

TABLE IV. Criteria for Promotion and Acceleration: Adjunct Series – PATHOLOGY (June 28, 2016)

Academic Actions	Research	Teaching	Professional Competence	Service
A. PROMOTION TO ASSOCIATE RANK:	Established independent research program (examples of evidence: first and/or senior-authored research articles independent of mentor in peer-reviewed journals; evidence of other impactful creative contributions; although not a requirement, being principal investigator on research grants is also evidence of independence) (NOTE: Research may be deemphasized in quantity if the candidate was appointed with an emphasis on teaching)	Defined teaching program with at least satisfactory teaching evaluations (examples of evidence: teaching quantification form listing classroom courses, small-group teaching in all settings, mentoring of students, serving on thesis committees; teaching evaluations)	Development of special area(s) of expertise (examples of evidence: biobibliography; external referees) At least local (institutional) and/or regional reputation (examples of evidence: internal and/or external referees)	Service on at least one department, school, or university committee (may be an ad hoc committee instead of standing committee) and demonstration of public service (e.g., ad hoc manuscript reviews, professional organization committees) (evidence: biobibliography)
B. PROMOTION TO FULL RANK:	Same as (A)	Same as (A) but teaching evaluations must be at least very good	Development of special area(s) of expertise (examples of evidence: biobibliography; external referees) At least national reputation (examples of evidence: external referees; election to offices in national societies) Leadership responsibilities in the institution and/or preferably regionally and nationally as well (examples of evidence: biobibliography; external referees; election to offices in national societies)	Service on at least one major department, school, or university committee and demonstration of public service (e.g., editorial boards, study sections, national committees) (evidence: biobibliography)
C. ADVANCEMENT TO STEP VI:	Same as (A)	Same as (A) but teaching evaluations must be excellent	Same as (B)	Service on more than one major department, school, or committee and demonstration of public service (e.g., editorial boards, study sections, national committees)
D. ADVANCEMENT TO ABOVE SCALE:	Same as (A)	Same as (C)	Same as (C) but must have international reputation (examples of evidence: external referees; election to offices in international societies)	Same as (C)
E. ACCELERATIONS:	Research productivity must be at least twice that for normal advancement (both quantity of first- and senior-authored publications and quality of journals should be considered); teaching, professional competence, and service must not be deficient; prizes, awards, election to prestigious societies are desirable			