

Promotion Process & Criteria

Emily Green, PhD, MA

Associate Vice Provost for Faculty Development



Office of
Faculty Affairs

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**Promotion & the
Promotion Process**

②

**Criteria for
Promotion**

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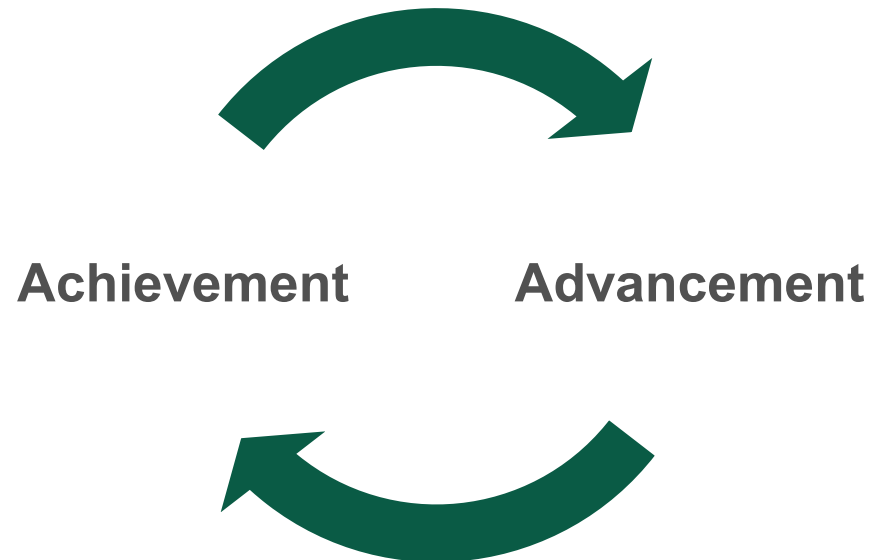
**Preparing for
Promotion**

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

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

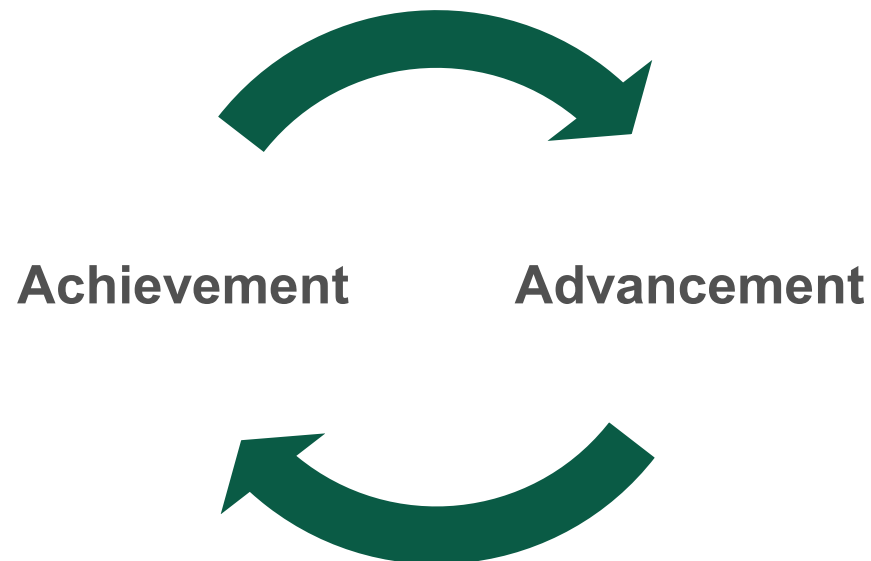
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Given this, **why should you pursue promotion?**



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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graph LR; A[Appointment] --> B[Setting of career goals]; B --> C[Accessing resources & support]; C --> D[Academic advancement]; D --> E[Career development & satisfaction];
```

Appointment

Setting of
career goals

Accessing
resources &
support

Academic
advancement

Career
development
& 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

 **UMass Chan**
MEDICAL SCHOOL | 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](#)



UMass Chan
MEDICAL SCHOOL

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](#)

Advancing
the future



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

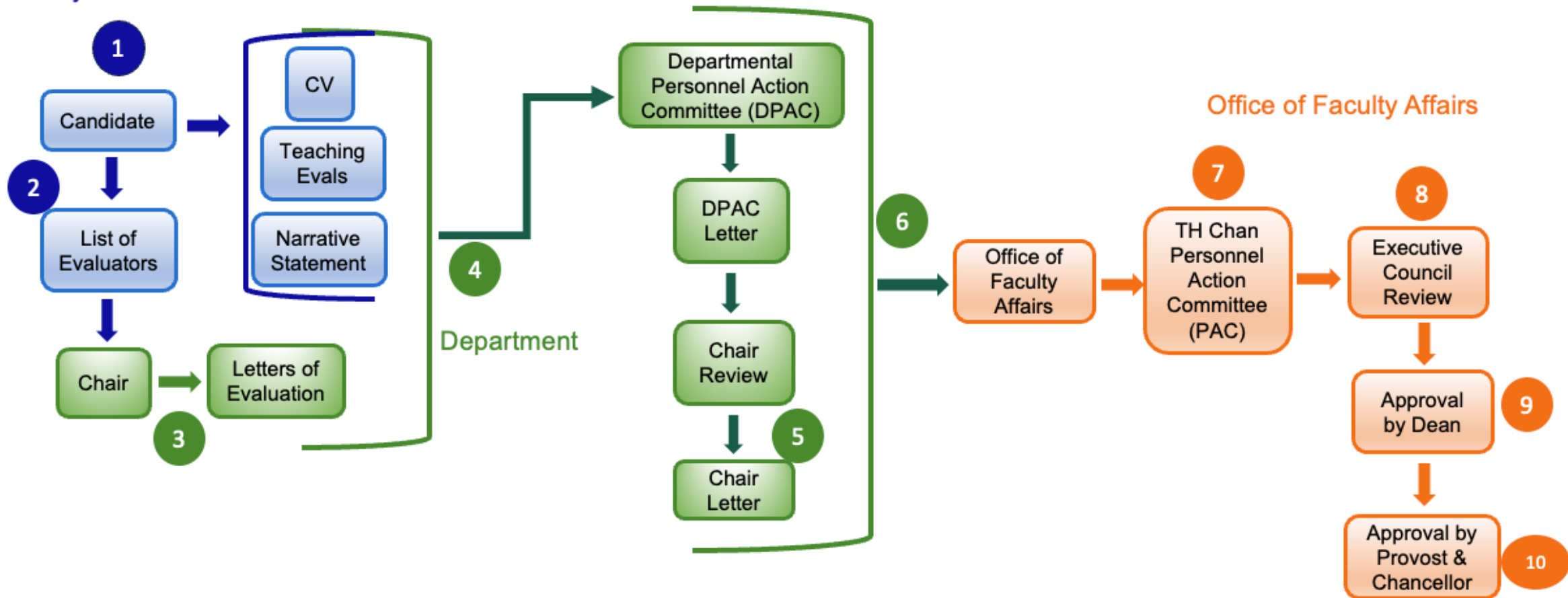
REGISTER

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

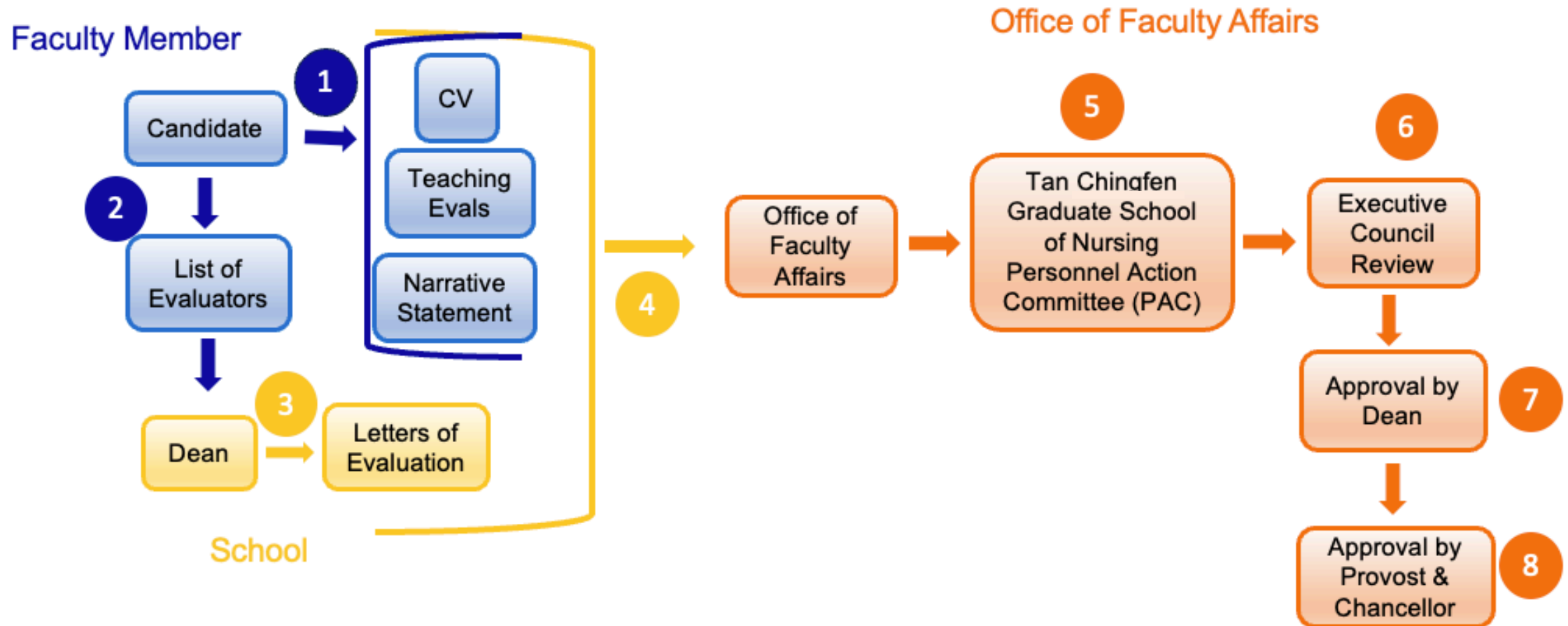
This workshop offers a practical, hands-on introduction to power prompting tailored for medical educators, clinicians, and researchers. Participants will master essential end user Generative AI (GenAI) concepts, learn best-practice prompting strategies and break down the parts of high-quality prompts. 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

TH Chan School of Medicine

Faculty Member



Tan Chingfen Graduate School of Nursing



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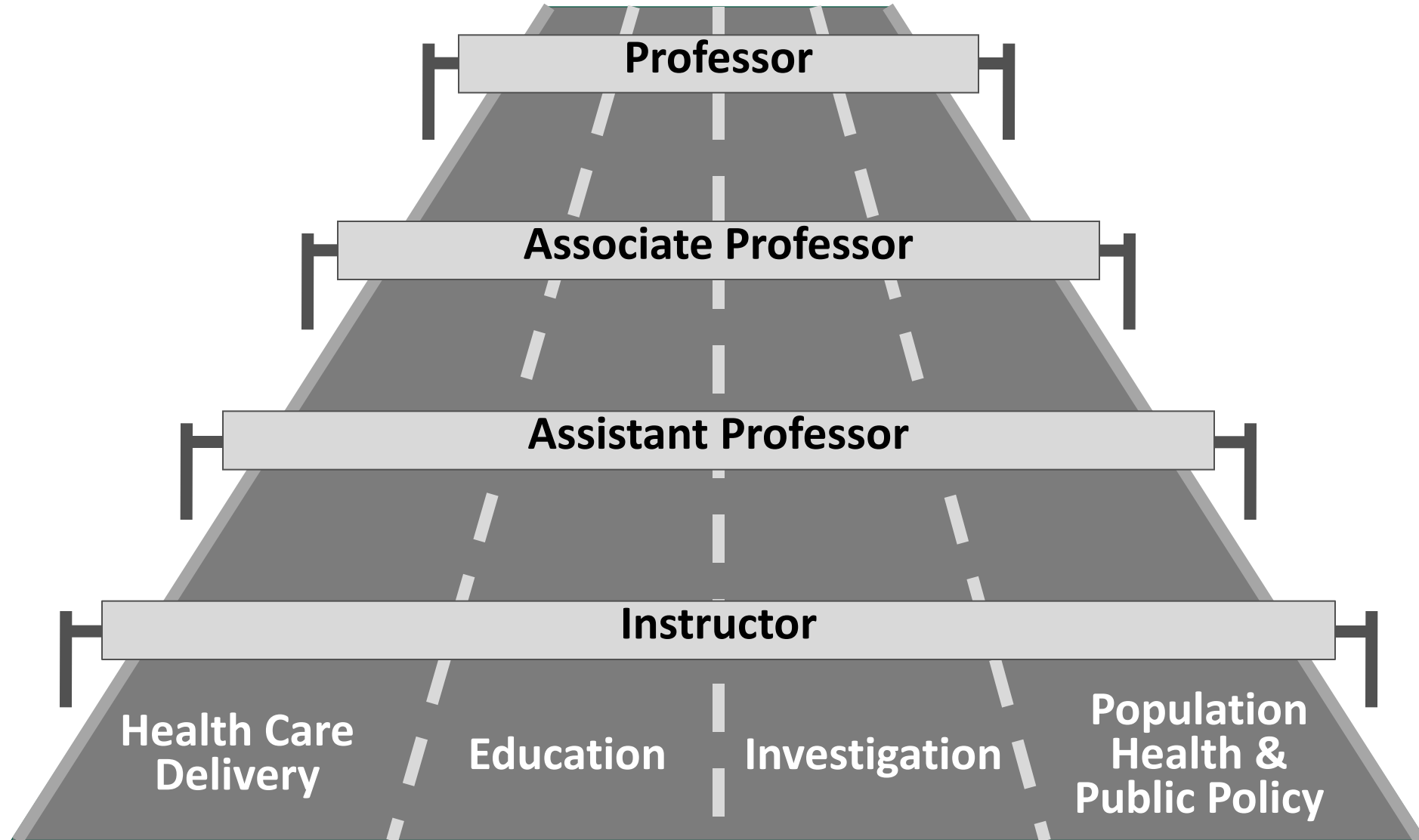
**ACADEMIC PERSONNEL POLICY
OF THE
UNIVERSITY OF MASSACHUSETTS MEDICAL SCHOOL**

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
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- 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</i> impact Development and implementation of a unique clinical program, diagnostic test, and/or intervention with documented outcomes and <i>local/regional</i> impact 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</i> impact Development and implementation of a unique clinical program, diagnostic test, and/or intervention with documented outcomes and <i>regional/national</i> impact 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



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* 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

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**Promotion & the
Promotion Process**

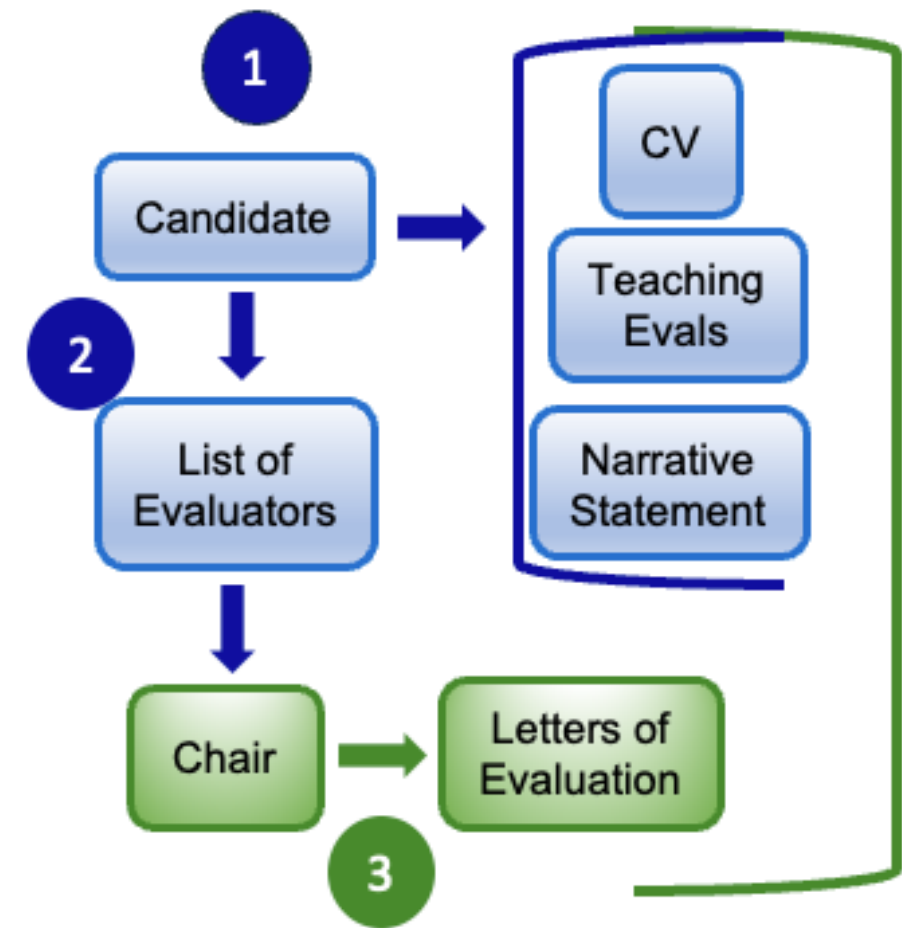
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**Criteria for
Promotion**

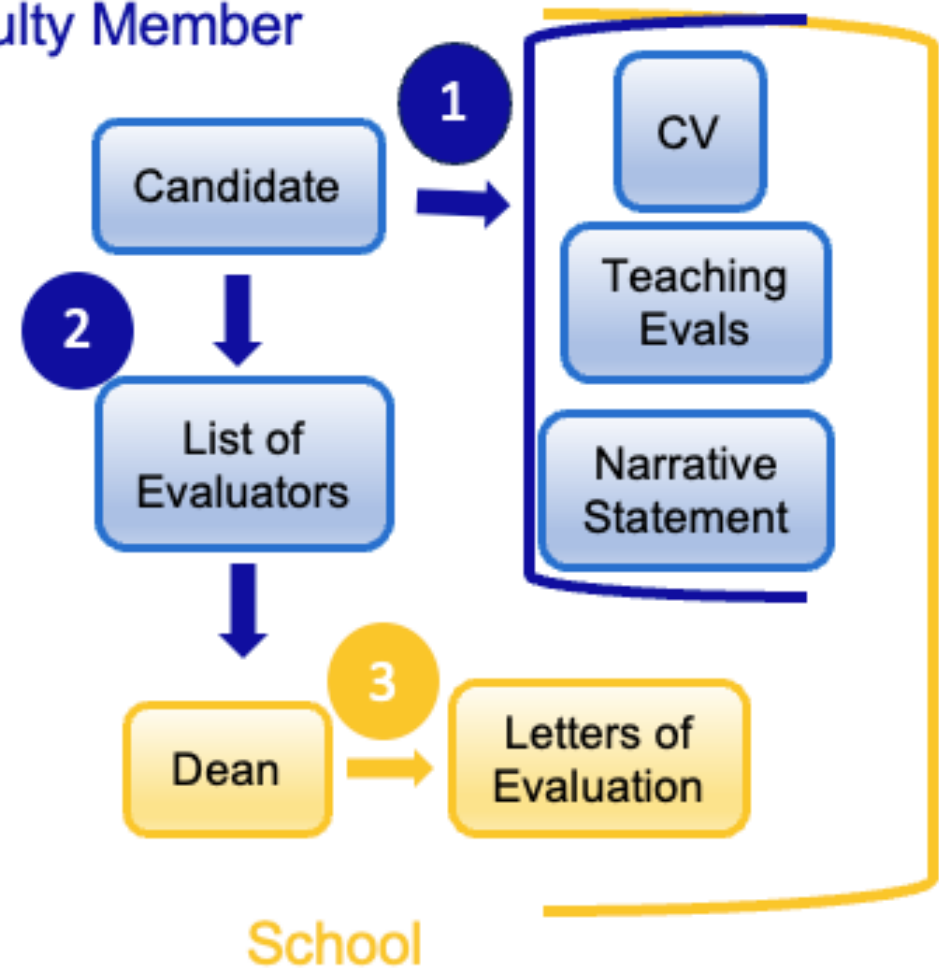
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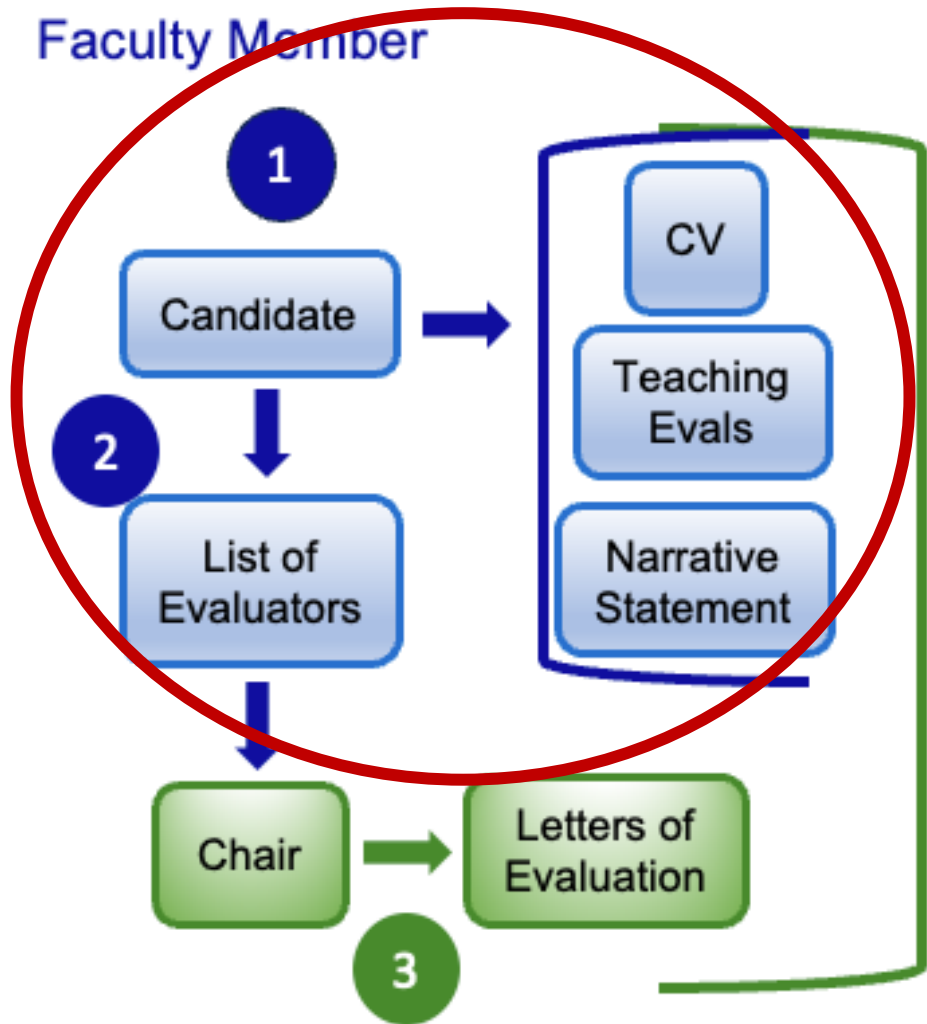
Faculty Member



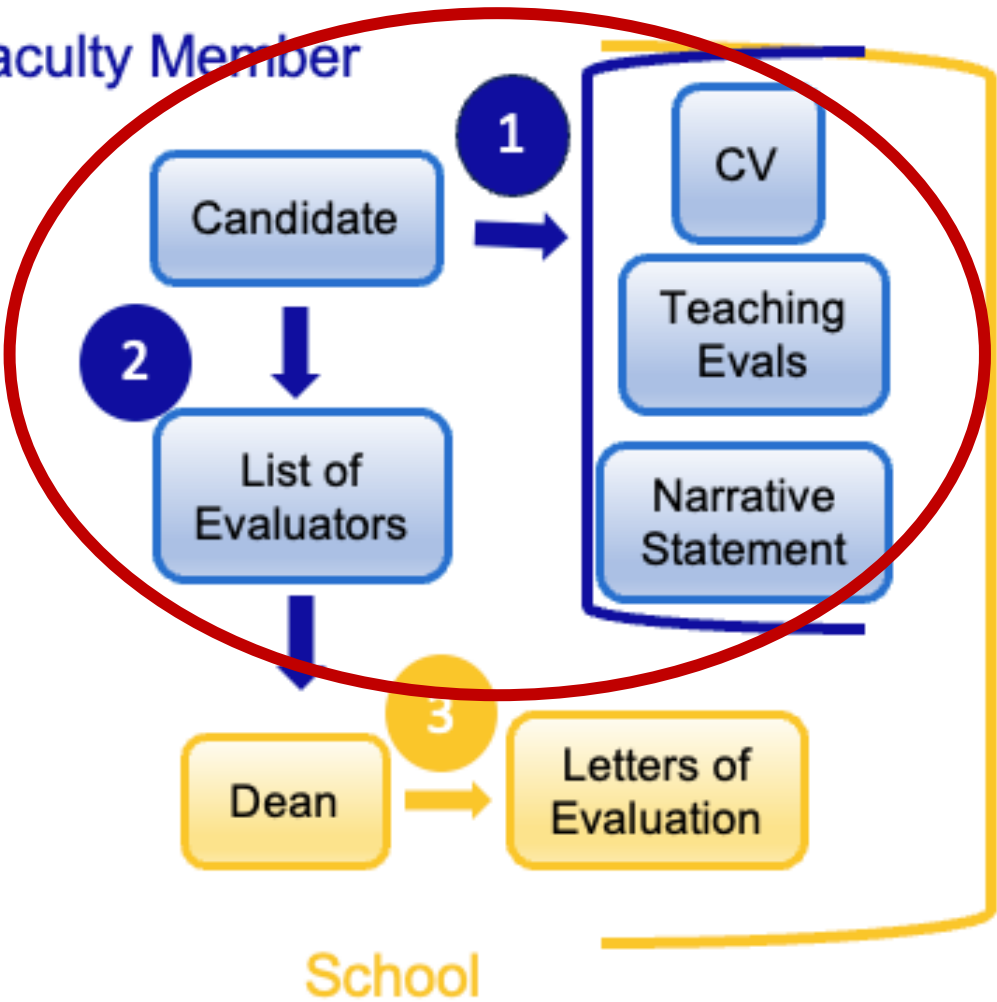
Faculty Member



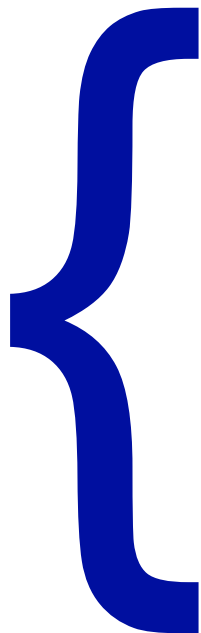
Faculty Member



Faculty Member



“Basic File”



CV

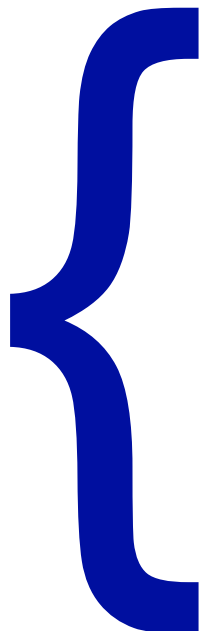
**Teaching
Evaluations**

**Narrative
Statement**



**List of
Evaluators**

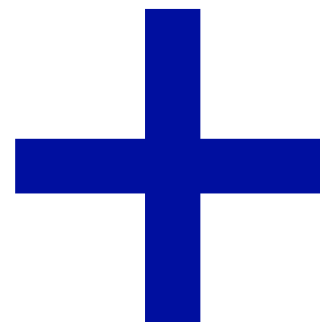
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CV

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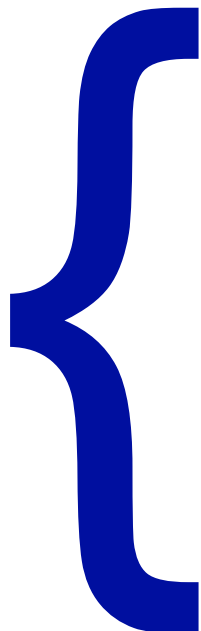
Your CV is a comprehensive record of your achievements

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



<div><div>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</div><div>Only include professional address and contact information</div></div>		
<hr/>		
Education		
M.D., University of Massachusetts Medical School, Worcester, MA	6/2005	Uses institutional naming that was correct at that time
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		
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	

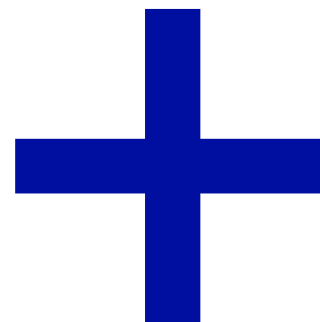
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CV

**Teaching
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**List of
Evaluators**

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) 855-1301 Fax: (508) 855-2129 susan.jones@umassmed.edu	
Education	
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 Thesis: "The function of dopamine in regulating ventral striatal Adaptor Quality Code, PhD	1999
B.S. in Psychology (magna cum laude), Allegheny University, Pittsburgh, PA	1994
Appointments	
Associate Medical Director, Dorset Avenue Health Center, Worcester, MA	2010-present
Assistant Professor, Departments of Community Medicine and Genetics, University of Massachusetts Medical School, Worcester, MA	2008-present
Postdoctoral Scholar, Department of Biochemistry, University of Pittsburgh School of Medicine, Pittsburgh, PA, Supervisor: Lucinda Earle, PhD	2005-2007
Other Positions and Employment	
Staff Physician, Franklin Health Clinic, Lancaster, MA	2004-2005
Certification and Licensure	
Diplomate, American Board of Family Medicine	2004
Commonwealth of Massachusetts, Medical License	2001
Honors and Awards	
Alpha Omega Alpha Inductee, Massachusetts Eta Chapter University of Massachusetts School of Medicine	2001
Outstanding Dissertation Award, Graduate School of Biomedical Sciences, University of Massachusetts Medical School, Worcester, MA	1999
Professional Memberships and Activities	
Massachusetts Academy of Family Physicians	2004-present
Member, Research Committee	2006-present
American Academy for Family Physicians	2001-present
Society for Neuroscience	1998-present
Editorial Responsibilities	
Reviewer, Brain Research	2009-present

Teaching evaluations provide evidence of educational effectiveness

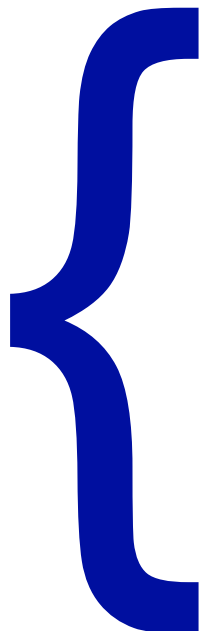
CV = list of educational activities
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Teaching evaluations = those activities have been effective

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Education		
Residency in Family Medicine, Lancaster General Hospital, Lancaster, MA	2001-2004	
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Adjunct: Quaker College, PA		
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Editorial Responsibilities		
Reviewer, Brain Research	2008-present	

MSD 100 Lecture Series Class 14 (Date 3/16/16)		Page 10/10	
Lecture: MSD 100 - Health & Disease Science 100		Division: MSD 100	
Responsible Faculty: Dr. Thomas Pickens, Dr. Tzipora Shargut		# Responses: 141	
Survey ID: MSD 100 - Week 1 (Date 3/16/16)			
Evaluation of Lecture		Responses	
Q1. Did you attend the lecture?		Yes	No
Q2. Did you use the lecture as a resource?		Yes	No
Evaluation of Lecture		Responses	
Q3. This lecture is a waste of time		Yes	No
Q4. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q5. This lecture is a waste of time		Yes	No
Q6. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q7. This lecture is a waste of time		Yes	No
Q8. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q9. This lecture is a waste of time		Yes	No
Q10. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q11. This lecture is a waste of time		Yes	No
Q12. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q13. This lecture is a waste of time		Yes	No
Q14. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q15. This lecture is a waste of time		Yes	No
Q16. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q17. This lecture is a waste of time		Yes	No
Q18. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q19. This lecture is a waste of time		Yes	No
Q20. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q21. This lecture is a waste of time		Yes	No
Q22. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q23. This lecture is a waste of time		Yes	No
Q24. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q25. This lecture is a waste of time		Yes	No
Q26. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q27. This lecture is a waste of time		Yes	No
Q28. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q29. This lecture is a waste of time		Yes	No
Q30. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q31. This lecture is a waste of time		Yes	No
Q32. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q33. This lecture is a waste of time		Yes	No
Q34. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q35. This lecture is a waste of time		Yes	No
Q36. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q37. This lecture is a waste of time		Yes	No
Q38. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q39. This lecture is a waste of time		Yes	No
Q40. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q41. This lecture is a waste of time		Yes	No
Q42. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q43. This lecture is a waste of time		Yes	No
Q44. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q45. This lecture is a waste of time		Yes	No
Q46. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q47. This lecture is a waste of time		Yes	No
Q48. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q49. This lecture is a waste of time		Yes	No
Q50. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q51. This lecture is a waste of time		Yes	No
Q52. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q53. This lecture is a waste of time		Yes	No
Q54. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q55. This lecture is a waste of time		Yes	No
Q56. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q57. This lecture is a waste of time		Yes	No
Q58. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q59. This lecture is a waste of time		Yes	No
Q60. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q61. This lecture is a waste of time		Yes	No
Q62. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q63. This lecture is a waste of time		Yes	No
Q64. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q65. This lecture is a waste of time		Yes	No
Q66. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q67. This lecture is a waste of time		Yes	No
Q68. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q69. This lecture is a waste of time		Yes	No
Q70. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q71. This lecture is a waste of time		Yes	No
Q72. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q73. This lecture is a waste of time		Yes	No
Q74. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q75. This lecture is a waste of time		Yes	No
Q76. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q77. This lecture is a waste of time		Yes	No
Q78. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q79. This lecture is a waste of time		Yes	No
Q80. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q81. This lecture is a waste of time		Yes	No
Q82. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q83. This lecture is a waste of time		Yes	No
Q84. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q85. This lecture is a waste of time		Yes	No
Q86. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q87. This lecture is a waste of time		Yes	No
Q88. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q89. This lecture is a waste of time		Yes	No
Q90. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q91. This lecture is a waste of time		Yes	No
Q92. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q93. This lecture is a waste of time		Yes	No
Q94. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q95. This lecture is a waste of time		Yes	No
Q96. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q97. This lecture is a waste of time		Yes	No
Q98. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q99. This lecture is a waste of time		Yes	No
Q100. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q101. This lecture is a waste of time		Yes	No
Q102. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q103. This lecture is a waste of time		Yes	No
Q104. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q105. This lecture is a waste of time		Yes	No
Q106. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q107. This lecture is a waste of time		Yes	No
Q108. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q109. This lecture is a waste of time		Yes	No
Q110. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q111. This lecture is a waste of time		Yes	No
Q112. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q113. This lecture is a waste of time		Yes	No
Q114. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q115. This lecture is a waste of time		Yes	No
Q116. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q117. This lecture is a waste of time		Yes	No
Q118. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q119. This lecture is a waste of time		Yes	No
Q120. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q121. This lecture is a waste of time		Yes	No
Q122. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q123. This lecture is a waste of time		Yes	No
Q124. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q125. This lecture is a waste of time		Yes	No
Q126. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q127. This lecture is a waste of time		Yes	No
Q128. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q129. This lecture is a waste of time		Yes	No
Q130. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q131. This lecture is a waste of time		Yes	No
Q132. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q133. This lecture is a waste of time		Yes	No
Q134. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q135. This lecture is a waste of time		Yes	No
Q136. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q137. This lecture is a waste of time		Yes	No
Q138. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q139. This lecture is a waste of time		Yes	No
Q140. This lecture is a waste of time		Yes	No
Evaluation of Lecture		Responses	
Q141. This lecture is a waste of time		Yes	No

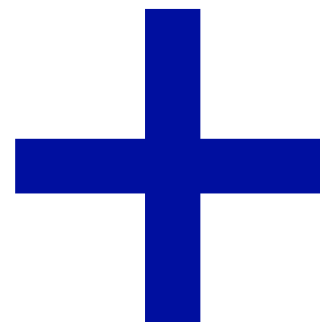
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CV

**Teaching
Evaluations**

**Narrative
Statement**



**List of
Evaluators**

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.

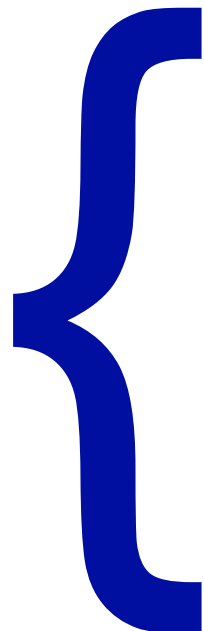
The Narrative Statement is an opportunity to highlight your accomplishments and put them into context

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

Introduce yourself.

- ✓ 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

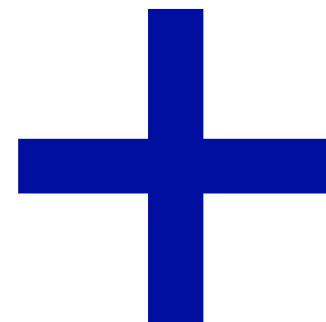
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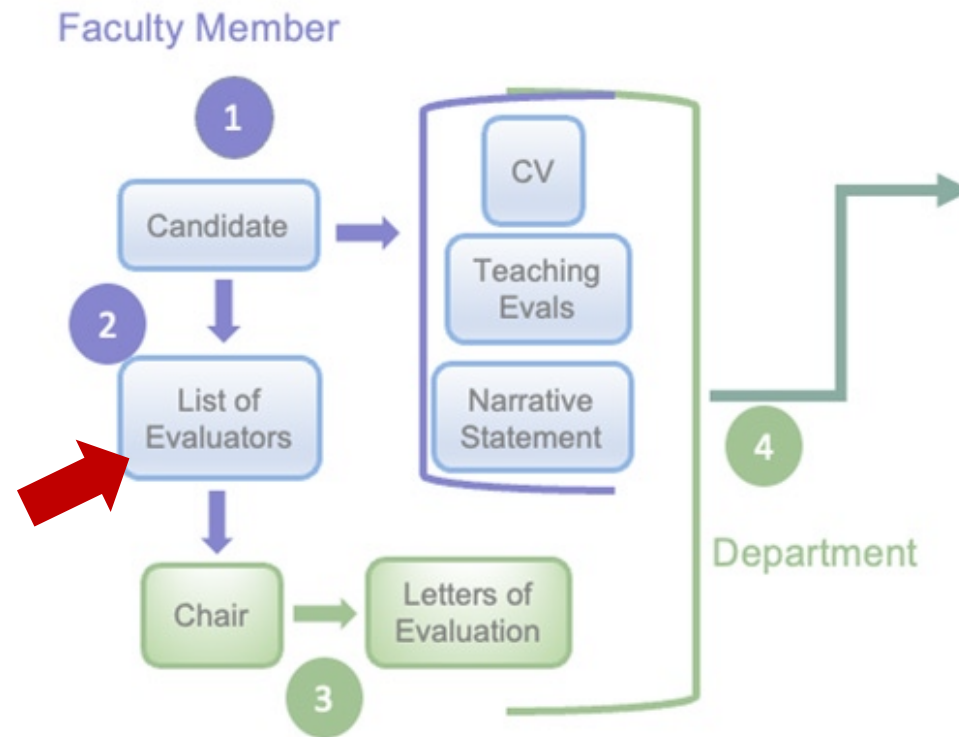
CV

**Teaching
Evaluations**

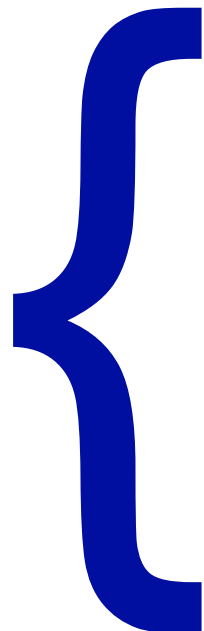
**Narrative
Statement**



**List of
Evaluators**



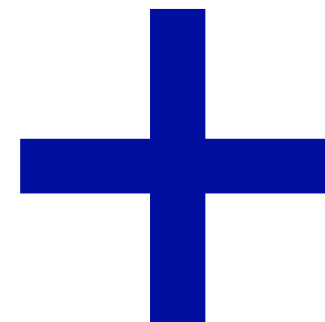
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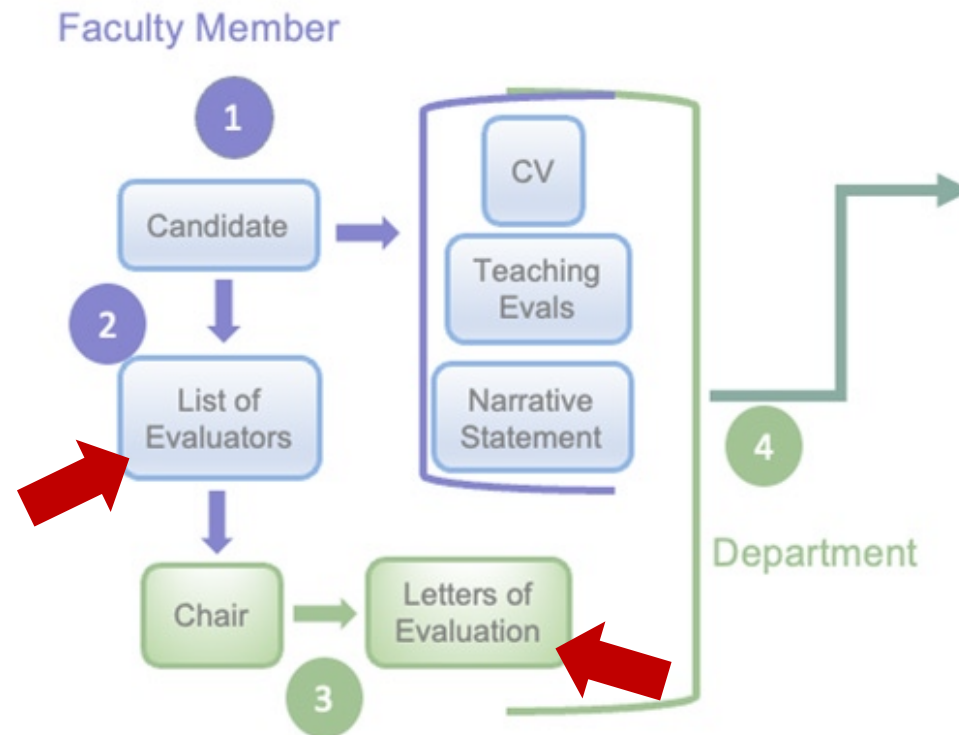
CV

**Teaching
Evaluations**

**Narrative
Statement**



**List of
Evaluators**



**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



1

Promotion & the Promotion Process

Know the process

Make a plan for career
development and
academic advancement

2

Criteria for Promotion

3

Preparing for Promotion

1

Promotion & the Promotion Process

Know the process
Make a plan for career
development and
academic advancement

2

Criteria for Promotion

Use your annual review
strategically to discuss
your goals

Talk with mentors and
Chairs about readiness

3

Preparing for Promotion

1

Promotion & the Promotion Process

Know the process
Make a plan for career
development and
academic advancement

2

Criteria for Promotion

Use your annual review
strategically to discuss
your goals

Talk with mentors and
Chairs about readiness

3

Preparing for Promotion

Keep your basic file
materials updated and
complete

Emily.Green@UMassmed.edu