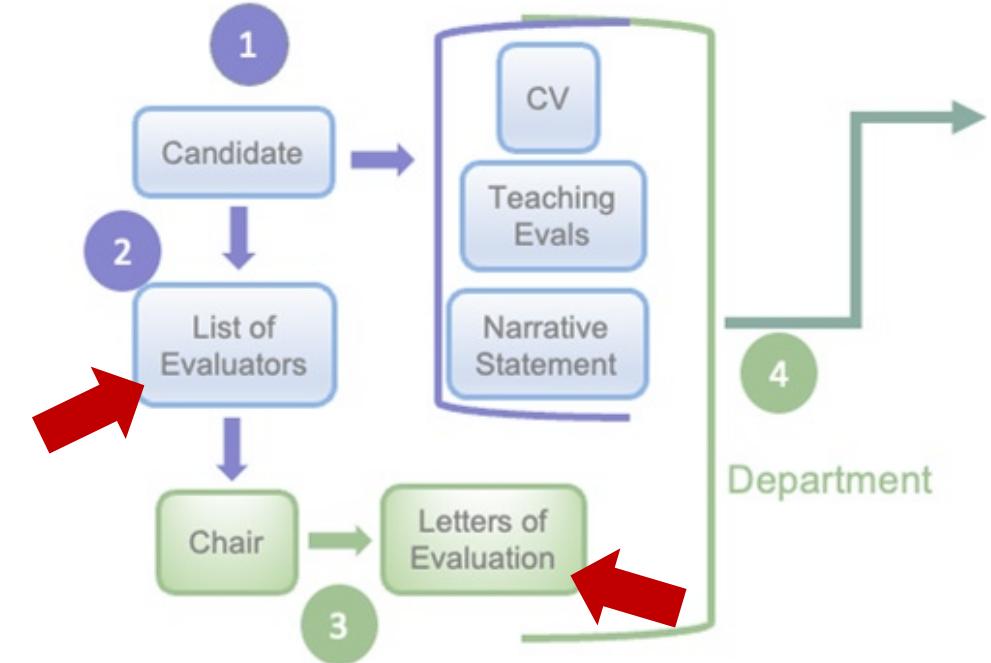


Faculty Member





Faculty Member



**You provide a proposed list of letter writers
to your Chair/Dean**

*The chair may select from
the candidate's list
&/or add other evaluators*



NAME

TITLE

AFFILIATION

ADDRESS

EMAIL

TELEPHONE #

Letters of Evaluation fall into 3 categories

Category 1: Attestations

Category 2: Unbiased External Evaluations

Category 3: Teaching & Mentoring

Letters of Evaluation fall into 3 categories

Category 1: Attestations

Category 2: Unbiased External Evaluations

Category 3: Teaching & Mentoring

Minimum Requirements for Letters

Personnel Action	Category 1	Category 2	Category 3
Appointment/promotion to Instructor/Assistant Professor	minimum 3	not required	any number
Appointment/promotion to Associate Professor/Professor	minimum 3	minimum 3	any number
Award of Tenure	any number	minimum 5	any number



A yellow circle with a black outline and a black number '1' inside.

Promotion & the Promotion Process

Know the process

Make a plan for career development and academic advancement

A blue circle with a black outline and a black number '2' inside.

Criteria for Promotion

A blue circle with a black outline and a black number '3' inside.

Preparing for Promotion

A blue circle containing the number 1, representing the first step in the promotion process.

Promotion & the Promotion Process

Know the process

Make a plan for career development and academic advancement

A yellow circle containing the number 2, representing the second step in the promotion process.

Criteria for Promotion

Use your annual review strategically to discuss your goals

Talk with mentors and Chairs about readiness

A blue circle containing the number 3, representing the third step in the promotion process.

Preparing for Promotion

A blue circle containing the number 1, representing the first step in the promotion process.

Promotion & the Promotion Process

Know the process

Make a plan for career development and academic advancement

A blue circle containing the number 2, representing the second step in the promotion process.

Criteria for Promotion

Use your annual review strategically to discuss your goals

Talk with mentors and Chairs about readiness

A yellow circle containing the number 3, representing the third step in the promotion process.

Preparing for Promotion

Keep your basic file materials updated and complete

Emily.Green@UMassmed.edu